

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

[Addendum](#): Regulatory requirements and general instructions.

[Appendix D](#): Guiding Questions: Use as prompts (not limits).

[California School Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

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

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Madison Elementary Amy Zink Amy.Zink@desertsands.us	33 67058 6108955	4/25/23	

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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 School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and actions, strategies, and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students, social emotional learning; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

James Madison Elementary School, located in Indio, was built in 1990. We currently serve 378 students in grades TK through fifth, comprised of 87.5% Hispanic families, 3.1% white families, 1.0% black/African American, and 0.2% Asian families. English Learners make up % of the Madison student body, of which 98% use Spanish as their home language. The school's unduplicated pupil percentage is 89.4%: 37.8% are English Learners, 19.6% are from low-income families eligible for free or reduced-priced meals. Students with Individual Education Plans (IEPs), the Students with Disabilities population, represent 11.1% of our student body, which includes students in Resource, Speech, SDC, and Other Health

Impaired academic programs. Madison School receives funding from Title I, having met the requirements for a School-Wide Program.

Our neighborhood is compact, which enables us to not require transportation services. We are now servicing students of former students as second-generation families enroll. Madison has programs focused on math for all students, with an emphasis on problem-solving. Madison prioritizes their instruction to meet the needs of students who are challenged by language or economic barriers. Instruction continues to focus on vocabulary acquisition and early literacy. Supporting our site is a dedicated group of intervention/support staff who are dedicated to meet the high expectation and performance goals set by our 49 certificated and classified staff. Professional development continues to focus on writing through a common process of protocols that build upon themselves across grade levels from TK through fifth grade.

James Madison School is part of the first cohort of Multi-Tiered System of Supports (MTSS). Identified through the 2021-22 School Climate Survey, the students enjoy Math Field Day and Student of the Month. The global pandemic which has affected all schools and has had an impact on school-aged children will be addressed and supported by our MTSS Plan. The school plan to continue with, and strengthen, our strategic interventions in order to address this issue and increase the students' level of success in all core academic areas. This will further support our MTSS Plan and current M-SAP Plan. The students of James Madison School have participated for the past ten years in the McCallum Theatre's Aesthetic Education Program. Many teachers participated in the AEP in the 2021-22 school year. Students also are now receiving "PROUD You's" which have replaced the former "Super You's" when the student has shown something positive with their behavior or actions. Madison also has an active ClassDojo account with students and families. The school has completed renovation with the 500, 600 and 700 buildings and a brand new kindergarten building. We have been on face to face instruction for the 22-23 academic school year.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

Many great activities occur daily at Madison. Fifth-grade students participate in reading daily messages of inspiration and encouragement to the entire school through a program called Project Wisdom during morning announcements. Awards ceremonies, called Student of the Month assemblies, are held monthly to celebrate Student of the Month, iReady Leaders, and Student Recognitions in Science and Art. Additionally we do class awards for best attendance and school spirit.

The actions and strategies within our 2023-2024 SPSA support grade TK-5. In efforts to increase writing and reading skills across the grade levels, our SPSA provides for increased support for each grade by way of reading and writing interventionists and specialists. Strengthening the focus on interventions will result in an increase in student achievement. This will be done through the strategic scheduling of the interventionists/specialists to support localized groups of students with specific needs. These students will be identified through data analysis of multiple measures (iReady, Performance Tasks, Benchmark assessments, etc.) by Instructional Coach. In efforts to reach high levels of learning for ALL students, Madison has initiated work in the following major areas: Rigor, Relevance, and Relationships with the International Center for Leadership in Education (ICLE)

Professional Learning Communities (PLCs) with Solution Tree

Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) with Collaborative Learning Solutions

Cognitively Guided Mathematics (CGI)

Professional development will be expanded to include improved PLC and the selection of appropriate instructional strategies for differentiating instruction for high needs students, including English Learners, will be provided to the staff by on-site and district professional development. Further, we have increased opportunities for parents to engage in their student's learning through Science Parent Nights, and have encouraged parents to become fingerprinted and approved classroom volunteers.

Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

Despite the challenges faced during the 2022-2023 school year, the number of students achieving at or above grade level increased by 26% in ELA and 28% in math, based on performance on the iReady diagnostic. Students also reported an increase in the climate of support for grit, self-management and social awareness.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Through professional development, PLCs, intervention, and the support of our SPSA, students will receive first best instruction as well as added support through interventionists. Each grade level will have a specific specialist assigned for the support of struggling students as the students rotate in and through intervention groups for specific skill acquisition and practice. PLC times will be committed to data analysis at all grade levels including site goals such as early literacy and RACES writing. iReady scores are used to monitor student progress as well as place students for instruction and intervention. Grades 2-5 will use district benchmarks and common grade-level assessments to monitor student progress toward grade-level standards. The iReady system is available and will provide ongoing predictive data to help drive instruction. This data will be discussed and analyzed during PLC's to address next steps. Another point of discussion will be the results of the Panorama survey which indicates the student self-efficacy is at a low level. It also shows students feelings of growth-mindset could use some attention. The MTSS committee will continue addressing needs on a monthly basis, making recommendations to the staff as a whole.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

This year will be the second time that 3rd-5th have taken the CAASPP due to the pandemic. Based on iReady, 28% of EL's have met their Typical Growth in the Winter 2023 Diagnostic. Due to lack of language acquisition, a newcomers group will support EL's and two full-time paraprofessionals will pull-out based on iReady scores.

Resource Inequities

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

Through our needs assessment the following resource inequities were revealed:

*The needs assessment revealed that a newcomers group is needed to support the 80 refugee families that have enrolled throughout the academic school year. However there are very few actions in the SPSA that address newcomers.

Need Assessment - Educational Partner Involvement

SPSA Year: **2023-24**

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

School Site Council met on the following dates to discuss progress towards the goals from our annual SPSA. Meetings were held on Google Meet and in-person on campus in the Parent Room.

August 29th, 3:00-4:00 PM

September 27th, 3:00-4:00 PM

November 1st, 3:00-4:00 PM

January 24th, 3:00-4:00 PM

March 28th, 3:00-4:00 PM

April 25th, 3:00-4:00 PM

Impact on the SPSA and the Annual Evaluation

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

These discussions helped solidify and alter future plans for our school. They focused a larger proportion of resources on student safety concerns on the playground, an influx of newcomers being registered frequently and early literacy.

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	\$89,276
Total Centralized Services:	\$107, 342
Total Supplemental Concentration Funds	\$179,504
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$268,780.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

The school will use Title I funds to provide intervention and extension services for all students TK-5th. There will be additional intervention for newcomers and English Language Learners on a daily basis to support language acquisition.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.7%	1.12%	1.06%	3	4	4
Asian	0.2%	%	0.27%	1		1
Filipino	0.2%	0.56%	0.53%	1	2	2
Hispanic/Latino	89.8%	90.73%	88.06%	380	323	332
Pacific Islander	%	%	0%			0
White	5.0%	3.93%	2.92%	21	14	11
Multiple/No Response	0.7%	%	0%	3		0
	Total Enrollment			423	356	377

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	65	55	65
Grade 1	47	64	58
Grade 2	71	44	70
Grade3	67	64	52
Grade 4	81	61	67
Grade 5	92	68	65
Total Enrollment	423	356	377

Conclusions based on this data:

1. The school has experienced an influx of refugees from the Galilee Center which has increased enrollment in all grade levels. However, construction and new facilities allows us to expand and provide better educational and cultural activities.
2. Due to the local refugee location near Madison Elementary, refugees have enrolled and dropped throughout the school year.
3. Due to distance learning given as an option, Madison has been able to receive new students throughout the year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	139	122	106	32.90%	34.3%	28.1%
Fluent English Proficient (FEP)	17	13	19	4.00%	3.7%	5.0%
Reclassified Fluent English Proficient (RFEP)	12			8.6%		

Conclusions based on this data:

1. The number of students who enter in the EL program is relatively stable. The data indicates that the ELPAC examination is very rigorous, and that it is proving more challenging to teach students to attain the level necessary to reclassify. However, ELPAC strategies have been implemented in staff meetings in order for teachers to better understand the test structure.
2. Due to 43% of EL's performing One Grade Level Below, students who fall into this placement will be invited to attend summer school. EL data performance will be monitored via iReady.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	65		0	63		0	63		0.0	96.9	
Grade 4	82	63		0	63		0	63		0.0	100.0	
Grade 5	91	71		0	70		0	70		0.0	98.6	
All Grades	236	199		0	196		0	196		0.0	98.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2355.			4.76			11.11			26.98			57.14	
Grade 4		2427.			15.87			11.11			33.33			39.68	
Grade 5		2449.			8.57			15.71			34.29			41.43	
All Grades	N/A	N/A	N/A		9.69			12.76			31.63			45.92	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		1.59			68.25			30.16		
Grade 4		7.94			76.19			15.87		
Grade 5		10.00			62.86			27.14		
All Grades		6.63			68.88			24.49		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.17			42.86			53.97	
Grade 4		7.94			63.49			28.57	
Grade 5		4.29			51.43			44.29	
All Grades		5.10			52.55			42.35	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			80.95			19.05	
Grade 4		12.70			58.73			28.57	
Grade 5		7.14			78.57			14.29	
All Grades		6.63			72.96			20.41	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.35			60.32			33.33	
Grade 4		9.52			58.73			31.75	
Grade 5		7.14			58.57			34.29	
All Grades		7.65			59.18			33.16	

Conclusions based on this data:

1. Students at Madison would benefit greatly from intervention opportunities. Current i-Ready and CAASPP data supports this conclusion.
2. There is relative consistency across the 3-5 grade level spans for most of the data.
3. This year will be the second time that grades 3-5 take the CAASPP assessment. Based on the results, students will be monitored through iReady district assessments in order to support core-curriculum needs and support best first instruction.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	65		0	64		0	64		0.0	98.5	
Grade 4	82	63		0	63		0	63		0.0	100.0	
Grade 5	91	71		0	71		0	71		0.0	100.0	
All Grades	236	199		0	198		0	198		0.0	99.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2364.			9.38			7.81			21.88			60.94	
Grade 4		2409.			3.17			12.70			28.57			55.56	
Grade 5		2428.			0.00			5.63			30.99			63.38	
All Grades	N/A	N/A	N/A		4.04			8.59			27.27			60.10	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50			37.50			50.00	
Grade 4		4.76			33.33			61.90	
Grade 5		0.00			40.85			59.15	
All Grades		5.56			37.37			57.07	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.94			35.94			53.13	
Grade 4		1.59			46.03			52.38	
Grade 5		4.23			46.48			49.30	
All Grades		5.56			42.93			51.52	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.38			53.13			37.50	
Grade 4		6.35			53.97			39.68	
Grade 5		0.00			56.34			43.66	
All Grades		5.05			54.55			40.40	

Conclusions based on this data:

1. Students at Madison would benefit greatly from intervention opportunities. Current i-Ready data and CAASPP supports this conclusion.
2. Students need more opportunities to build foundational skills like number sense and problem solving.
3. This year will be the second time that grades 3-5 take the CAASPP assessment. Based on the results, students will be monitored through iReady district assessments and CAASPP data in order to support core-curriculum needs.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1429.7	1391.2		1447.0	1402.9		1389.4	1363.5		17	13	
1	1404.8	1443.1		1434.9	1473.4		1374.1	1412.2		16	18	
2	1462.7	1443.9		1477.0	1477.4		1448.0	1410.1		26	16	
3	1477.8	1470.1		1484.0	1479.7		1471.3	1460.1		24	26	
4	1503.2	1512.9		1503.0	1522.3		1502.9	1502.9		30	22	
5	1520.4	1537.3		1524.5	1547.8		1515.9	1526.1		21	28	
All Grades										134	123	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.65	0.00		35.29	30.77		47.06	38.46		0.00	30.77		17	13	
1	6.25	0.00		6.25	38.89		37.50	50.00		50.00	11.11		16	18	
2	7.69	0.00		53.85	18.75		26.92	62.50		11.54	18.75		26	16	
3	8.33	3.85		45.83	34.62		33.33	50.00		12.50	11.54		24	26	
4	6.67	9.09		46.67	59.09		40.00	22.73		6.67	9.09		30	22	
5	28.57	32.14		38.10	42.86		28.57	17.86		4.76	7.14		21	28	
All Grades	11.94	9.76		40.30	39.02		35.07	38.21		12.69	13.01		134	123	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.53	0.00		41.18	38.46		35.29	23.08		0.00	38.46		17	13	
1	6.25	44.44		25.00	27.78		50.00	16.67		18.75	11.11		16	18	
2	26.92	12.50		50.00	68.75		15.38	12.50		7.69	6.25		26	16	
3	41.67	30.77		37.50	42.31		16.67	15.38		4.17	11.54		24	26	
4	30.00	45.45		50.00	40.91		13.33	9.09		6.67	4.55		30	22	
5	57.14	64.29		38.10	32.14		0.00	3.57		4.76	0.00		21	28	
All Grades	32.09	37.40		41.79	40.65		19.40	12.20		6.72	9.76		134	123	

Written 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.76	0.00		11.76	23.08		70.59	46.15		5.88	30.77		17	13	
1	0.00	0.00		6.25	5.56		18.75	50.00		75.00	44.44		16	18	
2	0.00	0.00		30.77	6.25		42.31	18.75		26.92	75.00		26	16	
3	4.17	0.00		16.67	15.38		45.83	46.15		33.33	38.46		24	26	
4	6.67	0.00		20.00	22.73		46.67	59.09		26.67	18.18		30	22	
5	14.29	10.71		14.29	21.43		57.14	39.29		14.29	28.57		21	28	
All Grades	5.97	2.44		17.91	16.26		47.01	43.90		29.10	37.40		134	123	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.88	0.00		82.35	84.62		11.76	15.38		17	13	
1	18.75	55.56		68.75	33.33		12.50	11.11		16	18	
2	23.08	12.50		69.23	87.50		7.69	0.00		26	16	
3	20.83	30.77		66.67	53.85		12.50	15.38		24	26	
4	20.00	45.45		70.00	50.00		10.00	4.55		30	22	
5	9.52	21.43		85.71	78.57		4.76	0.00		21	28	
All Grades	17.16	29.27		73.13	63.41		9.70	7.32		134	123	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.29	0.00		58.82	61.54		5.88	38.46		17	13	
1	6.25	5.56		68.75	83.33		25.00	11.11		16	18	
2	26.92	18.75		57.69	75.00		15.38	6.25		26	16	
3	58.33	61.54		37.50	19.23		4.17	19.23		24	26	
4	63.33	45.45		30.00	50.00		6.67	4.55		30	22	
5	80.95	85.71		14.29	14.29		4.76	0.00		21	28	
All Grades	47.76	43.90		42.54	44.72		9.70	11.38		134	123	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		94.12	76.92		5.88	23.08		17	13	
1	0.00	5.56		12.50	33.33		87.50	61.11		16	18	
2	3.85	0.00		69.23	25.00		26.92	75.00		26	16	
3	4.17	0.00		45.83	42.31		50.00	57.69		24	26	
4	3.33	0.00		63.33	72.73		33.33	27.27		30	22	
5	23.81	10.71		52.38	64.29		23.81	25.00		21	28	
All Grades	5.97	3.25		57.46	52.85		36.57	43.90		134	123	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.65	23.08		64.71	15.38		17.65	61.54		17	13	
1	6.25	0.00		25.00	77.78		68.75	22.22		16	18	
2	3.85	0.00		73.08	75.00		23.08	25.00		26	16	
3	8.33	3.85		70.83	80.77		20.83	15.38		24	26	
4	6.67	13.64		83.33	77.27		10.00	9.09		30	22	
5	9.52	25.00		85.71	57.14		4.76	17.86		21	28	
All Grades	8.21	11.38		70.15	66.67		21.64	21.95		134	123	

Conclusions based on this data:

1. Students need increased intervention and Designated ELD on a daily basis in order to move from levels 2 and 3 to proficiency. Current i-Ready Reading data indicates 92% of English Learners are below grade level.
2. Student need increased intervention support to a push-in in Kindergarten and a newcomers group in order to support data driven instruction based on iReady results.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
356	92.4	34.3	2.0
Total Number of Students enrolled in James Madison Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	122	34.3
Foster Youth	7	2.0
Homeless		
Socioeconomically Disadvantaged	329	92.4
Students with Disabilities	36	10.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.1
American Indian		
Asian		
Filipino	2	0.6
Hispanic	323	90.7
Two or More Races		
Pacific Islander		
White	14	3.9

Conclusions based on this data:

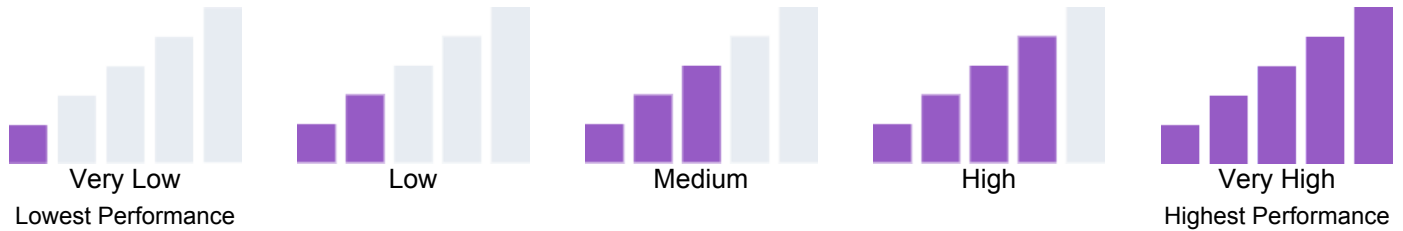
1. Madison Elementary School is a school where a large majority of students are socioeconomically disadvantaged.
2. Madison Elementary School continues to be a school where there is a large population of English Language Learners.

School and Student Performance Data

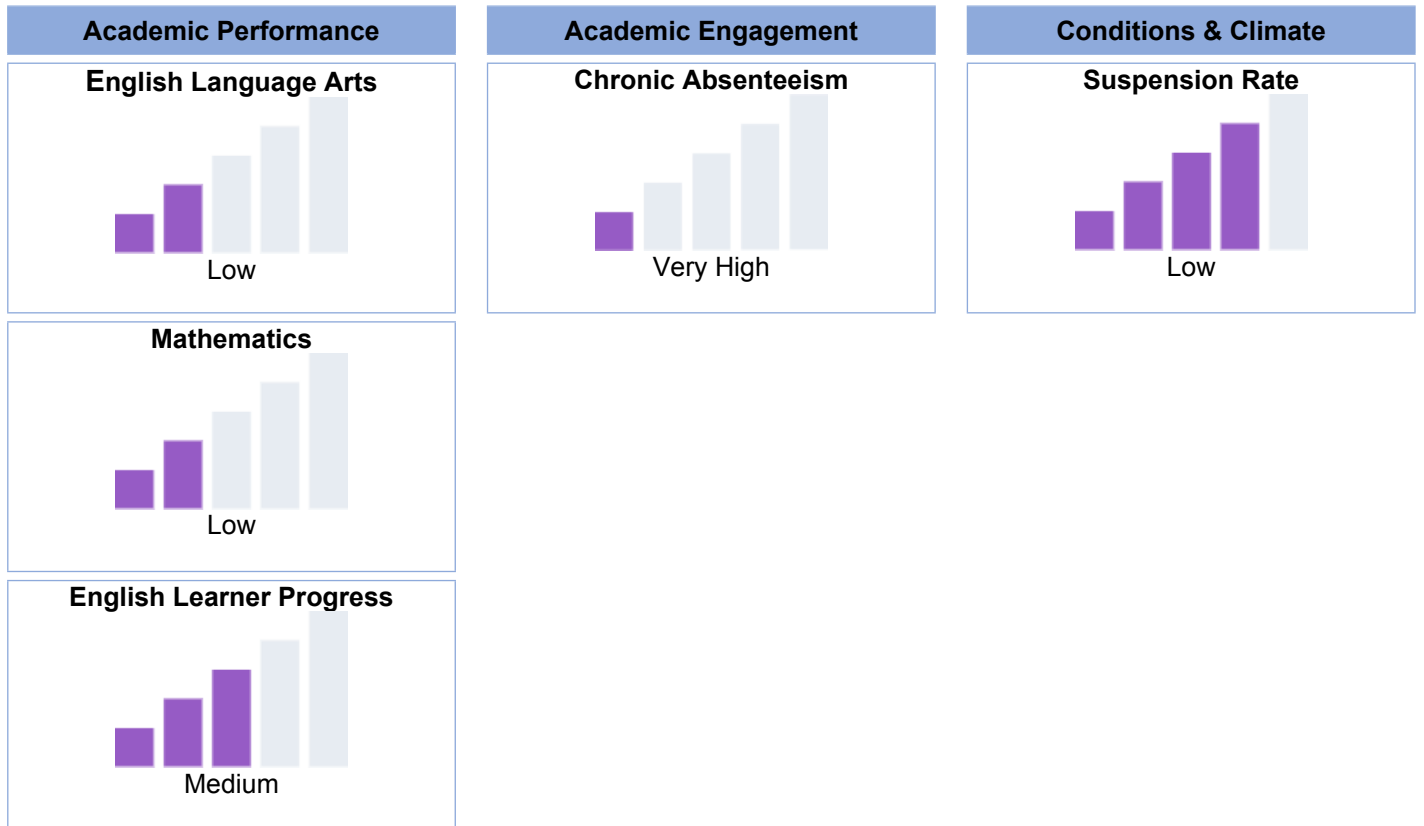
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Suspension indicators reflect positive student behaviors and supports.
2. Chronic Absenteeism can be a function of poverty and it is very high at Madison Elementary. Attendance incentives such as; classroom trophies, Principal Proud Recess and the new tardy system has been a focus on increasing student attendance.

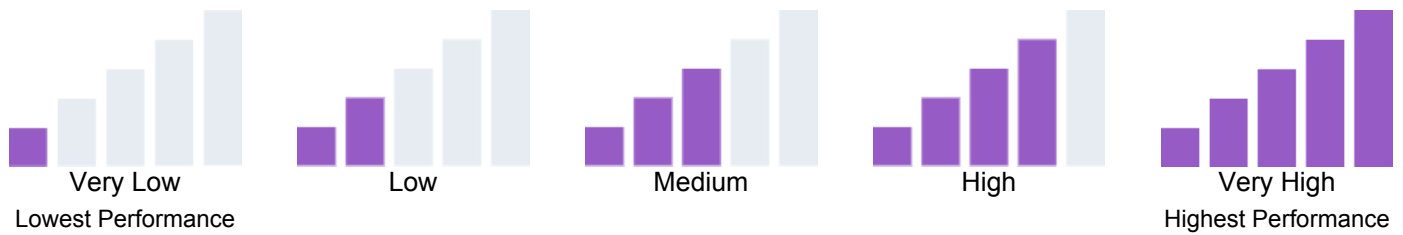
3. Academics in core subject areas are low at Madison Elementary School. Current i-Ready Reading data indicates 77% of students are below grade level. Current i-Ready Math data indicates 86% of students are below grade level.

School and Student Performance Data

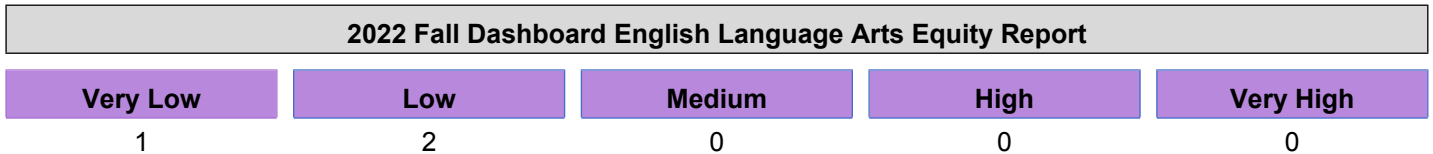
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

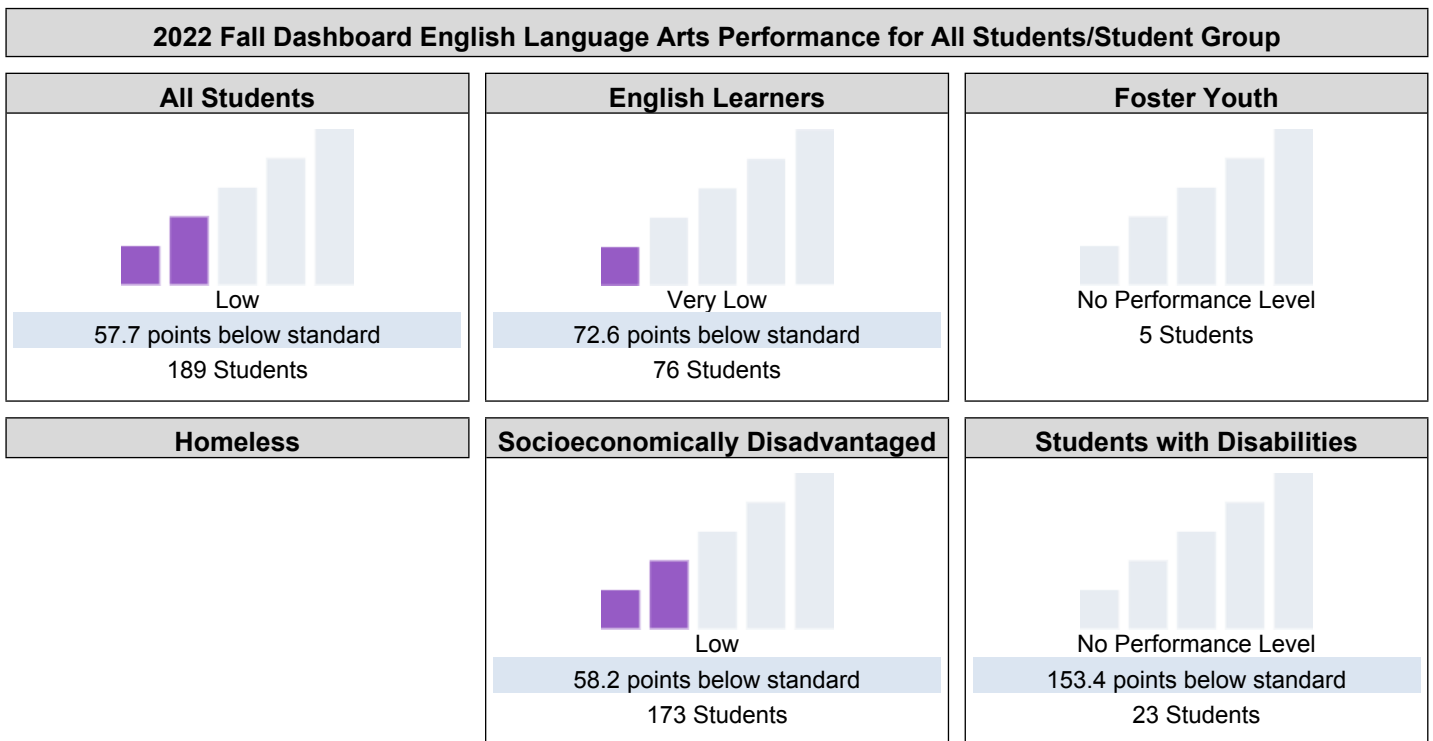
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96.9 points below standard 60 Students	18.1 points above standard 16 Students	46.7 points below standard 112 Students

Conclusions based on this data:

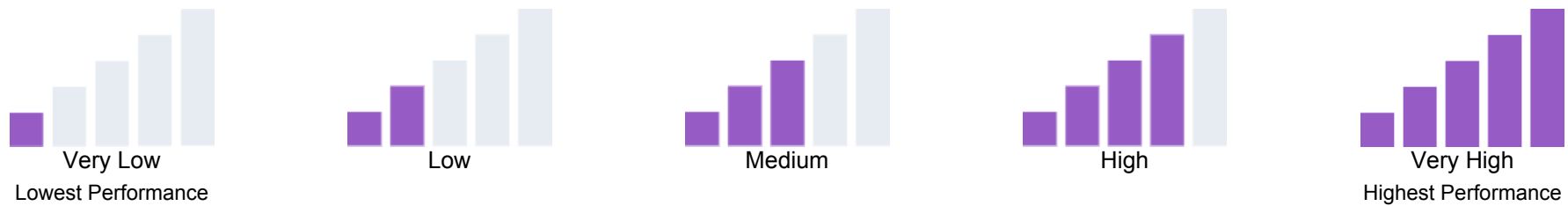
1. Students need additional access to interventions and foundational skills in early literacy and math. Current i-Ready Reading data, which indicates 77% of students are below grade level, supports this conclusion. This year Madison became an Early Literacy focus school in grades TK-2nd. Teachers have received training and support throughout the academic school year.
2. Current i-Ready Reading data indicates that 77% of students are below grade level for this academic school year.

School and Student Performance Data

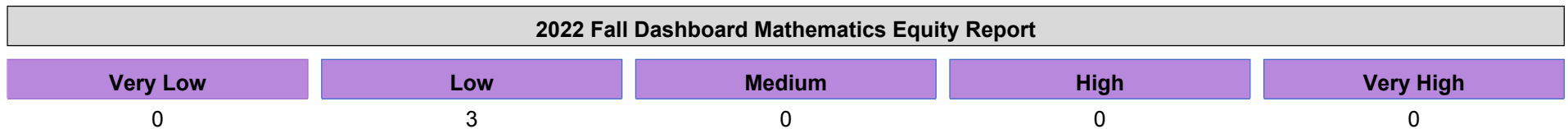
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



Low

81.6 points below standard

189 Students

English Learners



Low

93.0 points below standard

76 Students

Foster Youth



No Performance Level

5 Students

Homeless

Socioeconomically Disadvantaged



Low

81.6 points below standard

173 Students

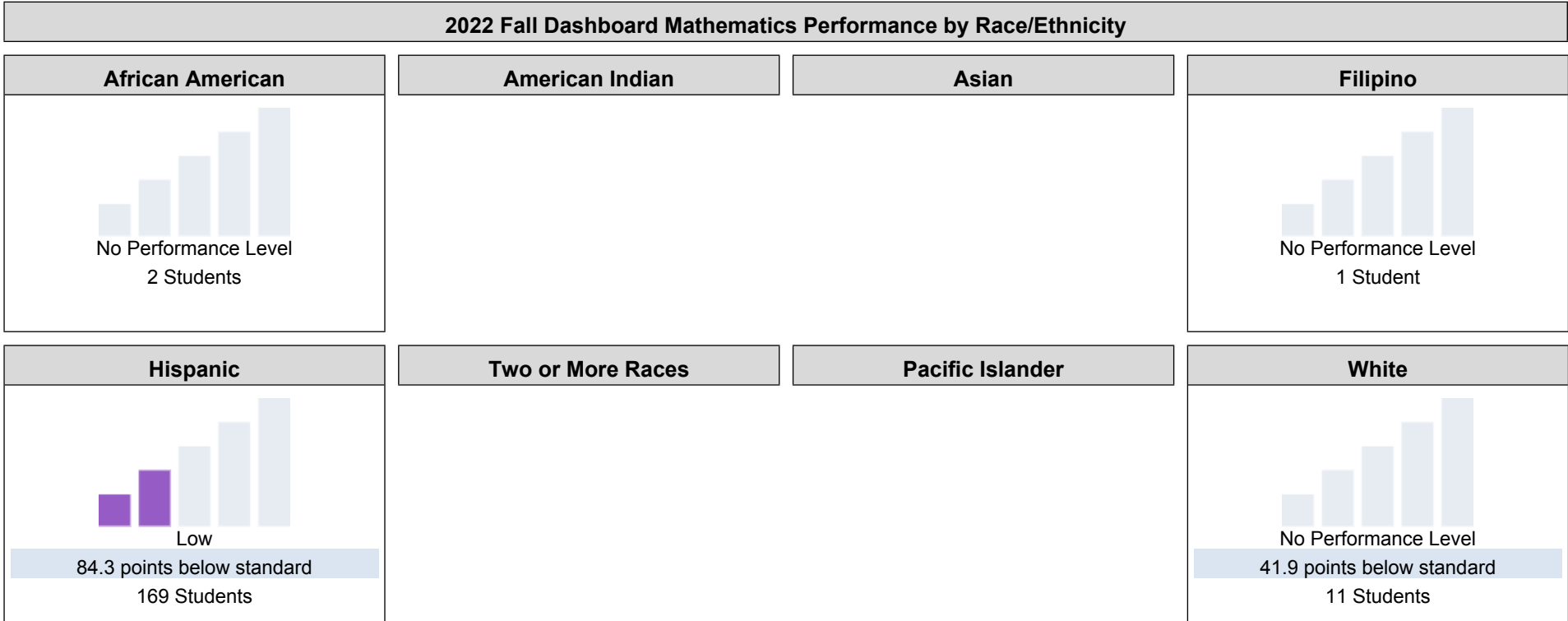
Students with Disabilities



No Performance Level

168.7 points below standard

23 Students



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
<p>Current English Learner</p> <p>112.4 points below standard 60 Students</p>	<p>Reclassified English Learners</p> <p>20.3 points below standard 16 Students</p>	<p>English Only</p> <p>73.3 points below standard 112 Students</p>

Conclusions based on this data:

1. Students need additional access to interventions and foundational skills in early literacy and math. Current i-Ready Math data, which indicates 86% of students are below grade level, supports this conclusion.
2. Current iReady Math data indicates 86% of students are below grade level based on this academic school year.

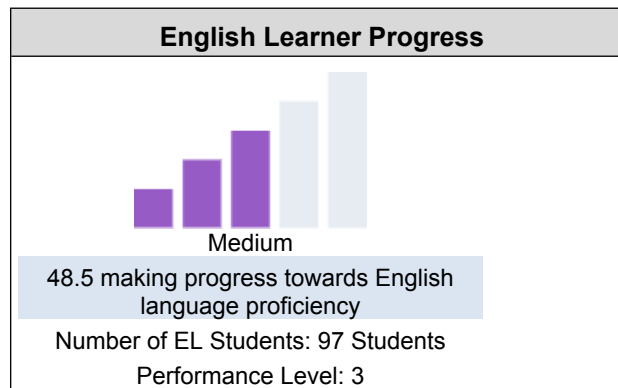
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
20.6%	30.9%	0.0%	48.5%

Conclusions based on this data:

- Students are continually showing growth towards English Proficiency based on the CA Dashboard data. Recent 2022 ELPAC results, however, indicate there are smaller percentages of Level 4 and a larger percentage progressed at least one ELPI Level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Not applicable at this time.

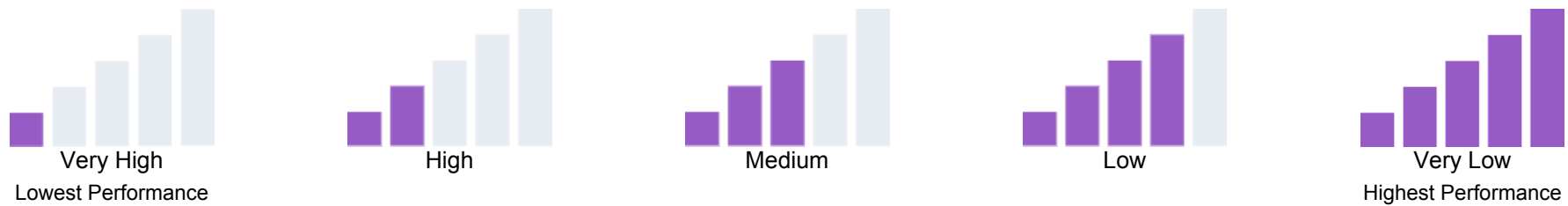
2. Not applicable.

School and Student Performance Data

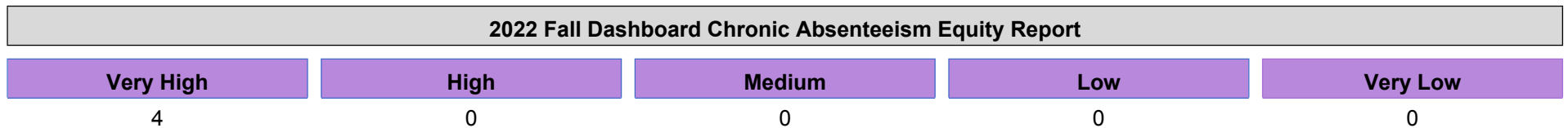
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

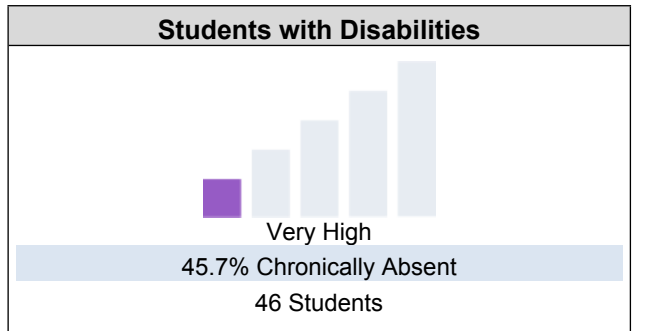
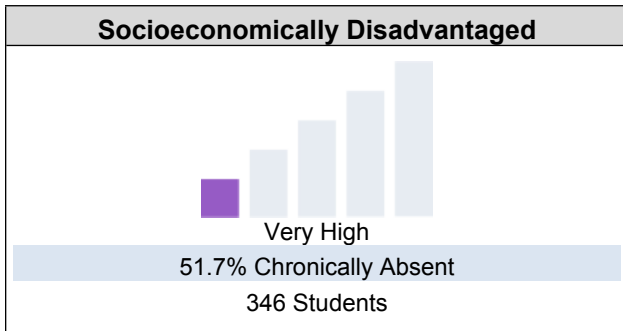
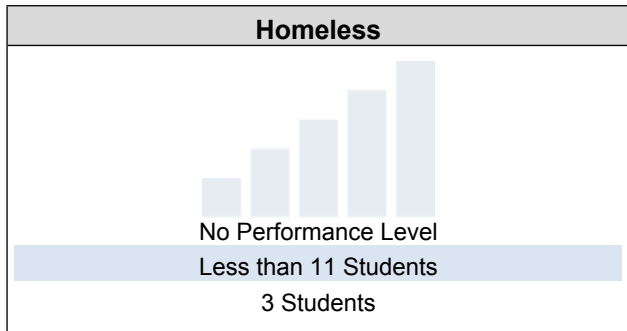
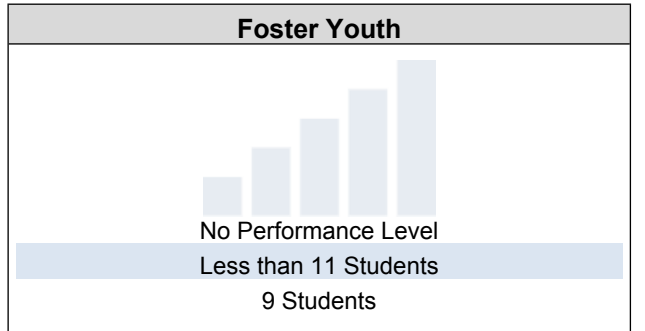
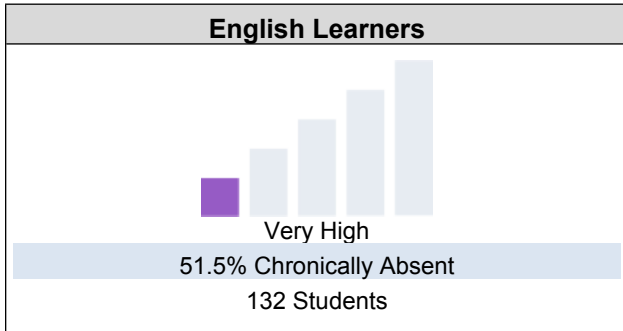
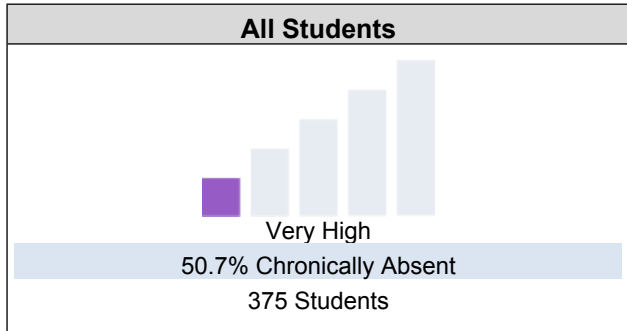


This section provides number of student groups in each level.

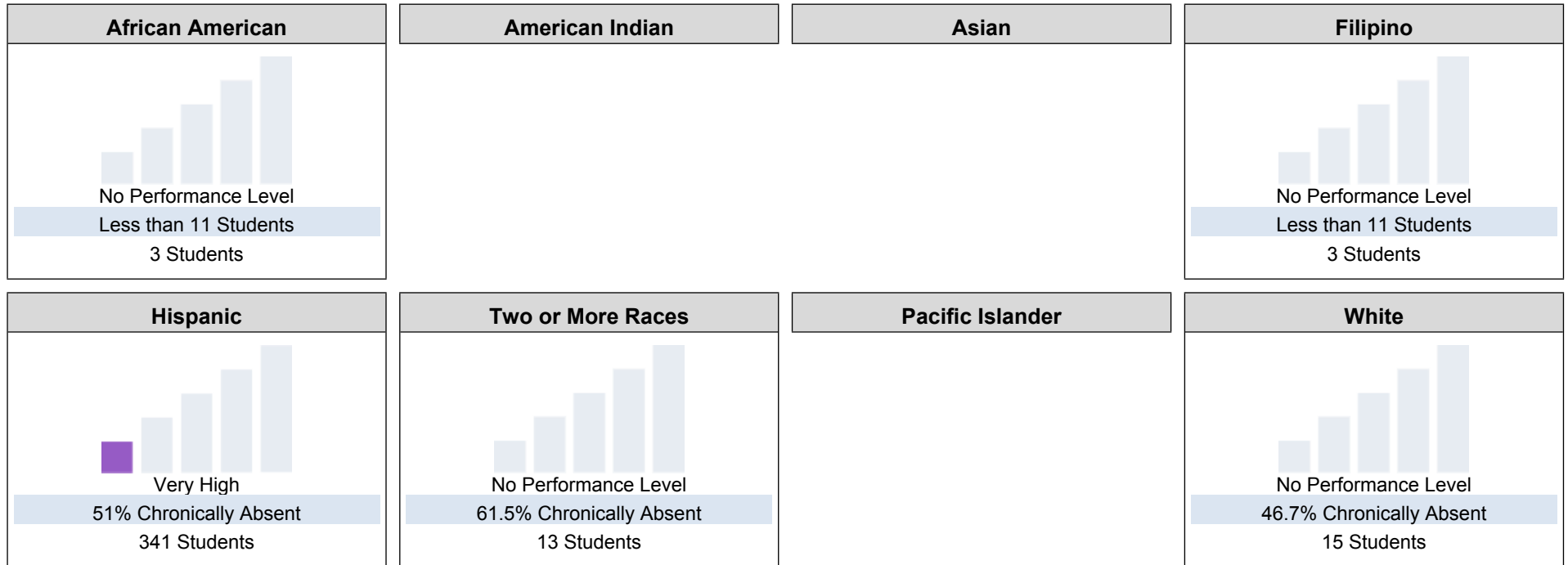


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Chronic absenteeism needs to be addressed as the rate has increased for three of our student groups.
2. Due to the pandemic chronic absenteeism needs to be addressed as some students are still getting COVID-19 and miss academic instruction due to illness or exposure. Excused absences are not considered for SART meetings at this time.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

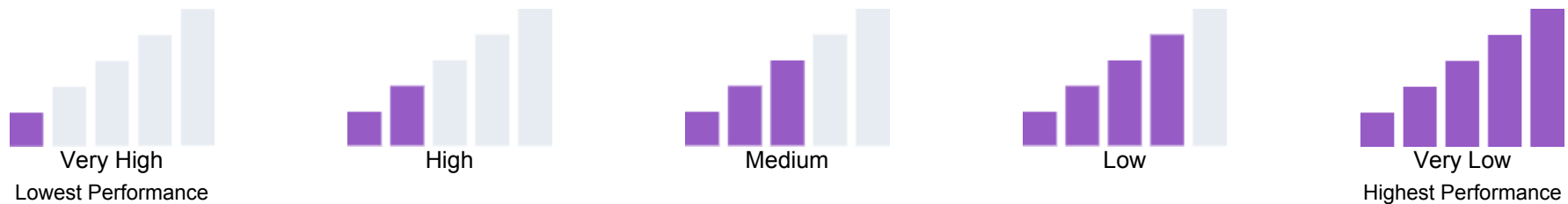
1. not applicable at this time.
2. Not applicable at this time.

School and Student Performance Data

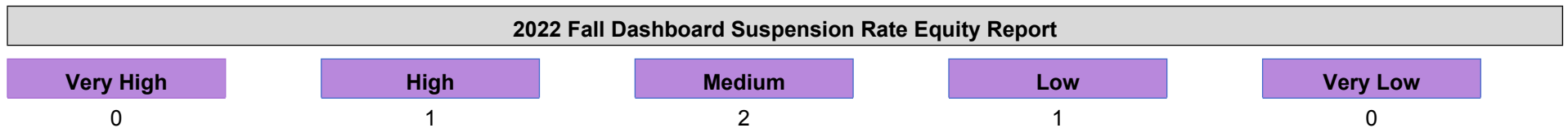
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

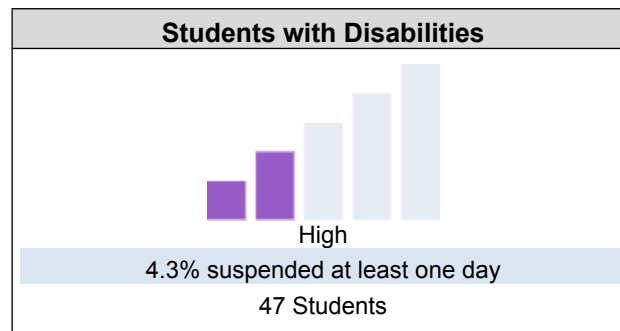
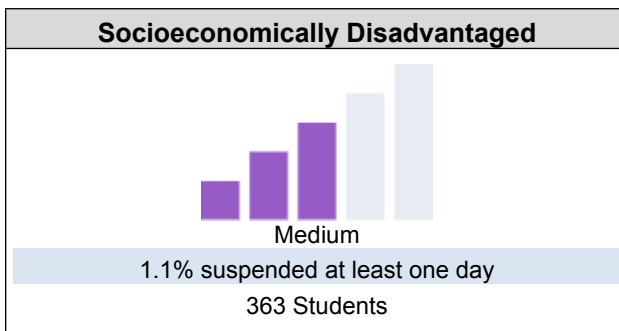
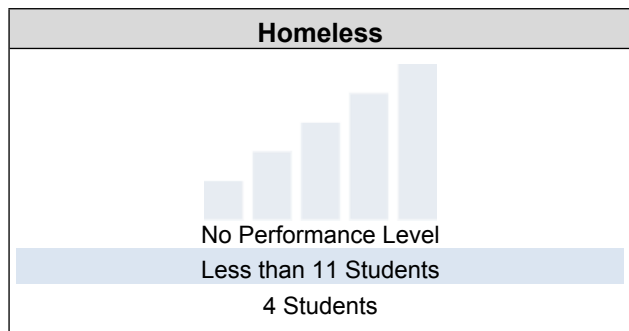
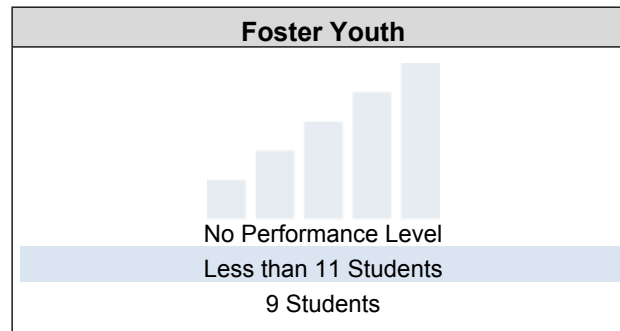
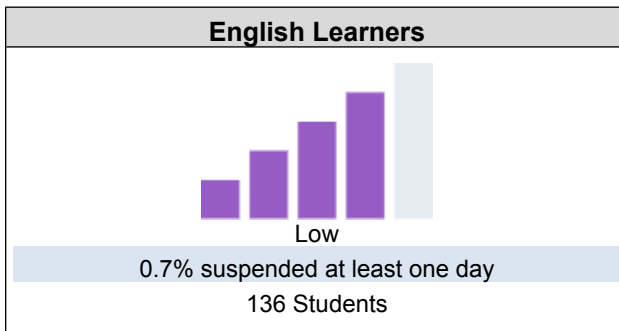
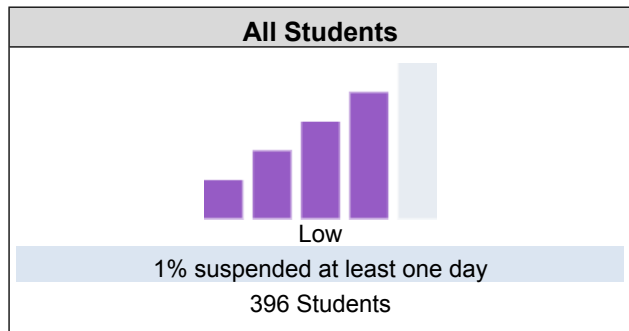


This section provides number of student groups in each level.

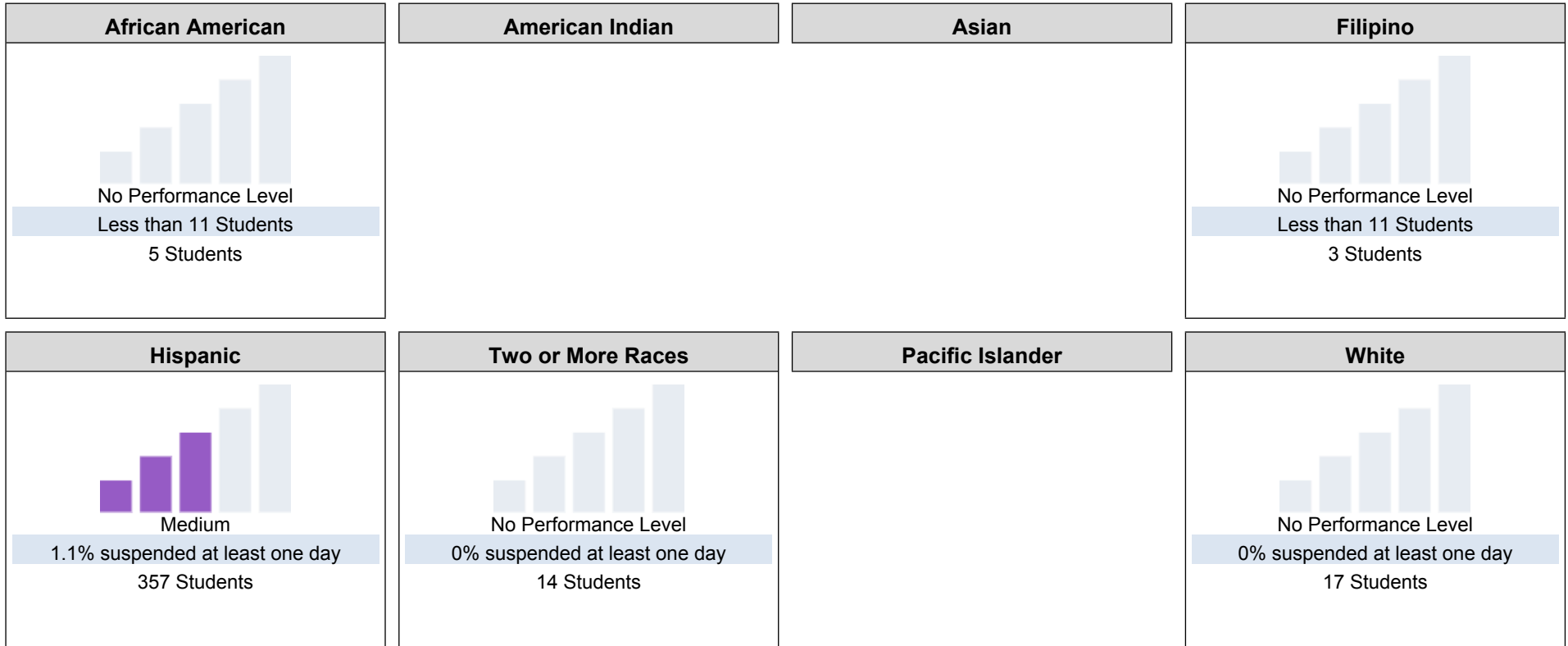


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We have had no suspensions in the prior reporting period.
2. We had 3 suspensions in three student groups during the academic school year as students are back on campus.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

All students will demonstrate growth as measured by federal, state and district assessment.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

2022/2023
CAASPP ELA:
All Students (All) -4.9
English Learners (EL) -4.9
Socioeconomically Disadvantaged (SED) -5
Students with Disabilities (SWD) -5
Hispanic -4.9
White -4.8

Expected Outcome: Typical Growth median targets for Winter i-Ready Reading 2023
All: 50%
EL: 50%
SWD: 50%
Hispanic: 50%

Actual Outcomes

2021/2022
CAASPP ELA:
All Students (All) -57.7
English Learners (EL) -72.6
Socioeconomically Disadvantaged (SED) -58.2
Students with Disabilities (SWD) -153.4
Hispanic -60.3
White -13.3

Baseline: Typical Growth medians for Winter i-Ready Reading 2023
All: 61%
EL: 28%
SWD: 14%
Hispanic: 28%

2022/2023
CAASPP Math:

2021/2022
CAASPP Math:

Expected Outcomes

All Students (All) -24.9
 English Learners (EL) -25
 Socioeconomically Disadvantaged (SED) -24.8
 Students with Disabilities (SWD) -25
 Hispanic -24.9
 White -25

Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2023
 All: 50%
 EL: 50%
 SWD: 50%
 Hispanic: 50%

Actual Outcomes

All Students (All) -81.6
 English Learners (EL) -93
 Socioeconomically Disadvantaged (SED) - 81.6
 Students with Disabilities (SWD) -168.7
 Hispanic -84.3
 White -41.9

Baseline: Typical Growth medians for Winter i-Ready Math 2023
 All: 52%
 EL: 31%
 SWD: 26%
 Hispanic: 21%

Actions/Services

Planned Actions/Services

1. Students will receive instruction using standards-based State/District adopted core programs.

2. All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.

Actual Actions/Services

Students received instruction using standards-based State/District adopted core programs.

All English learners received both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD was provided across all content areas. Designated ELD provides

Budgeted Expenditures

District

District

Estimated Actual Expenditures

District

District

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	specialized attention to building language proficiency in English.		
3. All English learners receive daily integrated ELD provided across all content areas.	All English learners received daily integrated ELD provided across all content areas.	District	District
4. Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.	Instructional staff received additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in Tier I Leadership.	Centralized Services Title I	Centralized Services Title I
5. Through the District MTSS process, the Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL.	Through the District MTSS process, the Tier I Leadership used data to assess and monitor student progress, determined and addressed district and school wide instructional goals, and created an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL.	Centralized Services Title I	Centralized Services Title I
6. Provide Before/During/After school reading, math and ELD interventions for students not meeting standards.	Provided Before/During/After school reading, math and ELD interventions for students not meeting standards.	District	District
7. Teachers will continue to receive professional development on evidence-based strategies to support all learners.	Teachers continued to receive professional development on evidence-based strategies to support all learners.	Centralized Services Title I	Centralized Services Title I
8. Provide an instructional coach to support teachers in best first	Instructional coach provided support to teachers in best first	Centralized Services Title I	Centralized Services Title I

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
instruction, intervention and enrichment	instruction, intervention and enrichment	Centralized Services Title I	Centralized Services Title I
9. Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives. This includes travel and conference fees.	District provided extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Supplemental/Concentration 2,467	Supplemental/Concentration 0
10. Provide support for early literacy and foundational skills to support students below grade level.	Provided support for early literacy and foundational skills to support students below grade level.	Centralized Services Title I	Centralized Services Title I
11. Specialists will use research-based interventions while working with small groups of at-risk students performing below proficiency in reading and math to increase student academic achievement. This will include a 0.5 FTE Project Teacher/Instructional Coach to serve as a School Improvement Coordinator.	Specialists used research-based interventions while working with small groups of at-risk students performing below proficiency in reading and math to increase student academic achievement. This included a 0.5 FTE Project Teacher/Instructional Coach to serve as a School Improvement Coordinator.	Project Teacher Title I 50,685	Project Teacher Title I 50685
		Project Teacher Supplemental/Concentration 50,685	Project Teacher Supplemental/Concentration 50685
		Specialists Title I 32,470	Specialists Title I 32470
		Specialists Supplemental/Concentration 14,679	Specialists Supplemental/Concentration 14679
12. Provide student-based enrichment activities and opportunities to enhance curriculum, supporting listening, speaking, music, movement and fine arts-related skills.	Provide student-based enrichment activities and opportunities to enhance curriculum, supporting listening, speaking, music STEAM, movement and fine arts-related skills.	Supplemental/Concentration	Supplemental/Concentration
13. Extended learning and enrichment to include tutoring, Math Field Day, Science fair, Battle of the Books, and learning support for at risk students in English and Math.	Extended learning and enrichment included Math Field Day and Science fair and ELOP supported tutoring for at risk students in English and Math.	Supplemental/Concentration 30,000	Supplemental/Concentration 0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
14. Provide a Specialist to serve as a part time music or art teacher. This will free up the counselor to provide full time MTSS services.	Did not provide a Specialist to serve as a part time music or art teacher.	Supplemental/Concentration 0	Supplemental/Concentration 0
15. Purchase Art Supplies, Science equipment and or Musical Instruments and Support Equipment to support the programs including site licenses	Purchase Art Supplies, Science equipment and or Musical Instruments and Support Equipment to support the programs including site licenses such as McCallum AEP.	Supplemental/Concentration 7,533	Supplemental/Concentration 1000
16. Provide Tutoring Support in math and Language Arts	ELOP provided Tutoring Support in math and Language Arts.	Supplemental/Concentration 18,292	Supplemental/Concentration 0
17. Provide additional equipment and supplies to support tutoring	ELOP provided additional equipment and supplies to support tutoring	Supplemental/Concentration 2000	Supplemental/Concentration 0
18. Provide para-educator support for early literacy	Did not provide para-educator to support early literacy.	Supplemental/Concentration	Supplemental/Concentration
19. Provide Supplemental Student Supplies for Intervention	Provided Supplemental Student Supplies for Intervention.	Supplemental/Concentration 20,648	Supplemental/Concentration 20648

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Madison implemented fully the district-provided actions and services. Most of the site-specific actions and services were fully implemented; however, other funding sources like ESSER and ELOP were utilized. We did provide funding to add and replace quality books to the school library this year along with books on diversity. The interventionists were able to support intervention this year instead of covering classrooms during teacher absences.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The actions and services were effective as evidenced by almost all student groups exceeding their targeted Typical Growth medians in Reading and Math. The one student group (SWD) that did not meet the target was off by only 1%. The interventionists were effective when providing small group support when they were not substitute teaching.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

The differences between budgeted expenditures and actual expenditures can be attributed to the availability of other funding sources like ESSER or ELOP or the district fund.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Most of the actions and services remain the same. This SPSA will continue to provide intervention support; however, the structure was a push-in rather than a pull-out process with a certificated staff member to serve as a fulltime Project Teacher.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

- State Priorities:
- Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

15 parents/stakeholders will consistently help in the classrooms.

Actual Outcomes

Volunteers were permitted once they were cleared from the district.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Create a college and career going culture through school activities, events or experiences.	Created a college and career going culture through school activities, events or experiences.	District	District
2. Provide enrichment opportunities for all students.	Provided enrichment opportunities for all students.	District	District
3. Implement AVID structures/strategies to support student learning.	Did not implement AVID strategies/structures instead implemented MTSS strategies/structures.	District	Disrict
4. Instructional Coach will work one hour past contract time to provide professional development,	Instructional Coach occasionally worked hour past contract time to provide professional development,	Supplemental/Concentration 10700	Supplemental/Concentration 0

**Planned
Actions/Services**

coaching, and modeling of highly effective instructional practices to the instructional staff, and will support the collaborative process of monitoring student progress.

**Actual
Actions/Services**

coaching, and modeling of highly effective instructional practices to the instructional staff, and will support the collaborative process of monitoring student progress.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

All actions and services were fully implemented with the exception of AVID practices.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The i-Ready Winter data strongly suggests that our actions and services for Goal 2 were effective. The Instructional Coach is instrumental in our students' academic achievement. Her coaching of teachers and structured intervention program provided instructional strategies and resources to support best first instruction and early literacy has been invaluable.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures was the hours allotted to the instructional coach.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

There are no changes made to this goal.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

All Students (All) 1% or less
 English Learners (EL) 1% or less
 Homeless 1% or less
 Socioeconomically Disadvantaged (SED) 1% or less
 Students with Disabilities (SWD) 1% or less
 Hispanic 1% or less
 White 1% or less
 Two or more races 1% or less

Actual Outcomes

All Students (All) 1.3% or less
 English Learners (EL) 1% or less
 Homeless 1% or less
 Socioeconomically Disadvantaged (SED) 1% or less
 Students with Disabilities (SWD) 1% or less
 Hispanic 1% or less
 White 1% or less
 Two or more races 1% or less
 Suspension Rate for all student groups for 22-23: 1.3%

Actions/Services

Planned Actions/Services

1. Provide activities and protocols for improving attendance.

Actual Actions/Services

Provided activities and protocols for improving attendance such as

Budgeted Expenditures

District

Estimated Actual Expenditures

District

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Attendance Trophies and Attendance March Madness.		
2. Provide strategies to support the work of MTSS to ensure a safe and positive school climate.	Provided strategies to support the work of MTSS to ensure a safe and positive school climate.	District	District
3. Incorporate strategies to ensure a safe and positive environment.	Incorporated strategies to ensure a safe and positive environment.	District	District
4. Provide counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: Elementary Schools - 1 FTE Counselor	Provided counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: Elementary Schools - 1 FTE Counselor	District	District
5. Provide Family Education Nights that promote family involvement and increase student achievement. Includes costs of trainers, childcare, and materials.	Provide Family Education Night such as Family Science Night that promoted family involvement and increased student achievement. Include costs of materials.	Title I 2107	Title I 0
6. Provide Safety and Environmental Equipment to enhance environmental safety Purchase Porta-Cools, Bullhorns, traffic safety equipment, masks, thermometers, air filtration equipment, and other safety equipment as needed	Provided Safety and Environmental Equipment to enhance environmental safety Purchased Bullhorns, traffic safety equipment, masks, thermometers, air filtration equipment, and other safety equipment as needed.	Supplemental/Concentration 15000	Supplemental/Concentration 0
7. Provide transportation for Field Trips to support socio-emotional growth (MTSS) and academics.	Provided transportation for Field Trips to support socio-emotional growth (MTSS) and academics.	Supplemental/Concentration	Supplemental/Concentration
8. Provide Support for After School Sports and Transportation	Provided Support for After School Sports with ELOP such as Tennis.	Supplemental/Concentration	Supplemental/Concentration

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9. Site Monitors to work recess times at Madison to provide safety and security to students. Above standard budget allocation.	Site Monitors worked recess times at Madison to provide safety and security to students. Above standard budget allocation.	Supplemental/Concentration 7,500	Supplemental/Concentration 10000

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Madison fully implemented the district actions and services. We provided a Family Science Night that promoted family involvement and increase student achievement. Site Monitors worked recess times at Madison to provide safety and security to students. We also added a security officer to support student safety.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The security officer minimized behavioral incidents during play. His encouragement of positive play and his modeling building relationships with students greatly improved the behavior at recess. Strategies to support the work of MTSS ensured a safe and positive school climate. The Patriot PROUD (Positive, Respectful, Outstanding, United, and Determined) schoolwide expectations were also very effective in building our MTSS culture. This year a Principal Proud Monthly Recess was added during the 2nd Trimester in order to encourage and support positive play in and out of the classroom.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

We provided Family Science Night that promoted family involvement and increased student achievement. We did not have to utilize all of the allotted S/C funds for safety and environmental equipment due to ELOP funding and support with after school enrichment opportunities.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Madison did not fund the recess coach, but we will not have to spend a significant amount to provide safety and environmental equipment during recess.

Goals, Actions, & Services

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

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Our Hispanic, EL, and Socioeconomic subgroups all scored within a similar range.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	2018/2019 CAASPP ELA: All Students (All) -38.1 English Learners (EL) -42.7 Socioeconomically Disadvantaged (SED) -44 Students with Disabilities (SWD) -109.1 Hispanic -40.3 White -27.9	2021/2022 CAASPP ELA: All Students (All) -10 English Learners (EL) -10 Socioeconomically Disadvantaged (SED) -11 Students with Disabilities (SWD) -11 Hispanic -10 White -10 Baseline: Typical Growth median targets for Winter i- Ready Reading 2022 All: 58%	2022/2023 CAASPP ELA: All Students (All) -4.9 English Learners (EL) -4.9 Socioeconomically Disadvantaged (SED) -5 Students with Disabilities (SWD) -5 Hispanic -4.9 White -4.8 Expected Outcome: Typical Growth median targets for Winter i-Ready Reading 2023	2023/2024 CAASPP ELA: All Students (All) -28.85 English Learners (EL) -36.3 Socioeconomically Disadvantaged (SED) -29.1 Students with Disabilities (SWD) -76.7 Hispanic -30. White -6.65 Expected Outcome: Typical Growth median targets for Winter i-Ready Reading 2024

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		EL: 51% SWD: 49% Hispanic: 53%	All: 50% EL: 50% SWD: 50% Hispanic: 50%	All: 50% EL: 50% SWD: 50% Hispanic: 50%
Academic Indicator Math: Distance from Standard	2018/2019 CAASPP Math: All Students (All) -51.3 English Learners (EL) -61 Socioeconomically Disadvantaged (SED) -57.5 Students with Disabilities (SWD) -114.4 Hispanic -54.6 White -34	2021/2022 CAASPP Math: All Students (All) -30 English Learners (EL) -30 Socioeconomically Disadvantaged (SED) -30 Students with Disabilities (SWD) -40 Hispanic -30 White -26 Baseline: Typical Growth median targets for Winter i- Ready Math 2022 All: 62% EL: 63% SWD: 67% Hispanic: 62% Hispanic: 50%	2022/2023 CAASPP Math: All Students (All) -24.9 English Learners (EL) -25 Socioeconomically Disadvantaged (SED) -24.8 Students with Disabilities (SWD) -25 Hispanic -24.9 White -25 Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2023 All: 50% EL: 50% SWD: 50% Hispanic: 50%	2023/2024 CAASPP Math: All Students (All) -40.8 English Learners (EL) -46.5 Socioeconomically Disadvantaged (SED) -40.8 Students with Disabilities (SWD) -84.35 Hispanic -42.15 White -20.95 Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2024 All: 50% EL: 50% SWD: 50% Hispanic: 50%

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

Action 1

Students will receive instruction using standards-based State/District adopted core programs

District

District

Action 2

All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.

District

District

Action 3

All English learners receive daily integrated ELD Provided across all content areas.

District

District

Action 4

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.

Title I Centralized Services

Centralized Services

Action 5

Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.

Title I Centralized Services

Centralized Services

Action 6

Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards

District

District

Action 7

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.

Title I Centralized Services

Centralized Services

Action 8

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.

Title I Centralized Services

Centralized Services

Action 9

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework

District

Centralized Services

Action 10

Provide support for early literacy and foundational skills to support students not meeting standards.

Action 11

11. Specialists will use research-based interventions while working with small groups of at-risk students performing below proficiency in reading and math to increase student academic achievement. This will include a 0.5 FTE Project Teacher/Instructional Coach to serve as a School Improvement Coordinator.

Action 12

12. Provide student-based enrichment activities and opportunities to enhance curriculum, supporting listening, speaking, music, movement and fine arts-related skills.

Action 13

13. Provide technological resources for student learning such as headphones and chargers.

Action 14

Supplemental/Concentration
0

Title I Centralized Services
Centralized Services

Title I Project Teacher 64,152
Supplemental/Concentration Project Teacher 64,152
Title I Specialists 23,653
Supplemental/Concentration Specialists 34,000

Supplemental/Concentration
13,339

Title I
1,356

14. Provide a 0.5 FTE hourly Office Tech to serve as a part time support for registration, attendance and other office duties. This will provide support needed to the current office staff.

Supplemental/Concentration

30,000

Action 15

15. Purchase Art Supplies, Science equipment and or Musical Instruments and Support Equipment to support the programs including site licenses

Title I: Supplemental/Concentration

8,000

Action 16

16. Provide Tutoring Support in math and Language Arts

Supplemental/Concentration

Action 17

17. Provide additional equipment and supplies to support tutoring

Supplemental/Concentration

Action 18

18. Provide para-educator support for early literacy

Supplemental/Concentration

Action 19

19. Provide Supplemental Student Supplies for Intervention and ELD including printing resources

Supplemental/Concentration

3,000

Goals, Actions, & Services

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

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Low parent involvement

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Parent / Stakeholder Involvement in Volunteer Program in classrooms (Measured with Raptor Software check in)	4 parents/stakeholders consistently helped in classrooms	12 parents/stakeholders will consistently help in the classrooms.	15 parents/stakeholders will consistently help in the classrooms.	10 parents/stakeholders will consistently help in the classrooms.

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

Action 1

Create a college and career going culture through school activities, events or experiences.

District

District

Action 2

Provide enrichment opportunities for all students.

District
District

Action 3

Implement AVID structures/strategies to enhance student learning.

District
District

Action 4

4. Instructional Coach will work one hour past contract time to provide professional development, coaching, and modeling of highly effective instructional practices to the instructional staff, and will support the collaborative process of monitoring student progress.

Supplemental/Concentration
5,000

Goals, Actions, & Services

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

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Students consistently show good behavior as measured by our low suspension rate. Systems are in place to support positive behavior and interventions.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	All Students (All) 0% English Learners (EL) 0% Homeless 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0% Hispanic 0% White 0% Two or more races 0%	All Students (All) 1% or less English Learners (EL) 1% or less Homeless 1% or less Socioeconomically Disadvantaged (SED) 1% or less Students with Disabilities (SWD) 1% or less Hispanic 1% or less White 1% or less Two or more races 1% or less	All Students (All) 1% or less English Learners (EL) 1% or less Homeless 1% or less Socioeconomically Disadvantaged (SED) 1% or less Students with Disabilities (SWD) 1% or less Hispanic 1% or less White 1% or less Two or more races 1% or less	All Students (All) 1% or less English Learners (EL) 1% or less Homeless 1% or less Socioeconomically Disadvantaged (SED) 1% or less Students with Disabilities (SWD) 1% or less Hispanic 1% or less White 1% or less Two or more races 1% or less

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		Suspension Rate as of 2/22/22 All Students (All): 0.3% English Learners (EL): 0% Homeless: data not available Socioeconomically Disadvantaged (SED): data not available Students with Disabilities (SWD): 0% Hispanic: 0.3% White: 0% Two or more races: data not available		

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

Action 1

Provide activities and protocols for improving attendance

District
District

Action 2

Provide multi-tiered tools, strategies and supports to address school climate and culture.

District
District

Action 3

Incorporate strategies to ensure a safe and positive environment

District
District

Action 4

Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative

District

universal, targeted and intensive interventions. Provide school counselors as follows:

- Elementary Schools - 1 FTE Counselor
- Middle School Counselors - maintain ratio at 500:1
- High School Counselors - maintain ratio at 400:1
- Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula

Action 5

District

5. Provide Family Education Nights that promote family involvement and increase student achievement. Includes costs of trainers, childcare, and materials.

Action 6

Title I
115

6. Action no longer needed.

Action 7

--

7. Action no longer needed.

Action 8

--

8. No longer needed.

Action 9

--

9. Site Monitors to work recess times at Madison to provide safety and security to students. Above standard budget allocation.

Supplemental/Concentration
22,013

Goals, Actions, & Services

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

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Identified Need

Students with disabilities will access and participate in college and career activities on campus.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Provide professional development to include targeted support for students with disabilities

District

Action 2

Implement Universal Design for Learning for all students, including students with disabilities

District

Action 3

Increase parent engagement for students with disabilities.

District

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: School Goal # 1: All students will demonstrate growth as measured by federal, state and district assessments.				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Professional Development and Teacher Support	8/15/23-6/5/24	8,322	8,322	Title I
		Total Estimated Cost: 8,322		
District ELA Project Facilitator	8/15/23-6/5/24	5,829	5,829	Title I
		Total Estimated Cost: 5,829		
Site Instructional Coach	8/15/23-6/5/24	61,552	61,552	Title I
		Total Estimated Cost: 61,552		
Preschool to Elementary Transition	8/15/23-6/5/24	7,581	7,581	Title I
		Total Estimated Cost: 7,581		
Budget Support	8/15/23-6/5/24	1,086	1,086	Title I
		Total Estimated Cost: 1,086		
SFPO Project Facilitator	8/15/23-6/5/24	12,139	12,139	Title I
		Total Estimated Cost: 12,139		
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	7,719	7,719	Title I
		Total Estimated Cost: 7,719		
Foster and McKinney-Vento Liaison	8/15/23-6/5/24	3,114	3,114	Title I
		Total Estimated Cost: 3,114		

Total Cost For All Actions: 107,342

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

<p>Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs). Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation). Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals. Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP) Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs. For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement. Other federal funds (list and describe). Create a new row for each separate program.</p>

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	\$89,276.00	No
Total amount of federal categorical funds allocated to this school.	\$89,276.00	
Total amount of state and federal categorical funds allocated to this school.	\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
Supplemental/Concentration	\$171,504.00	No
Title I: Supplemental/Concentration	\$8,000.00	
Total amount of StateLocal categorical funds allocated to this school.	\$179,504.00	
Total amount of state and StateLocal categorical funds allocated to this school.	\$268,780	

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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
[Enter name of consulted group or committee]	[Signature of authorized person]
School Site Council	

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:4/25/23.

Attested:

Amy Zink

Typed name of school principal

Signature of school principal

Date

Lupe Navarro

Typed name of SSC chairperson

Signature of SSC chairperson

Date

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Navarro, Guadalupe				X	
LaPointe, Pamela		X			
Hodulik, Lori		X			
Zink, Amy	X				
Cardoso, Cynthia				X	
Garcia, Karla				X	
Fabian, Aaliyah				X	
Janosz, Victoria				X	
Elam, Karen		X			
Rogan, Jennifer			X		
Numbers of members of each category:	1	3	1	5	