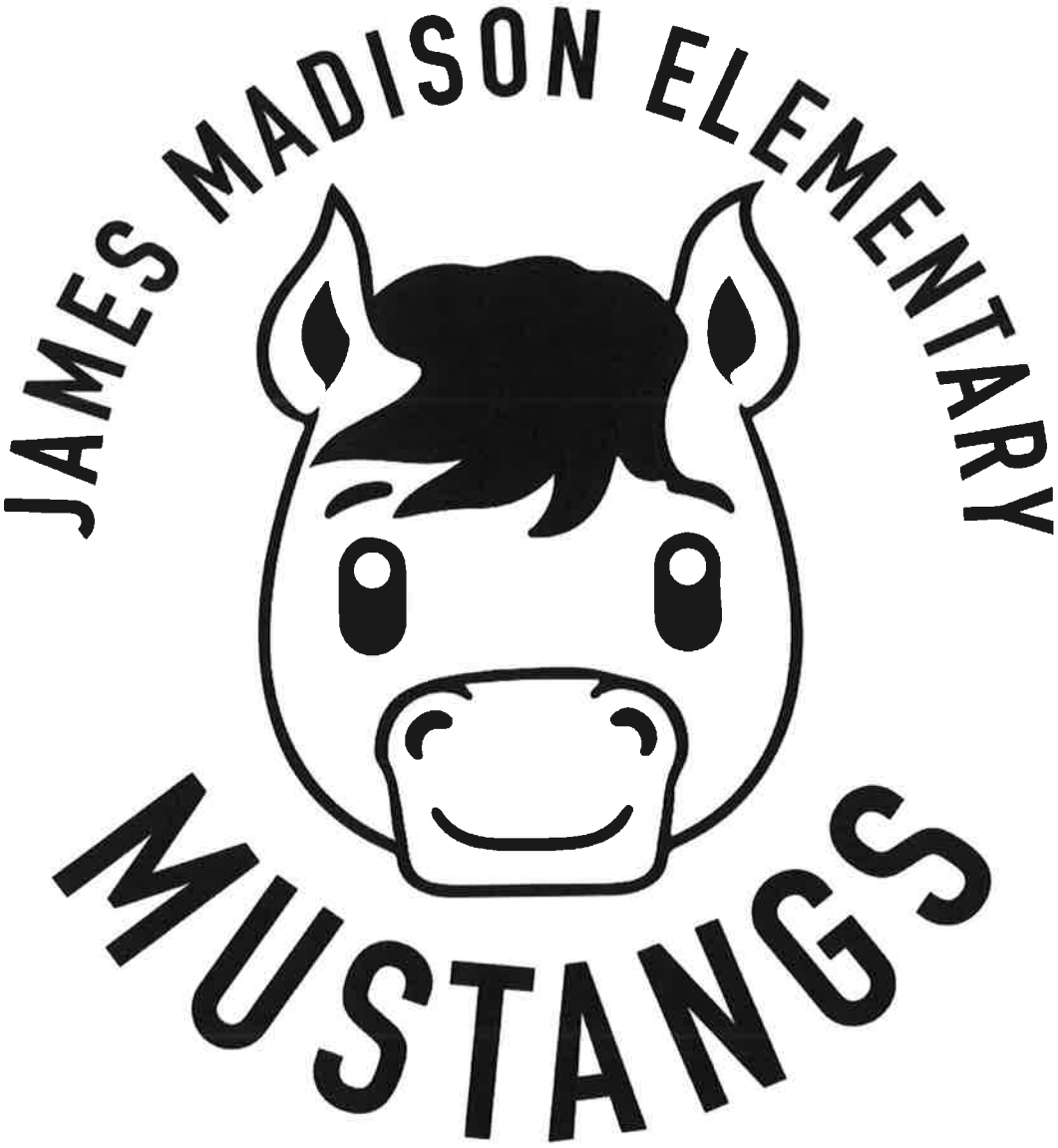
School Year: **2020-2021**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Madison Elementary	01-61291-6002414	September 23, 2020	December 15, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Not ATSI, CSI or TSI school.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

James Madison Elementary School is home to over 580 students. We serve students from a wide background of cultures, languages, and histories. Our school is a part of a hard working community in San Leandro, CA. Our 20-21 James Madison School plan embraces our diversity and strives to provide a high quality education to every student. We are a coveted school among educators, because we have worked hard to make our campus a fun, engaging, and respectful community for teachers and staff. We are a family of people who bring a wealth of knowledge, expertise, and experience to the foundation of Madison. If a school is to be measured alone by test scores, Madison is one of the highest performing schools in San Leandro Unified School District. However, we know that test scores only tell part of the story. Our students receive a caring and rigorous education from kindergarten to 5th Grade. Students are engaged in Common Core aligned curriculum such as Wonders, EMBARC, and two newly adopted curriculums for 21-22. This school year some of our teachers helped to select the new science curriculum Amplify Science and will be a part of the Units of Study Team for a new Social Studies program that will focus on the authentic contributions of our diverse community present, past, and future. We have additional opportunities for student cultural and physical educational classes in Band, Orchestra, Choir, Art, and PE. Madison cares about our students' wellbeing. We provide students with the socio-emotional and executive functioning skills needed to be successful. Some of the programs we have to address student wellness are Tool Kit, InnerExplorer, Soul Shoppe, and on site mental health resources. Our students also have unique learning experiences as they lead Project Based Learning units of study. Project Based Learning, PBL allows for all students to think critically about real world concerns and solutions. Madison is proud to be a school where students in our Mod/Severe Special Education classes in TK through 5th grade can thrive. This year we will be adding a Sensory Room for our students to engage in. Madison has benefited from recent Local Bond Measures to remodel parts of our school. As a result we have a brand new MakerSpace, Science Lab, Library, and nine new classes. James Madison is a school where we work hard, we play fair and we take care of each other. Our Madison Mustangs RIDE with Pride! Respect, Integrity, Determination and Equity for All.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The School Site Survey was distributed to all families during the month of April. We provided electronic and paper copies to ensure all families had a chance to provide input. We recieved 163 completed Surveys. We estimate that this is more that 50% of our families since many families have multiple children. In addition to the School Site Survey parents completed the English Language Learner Survey and students completed a student survey.

Summary of the findings.

School Site Survey 87% of the Families surveyed indicated extremely and very satisfied with the overall educational experience a James Madison. When asked how excited their children feel about school 91% reported their children came home excited about what they were learning, daily, weekly and/or multiple times per month. When asked about student safety on a 1-5 scale 64% gave us a 5 and 26% a score of 4. 0% of the parents gave Madison a 1 or 2 on the safety question.

An area of concern is in providing parent education and supporting their knowledge of common core standards and 21st Century Skills. We were suprised to find that parents were split on the best time to create parent educational participation. Only 37% indicated evenings were best with 23% preferring the beginning of the school day. We will use this data in coordinating our parent education opportunities.

Classroom Observations

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

Classroom Walkthroughs occur multiple times each week. In addition formal observations are conducted according to contract language and Ed. Code. This year I monitored the frequency and use of technology in the instructional process. We also monitored the rigor and relevance of the content at each grade level. Staff meetings and district professional development agendas reflect the topics and foci for the year.

Findings:

ELPAC

- Madison's multi-language learners are currently scoring in the Level 2-3 and range on ELPAC. We need to move more students to levels 3 and 4. This is imperative since students need to score at level 4 in order to be reclassified to fluent English proficient.

SBAC

- State testing was halted to due the COVID 19 pandemic in the spring of 2020. teachers value collaboration. Formal Collaboration consists of weekly Grade Level PLC's, monthly

Community Committees, and monthly staff meetings. Garfield teachers at each grade level have common prep periods each day to allow for additional informal collaboration time

Star Renaissance in ELA and Math

- Students in K-5 grade take diagnostic tests in both Language Arts and Math at a minimum are taking these tests 3 times per year. The majority of staff members use these assessments to due regular progress monitoring for students not scoring in the proficient range. Teachers share this information with parents and differentiate lessons for students.

CHKS

- CHKS data from 2020 indicated that staff, parents, and students feel our school is a safe and welcoming place to learn. Students feel supported by their teachers. Creating time for teachers to shift to common core practices will be needed in 2015-2016. Providing a variety of time to infuse the initiatives into their practices is essential. We will coordinate opportunities during the summer, with release time and with extend day through extra duty pay. This will support Project Based Learning development and blended learning instruction.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

March of 2020, schools across the state of California were closed due to the Global Pandemic COVID19. As a result, Madison followed the CA Education Department's decision to not give the SBAC tests in Math and ELA. We also did not have a chance to complete all of the 2020 ELPAC testing. The impact of this change, means we do not have a way to measure our policies and goals against how the students performed in Math and ELA or ELD. Our school entered into an emergency learning mode which allowed for a much more limited scope of teaching and learning.

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

We began the 2020-2021 school year in Distance Learning. Students, Parents, and Teachers had to prepare for a new way of teaching and learning. While we were able to give students some local assessments via online platforms like RenLerning, we did not have the ability to ensure the tests were not impacted by the stressors of Distance Learning. Madison teachers are using a wide variety of measures to determine student academic growth, through unit tests, quizzes, projects, and written and oral reports.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Madison Teachers are all highly qualified and certificated teachers. Our teachers have bachelors, masters, and doctoral degrees, many of them have more than 5 years of experience in education. We are proud to have a diverse makeup of educators on staff. We are a proud ally of the LGBTQIA community. Our school is a welcoming school for all cultures, languages, and abilities.

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

All teachers are credentialed and highly qualified. Our District and school site provides excellent professional development to teachers and staff alike online.

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

The District's Ed Services has a team of people who plan and implement content and standards based staff development. Teachers are encouraged and funded to participate in professional development outside of our district as well. There are many excellent opportunities available online at no additional costs. Our teachers have really taken advantage of pd on Racial Equity, online platforms and learning management systems, PBL, and topics on NGSS science.

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

Teachers are provided with ongoing professional development in the implementation of Distance Learning and Learning Management Systems (LMS) software to organize virtual schedules and asynchronous assignments for students.

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

Madison teachers value collaboration. Formal Collaboration consists of weekly Grade Level PLC's, monthly Community Committees, and monthly staff meetings. Madison teachers at each grade level have common prep periods each day to allow for additional informal collaboration time.

Teaching and Learning

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

The Madison Staff utilizes SBE adopted programs in Math, Language Arts, Science, and Social Studies that are aligned to performance standards.

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

The Madison bell schedule meets the recommended state requirement for ELA, ELD, Math. Distant Learning Instructional periods are divided into both synchronous and asynchronous time. Teachers assign time values for each assignment to ensure we are in compliance with state mandates for both on-site and distance learning.

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

Project-Based Learning and SBE adopted instructional materials are used to prepare students for College and Career readiness .

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

All students have standards-based instructional materials.

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

Core curriculum and intervention curriculum.

Opportunity and Equal Educational Access

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

Enrichment programs, Sylvan, ASES, Social-Emotional support through counseling services, Small group reading intervention through LLI.

Evidence-based educational practices to raise student achievement

Standards-based curriculum, daily designated ELD instruction in small groups, small group reading and math instruction.

Parental Engagement

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

Parent Facilitator, Family Engagement Meetings, DELAC, ELAC, SSC, Principal's Coffee Chats, James Madison PTO.

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

SSC, ELAC, PTO

Funding

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

Madison School uses Title1 funds for the services of a Title 1 para-educator who works with students in small groups to provide additional academic support. We also purchase instructional materials and pay for teachers' hourly salaries for special projects as needed.

Fiscal support (EPC)

Additional funding supports are provided through our site discretionary fund, district federal funding, and donations from our SL Education Foundations and community partners.

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.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Na

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.20%	0.63%	0%	1	3	0
African American	7.58%	4.59%	6.21%	37	22	33
Asian	45.08%	47.39%	49.72%	220	227	264
Filipino	8.61%	7.93%	7.34%	42	38	39
Hispanic/Latino	24.59%	25.89%	24.48%	120	124	130
Pacific Islander	%	%	0%			0
White	7.58%	6.89%	6.03%	37	33	32
Multiple/No Response	0.82%	0.84%	5.27%	4	4	5
			Total Enrollment	488	479	531

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	98	97	106
Grade 1	81	103	122
Grade 2	84	81	100
Grade3	69	76	103
Grade 4	80	57	80
Grade 5	76	65	69
Total Enrollment	488	479	579

Conclusions based on this data:

1. The data shows that Madison's Enrollment has increased over the past 2 school years. In 20-21 our student population jumped by 100 students. This is a direct impact of the additional (9) classes added this school year.
2. The data shows an increase in several subgroups, Asians - 220 to 267; African Americans - 22 to 33; and Hispanic/Latino - 124 to 130 students all increased.
3. The data shows a slight decrease in White student enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	164	167	166	33.6%	34.9%	31.3%
Fluent English Proficient (FEP)	65	65	110	13.3%	13.6%	20.7%
Reclassified Fluent English Proficient (RFEP)	17	11	55	12.8%	6.7%	32.9%

Conclusions based on this data:

1. Data shows a fairly stable enrollment of English Learners give or take 1 student.
2. Data shows that more students are entering as Fluent English Proficient that in past years.
3. Data shows a significant increase in Reclassified Fluent English Proficient.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	77	58	77	75	57	77	75	57	77	97.4	98.3	100
Grade 4	73	72	55	73	72	55	73	72	55	100	100	100
Grade 5	55	71	70	55	70	69	55	70	69	100	98.6	98.6
All	205	201	202	203	199	201	203	199	201	99	99	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2426.	2443.	2458.	30.67	31.58	33.77	21.33	26.32	36.36	17.33	24.56	18.18	30.67	17.54	11.69
Grade 4	2489.	2459.	2495.	32.88	26.39	32.73	32.88	20.83	34.55	15.07	18.06	14.55	19.18	34.72	18.18
Grade 5	2536.	2524.	2513.	36.36	27.14	26.09	32.73	37.14	33.33	14.55	20.00	13.04	16.36	15.71	27.54
All Grades	N/A	N/A	N/A	33.00	28.14	30.85	28.57	28.14	34.83	15.76	20.60	15.42	22.66	23.12	18.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.67	29.82	33.77	33.33	43.86	58.44	40.00	26.32	7.79
Grade 4	27.40	25.00	36.36	53.42	38.89	49.09	19.18	36.11	14.55
Grade 5	25.45	34.29	30.43	54.55	44.29	39.13	20.00	21.43	30.43
All Grades	26.60	29.65	33.33	46.31	42.21	49.25	27.09	28.14	17.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.33	28.07	27.27	40.00	52.63	61.04	30.67	19.30	11.69
Grade 4	32.88	25.00	27.27	52.05	40.28	58.18	15.07	34.72	14.55
Grade 5	52.73	40.00	34.78	38.18	42.86	44.93	9.09	17.14	20.29
All Grades	36.95	31.16	29.85	43.84	44.72	54.73	19.21	24.12	15.42

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.67	24.56	25.97	68.00	63.16	63.64	17.33	12.28	10.39
Grade 4	17.81	19.44	20.00	71.23	62.50	76.36	10.96	18.06	3.64
Grade 5	21.82	14.29	14.49	58.18	68.57	62.32	20.00	17.14	23.19
All Grades	17.73	19.10	20.40	66.50	64.82	66.67	15.76	16.08	12.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	33.33	32.47	34.67	50.88	51.95	32.00	15.79	15.58
Grade 4	34.25	25.00	29.09	54.79	43.06	52.73	10.96	31.94	18.18
Grade 5	49.09	34.29	30.43	34.55	50.00	43.48	16.36	15.71	26.09
All Grades	37.93	30.65	30.85	41.87	47.74	49.25	20.20	21.61	19.90

Conclusions based on this data:

1. The Data shows that Research and Inquiry in the 5th grade is an area of growth at Madison.
2. We will continue to individually identify students scoring in the "Below" or "Standard Nearly Met" area in order to increase student achievement overall.
3. Madison decreased the number of students performing "Below Standard" in Reading, writing, and listening.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	77	58	77	75	57	77	75	57	77	97.4	98.3	100
Grade 4	73	72	55	73	72	54	73	72	54	100	100	98.2
Grade 5	55	71	70	55	70	70	55	70	70	100	98.6	100
All	205	201	202	203	199	201	203	199	201	99	99	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2448.	2468.	2461.	26.67	36.84	29.87	29.33	36.84	33.77	30.67	15.79	19.48	13.33	10.53	16.88
Grade 4	2480.	2477.	2501.	15.07	23.61	24.07	36.99	27.78	35.19	34.25	22.22	31.48	13.70	26.39	9.26
Grade 5	2528.	2512.	2502.	21.82	22.86	27.14	36.36	30.00	15.71	21.82	24.29	22.86	20.00	22.86	34.29
All Grades	N/A	N/A	N/A	21.18	27.14	27.36	33.99	31.16	27.86	29.56	21.11	23.88	15.27	20.60	20.90

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.00	54.39	53.25	36.00	33.33	22.08	20.00	12.28	24.68
Grade 4	28.77	33.33	38.89	43.84	34.72	35.19	27.40	31.94	25.93
Grade 5	32.73	30.00	30.00	38.18	37.14	22.86	29.09	32.86	47.14
All Grades	35.47	38.19	41.29	39.41	35.18	25.87	25.12	26.63	32.84

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.33	33.33	36.36	38.67	52.63	46.75	24.00	14.04	16.88
Grade 4	20.55	20.83	24.07	60.27	51.39	59.26	19.18	27.78	16.67
Grade 5	27.27	24.29	24.29	50.91	47.14	48.57	21.82	28.57	27.14
All Grades	28.57	25.63	28.86	49.75	50.25	50.75	21.67	24.12	20.40

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.00	47.37	36.36	46.67	43.86	48.05	17.33	8.77	15.58
Grade 4	27.40	26.39	31.48	47.95	47.22	51.85	24.66	26.39	16.67
Grade 5	21.82	21.43	25.71	60.00	60.00	35.71	18.18	18.57	38.57
All Grades	29.06	30.65	31.34	50.74	50.75	44.78	20.20	18.59	23.88

Conclusions based on this data:

1. Madison Showed an increase the percentage of students performing "Above Standard" level in third, fourth and fifth grades from 17/18 to 18/19.
2. Madison decreased the percentage of student performing "Below Standard" in 3rd and 4th grades.
3. We will continue to identify students scoring in the "Below" or "Standard Nearly Met" performance levels in order to increase student achievement overall.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1425.2	1384.9	1414.8	1391.6	1449.4	1368.7	43	38
Grade 1	1459.1	1436.6	1455.6	1437.1	1462.1	1435.5	34	30
Grade 2	1500.4	1469.2	1492.8	1480.2	1507.6	1457.7	34	26
Grade 3	1448.5	*	1439.6	*	1457.2	*	18	8
Grade 4	1474.1	*	1464.5	*	1483.1	*	14	9
Grade 5	1422.4	*	1409.2	*	1435.2	*	17	7
All Grades							160	118

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	39.53	15.79	*	47.37	25.58	15.79	*	21.05	43	38
1	52.94	10.00	32.35	50.00	*	23.33	*	16.67	34	30
2	70.59	34.62	*	42.31	*	7.69	*	15.38	34	26
3	*	*	*	*	*	*	*	*	18	*
4	*	*	*	*	*	*	*	*	14	*
5	*	*	*	*	*	*	*	*	17	*
All Grades	45.63	23.73	26.88	43.22	13.75	17.80	13.75	15.25	160	118

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.56	15.79	32.56	47.37	*	15.79	25.58	21.05	43	38
1	52.94	23.33	35.29	43.33	*	16.67	*	16.67	34	30
2	73.53	57.69	*	23.08	*	0.00	*	19.23	34	26
3	*	*	*	*		*	*	*	18	*
4	*	*	*	*	*	*	*	*	14	*
5	*	*	*	*	*	*	*	*	17	*
All Grades	48.75	33.90	27.50	38.98	*	11.02	17.50	16.10	160	118

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.47	13.16	25.58	65.79	*	21.05	43	38
1	58.82	50.00	32.35	30.00	*	20.00	34	30
2	91.18	50.00	*	34.62	*	15.38	34	26
3	*	*	*	*	*	*	18	*
4	*	*	*	*	*	*	14	*
5	*	*	*	*	*	*	17	*
All Grades	58.75	34.75	28.75	48.31	12.50	16.95	160	118

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.56	31.58	37.21	44.74	30.23	23.68	43	38
1	67.65	13.33	*	73.33	*	13.33	34	30
2	58.82	53.85	*	26.92	*	19.23	34	26
3	*	*	*	*	*	*	18	*
4	*	*	*	*	*	*	14	*
5	*	*	*	*	*	*	17	*
All Grades	51.25	39.83	28.13	44.07	20.63	16.10	160	118

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	39.53	0.00	48.84	73.68	*	26.32	43	38
1	61.76	36.67	*	43.33	*	20.00	34	30
2	67.65	7.69	*	76.92	*	15.38	34	26
3	*	*	61.11	*	*	*	18	*
4	*	*	*	*	*	*	14	*
5	*	*	*	*	*	*	17	*
All Grades	45.63	14.41	36.25	64.41	18.13	21.19	160	118

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.47	50.00	25.58	26.32	*	23.68	43	38
1	41.18	10.00	41.18	73.33	*	16.67	34	30
2	67.65	23.08	*	57.69	*	19.23	34	26
3	*	*	61.11	*	*	*	18	*
4	*	*	*	*	*	*	14	*
5	*	*	*	*	*	*	17	*
All Grades	51.25	28.81	33.13	54.24	15.63	16.95	160	118

Conclusions based on this data:

1. The data shows we had a decrease in the number of students taking the ELPAC test 17/18 160 students down to 118 in 18/19.
2. The data is missing some key data in the various domains, making it difficult to draw conclusions over time.
3. We will continue to identify, analyze, monitor student data for English Learners.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
479	47.6	34.9	0
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.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	167	34.9
Foster Youth		0
Homeless	9	1.9
Socioeconomically Disadvantaged	228	47.6
Students with Disabilities	55	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	4.6
American Indian	3	0.6
Asian	227	47.4
Filipino	38	7.9
Hispanic	124	25.9
Two or More Races	28	5.8
White	33	6.9

Conclusions based on this data:

1. Data shows we have significant number of students who come from Asian/Hispanic/Latino subgroups. These subgroups continue to increase each year.
2. Data shows that we have almost a 50% population of Socio economically disadvantaged students.
3. Data shows we are growing our students with disabilities population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	**Chronic Absenteeism**  Green	**Suspension Rate**  Green
Mathematics  Green		

Conclusions based on this data:

1. All indicators are in the blue or green showing Madison is meeting the needs of our students.
2. Data indicates not enough numbers of students to show progress on English Learners at the state level.
3. Data indicates that Madison is a safe place for students to go to school.

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:



This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	3

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
21.5 points above standard	10.8 points above standard	0 Students
Increased Significantly ++17 points 195	Increased Significantly ++18.7 points 77	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Yellow
Less than 11 Students - Data Not Displayed for Privacy	12.3 points above standard	47.3 points below standard
5	Increased Significantly ++24.7 points 102	Increased ++8.7 points 31

2019 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
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	23 points above standard	18.5 points above standard
10	1	Increased ++8.4 points	Increased ++6.5 points
		94	17
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	No Performance Color
17.4 points above standard	28.2 points above standard	0 Students	62 points above standard
Increased Significantly ++27.6 points	Increased ++11.8 points		Increased Significantly ++38.3 points
47	11		15

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
55.2 points below standard	38.9 points above standard	26.9 points above standard
Increased ++5.6 points	Declined -14.5 points	Increased Significantly ++21.9 points
23	54	109

Conclusions based on this data:

1. There is enough data to capture the growth of Hispanic and Asian students in ELA, both groups are meeting expectations set by the State of Ca.
2. Data shows students who are identified as socio economically are meeting standards in ELA.
3. Data shows that students who tested in SPED are approaching standards.

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:



This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	1

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	
9.3 points above standard	13.4 points above standard	
Increased ++9.8 points	Increased Significantly ++18.1 points	
194	77	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	6.1 points below standard	53.6 points below standard
5	Increased ++12 points	Increased Significantly ++15.8 points
	101	30

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	26.5 points above standard	30.5 points above standard
10	1	Increased ++7.9 points	Increased Significantly ++16.9 points
		94	17
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		No Performance Color
9.3 points below standard	19.8 points below standard		16.1 points above standard
Increased ++13.3 points	Declined -13.8 points		Maintained ++2.8 points
47	11		14

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
33.5 points below standard	33.4 points above standard	1.9 points above standard
Increased ++13.7 points	Declined -13.6 points	Increased ++5.7 points
23	54	108

Conclusions based on this data:

1. Data shows English Learners are performing at or above standards in general.
2. Data shows Hispanic/Latino and Asian students are performing in the green indicator in Math.
3. Data shows Socio Economically is performing in the green indicator in Math.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
75 making progress towards English language proficiency
Number of EL Students: 72
Performance Level: Very High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
4.1	20.8	8.3	66.6

Conclusions based on this data:

1. 66.6 of our EL students progressed at least one ELPI Level.
2. English Learner Progress is Very High.
3. 20.8 percent of EL students are maintaining their ELPI levels.

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:



This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	3	2

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
6.4	4.6	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.9	Declined Significantly -3.4	0
503	174	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	8.5	17.1
10	Declined -2.8	Declined -7.6
	248	70

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
Yellow	No Performance Color	Blue	Green
15.6	Less than 11 Students - Data Not Displayed for Privacy	1.3	2.6
Declined -7.5	3	Maintained +0.4	Declined -6.7
32		234	38
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Yellow	Yellow	No Performance Color	Green
14.7	5.9	Less than 11 Students - Data Not Displayed for Privacy	6.1
Declined -6.9	Maintained -0.4	0	Declined -2
129	34		33

Conclusions based on this data:

1. Data shows a decline in attendance for African American, Hispanic, Filipino, and White students.
2. Data shows Asian students have improved attendance.
3. Data shows students in SPED and who are identified as Socio economically disadvantaged have declined slightly.

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:



This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	5	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	
1.2	1.1	
Declined Significantly -1.4	Declined Significantly -1.2	
510	175	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
0	1.6	2.8
12	Declined Significantly -1.1	Increased +0.5
	254	72

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Orange	Blue
2.9	Less than 11 Students - Data	1.3	0
Declined -4.8	3	Increased +0.4	Maintained 0
35		235	38
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue		Green
0.8	0		2.9
Declined -3.2	Maintained 0		Declined -5.3
129	35		35

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.5	1.2

Conclusions based on this data:

1. Students with disabilities have a higher rate of suspension, although it may only be one or two students out of the entire population
2. African American, Hispanic and students of two or more races are in the green or blue indicator, which indicates that we are not suspending students of color.
3. White students are in the green indicator group. We are not suspending White students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Teach, Learn, and Achieve

LEA/LCAP Goal

Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and social justice.

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 social justice.

Identified Need

Our identified need is to address the academic and social emotional needs of Madison students by developing an academic program that accelerates students learning through Distance Learning.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	• Increase the Academic ELA status for SPED students by 20 or more points from the previous year • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Increase the Academic ELA status for SPED students by 20 or more points from the previous year • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Base 1000-1999: Certificated Personnel Salaries Substitute release for teacher collaboration and planning. We will also use this time to support and create student intervention plans.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16000	Title I 2000-2999: Classified Personnel Salaries After school library support for 1st to 3rd grade students for non Mustang Academy students. they will provide homework support and enrichment opportunities.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Base 1000-1999: Certificated Personnel Salaries Substitute release time and after hourly pay for teachers to extend and share best practices.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4812	Base 1000-1999: Certificated Personnel Salaries Collaboration and release time for planning and coordination of grade level projects.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Base 1000-1999: Certificated Personnel Salaries Create release time for teachers to review, enter and monitor student data as needed.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 1000-1999: Certificated Personnel Salaries

	Increase the number of cross grade level and grade level opportunityiesto develop and strengthen ELD support and instruction.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

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.

English Language Paraprofessionals: These staff members continue to support EL students. Paras, alongside the teachers, support the delivery of and designated and integrated ELD in a virtual capacity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Prioritize additional time to prepare student data for staff as they begin the year.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Goal will be met as a part of ongoing multi tiered intervention and COST support.

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries Provide release time to attend and support parent meeting time for students SST and IEP meetings. We will support intervention coordination for ELD and SED students.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The goal of addressing student achievement and access with Madison students in order to better prepare them for their future can be seen through implementing UDL in SPED classes, collaborating to strengthen inclusion, and identifying and supporting struggling readers through LLI, Imagine Learning, and guided reading.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All strategies and activities were implemented to achieve our goal.

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.

The goal was was not changed. We need to continue the action steps to ensure all students have the opportunity to achieve grade level standards in a distance learning setting.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Equity and Inclusion through College and Career Readiness

LEA/LCAP Goal

All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

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.

Identified Need

The identified need is to ensure curriculum, teaching and learning, and books other than text books are representative of our diverse student body.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3 - Parent Engagement • 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%. LCFF Priority 4 - Pupil Academics	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board in the spring 2019 LCFF Priority 4 - Pupil Academics

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Hourly teacher pay for developing, supporting and implementing parent education events.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Hourly teacher pay for developing, supporting and implementing parent education events.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Base 1000-1999: Certificated Personnel Salaries Release time was provided as needed to support creating inclusion opportunities between our SDC program and general education students.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Base 1000-1999: Certificated Personnel Salaries Hourly teacher pay for developing, supporting and implementing parent education events.

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
899	Title I 4000-4999: Books And Supplies Budget materials and supplies for parent education events.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures Attend workshops and conferences to facilitate support for EL and SED students populations.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The James Madison Staff worked to implement all the goals and action steps outlined in the 2019-20 SPSA. Our on-site work was cut short due to the COVID 19 pandemic. We are currently working to adapt these actions steps to a distance learning environment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the budgeted expenditures and implementation.

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.

The goal was was not changed. We need to continue the action steps to ensure all students have the opportunity to achieve grade level standards.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Collaborative and Engaged District Culture

LEA/LCAP Goal

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

Goal 3

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

Identified Need

Responding to the academic and social emotional needs of Madison students by developing an academic program that accelerates students learning through Distance Learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3 - Parent Engagement • 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%. LCFF Priority 4 - Pupil Academics	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from	groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Student Survey.	Student Survey.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Base 5000-5999: Services And Other Operating Expenditures We will continue to create assemblies and school wide award opportunities to emphasize school rules and promote a positive school culture.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Provide hourly time for the website to be updated and to create more parent education resources to attach and link to the website.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The James Madison worked to implement all the goals and action steps outlined in the 2019-20 SPSA. Our on-site work was cut short due to the COVID 19 pandemic. We are currently working to adapt these actions steps to a distance learning environment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the budgeted expenditures and implementation. Due to the COVID 19 pandemic, our afterschool enrichment program was shortened so not all funds were spent.

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.

The goal was was not changed. We need to continue the action steps to ensure all students have the opportunity to achieve grade level standards.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Family and Community Involvement

LEA/LCAP Goal

SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students

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.

Identified Need

In 2020, we saw an increase in parents participating in school governance forums, like, SSC, ELAC, Principal Chat and PTO. Virtual meetings have improved access, attendance, and participation. However, diverse parent participation and representation continues to be a goal for our school's community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3 - Parent Engagement • 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%.	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year.	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	• Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Base 2000-2999: Classified Personnel Salaries Prioritize duties of our Parent Facilitator to support outreach to parents

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3458	District Funded 5000-5999: Services And Other Operating Expenditures Funding for translation for meeting and events.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

4.3 Continue to provide K-5 parent education opportunities (i.e. Coffee Chats, ELAC, School Site Council. Parent Series) 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries This funding provides hourly pay for teachers who help plan and create parent education events.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Base 2000-2999: Classified Personnel Salaries Parent facilitator pay to conduct outreach after hours when parents are home from work.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The James Madison Staff worked to implement all the goals and action steps outlined in the 2019-20 SPSA. Our on-site work was cut short due to the COVID 19 pandemic. We are currently working to adapt these actions steps to a distance learning environment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the budgeted expenditures and implementation. Due to the COVID 19 pandemic, our afterschool enrichment program was shortened so not all funds were spent.

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.

The goal was was not changed. We need to continue the action steps to ensure all students have the opportunity to achieve grade level standards.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Facilities and Technology

LEA/LCAP Goal

SLUSD will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

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.

Identified Need

Due to COVID19 in 2020, our school had an increased need for students to access 1:1 computers and wifi connection.

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Base 1000-1999: Certificated Personnel Salaries Provide hourly time for interested teachers to design and present to parents how to access district information.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified 4000-4999: Books And Supplies Provide supplies to remedy facility needs until bond monies are implemented.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The James Madison Staff worked to implement all the goals and action steps outlined in the 2019-20 SPSA. Our on-site work was cut short due to the COVID 19 pandemic. We are currently working to adapt these actions steps to a distance learning environment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the budgeted expenditures and implementation. Due to the COVID 19 pandemic, our afterschool enrichment program was shortened so not all funds were spent.

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.

The goal was was not changed. We need to continue the action steps to ensure all students have the opportunity to achieve grade level standards.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$25399
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$43,169.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$25,399.00

Subtotal of additional federal funds included for this school: $25,399.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Base	$14,312.00
District Funded	$3,458.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $17,770.00

Total of federal, state, and/or local funds for this school: $43,169.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	25399	0.00

Expenditures by Funding Source

Funding Source	Amount
Base	14,312.00
District Funded	3,458.00
None Specified	0.00
Title I	25,399.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	19,812.00
2000-2999: Classified Personnel Salaries	17,000.00
4000-4999: Books And Supplies	899.00
5000-5999: Services And Other Operating Expenditures	4,458.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Base	12,312.00
2000-2999: Classified Personnel Salaries	Base	1,000.00
5000-5999: Services And Other Operating Expenditures	Base	1,000.00

5000-5999: Services And Other Operating Expenditures	District Funded	3,458.00
None Specified	District Funded	0.00
4000-4999: Books And Supplies	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	7,500.00
2000-2999: Classified Personnel Salaries	Title I	16,000.00
4000-4999: Books And Supplies	Title I	899.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,312.00
Goal 2	4,899.00
Goal 3	2,000.00
Goal 4	5,458.00
Goal 5	500.00

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
Paulette Smith	Principal Parent or Community Member
Ruth Briseno	Other School Staff Parent or Community Member
Monica Corona	Other School Staff Parent or Community Member
Margie Troung	Parent or Community Member
Yolanda Cater	Classroom Teacher
Jenny Kubicki	Classroom Teacher
Olivia Emerson	Classroom Teacher
Jaime Moore	Parent or Community Member
Joyce Wagner	
Sonya Martin	Classroom Teacher

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
DocuSigned by: 12/2/2020	English Learner Advisory Committee
DocuSigned by: Sonna Martin 12/2/2020	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 Nov. 17, 2020.

Attested:

Paulette Smith

Principal, Paulette Smith on 11/17/20

Monica Corona

SSC Chairperson, Monica Corona on 11/17/20