School Year: **2021-2022**

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	June 15, 2021	

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)

X 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.

This Comprehensive Needs Assessment is informed by data collected through the California School Performance Dashboard, English Language Proficiency Assessment for California (ELPAC), Smarter Balanced Assessment Consortium (SBAC), STAR Renaissance diagnostic, and the California Healthy Kids Survey (CHKS). The STAR Renaissance is our district diagnostic assessment and is administered at least three times a year. The SBAC, ELPAC, and CHKS surveys are administered once a year. The California Healthy Kids Survey collects data from staff, parents, and students about the Social-Emotional needs of our students, staff, and community. Students completed the CHKS survey at the start of 2020. Parents were provided with multiple opportunities to complete the survey through our James Madison website and community meetings such as Principal Coffee Chat and PTA meetings.

Analysis of the data uncover the following themes:

CA Dashboard

- James Madison continues to score at the Green level in Language Arts and Math as measured by SBAC. We will continue to look at our school data to inform our practices and

provide tier 2 and 3 interventions for students who are not proficient or are demonstrating socio-emotional health support.
- James Madison continues to fall in the Green level for chronic absenteeism. We will continue to address this issue through school-wide PBIS practices.
- James Madison has made improvements in our school climate data as measured by school-wide suspension rates. James Madison is currently in the top Blue level. Our suspension rates have decreased because of the implementation or PBIS, SEL, Trauma-informed, and Restorative Justice practices school-wide.

ELPAC
· James Madison's multi-language learners are currently scoring in the Level 2 and 3 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. Our data from 2019 indicated that our 3-5 grade students scored 10.9 points above standard in ELA and 1.8 points above standard in Mathematics.

Star Renaissance in ELA and Math
· Students in K-5 grade take diagnostic tests in both Language Arts and Math at a minimum 3 times per year. The staff members use these assessments to progress monitor students not scoring in the proficient range. Teachers share this information with parents during parent conferences and modify lessons for students based upon the data.

California Healthy Kids Survey 2021
· 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.

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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)

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 2020-21 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 State Standards Aligned 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, LCAP

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.63%	0%	0.2%	3	0	1
African American	4.59%	6.21%	5.5%	22	33	32
Asian	47.39%	49.72%	51.4%	227	264	300
Filipino	7.93%	7.34%	6.3%	38	39	37
Hispanic/Latino	25.89%	24.48%	24.8%	124	130	145
Pacific Islander	%	0%	%		0	
White	6.89%	6.03%	5.3%	33	32	31
Multiple/No Response	0.84%	5.27%	1.2%	4	5	7
			Total Enrollment	488	479	584

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	97	106	109
Grade 1	103	122	123
Grade 2	81	100	101
Grade3	76	103	102
Grade 4	57	80	80
Grade 5	65	69	69
Total Enrollment	479	579	584

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	167	166	174	34.9%	31.3%	29.8%
Fluent English Proficient (FEP)	65	110	114	13.6%	20.7%	19.5%
Reclassified Fluent English Proficient (RFEP)	11	55	16	6.7%	32.9%	9.6%

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

SBAC Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	77	70	106	77	68	88	57	68	88	100	97	83
Grade 4	55	72	80	55	62	72	72	62	72	100	86	90
Grade 5	70	54	69	69	37	66	70	37	66	98.6	69	95
All	202	196	255	201	167	226	199	1687	226	99.5	84	89.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	2458.	299	432	33.77	35	24	36.36	22	24	18.18	25	32	11.69	18	20
Grade 4	2495.	419	499	32.73	36	21	34.55	23	26	14.55	18	26	18.18	24	26
Grade 5	2513.	508	558	26.09	19	11	33.33	41	33	13.04	27	26	27.54	24	26
All Grades	N/A	N/A	N/A	30.85	30	18.7	34.83	28.7	27.7	15.42	23.3	28	18.91	18.7	25.3

**STAR Reading

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

SBAC Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	77	70	106	77	67	88	77	67	88	100	96	83
Grade 4	55	72	80	54	62	73	54	62	73	98.2	86	91
Grade 5	70	54	69	70	39	672	70	39	62	100	72	90
All	202	196	255	201	168	223	201	168	223	99.5	84.7	88

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	2461.	512	587	29.87	28	11	33.77	36	27	19.48	19	35	16.88	16	26
Grade 4	2501.	613	655	24.07	31	10	35.19	29	22	31.48	31	47	9.26	10	22
Grade 5	2502.	680	713	27.14	23	10	15.71	23	31	22.86	26	18	34.29	28	42
All Grades	N/A	N/A	N/A	27.36	27.3	10.3	27.86	29.3	26.7	23.88	25.3	33.3	20.90	18	30

**STAR Math

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	
	18-19	*19-20	18-19	*19-20	18-19	*19-20	18-19	*19-20
Grade K	1384.9		1391.6		1368.7		38	
Grade 1	1436.6		1437.1		1435.5		30	
Grade 2	1469.2		1480.2		1457.7		26	
Grade 3	*		*		*		8	
Grade 4	*		*		*		9	
Grade 5	*		*		*		7	
All Grades							118	

*OPTIONAL Summative ELPAC

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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	15.79		47.37		15.79		21.05		38	
1	10.00		50.00		23.33		16.67		30	
2	34.62		42.31		7.69		15.38		26	
All Grades	23.73		43.22		17.80		15.25		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	15.79		47.37	47.37	15.79		21.05		38	
1	23.33		43.33	43.33	16.67		16.67		30	
2	57.69		23.08	23.08	0.00		19.23		26	
All Grades	33.90		38.98	38.98	11.02		16.10		118	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	13.16		65.79		21.05		38	
1	50.00		30.00		20.00		30	
2	50.00		34.62		15.38		26	
All Grades	34.75		48.31		16.95		118	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	31.58		44.74		23.68		38	
1	13.33		73.33		13.33		30	
2	53.85		26.92		19.23		26	
All Grades	39.83		44.07		16.10		118	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	0.00		73.68		26.32		38	
1	36.67		43.33		20.00		30	
2	7.69		76.92		15.38		26	
All Grades	14.41		64.41		21.19		118	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	50.00		26.32		23.68		38	
1	10.00		73.33		16.67		30	
2	23.08		57.69		19.23		26	
All Grades	28.81		54.24		16.95		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.

2019-20 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.

2019-20 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

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	Increased Significantly ++18.7 points	
195	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	Increased ++8.7 points
	102	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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

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 3	1.3	0
Declined -4.8		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.

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

Engage, Educate, Empower

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 civic engagement.

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 standards and practices. James Madison will do this through the continued emphasis on SLUSD's curriculum including Wonders English Language Arts and English Language Development, Eureka Math, blended learning suites, Soul Shoppe, and Inner Explorer, with overarching strategies of Culturally Responsive Project Based Learning using 21 st Century educational tech platforms. We will consistently implement Common Core State Standards, English Language Development Standards, Next Generation Science Standards, and the Social Justice Standards/framework. We will continue to provide high quality and targeted intervention, as well as opportunities for enrichment programs which are accessible to all students.

Identified Need

All students including English Learners scoring a 2 or lower on ELPAC, Newcomers, and all students who are demonstrating below grade level proficiency in math and ELA will continue to need support in reading and math as they grow to become critical thinkers, collaborators, healthy in mind and body, and, act as ethical and cultural leaders in the community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator for English Language Arts - Student Performance based on Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for English Language Arts Student Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 22 pts above standard b. English Learners = 11 pts above standard c. Socioeconomically Disadvantaged = 12 pts above standard d. Students with Disabilities = 47 pts below standard e. Hispanic/Latino = 17 pts above standard	Will improve Distance from Standard by: Overall + 8 pts English Learners + 15 pts Socioeconomically Disadvantaged + 10 Students with Disabilities + 15pts Hispanic/Latinx + 10

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator for Mathematics - Student Performance based on Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for Mathematics Student Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 39 pts above standard b. English Learners = 13 above standard c. Socioeconomically Disadvantaged = 6 below d. Students with Disabilities = 54 below e. Hispanic/Latino = 9 below standard	Will improve Distance from Standard by: Overall + 10 pts English Learners + 10 pts Socioeconomically Disadvantaged + 12 Students with Disabilities + 15pts Hispanic/Latinx + 12
CAST Scores Connected to LCFF Priority: 4, 7, and 8	CAST Scores = Percent of students who met or exceeded standards a. Overall = 43.5% b. Socioeconomically Disadvantaged = 27.3% c. Hispanic/Latino = 38.5%	Will increase percent of students who met or exceed standards by: Overall 4% English Learners 4% Socioeconomically Disadvantaged 4% Hispanic/Latinx 4%
STAR Math Proficiency Rate (1-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 1st Grade: 62% 2nd Grade: 54% 3rd Grade: 38% 4th Grade: 32% 5th Grade: 41%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10%.
STAR Reading Proficiency Rate (2-12): Percent of students who met or exceeded standard based on State Benchmark	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 2nd Grade: 43%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF Priority: 4, 7, and 8	3rd Grade: 48% 4th Grade: 47% 5th Grade: 44%	
STAR Early Literacy (K-1): Percent of students at or above district benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of students at or above district benchmark At/Above Kinder Benchmark = 77.8% At/Above 1st Grade Benchmark = 76.9%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10%.
Attendance Rate a. All Students b. English Learners c. Student with Disabilities d. Foster Youth e. Homeless Connected to LCFF Priority: 5	SLUSD 2019-2020 Attendance Rate a. All Students = 96.9% b. English Learners = 96.9% c. Student with Disabilities = 94.2% d. Homeless = 86.6% (Local Data)	Increase attendance rate by 2%.
Suspension Rate a. All Students b. African American c. American Indian/Alaskan Native d. Hispanic/Latinx e. White f. Two or More Races Connected to LCFF Priority: 6	2019-2020 Suspension Rate a. All Students = 3.8% b. African American = 8.5% c. American Indian/Alaskan Native = 8.0% d. Hispanic/Latinx = 3.7% e. White = 3.9% f. Two or More Races = 4.4%	Decrease by half
[MIISS] Percent of students being referred to Tier 2 Intervention, as logged in AERIES Connected to LCFF Priority: 4, 6, and 8	Percent of students referred to intervention 2020 - 2021 Total Number of Referrals = 152	Decrease by half

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Appropriately Assigned Teachers Connected to LCFF Priority: 1	For SY 2020-2021 100% of SLUSD teachers are appropriately assigned	100% of SLUSD teachers are appropriately assigned.
Access to Standards-aligned instructional materials Connected to LCFF Priority: 1	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant

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 at James Madison

Strategy/Activity

1.1. Effective & Meaningful Teaching and Learning
1.1.a. All students will receive a comprehensive, standards-based science and history-social science education in grades TK-5 through the use of the newly adopted board curriculum and the development of corresponding assessments and projects. Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies and provide time for staff to collaborate on newly adopted programs during staff meeting and/or release times and promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem-solving, communication, collaboration, and creativity)

1.1.b Teaching and Learning Practices:

- Culturally Responsive teaching and learning across all subject areas.
- Science/Social Studies Note Booking in grades 1-5
- Guided Essential Questions K-5 Grades
- Phenomena/Wonder
- Hands On-Science Practice
- Science Expo for all grades TK-5
- Books other than text books

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)
6500	Unrestricted 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.
5000	Unrestricted 4000-4999: Books And Supplies materials
4780	Supplemental and Concentration" 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students at James Madison Elementary

Strategy/Activity

1.2.a Effective & Meaningful Teaching and Learning, Teachers provide planning and small group sessions in reading, writing, and math. These sessions are called Madison Academy and After school Homework Club. Teachers also provide students with student led club supervision, such as, Chess, Origami, Sports, and more.

1.2.b. Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.

- STEAM Lab and Maker Space and School Garden
- TEC Technology Educator Consultant
- African American STEM Scholar Program (AAREA)
- Mustang Academic Academy K-3 learners
- After school Program Mindfulness Karate
- After school Program Robotics/Coding/MakerSpace

1.2.c 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.d Identify students who are ELL's and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement. The use of Elevation 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. Small group sessions during the school day with a ELD Para Educator

1.2.e Build educators' capacity to support students by using anti-racist and culturally linguistically responsive professional development with Tovi Scruggs Hussein Consulting Services, arts-integrated methodology, and Universal Design for Learning in all SPED Mod/Severe Classes.

1.2.f. Provide site general education para-educator support to students identified in need of urgent intervention through small group instruction such as the Leveled Literacy Intervention (LLI) as part of a Tier 2 intervention program.

1.2.g Utilize site discretionary funds to purchase classroom and office materials that support the implementation of the school-wide instructional program, and Project-based 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)
7500	Supplemental and Concentration" 5800: Professional/Consulting Services And Operating Expenditures Professional Development to build educators' capacity to support students using anti-racist and culturally responsive teaching and learning practices. 1.2.e
6500	Unrestricted 4000-4999: Books And Supplies STEAM Lab/MakerSpace high and low tech tools, devices, and materials for student learning and engagement in engineering, art, math, science, and exploration. 1.2.b

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 Healthy Minds and Bodies through PBIS Planning and Implementation of MTSS.
a. Develop self and social awareness for collaborative solutions to community issues that impact students' day to day lives.
b. Implement an integrated teaching model that embeds social emotional framework competencies across the content areas.
c. Utilize an assets-based multi-tiered intervention and post-intervention framework for on-going student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing centered engagement and restorative practices to reduce disparities in discipline and better respond to students' 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)
8,000	Supplemental and Concentration" 1000-1999: Certificated Personnel Salaries Substitute release time and after hourly pay for teachers to extend and share best practices during common PLC sessions 2-3 times over the school year for half day periods with Instructional specialist support.
2000	Supplemental and Concentration" 1000-1999: Certificated Personnel Salaries 176
0	
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students at James Madison Elementary

Strategy/Activity

1.4. Effective & Meaningful Teaching and Learning

1.4.a Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

1.4.b Implement Project-Based Learning· so that every student experiences at least two project-based units every academic year, provide time for staff to collaborate on grade level Project Based Learning projects during staff meeting and/or professional learning community (PLC) times, and explore PBL projects that support the implementation of the Next Generation Science Standards access all grade levels.

1.4.c We need to provide opportunities to support ELLs 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)

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. Responsive Support Structures for Student Success
1.5.a Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied a. opportunities to make learning visible and support equitable grading practices.

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

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 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

1.2. Responsive Support Structures for Student Success
Explore and expand alternative education and expanded learning opportunities for students TK- 12 to support both intervention, enrichment, and multimodal ways of teaching and learning.

1.2 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)
16176	Title I 2000-2999: Classified Personnel Salaries Hire 1 ELD Para to develop and strengthen ELD support to ELL students and implement language acquisition instructional activities.
7,000	Title I 1000-1999: Certificated Personnel Salaries After school hourly intervention and instruction and homework support
5272.01	Title I 5800: Professional/Consulting Services And Operating Expenditures After school programs enrichment and Food & Childcare for parent meetings

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

1.2. Responsive Support Structures for Student Success
c. Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-12 students.

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)

Strategy/Activity 8

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. Responsive Support Structures for Student Success
d. Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.

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

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)

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

Strategy/Activity

1.2. Responsive Support Structures for Student Success
e. Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.

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)

Strategy/Activity 10

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)

Annual Review

SPSA Year Reviewed: 2020-21

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 not changed. We need to continue the action steps to ensure all students have the opportunity to achieve grade level standards in school.

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

Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.

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.
Madison will continue to foster a learning environment that challenges and supports all students' learning. We will use data to monitor our student outcomes to increase reclassification rates of English Learners in order to ensure access to college going course programming. Additionally, we will implement two different types of strategic parent series to support parents' capacity to support their student(s).

Identified Need

Based upon the 2019 California dashboard 50.3% of our students identified as socioeconomically disadvantaged. It is critical for Madison Elementary to provide college and career pathways to students by their 5th grade year, so they will have the tools to interrupt the cycle of poverty.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Broad Course of Study	2020-2021 100% of SLUSD schools offers courses described in Education Code 51210 and 51220	Madison Elementary school offers courses described in ED code 51210 and 51220 to all.
English Learner Reclassification Connected to LCFF Priority: 2, 4, and 7	Reclassification Rate for SY 2020-21 is 9.6%. (Most Recent Data from DataQuest)	Increase reclassification rate for School Year 2021-2022 to 8%.
English Learning Progress Indicator as reported on the CA School Dashboard	Percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2018-2019:	Increase the percentage of current English Learners making progress towards English Language proficiency

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF Priority: 2, 4, and 7	75% of (Most Recent Data from 2020 California Dashboard)	or maintaining the highest level for SY 2021-2022 to 65%.

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. Centering Ethical and Cultural Leadership
a. Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.

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)
4000	Supplemental and Concentration" 5800: Professional/Consulting Services And Operating Expenditures Mosaic Leadership Program for 4th and 5th Graders

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

2.1. Centering Ethical and Cultural Leadership
b. Develop and apply critical media and information literacies at school and in the community

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)
2500	Supplemental and Concentration" 5800: Professional/Consulting Services And Operating Expenditures Welcoming and inclusive Assemblies

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.a Centering Ethical and Cultural Leadership. Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access.

2.3.b 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)

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.a 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)
1000	Title I 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. Fostering Multilingualism
b. Systematize structured supports that address the needs of long-term English learners and newcomer students.

2.5.c 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)
5167	Unrestricted 5000-5999: Services And Other Operating Expenditures PBIS Tshirts and school wide posters and prizes

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

2.3. Healthy Minds & Bodies
a. Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives.

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)

Strategy/Activity 7

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

All

Strategy/Activity

2.3. Healthy Minds & Bodies
b. Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas

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 8

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

All

Strategy/Activity

2.3. Healthy Minds & Bodies
c. Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' 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)

0	

Annual Review

SPSA Year Reviewed: 2020-21

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

Equity-Centered Effective Employee Engagement

LEA/LCAP Goal

Madison staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals 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

Staff indicated a need for more intentional health and wellness efforts embedded with their work day. 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
Completion of SLUSD modules on safety and safe, inclusive school environments Connected to LCFF State Priority: 1 and 6	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 student 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 Proficiency status by 1.5 to 10 % over 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 student 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 Proficiency status by 1.5 to 10 % over the previous year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Increase the reclassification rate 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 1.0 % over the previous year. LCFF Priority 5 - Pupil Engagement Decrease the Chronic Absentee rate for the school by 0.5% to 2.0 % from the previous school year. LCFF Priority 6 - School Climate Decrease the suspension rate status by 0.3% from the previous school 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 the California Healthy Student Survey.	Increase the reclassification rate 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 1.0 % over the previous year. LCFF Priority 5 - Pupil Engagement Decrease the Chronic Absentee rate for the school by 0.5% to 2.0 % from the previous school year. LCFF Priority 6 - School Climate Decrease the suspension rate status by 0.3% from the previous school 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 the California Healthy Student Survey.
Log attendance rate to employee onboarding events, career lattice, and additional professional development opportunities Connected to LCFF State Priority: 1 and 6	Inventory current participation rates	95% Attendance
Log attendance at cultural competency training Connected to LCFF State Priority: 1 and 6	Use implementation rate for year 1 to establish baseline	95% Attendance

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assess and increase staff diversity by disaggregating current staff diversity in line with current student demographics Connected to LCFF State Priority: 1 and 6	School Staff Demographics African American/Black = 9% Asian = 14% Filipino = 5% Hispanic = 18%	Increase district proportionality of staff to student population of the four underrepresented groups African American = 12% Asian = 17% Filipino = 7% Hispanic = 38%

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. Employee Relations
a. Cultivate support for employees with the goal of delivering gold standard customer service
b. Improve fiscal processes and planning to maximize funds, staff and other resources for equity and excellence
c. Celebrate staff contributions to the District
d. Attend to employee safety and wellness in the workplace and awareness about resources in the district and communit
e. 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)

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. Talented and Diverse Workforce

a. Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency
b. Develop the skills for all employees through professional development and create pathways for professional advancement within the organization
c. Recruit teachers and administrators that reflect the diversity of our students
d. Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.

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: 2020-21

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

Valuing Diversity, Equity, and Inclusion with Families and Communities

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
Rubric for standardized expectations for parent engagement Connected to LCFF State Priority: 3	Establish district audit to inform rubric design	Improve parent Engagement with special student and family groups (i.e., low income students, English Learners, Foster Youth, etc.)
District Events and Translation Log Zoom interpretation channel log Employee Bilingual Stipend Application Acceptance Rate Connected to LCFF State Priority: 3	Inventory translation services at district events	100% Translation at all district events
Parent participation evaluations for District Event Attendance at Town Halls Provide and participate in	Provide multilingual forums regarding key district initiatives to promote ongoing cycles of feedback. Participate in site-	100% participation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
various engagement forums that provide feedback Connected to LCFF State Priority: 3	based community engagement events to increase accessibility and collaboration	
SLUSD annually conduct the California Healthy Kids Parent Survey Completion Connected to LCFF State Priority: 3	CHKS 2021 Number of Completed California Healthy Kids Parent Survey 2020-2021 = 153 Completed Parent Survey	Number of completed California Health Kids Surveys will increase by 10%
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority: 3, 4, and 6	CHKS 2021 Percent of parents/guardians who strongly agree and agree that in SLUSD: • Parents feel welcome to participate at this school. = 87% • Promotes academic success for all students = 91% • A safe place for their children = 94%	Parent feel welcome to participate at this school = 93 % Promotes academic success for all students =96% A safe place for their children = 99%

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. Analyze, Audit, and Respond to Parent Needs
a. Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.
b. Deliver outstanding, consistent translation services to our multilingual community.
c. Provide and participate in various engagement forums that provide feedback.

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)

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. Connecting Schools and Community Engagement
a. Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students.
b. Build family leadership capacity and ensure a high standard of family engagement.
c. Provide informative, responsive school websites and communication.
d. Evaluate, analyze best practices for gender-neutral and inclusiveness in language, policies.

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)
4005	Translation Budget 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)

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)

Annual Review

SPSA Year Reviewed: 2020-21

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

Environmental and Technological Equity

LEA/LCAP Goal

SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments 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
1:1 Device per student Connected to LCFF State Priority: 1	100% 1:1 Device per student	100% 1:1 Device per student
On-campus bandwidth per student Connected to LCFF State Priority 1	100% on-campus bandwidth minimum 1 megabits per student	100% on-campus bandwidth minimum 1 megabits per student
Technology support Connected to LCFF State Priority 1	Average ticket response within 60 hours and average resolution within 15 days.	Average ticket response within 60 hours and average resolution within 15 days.
Maintenance work order system Connected to LCFF State Priority: 1	Maintenance staff will conduct review of outstanding work order status	98% of work orders will be less than one month old in the district maintenance work order system.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Inventory of current district vehicle fleet Connected to LCFF State Priority: 1	District vehicle fleet will be working properly, pass all required smog tests, and will conduct vehicle fleet inventory to assess the current fleet.	District vehicle fleet will be working properly, pass all required smog tests, and will conduct vehicle fleet inventory to assess the current fleet.
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority 1 and 3	Percent of parents/guardians who strongly agree and agree that: SLUSD school have clean and well-maintained facilities/properties = 93%	Increase percent of parents who strongly agree that SLUSD schools have clean and well maintained facilities/properties to 96%.
School Facilities Condition Connected to LCFF State Priority: 1	According SARCs submitted on February 2021, 100% of SLUSD schools are either good or exemplary condition	100% of SLUSD school will be in good/exemplary condition

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. District Bond Improvements
a. Implement the following Measure N bond projects successfully: New high school gymnasium, new continuation high school campus, new entryways, new field, and new middle school modular buildings.
b. Initiate planning for additional bond projects, including classroom and field renovations.
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)
0	

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. Strategic Maintenance
a. Continue to maintain our facilities for future generations of students.
b. Maintain our state of the art technology infrastructure.

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	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

5.3. Reducing District Impact on Climate Change
a. Install and maintain energy-efficient infrastructure and utilize green building methods to reduce district impact on climate change.
b. Maintain focus on the energy efficiency of district buildings and reducing total CO2 emissions.

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 4

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

Strategy/Activity

5.4. Access to Internet and Technology
a. Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology.
b. Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus.
c. Empower the entire SLUSD community's use of technology by creating a resilient, safe, and secure high-speed network environment.
d. Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.

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)

Annual Review

SPSA Year Reviewed: 2020-21

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	$86,400.01

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	$30,448.01

Subtotal of additional federal funds included for this school: $30,448.01

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 ($)
	$0.00
Supplemental and Concentration"	$28,780.00
Translation Budget	$4,005.00
Unrestricted	$23,167.00

Subtotal of state or local funds included for this school: $55,952.00

Total of federal, state, and/or local funds for this school: $86,400.01

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	30448.01	0.00
Unrestricted	23167	0.00
Supplemental and Concentration"	28780	0.00
Translation Budget	4005	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Supplemental and Concentration"	28,780.00
Title I	30,448.01
Translation Budget	4,005.00
Unrestricted	23,167.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	25,500.00
2000-2999: Classified Personnel Salaries	16,176.00
4000-4999: Books And Supplies	16,280.00
5000-5999: Services And Other Operating Expenditures	9,172.00
5800: Professional/Consulting Services And Operating Expenditures	19,272.01

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

		0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration"	10,000.00
4000-4999: Books And Supplies	Supplemental and Concentration"	4,780.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration"	14,000.00
1000-1999: Certificated Personnel Salaries	Title I	9,000.00
2000-2999: Classified Personnel Salaries	Title I	16,176.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,272.01
5000-5999: Services And Other Operating Expenditures	Translation Budget	4,005.00
1000-1999: Certificated Personnel Salaries	Unrestricted	6,500.00
4000-4999: Books And Supplies	Unrestricted	11,500.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	5,167.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	68,728.01
Goal 2	12,667.00
Goal 3	1,000.00
Goal 4	4,005.00
Goal 5	0.00

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
	English Learner Advisory Committee

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 Jun 28, 2021.

Attested:

	Principal, Paulette Smith on 06/28/21
	SSC Chairperson, Monica Corona on 06/28/21