



2023-2024

Madison Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

57% of students scored Met or Exceeded on SBAC ELA. This is a 3% decrease from the previous year. 3rd grade - 50%. 4th grade - 63%. 5th grade - 58%. 40% of African American students scored Met or Exceeded. This is a decreased score for African American students, however, there was a decrease overall. The achievement gap between all students and African American students remains at 17%. 68% of students met their growth target on i-Ready ELA. This is a 11% increase from last year. SBAC and i-Ready show a need in accelerating academic achievement in ELA for our African American students (17% Achievement Gap on SBAC). 5th grade students have the lowest percentage of students Early On or Above Grade Level at 65%.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

An overall 3% decrease on SBAC ELA scores and a 17% achievement gap shows a need for improvement ELA. Therefore our goal is for every student to make at least one years growth indicated by i-Ready ELA results. 65% of 3rd through 5th grade students will score proficient or advanced on CAASPP-SBAC. In order to increase ELA scores, the literacy lead will coach teachers in the K-2 classrooms on foundation reading skills instruction, In addition to the literacy teacher and IIC pulling tier 2 groups to bridge the achievement gap. K-2 Teachers will also attend QCI trainings two times per year and complete multiple PDSA professional development cycles that connect to the training received at the district QCI trainings. To monitor progress throughout the year we will analyze data from IReady, district assessments, and FRSA.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

53% of students scored Met or Exceeded on SBAC Math. This is a 4% increase from the previous year. 3rd grade - 43%. 4th grade - 60%. 5th grade - 56%. 37% of African American students scored Met or Exceeded. There is a 16% achievement disparity between African American students and the overall achievement level for the school. 63% of students in grades 1st - 5th met their one years growth target on i-Ready. 60% of African American students met their one years growth target on i-Ready. 63% of students in grades 1st - 5th scored Early On or Above Grade Level on the 3rd administration of i-Ready. 50% of African American students scored Early On or Above Grade Level on the 3rd administration of i-Ready. There is a 13% achievement disparity between African American students and the overall level for the school. SBAC data shows a need in accelerating academic achievement in math for our African American students (16% achievement gap). 2nd grade students had the lowest percentage of students meeting their growth target on i-Ready (47%).

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

An achievement gap of 16% for our African American population shows a need to improve math instruction in grades 3-5. Therefor our goal is for every student to achieve at least one years growth indicated by i-Ready math results. 60% of students in 3rd through 5th grade will score proficient or advanced on Caaspp-SBAC. Our action plan includes to have the math lead coach teachers in culturally responsive lessons that engage students in mathematical practices. 3- 5 teachers will also attend QCI trainings two times per year and complete multiple PDSA professional development cycles that connect to the training received at the district QCI trainings. To monitor progress we will analyze data from IReady and district unit assessments.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

25% of students learning English as a second language scored well developed on ELPAC. Thirty one students enrolled at Madison are learning English as a second language. Six students have been learning English as a second language for 5 or more years. Twelve students were redesignated as RFEP last year. Madisons total cumulative EL redesignation rate was 29%.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

Due to the amount of students who have been learning English as a second language, and the designation rates Madison's goal for students learning English as a second language is for every student to be redesignated before 5th grade. The action plan to achieve this goal includes the literacy teacher and IIC working with the ELL population on foundational skills. In addition to the K-2 teachers receiving QCI training in order to improve ELA instruction. Teachers also provided designitated ELD instruction based on students' needs and ELD standards. We will monitor progress on this goal by analyzing data from the IReady and district assessments.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

The overall attendance rate was 91.7%. Kindergarten had the lowest attendance rate at 89.7% along with Special Education at 87%. 120 students were chronically absent (30%) with higher percentages of chronic absenteeism in EL and Special Education students.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

Due to the high chronic absent rate and the low overall attendance rate last year, Madison's goal is the overall attendance rate will be no lower than 95% and Chronic absenteeism will be no higher than 7%. Our action plan is that with support from the counselor, IOA, SEL Facilitator and LBUSDs All In program we will be able to connect with families to improve attendance. We will monitor progress by analyzing monthly data based on sub groups.

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) With teachers conducting PDSA cycles three times a year and receiving professional development on student engagement, all students will achieve one year of academic growth as demonstrated on i-Ready. Sixty-five percent of 2nd - 5th grade students will score proficient or advanced on PSA. Students achieving below grade level will demonstrate greater than one year of growth. The median student growth of African American students will be at least 25% greater than the previous year on iReady Assessments. On FRSA, 83% of students will score in the Overall Met range for students in K-2 grade. On SBAC, 65% of students will score met or exceeded on the ELA section of SBAC. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.	Goal Partially or Not Met	i-Ready 85% met typical growth i-Ready 72% met stretch growth FRSA 81% met or exceeded SBAC 57% met or exceeded	Literacy teacher K-2 IIC - ELA lead supporting Tier 1 instruction and intervention SEL facilitator - Stanford-Harmony

Math	1) With teachers conducting PDSA cycles three times a year and receiving professional development on student engagement, all students will achieve one year of academic growth. Students achieving below grade level will demonstrate greater than one year of growth. The median student growth of African American students will be at least 25% greater than the previous year on iReady Assessments. SBAC: 55% of students will score met or exceeded on the Math section of SBAC. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.	Goal Partially or Not Met	i-Ready 85% met typical growth i-Ready 78% met stretch growth SBAC 53% met or exceeded	math tutoring math lead providing tier 1 instructional support
English Learner	1) With teachers receiving professional development on EL support and language proficiency, students who take ELPAC will increase a level in at least two domain areas. Additionally, Madison's redesignation rate will increase from 19% (7 students) to 30% (9 students). Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.	Goal Partially or Not Met	Total Cumulative EL Redesignation 29%	Tier 1 instructional support by ELA and math leads. LT providing foundational reading skills instruction

Culture/Climate	1) Chronic Absenteeism will decrease by 5% to less than 20%. EL, Special Education, and African American Chronic Absenteeism will decrease by at least 10%. Attendance rate will increase by at least 5% to 95%. EL, Special Education, And African American attendance will increase by at least 10%. By June 2023, 85% of students will indicate they have a clear understanding of school rules on CORE Survey and 75% of students will feel it is easy to make friends at Madison.	Goal Partially or Not Met	Chronic Absenteeism 30.2%	SEL facilitator - Sanford Harmony lessons All In - district program support
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Additional hourly for IOA to support families with attendance and enrollment during high need months. (IN 5)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
To provide more ways for students to engage and practice social skills a variety of playground games and items are needed. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Release time for teachers to collaborate with grade level teams, IIC, and literacy teacher around instructional strategies that support student achievement of grade level standards. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful

Nearpod site license including teacher training modules and support (SM 1)	Limited or no impact	Limited or no impact	Limited or no impact	(Does not apply to this goal)
Student incentive and materials to support students who are in danger of becoming chronically absent. (IN 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Recreation Aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Technology materials, mice and headphone (SM 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
Retired teacher to support intervention and small group instruction. (IN 7)	Strong Positive Impact	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)
Teachers and staff need books and materials to support the planning stage of our PDSA Professional Development Cycles. (PD 2)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
Kindergarten teachers will organize/plan and provide parent orientation to Madison School and kindergarten program in particular. (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Student Planners for 4th and 5th grade students (SM 2)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
The School Counselor will monitor attendance of chronically absent/tardy students and communicate with those families about the impact on grades; assists in analysis of learning challenges for at-risk students and helps the teacher, child, and parent develop a course of action; participates in SSTs to advocate for appropriate services and interventions to maximize students' academic performance; and provide individual and/or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth. (IN 1)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a)</p>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELLevation</p> <p>iReady</p>

Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

Accountability Measure 1: Increase Achievement

Interventions

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
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<p>CORE Survey data along with other staff and family surveys and office referral data show a need for increase positive behavior supports and student SEL. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 30, SEL Survey 40</p>	<p>The SEL facilitator will support tier I instruction in SEL including leading the Culture Climate committee to create and train staff on Positive Behavior Intervention Systems including Restorative Practices; model and team teach with classroom teachers; SEL integration into daily lesson planning and curriculum support. Facilitator will support communication with families of most needing students in support of attendance and academics including parent workshops; facilitate student groups such as student council to provide student voice in site decision making; and support student engagement during math instruction.</p>	<p>All Students, African-American, Identified At-Risk Students, All Staff, Homeless, Low SES</p>	<p>LCFF \$17,076 Title 1 \$68,303 Program Facilitator .5 FTE - LCFF 20%; Title 1 80%</p>	<p>08/21/2023 - 06/28/2024 Daily</p>	<p>SEL Facilitator</p>	<p>Principal Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 30, SEL Survey 40</p>
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
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No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA’s budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	119309
Title I Parent and Family Involvement (3008)	1722

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	27300

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Ann Erskine	
Staff	Classroom Teacher	Margaret Lee	06-21-2024
Staff	Classroom Teacher	Luke Serviss	06-20-2025
Staff	Classroom Teacher	Ramona Quintero	06-20-2025
Staff	Non Classroom Teacher	Natalie Vanosse	06-20-2025
Community	Parent	Roryann [REDACTED]	06-21-2024
Community	Parent	Justin [REDACTED]	06-20-2025
Community	Parent	Aleida [REDACTED]	06-20-2025
Community	Parent	Flor [REDACTED]	06-20-2025
Community	Parent	LaShawnee [REDACTED]	06-20-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Bunnary [REDACTED]
DELAC Representative	Parent of EL Student (required)	Aurora [REDACTED]
Principal or Designee	Staff Member (required)	Ann Erskine
Secretary	Staff Member (required)	Natalie Vanosse

Name	Representing
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ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/02/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	To increase amounts of Parent Workshops and communication. Some examples of workshops could include "How to help your child at home with math and reading." SEL Facilitator can provide workshop on SST process and how to ask for help.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	Reclassification Data Language Census Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/14/2023
6. What was SSC's response to ELAC recommendations?	SSC thanks ELAC for their recommendation. SSC approved for \$1,000 of Parent Involvement funds be spent on materials and additional hourly for teachers to provide parent workshops.

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/14/2023
2. The SSC approved the **Home-School Compact** on 10/17/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/17/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/06/2023, 09/12/2023
5. SSC Participated in the Annual Evaluation of SPSA:10/17/2023
6. The SPSA was approved at the following SSC Meeting: 11/14/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

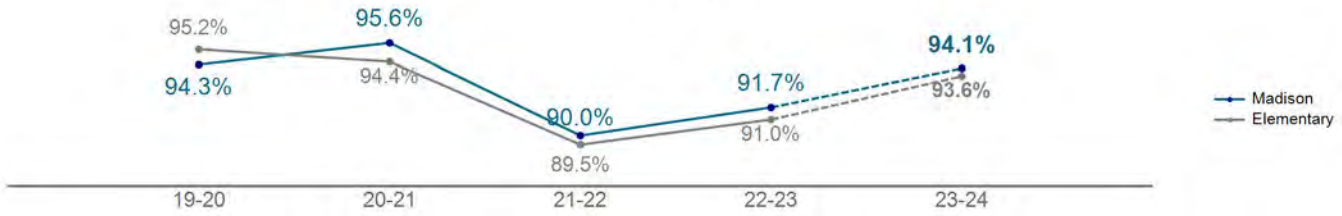
Printed Name: _____ Date: _____

ELAC Chair: _____

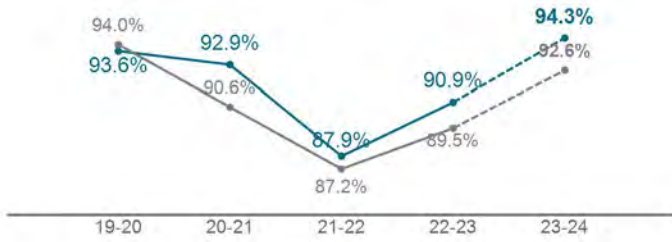
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Attendance Rate

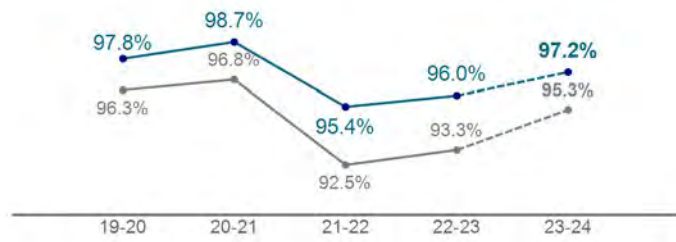
Madison
All Students
N = 432



African American
N = 71



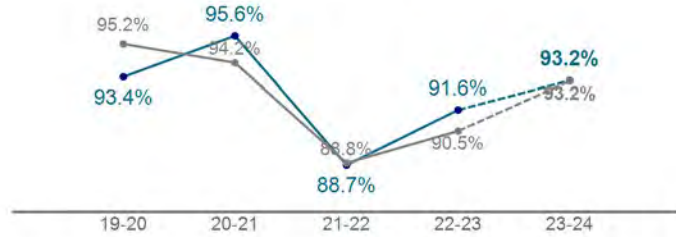
Asian
N = 42



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 196



Pacific Islander

Subgroup with fewer than 20 students.

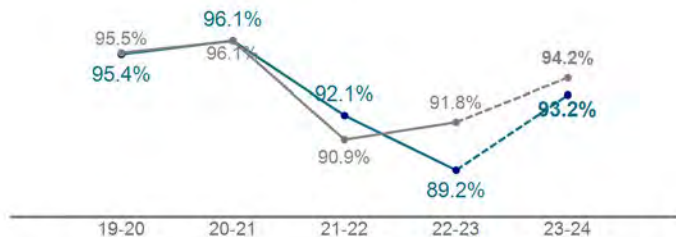
White
N = 43



Native American

Subgroup with fewer than 20 students.

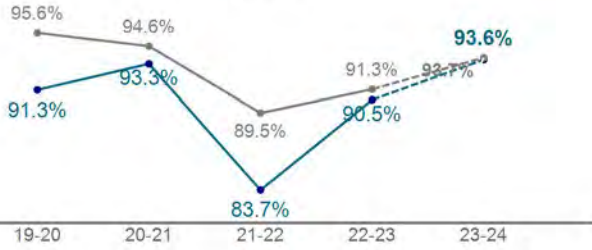
Other
N = 58



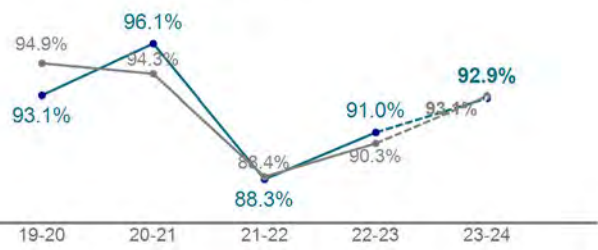
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

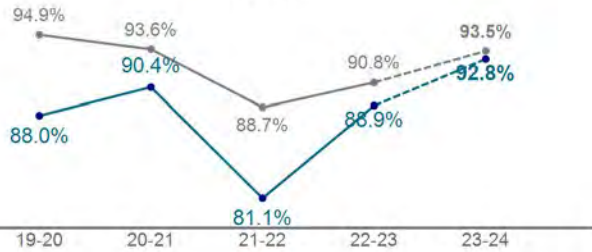
EL + RFEP
N = 44



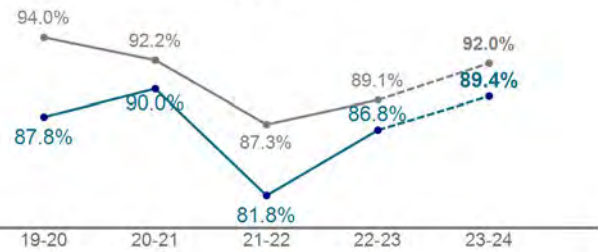
Low SES
N = 237



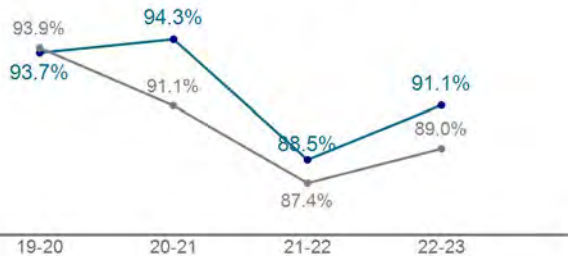
English Learner
N = 31



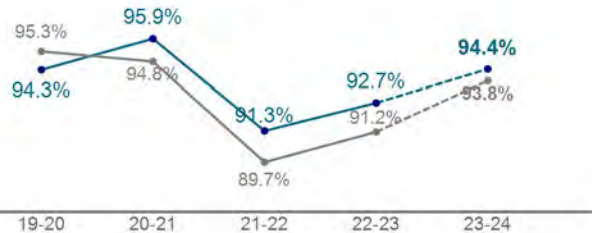
Special Education
N = 83



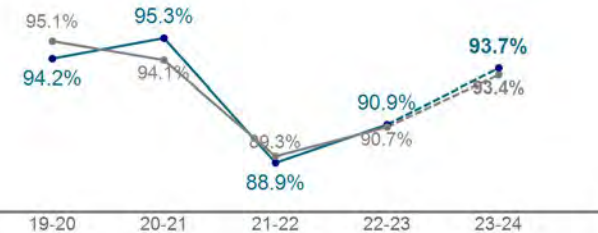
Homeless or Foster Youth



Female
N = 211



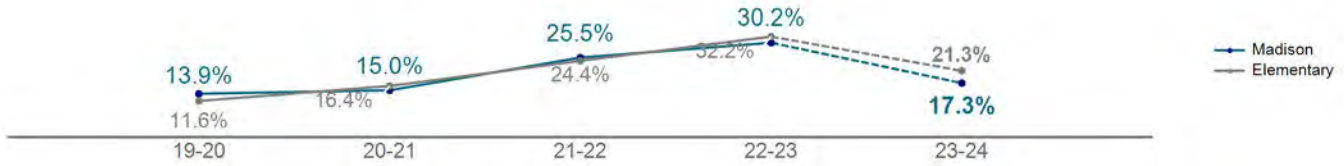
Male
N = 221



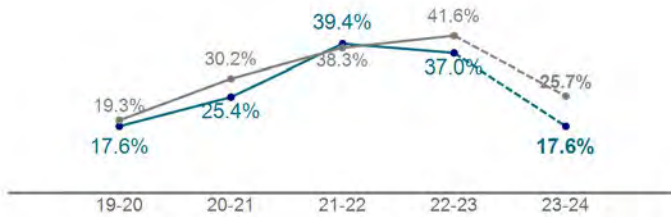
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

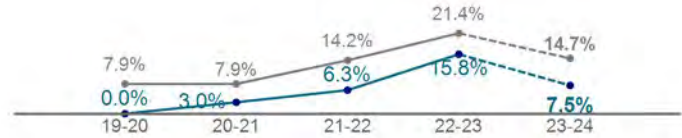
Madison
All Students
N = 416



African American
N = 68



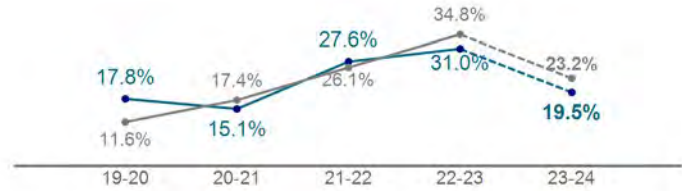
Asian
N = 40



Filipino

Subgroup with fewer than 20 students.

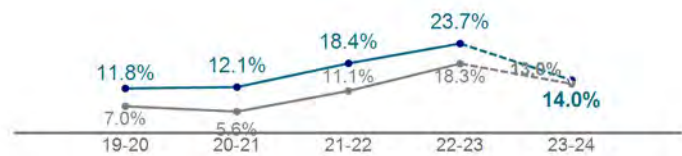
Hispanic
N = 190



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 43

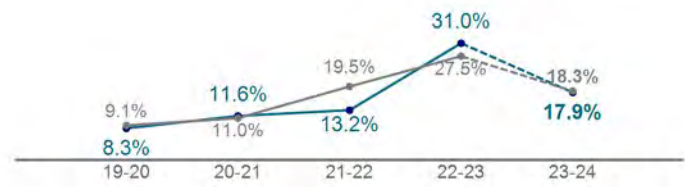


N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

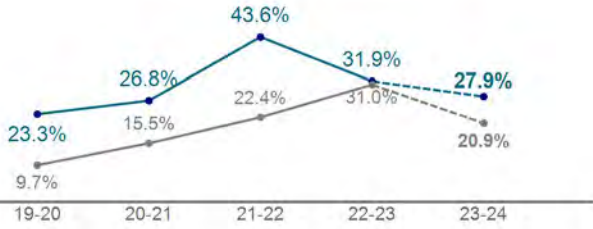
Other
N = 56



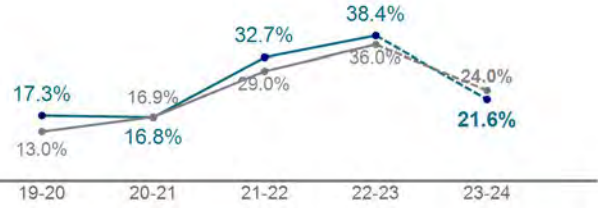
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

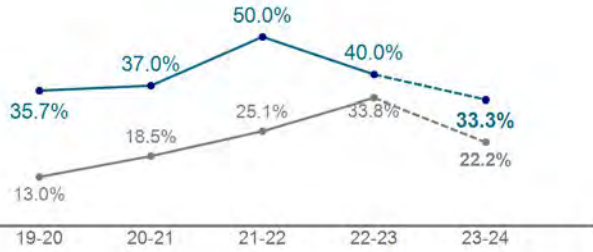
EL + RFEP
N = 43



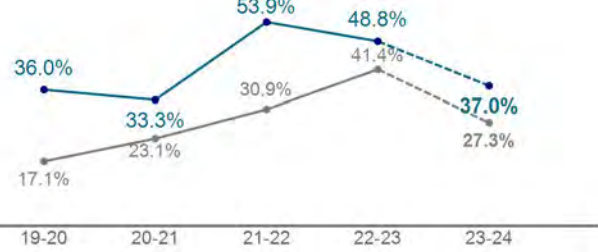
Low SES
N = 227



English Learner
N = 30



Special Education
N = 81



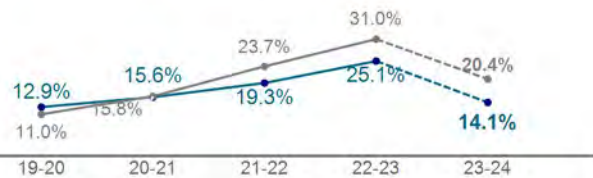
Homeless or Foster Youth

Subgroup with fewer than 20 students.

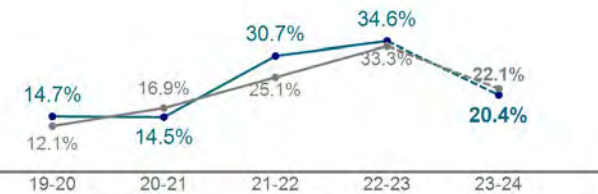
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 205



Male
N = 211



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Madison

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	152	43%	23	20	23	34	57%	↓4		↓1	
	All Elementary	52%	31	21	23	25	48%	↑1		↑6	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 03	52	50%	25	25	17	33	50%	↓10		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	57	37%	21	16	28	35	63%	↓4		↑4
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
	Gr. 05	43	42%	23	19	23	35	58%	↑1		↓7
		All Elementary	48%	27	21	28	24	52%	↓1		↑8
		District	48%	27	21	28	24	52%	↓1		↑8
Ethnicity	Hispanic	71	54%	23	31	23	24	46%	↓12		↓4
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	African American	30	60%	43	17	17	23	40%	↑1		-
		All Elementary	67%	44	23	18	15	33%	↑2		↑6
		District	67%	42	25	21	12	33%	↓-		↓1
	Asian	19*	11%	5	5	37	53	89%	↑13		-
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1
	Cambodian	16*	19%	6	13	31	50	81%	↑10		-
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Madison

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Ethnicity	White	13*	15%	8	8	38	46	85%	↑13		-
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
	Other	11*	18%	18	18	64	82%	↓5		-	
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓1
	Filipino	6*	33%	17	17	67	67%	↑67		-	
		All Elementary	24%	12	11	27	49	76%	↑2		↑7
		District	28%	11	17	31	41	72%	↑2		↑2
	American Indian	1*	100%	100			0%	-		-	
		All Elementary	36%	27	9	41	23	64%	↑8		↑9
		District	41%	25	16	41	18	59%	↑18		↑12
Pacific Islander	1*	0%			100	100%	-		-		
	All Elementary	69%	33	36	19	12	31%	↓4		↑3	
	District	63%	31	32	28	9	38%	↓2		↓3	
Gender	Female	69	42%	16	26	28	30	58%	↓1		↓8
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	83	43%	29	14	19	37	57%	↓6		↑4
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6	
	All Elementary*	50%	13	38	38	13	50%	↑25		-	
Special Populations	EL + RFEP	12*	33%	17	17	33	33	67%	↑12		-

The percentages in each Claim may not equal 100% due to rounding.
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 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Madison

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort				
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg	Chg	Chg
Special Populations	EL + RFEP	All Elementary	67%	43	24	20	14	33%	↓-		↑6		
		District	64%	38	26	24	12	36%	↓1		↓1		
	ELL	4*	75%	50	25	25		25%	↑8		-		
		All Elementary	80%	54	26	15	5	20%	↑5		↑5		
		District	86%	60	25	11	3	14%	↑4		↑3		
	RFEP	8*	13%		13	38		50	88%	↓13		-	
		All Elementary	29%	11	18	33		38	71%	↑9		↑7	
		District	44%	17	27	35		21	56%	↑-		↓4	
	Foster	District	75%	50	25	16	9		25%	↓3		↓4	
		All Elementary	75%	53	22	11	14		25%	↑-		↑7	
	GATE/Excel	25	8%		8	16		78	92%	↑-		-	
		All Elementary	10%		2	8	23		67	90%	↑2		↓-
		District	14%		3	11	32		54	86%	↓-		↓3
	Homeless	16*	56%	31	25	19	25		44%	↓17		-	
		All Elementary	63%	40	23	20	16		37%	↑2		↑6	
		District	64%	40	24	24	12		36%	↓1		↓1	
Homeless/Foster	16*	56%	31	25	19	25		44%	↓17		-		
	All Elementary	64%	41	23	20	16		36%	↑2		↑6		
	District	65%	41	24	23	12		35%	↓1		↓1		
Low SES	76	50%	26	24	22	28		50%	↓4		↓4		
	All Elementary	59%	36	23	22	18		41%	↑2		↑6		
	District	59%	34	25	25	16		41%	↑1		↓1		
Special Ed.	11*	91%	64	27	9			9%	↑9		-		
	All Elementary	81%	64	17	10	9		19%	↑2		↑4		

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Madison

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	District	84%	65	19	11	5	16%	↑1		↑1
	Spec Ed. Speech/RSP	11*	91%	64	27	9		9%	↑9		-
		All Elementary	77%	57	19	13	11	23%	↑2		↑5
		District	79%	56	23	14	7	21%	↑2		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Madison

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
All Students	153	47%	22	25	28	25	53%	↑4		↑3	
	All Elementary	60%	33	27	22	18	40%	↑2		↓2	
	District	66%	40	26	19	16	34%	↑1		↓5	
Grade	Gr. 03	53	57%	28	28	26	17	43%	↓3		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	57	40%	16	25	37	23	60%	↓3		↑11
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	43	44%	23	21	19	37	56%	↑15		↓7
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	Hispanic	72	51%	24	28	32	17	49%	↑8		↑6
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	African American	30	63%	43	20	20	17	37%	↑1		-
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	Asian	19*	16%	5	11	42	42	84%	↑20		-
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6
Cambodian	16*	25%	6	19	44	31	75%	↑18		-	
	All Elementary	50%	21	29	24	26	50%	↓3		↓1	
	District	55%	28	27	23	23	45%	↓2		↓5	

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Madison

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	White	13*	54%	8	46	23	23	46%	↑3		-
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
	Other	11*	27%		27	18	55	73%	↓27		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
	Filipino	6*	33%	17	17	17	50	67%	↑17		-
		All Elementary	34%	11	23	31	35	66%	↓-		↓2
		District	44%	19	25	24	33	56%	↓-		↓5
	Pacific Islander	1*	0%				100	100%	↑33		-
		All Elementary	73%	41	32	18	9	27%	↓3		↓3
		District	76%	46	30	17	8	24%	↓-		↓6
American Indian	1*	100%	100				0%	-		-	
	All Elementary	64%	27	36	18	18	36%	↓3		↓9	
	District	73%	41	31	14	14	27%	↑1		↓8	
Gender	Female	69	52%	22	30	26	22	48%	↑12		↑5
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	84	43%	23	20	30	27	57%	↓4		↑2
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-	
	District	62%	42	20	22	16	38%	↑4		↓3	
Special Populations	EL + RFEP	13*	38%	23	15	31	31	62%	↑16		-

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Madison

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg	Chg
Special Populations	EL + RFEP	All Elementary	73%	44	29	17	10	27%	↑2		↑-	
		District	77%	52	26	14	8	23%	↑1		↓5	
	ELL	5*	80%	60	20	20		20%	↑3		-	
		All Elementary	83%	54	29	13	4	17%	↑6		↑1	
		District	90%	68	22	8	2	10%	↑3		↓-	
	RFEP	8*		13%		13	38	50	88%	↑8		-
		All Elementary	43%	16	27	28	29	57%	↑10		↓2	
		District	66%	36	30	20	14	34%	↑1		↓9	
	Foster	All Elementary	80%	53	26	19	2	20%	↑5		-	
		District	85%	62	23	13	2	15%	↑2		↓2	
	GATE/Excel	25		8%		8	16	78	92%	↓4		-
		All Elementary	16%	3	13	27	57	84%	↑2		↓8	
		District	26%	8	18	28	47	74%	↑2		↓9	
	Homeless	17*	53%	24	29	24	24	47%	↑8		-	
		All Elementary	72%	44	27	18	11	28%	↑2		-	
		District	78%	52	26	14	8	22%	↑-		↓5	
	Homeless/Foster	17*	53%	24	29	24	24	47%	↑8		-	
		All Elementary	72%	45	27	18	10	28%	↑2		-	
	District	79%	53	25	14	7	21%	↑1		↓4		
Low SES	77	56%	26	30	25	19	44%	↑5		↑6		
	All Elementary	68%	39	29	20	12	32%	↑3		↓1		
	District	73%	46	27	17	11	27%	↑2		↓5		
Special Ed.	11*	82%	55	27	9	9	18%	↑18		-		
	All Elementary	82%	63	20	10	8	18%	↑3		↓-		

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Madison

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	District	88%	72	16	8	5	12%	↑2		↓1
	Spec Ed. Speech/RSP	11*	82%	55	27	9	9	18%	↑18		-
		All Elementary	78%	55	23	12	10	22%	↑3		↓1
		District	84%	64	20	10	6	16%	↑2		↓2

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Madison

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	43	56%	12	44	26	19	44%	↑6		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	74%	17	57	18	8	26%	↑1		-	
Grade	Gr. 05	56%	12	44	26	19	44%	↑6		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	70%	16	54	20	10	30%	↑1		-	
Ethnicity	Hispanic	25	56%	4	52	20	24	44%	↑2		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	African American	10*	60%	40	20	40		40%	↑31		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
	Asian	5*	60%	60	20	20		40%	↓27		-
		All Elementary	57%	9	48	24	19	43%	↑-		-
		District	57%	6	50	28	15	43%	↑2		-
	Cambodian	4*	50%	50	25	25		50%	-		-
		All Elementary	61%	9	52	24	15	39%	↓4		-
		District	65%	9	56	25	10	35%	↑-		-
	Other	2*	0%		50	50	100%		↑14		-
		All Elementary	51%	8	43	29	20	49%	↓2		-
		District	56%	11	46	25	18	44%	↓-		-
White	1*	100%	100				0%	↓17		-	
	All Elementary	42%	4	38	31	27	58%	↓2		-	
	District	51%	6	45	29	20	49%	↑1		-	

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Madison

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Gender	Female	17*	53%	12	41	29	18	47%	↑22		-
		All Elementary	71%	14	57	19	10	29%	↑-		-
		District	75%	15	60	18	7	25%	↑1		-
	Male	26	58%	12	46	23	19	42%	↓12		-
		All Elementary	69%	17	52	21	10	31%	↑-		-
		District	74%	19	55	18	8	26%	↑1		-
Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43		-	
	District	68%	18	50	14	18	32%	↑11		-	
Special Populations	EL + RFEP	3*	67%	67	33	33%	↓67		-		
		All Elementary	82%	22	61	14	4	18%	↑-		-
		District	84%	21	63	13	3	16%	↑1		-
	RFEP	3*	67%	67	33	33%	↓67		-		
		All Elementary	61%	7	55	30	9	39%	↑9		-
		District	75%	10	66	20	5	25%	↑3		-
	GATE/Excel	6*	17%	17	33	50	83%	↓17		-	
		All Elementary	32%	1	31	36	32	68%	↑-		-
		District	43%	3	41	34	23	57%	↓2		-
	ELL	All Elementary	97%	32	65	3	3%	↑-		-	
		District	98%	40	58	2	2%	↑-		-	
	Foster	All Elementary	81%	30	51	11	8	19%	↑1		-
District		88%	31	58	8	4	12%	↓3		-	
Homeless	6*	67%	17	50	33	33%	-		-		
	All Elementary	83%	20	63	13	4	17%	↑1		-	
	District	86%	24	62	10	3	14%	↓1		-	

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Madison

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	Homeless/Foster	6*	67%	17	50	33	33%	-		-	
		All Elementary	83%	21	62	13	4	17%	↑1		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	24	58%	17	42	29	13	42%	↑11		-
		All Elementary	77%	18	59	17	8	23%	↑2		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	3*	100%	100				0%	-		-
		All Elementary	89%	44	46	7	4	11%	↑3		-
		District	93%	47	46	5	2	7%	↑1		-
	Spec Ed. Speech/RSP	3*	100%	100				0%	-		-
All Elementary		86%	34	52	9	5	14%	↑4		-	
District		90%	37	53	7	3	10%	↑1		-	

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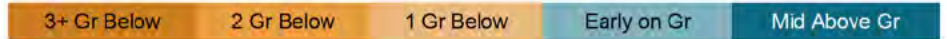
i-Ready Math Overall Relative Placement

School Data by Subgroup

Madison 2022-2023 Grade 1



Legend

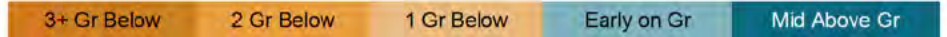


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	56	7	89	2		
			2	55	2	44	27	27	
			3	59	3	25	25	46	
	Teacher	Barnett, J	1	30	3	90	3		
			2	30		37	27	37	
			3	30		23	20	57	
		Wolf, I	1	25	12	88			
			2	26	4	54	27	15	
			3	28	7	29	32	32	
	Ethnicity	African American	1	16	6	94			
			2	17	6	53	24	18	
			3	18	6	33	17	44	
		Asian	1	4	25	75			
			2	4		25	50	25	
			3	4		25	25	50	
		Hispanic	1	20	10	85	5		
			2	19		53	32	16	
			3	22	5	36	23	36	
		White	1	7		100			
			2	7		29		71	
			3	7			43	57	
		Other	1	9		89	11		
			2	8		25	38	38	
			3	8			38	63	
	Gender	Female	1	28		96	4		
			2	28		39	36	25	
			3	29		21	28	52	
Male		1	28	14	82	4			
		2	27	4	48	19	30		
		3	30	7	30	23	40		
Special Populations	Low SES	1	29	7	93				
		2	27	4	48	30	19		
		3	29	7	34	21	38		

i-Ready Math Overall Relative Placement
School Data by Subgroup
Madison 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Special Populations	ELL	1	2	50	50			
			2	2		50	50		
			3	4	25	50	25		
		RFEP	1	2	100				
			2	2			50	50	
			3	2				100	
		EL + RFEP	1	4	25	75			
			2	4		25	50	25	
			3	6		17	33	50	
		Special Ed.	1	3	33	67			
			2	2	50	50			
			3	3		33	33	33	
		Spec Ed. Speech/RSP	1	3	33	67			
			2	2	50	50			
			3	3		33	33	33	
Homeless	1	5	100						
	2	5			20	20	60		
	3	5			20		80		

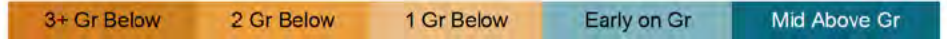
i-Ready Math Overall Relative Placement

School Data by Subgroup

Madison 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	54	20	61	11	7	
			2	54	11	57	13	19	
			3	52		10	33	25	33
	Teacher	Huckabee, E	1	23	17	65	13	4	
			2	24	4	71	13	13	
			3	25		4	44	24	28
		McDaniel, M	1	26	15	65	12	8	
			2	26		15	46	12	27
			3	27			15	22	26
		Woods, K	1	1	100				
			2	1	100				
		Ethnicity	African American	1	11	36	64		
	2			10		30	30	20	20
	3			10		30	20	20	30
	Asian		1	4		25	25	25	25
			2	4		50		50	
			3	4		50		50	
	Filipino		1	5		80		20	
			2	5		60		40	
			3	4		25		75	
	Hispanic		1	23	22	61	13	4	
			2	24	13	67	8	13	
			3	25		8	32	32	28
	Pacific Islander		1	2		50		50	
			2	2		50		50	
			3	1					100
	White		1	5	20	60	20		
			2	5		60	20	20	
			3	4		25		75	
	Other	1	4		75		25		
2		4		75		25			
3		4		75		25			

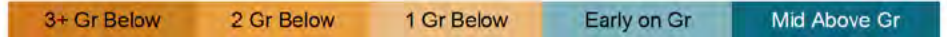


i-Ready Math Overall Relative Placement

School Data by Subgroup

Madison 2022-2023 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	Gender	Female	1	33	15	64	15	6		
			2	33	6	61	18	15		
			3	30		3	30	37	30	
		Male	1	21	29	57	5	10		
			2	21	19	52	5	24		
			3	22		18	36	9	36	
	Special Populations	Low SES	1	28	29	57	4	11		
			2	28	11	64	11	14		
			3	24		8	42	25	25	
		ELL	1	1					100	
			2	1					100	
			3	1					100	
		EL + RFEP	1	1					100	
			2	1					100	
			3	1					100	
		Special Ed.	Special Ed.	1	5	80	20			
				2	5	80	20			
				3	4	75	25			
			Spec Ed. Speech/RSP	1	4	75	25			
				2	4	75	25			
				3	4	75	25			
Homeless	1	2	50	50						
	2	2		50	50					
	3	2		50	50					
GATE/Excel	1	8		25	25	50				
	2	8		13	25	63				
	3	7				100				

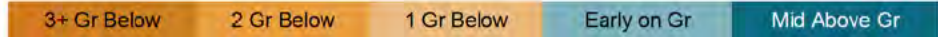


i-Ready Math Overall Relative Placement

School Data by Subgroup

Madison 2022-2023 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	53	13	26	53	4	4
			2	51	6	6	59	22	8
			3	52	4	6	33	21	37
	Teacher	Lee, M	1	24	8	33	46	4	8
			2	25	8	4	56	20	12
			3	25	8	8	28	20	36
		Serviss, L	1	24	8	25	63	4	
			2	25	8		60	28	4
			3	26		4	35	23	38
	Woods, K	1	3	100					
	Ethnicity	African American	1	10	20	30	50		
			2	12	8	8	75	8	
			3	12	8	8	42	25	17
		American Indian	1	1	100				
			2	1	100				
			3	1	100				
		Asian	1	6	17		83		
			2	6			33	50	17
			3	6			17		83
		Filipino	1	3			67	33	
			2	4					100
			3	4				25	75
		Hispanic	1	21	14	38	48		
			2	18	11	6	72	6	6
			3	19		5	11	37	21
		White	1	6	17		67	17	
			2	6			67	33	
3			6			33	33	33	
Other	1	6		33	33	33			
	2	4			50		50		
	3	4			25	25	50		

i-Ready Math Overall Relative Placement

School Data by Subgroup

Madison 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Gender	Female	1	26	4	23	62	8	4
			2	26	4	8	62	23	4
			3	25	4	44	24	28	
		Male	1	27	22	30	44	4	
			2	25	8	4	56	20	12
			3	27	7	7	22	19	44
	Special Populations	Low SES	1	27	19	26	52	4	
			2	24	4	8	75	8	4
			3	24	4	4	46	25	21
		ELL	1	3	67	33			
			2	3	67	33			
			3	2	50	50			
		RFEP	1	4	25	25	25	25	
			2	3	67	33			
			3	3	33	67			
		EL + RFEP	1	7	43	29	14	14	
			2	6	33	50	17		
			3	5	20	40	40		
		Special Ed.	1	8	50	13	38		
			2	5	20	40	40		
			3	5	20	20	40	20	
	Spec Ed. Speech/RSP	1	5	20	20	60			
		2	5	20	40	40			
		3	5	20	20	40	20		
	Homeless	1	6	17	83				
		2	6	17	67	17			
		3	6	17	17	33	33		
GATE/Excel	1	6	50	17	33				
	2	6	50	50					
	3	6	100						

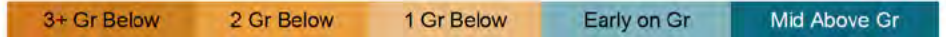
i-Ready Math Overall Relative Placement

School Data by Subgroup

Madison 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	57	12	14	58	7	9	
			2	57	4	9	49	25	14	
			3	55	4	5	24	31	36	
	Teacher	Pearson, C	1	33	18	12	70			
			2	33	3	9	67	18	3	
			3	33	6	3	33	39	18	
		Vanosse, N	1	23	4	13	43	17	22	
			2	23	4	4	26	35	30	
			3	23	9	13	17		61	
	Ethnicity	African American	1	7	29	14	43	14		
			2	7	29		43	29		
			3	7	14		57	29		
		Asian	1	8	13		50	25	13	
			2	8			50	38	13	
			3	8		13		50	38	
		Filipino	1	2	100					
			2	2			50	50		
			3	2					100	
		Hispanic	1	28	14	21	64			
			2	28	7	11	57	25		
			3	27	7	7	30	37	19	
			Pacific Islander	1	1					100
				2	1					100
				3	1					100
White	1	6	17		67	17				
	2	6			50	33	17			
	3	5				60	40			
Other	1	5			40	20	40			
	2	5			20	20	60			
	3	5					100			

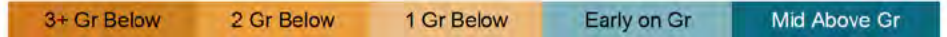
i-Ready Math Overall Relative Placement

School Data by Subgroup

Madison 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	Gender	Female	1	27	11	22	63	4		
			2	27	4	15	59	19	4	
			3	26			4	12	23	42
		Male	1	30		13	7	53	13	13
			2	30			33	40	30	23
			3	29			3	24	21	52
	Special Populations	Low SES	1	29	17	21	55	7		
			2	29	7	10	55	21	7	
			3	28			4	11	36	32
		ELL	1	4	25		50	25		
			2	4		25	25	25	25	
			3	3			33	33	33	
		RFEP	1	2	100					
			2	2					100	
			3	2				50	50	
		EL + RFEP	1	6	17	33	50			
			2	6			17	17	17	50
			3	5			20	20	40	20
		Special Ed.	1	3	67		33			
			2	3	33	33	33			
			3	3			67		33	
		Spec Ed. Speech/RSP	1	3	67		33			
			2	3	33	33	33			
			3	3			67		33	
		Homeless	1	5		20	40		40	
			2	5			60		40	
			3	5			40	20	40	
GATE/Excel	1	13			38		23	38		
	2	13			15		23	62		
	3	13						100		

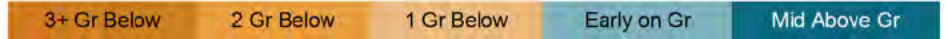


i-Ready Math Overall Relative Placement

School Data by Subgroup

Madison 2022-2023 Grade 5

Legend

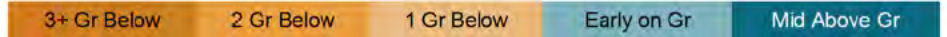


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	43	16	14	42	19	9	
			2	42	5	21	24	21	29	
			3	43	5	12	21	14	49	
	Teacher	Quintero, R	1	31	19	16	55	10		
			2	31	6	29	26	23	16	
			3	33	6	15	27	18	33	
		Vanosse, N	1	10			10	50	40	
			2	10			10	20	70	
			3	10					100	
	Ethnicity	African American	1	10	30	10	30	30		
			2	10		40	10	20	30	
			3	10	20	10	20	20	30	
		Asian	1	5		40		20	40	
			2	5		20	20		60	
			3	5			20		80	
		Hispanic	1	24	13	17	50	13	8	
			2	24	8	17	29	29	17	
			3	25		16	24	12	48	
			White	1	1	100				
				2	1	100				
				3	1					100
	Other	1	3	33		33	33			
		2	2					100		
		3	2					100		
	Gender	Female	1	16	13	13	50	25		
			2	15		20	27	40	13	
			3	17	6		35	6	53	
Male		1	27	19	15	37	15	15		
		2	27	7	22	22	11	37		
		3	26		8	15	12	19	46	
Special Populations	Low SES	1	26	27	8	38	19	8		
		2	25	4	28	28	20	20		
		3	24		8	8	25	17	42	

i-Ready Math Overall Relative Placement
School Data by Subgroup
Madison 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
5	Special Populations	RFEP	1	3		33	33	33		
			2	3			33	33	33	
			3	3			33		67	
		EL + RFEP	1	3		33	33	33		
			2	3			33	33	33	
			3	3			33		67	
		Special Ed.	1	3	67	33				
			2	3	33	67				
			3	3	33	67				
		Spec Ed. Speech/RSP	1	3	67	33				
			2	3	33	67				
			3	3	33	67				
		Homeless	1	6		33	50	17		
			2	6		17	33	17	33	
			3	6		17	33	17	33	
GATE/Excel	1	6				33	67			
	2	6				17	83			
	3	6					100			

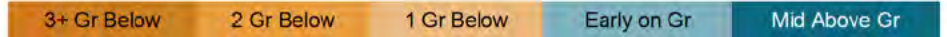
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2022-2023 Grade 1



Legend

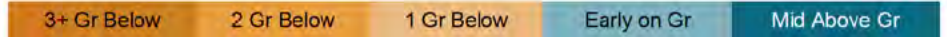


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	All Students	All	1	54	6	69	15	11		
			2	53	2	30	21	47		
			3	55	4	18	20	58		
	Teacher	Barnett, J	1	30		63	17	20		
			2	30		30	20	50		
			3	30		10	23	67		
		Wolf, I	1	25	12	68	16	4		
			2	26	4	35	19	42		
			3	28	7	29	11	54		
	Ethnicity	African American	1	16	13	56	25	6		
			2	17	6	35	18	41		
			3	15	7	20	27	47		
		Asian	1	3		67		33		
			2	3		33		67		
			3	4			25	75		
		Hispanic	1	20	5	65	15	15		
			2	18		44	11	44		
			3	22	5	32	9	55		
			White	1	6		67	17	17	
				2	7			43	57	
				3	6			17	83	
		Other	1	9		100				
			2	8			13	38	50	
			3	8				38	63	
	Gender	Female	1	27		70	15	15		
			2	28		25	21	54		
			3	28		18	18	64		
		Male	1	27	11	67	15	7		
			2	25	4	36	20	40		
			3	27	7	19	22	52		
Special Populations	Low SES	1	27	11	74	7	7			
		2	26	4	46	12	38			
		3	27	7	22	19	52			

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Madison 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Special Populations	ELL	1	2	50	50			
			2	2		50	50		
			3	4	25	50	25		
		RFEP	1	1					100
			2	2					100
			3	2					100
		EL + RFEP	1	3		33	33	33	
			2	4			25	75	
			3	6		17	33	50	
		Special Ed.	1	3	33	67			
			2	3		33	33	33	
			3	2		50	50		
		Spec Ed. Speech/RSP	1	3	33	67			
			2	3		33	33	33	
			3	2		50	50		
		Homeless	1	4	25	75			
			2	5			20	20	60
			3	5			20		80

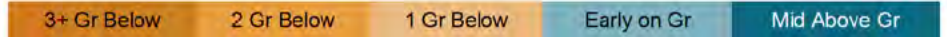
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	49	18	39	20	22	
			2	54	7	20	20	52	
			3	50	6	16	12	66	
	Teacher	Huckabee, E	1	23	17	35	30	17	
			2	24	4	25	21	50	
			3	25	4	16	16	64	
		McDaniel, M	1	26	15	46	15	23	
			2	26	8	15	23	54	
			3	27	7	15	7	70	
		Woods, K	1	1	100				
			2	1	100				
		Ethnicity	African American	1	10	40	20	20	20
	2			10	30	20		50	
	3			10	20	20	10	50	
	Asian		1	4	25		25	50	
			2	4	25			75	
			3	4	25			75	
	Filipino		1	5	40		40	20	
			2	5	20		20	60	
			3	4			25	75	
	Hispanic		1	21	14	52	14	19	
			2	24	4	25	29	42	
			3	24	4	21	8	67	
	Pacific Islander		1	2	50		50		
			2	2	50		50		
			3	1				100	
	White		1	3	67		33		
			2	5			20	80	
			3	3				100	
	Other	1	4	50		25	25		
2		4			50	50			
3		4			50	50			

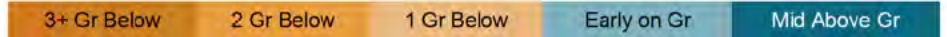
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Gender	Female	1	30	10	40	27	23	
			2	33		3	18	24	55
			3	30		3	13	13	70
		Male	1	19	32	37	11	21	
			2	21	14	24	14	48	
			3	20	10	20	10	60	
	Special Populations	Low SES	1	27	26	37	19	19	
			2	28	11	32	14	43	
			3	24	4	25	13	58	
		ELL	1	1				100	
			2	1				100	
			3	1				100	
		EL + RFEP	1	1				100	
			2	1				100	
			3	1				100	
		Special Ed.	Special Ed.	1	5	80	20		
				2	5	60	40		
				3	4	25	50	25	
			Spec Ed. Speech/RSP	1	4	75	25		
				2	4	50	50		
				3	4	25	50	25	
Homeless	1	2		50	50				
	2	2		50	50				
	3	2		50	50				
GATE/Excel	1	7			14	86			
	2	8				100			
	3	6				100			

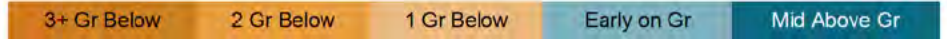
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	48	23	15	23	27	13
			2	52	6	13	19	35	27
			3	47	2	11	6	38	43
	Teacher	Lee, M	1	25	16	16	20	24	24
			2	25	8	12	16	28	36
			3	25	4	12	8	28	48
		Serviss, L	1	24	17	21	29	29	4
			2	25	16	20	44	20	
			3	26	15	8	42	35	
	Woods, K	1	2	100					
	Ethnicity	African American	1	10	40	10	20	30	
			2	12	8	17	33	17	25
			3	10	30		20	50	
		American Indian	1	1	100				
			2	1	100				
		Asian	1	5	20			80	
			2	6				50	50
			3	6				33	67
		Filipino	1	3				67	33
			2	4				50	50
			3	4				25	75
		Hispanic	1	17	24	24	24	18	12
			2	19	11	16	26	37	11
			3	18	6	11	17	61	6
		White	1	6	67			17	17
			2	6	17			50	33
			3	6				17	83
		Other	1	6	33	17	17	33	
	2		4	25			25	50	
	3		3				33	67	

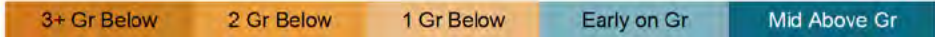
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Gender	Female	1	21	19	5	38	24	14
			2	26	4	8	23	35	31
			3	22	5	5	41	50	
		Male	1	27	26	22	11	30	11
			2	26	8	19	15	35	23
			3	25	4	16	8	36	36
	Special Populations	Low SES	1	21	33	14	24	29	
			2	24	4	21	21	29	25
			3	22	5	18	5	36	36
		ELL	1	3	67	33			
			2	3	67	33			
			3	2	50	50			
		RFEP	1	3		33		33	33
			2	3				33	67
			3	3				67	33
		EL + RFEP	1	6	33	33	17	17	
			2	6	33	17	17	33	
			3	5	20	20	40	20	
		Special Ed.	1	7	57	29	14		
			2	5	20	20	20	40	
			3	4				100	
		Spec Ed. Speech/RSP	1	5	40	40	20		
			2	5	20	20	20	40	
			3	4				100	
		Homeless	1	5	20	20	20	40	
			2	6	17	17	17	17	33
			3	6		17		50	33
GATE/Excel	1	5				20	80		
	2	6				17	83		
	3	6					100		

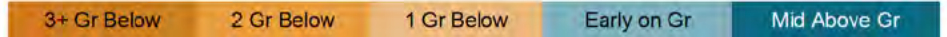
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	54	9	4	50	26	11
			2	52	24	46	13	35	
			3	53	4	9	23	25	40
	Teacher	Pearson, C	1	33	15	3	58	21	3
			2	33	6	6	55	9	24
			3	34	6	12	24	29	29
		Vanosse, N	1	23	4	35	39	22	
			2	23	26	26	48		
			3	23	4	30	13	52	
	Ethnicity	African American	1	6	17	17	50	17	
			2	7	57	14	29		
			3	6	33	33	17	17	
		Asian	1	8	50	38	13		
			2	8	38	63			
			3	8	25	13	63		
		Filipino	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
		Hispanic	1	27	15	4	59	19	4
			2	26	4	8	58	12	19
			3	27	7	11	22	30	30
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		White	1	5	40	60			
			2	4	25	50	25		
			3	4	50	50			
Other	1	5	20	40	40				
	2	4	100						
	3	5	20	20	60				

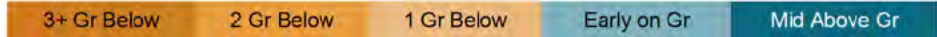
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Gender	Female	1	27	11	4	56	30	
			2	27	4	4	56	19	19
			3	26		4	12	23	35
		Male	1	27	7	4	44	22	22
			2	25		4	36	8	52
			3	27		4	7	22	15
	Special Populations	Low SES	1	28	11	4	64	14	7
			2	26	4		62	12	23
			3	25		12	32	24	32
		ELL	1	4	25		50	25	
			2	4		75		25	
			3	3		33		33	33
		RFEP	1	1					100
		EL + RFEP	1	5	20		40	40	
			2	4		75		25	
			3	3		33		33	33
		Special Ed.	1	3	67		33		
			2	2	50		50		
			3	3	33		33		33
		Spec Ed. Speech/RSP	1	3	67		33		
			2	2	50		50		
			3	3	33		33		33
		Homeless	1	5		60		40	
			2	5		40		20	40
			3	4		25		25	50
		GATE/Excel	1	12		25		33	42
			2	12		17	8		75
3	13			15		15	69		

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2022-2023 Grade 5



Legend

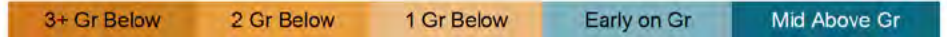


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	39	3	26	31	23	18
			2	40	8	13	23	35	23
			3	37	3	11	19	30	38
	Teacher	Quintero, R	1	31	6	35	26	23	10
			2	32	9	16	31	25	19
			3	33	3	21	27	27	21
		Vanosse, N	1	10		30	30	40	
			2	10		10	60	30	
			3	10			30	70	
	Ethnicity	African American	1	9	33	44	22		
			2	10	10	30	40	20	
			3	9	11	11	22	22	33
		Asian	1	5		20	60	20	
			2	5	20	20	40	20	
			3	4			50	50	
		Hispanic	1	23	4	22	30	26	17
			2	23	4	9	30	30	26
			3	23		13	22	30	35
			White	1	1	100			
		Other	1	1	100				
			2	2		50	50		
	3		1				100		
	Gender	Female	1	15	7	13	33	27	20
			2	16	6	13	25	31	25
			3	16		13	19	38	31
		Male	1	24	33	29	21	17	
			2	24	8	13	21	38	21
3			21		5	10	19	24	43
Special Populations	Low SES	1	23	4	35	22	22	17	
		2	23	13	13	17	30	26	
		3	20		5	10	15	35	35
	RFEP	1	3	67			33		
		2	3				33	67	
		3	3				67	33	

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Madison 2022-2023 Grade 5**



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Special Populations	EL + RFEP	1	3		67	33		
			2	3			33	67	
			3	3			67	33	
		Special Ed.	1	3	33	67			
			2	3		67	33		
			3	3	33	33	33		
		Spec Ed. Speech/RSP	1	3	33	67			
			2	3		67	33		
			3	3	33	33	33		
		Homeless	1	5		40	20	20	20
			2	6		17	33	17	33
			3	4		25	50	25	
		GATE/Excel	1	6		33	17	50	
			2	6			67	33	
			3	6			33	67	

**i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218



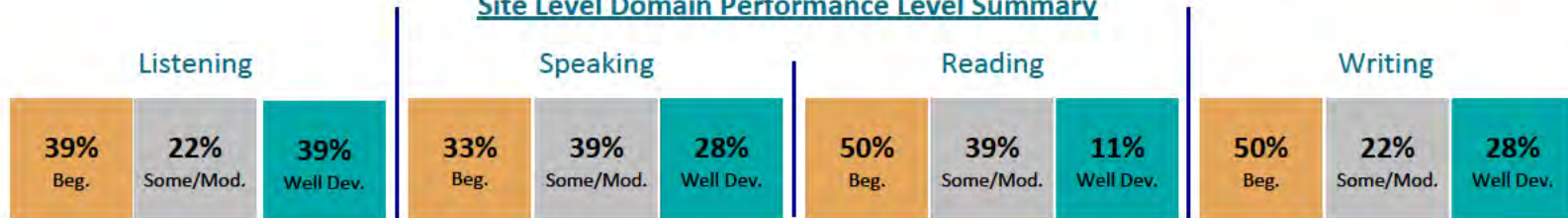
ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Madison

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

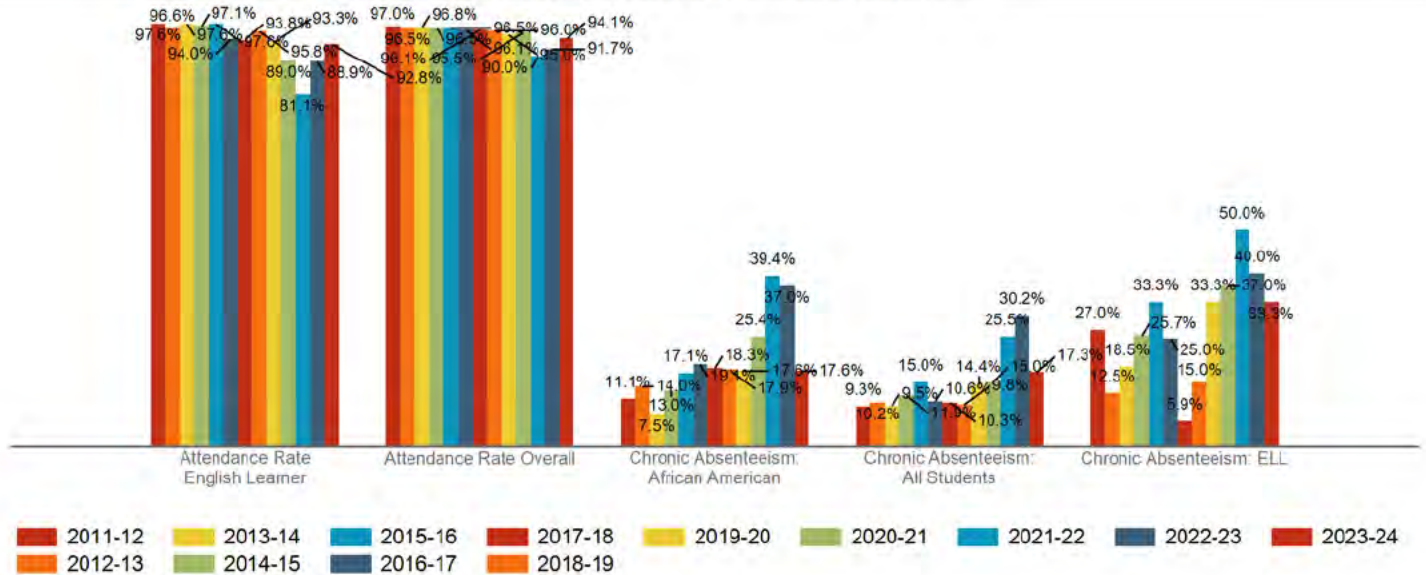
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
01	50%	13%	13%	25%	38%	25%	25%	38%	13%	38%	38%	38%	13%	38%	25%	25%
02	67%	0%	33%	0%	67%	0%	33%	67%	33%	0%	67%	33%	0%	67%	0%	33%
03	50%	17%	17%	17%	17%	17%	17%	0%	33%	17%	17%	17%	17%	17%	17%	17%
04	33%	17%	50%	0%	17%	17%	50%	17%	50%	17%	50%	33%	0%	50%	17%	17%
05	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

School Demographics			
	School	District	State
African American	16.5%	11.6%	
Am. Indian	.2%	.1%	
Asian	9.5%	6.1%	
Filipino	3.3%	2%	
Hispanic/Latino	45.8%	60.9%	
Multiple	13.4%	7.1%	
Pacific Islander	1%	.7%	
White	10.3%	11.3%	
English Learner	8.1%	21.2%	
Reclassified Fluent English Proficient	2.4%	2.1%	
Students w/Disabilities	19.6%	13.2%	
Free/Reduced Lunch	#Error	#Error	

Attendance/Chronic Absenteeism Rate

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	Chronic Absenteeism will decrease by 5% to less than 20%. EL, Special Education, and African American Chronic Absenteeism will decrease by at least 10%. Attendance rate will increase by at least 5% to 95%. EL, Special Education, And African American attendance will increase by at least 10%. By June 2023, 85% of students will indicate they have a clear understanding of school rules on CORE Survey and 75% of students will feel it is easy to make friends at Madison.



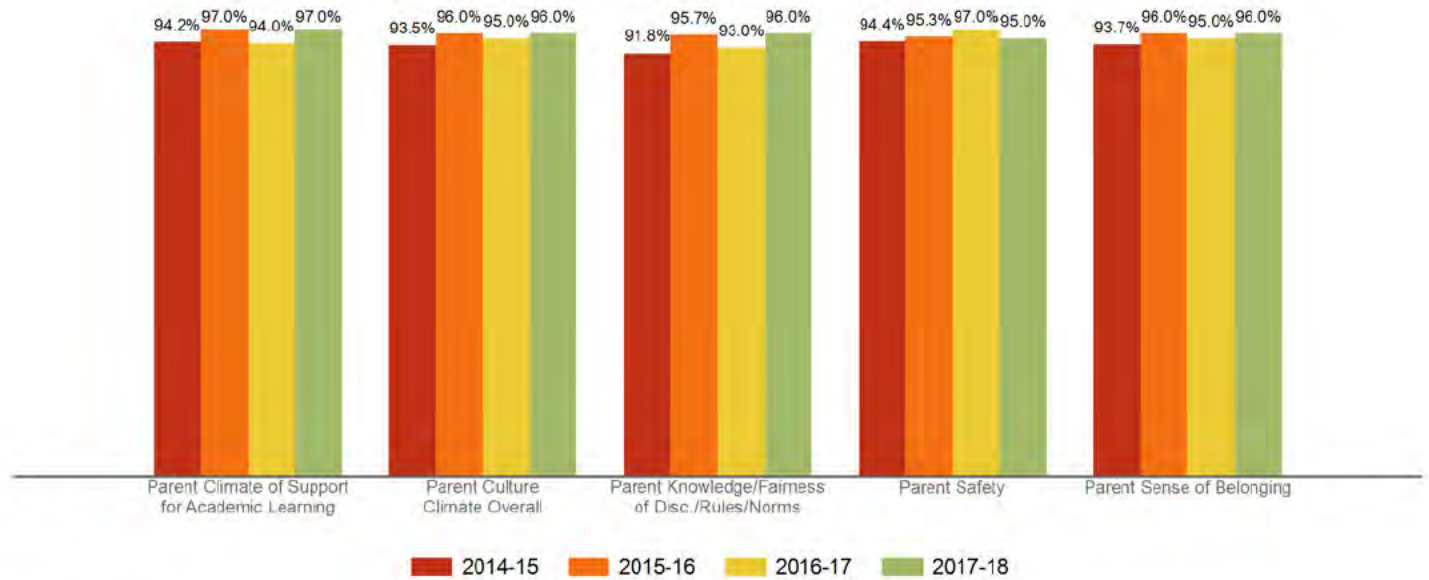
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	The School Counselor will monitor attendance of chronically absent/tardy students and communicate with those families about the impact on grades; assists in analysis of learning challenges for at-risk students and helps the teacher, child, and parent develop a course of action; participates in SSTs to advocate for appropriate services and interventions to maximize students' academic performance; and provide individual and/or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth.		Counselor
5	Additional hourly for IOA to support families with attendance and enrollment during high need months.		Hourly - Intermediate Office Assistant
6	Student incentive and materials to support students who are in danger of becoming chronically absent.		Materials
Total			

Culture-Climate Survey (Parent)

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	Chronic Absenteeism will decrease by 5% to less than 20%. EL, Special Education, and African American Chronic Absenteeism will decrease by at least 10%. Attendance rate will increase by at least 5% to 95%. EL, Special Education, And African American attendance will increase by at least 10%. By June 2023, 85% of students will indicate they have a clear understanding of school rules on CORE Survey and 75% of students will feel it is easy to make friends at Madison.



Budgeted Items

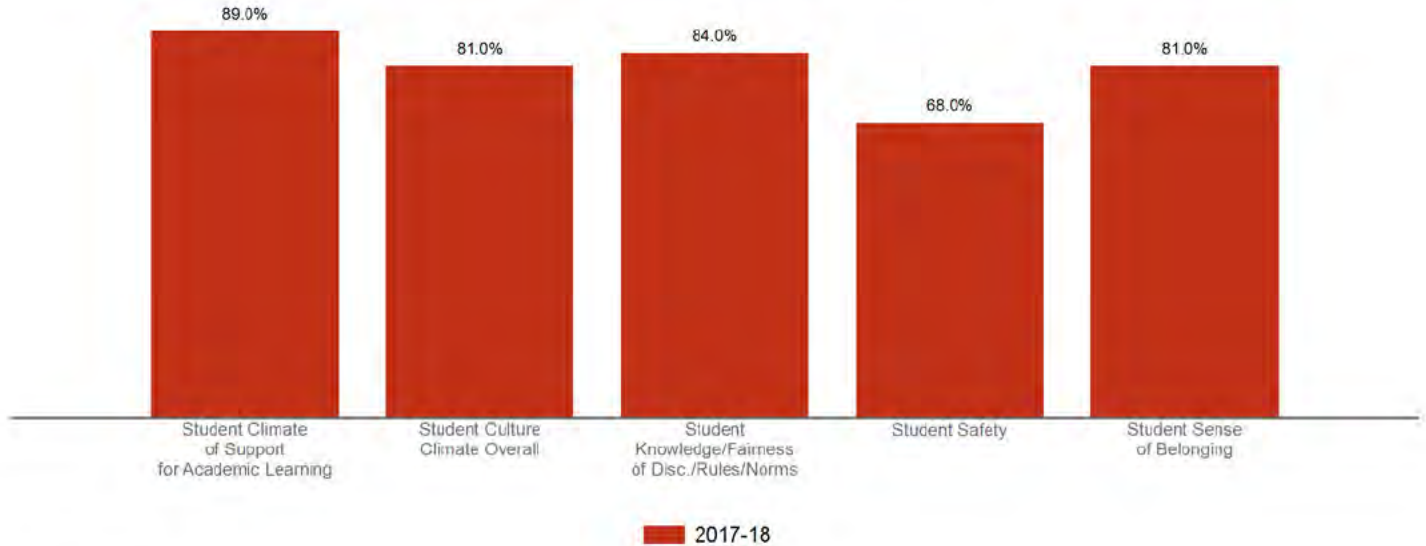
Line Number	Description	Cost	Personnel Summary
1	Kindergarten teachers will organize/plan and provide parent orientation to Madison School and kindergarten program in particular.		Teacher Hourly Extra Comp
5	Additional hourly for IOA to support families with attendance and enrollment during high need months.		Hourly - Intermediate Office Assistant
Total			

Culture-Climate Survey (Student-Staff)

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	Chronic Absenteeism will decrease by 5% to less than 20%. EL, Special Education, and African American Chronic Absenteeism will decrease by at least 10%. Attendance rate will increase by at least 5% to 95%. EL, Special Education, And African American attendance will increase by at least 10%. By June 2023, 85% of students will indicate they have a clear understanding of school rules on CORE Survey and 75% of students will feel it is easy to make friends at Madison.



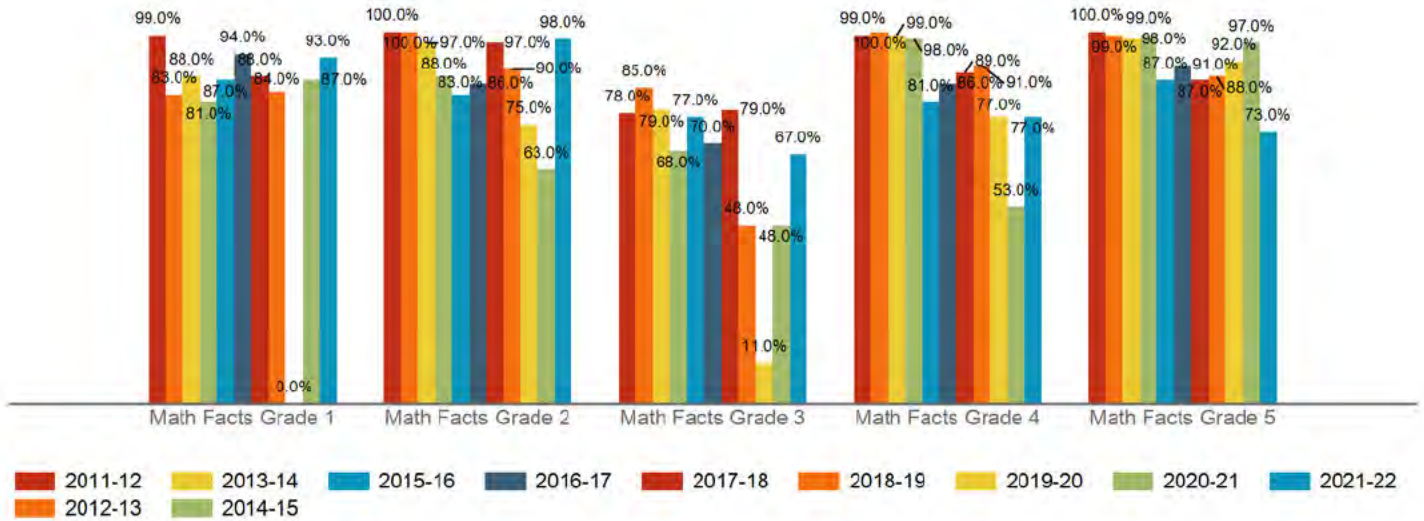
Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Nearpod site license including teacher training modules and support		Services
	The School Counselor will monitor attendance of chronically absent/tardy students and communitate with those families about the impact on grades; assists in analysis of learning challenges for at-risk students and helps the teacher, child, and parent develop a course of action; participates in SSTs to advocate for appropriate services and interventions to maximize students' academic performance; and provide individual and/or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth.		Counselor
4	To provide more ways for students to engage and practice social skills a varitey of playground games and items are needed.		Materials
Total			

Elementary Math - Math Facts

School Year: 22-23

Goals	
Area	Description
Math Goals	With teachers conducting PDSA cycles three times a year and receiving professional development on student engagement, all students will achieve one year of academic growth. Students achieving below grade level will demonstrate greater than one year of growth. The median student growth of African American students will be at least 25% greater than the previous year on iReady Assessments. SBAC: 55% of students will score met or exceeded on the Math section of SBAC. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.



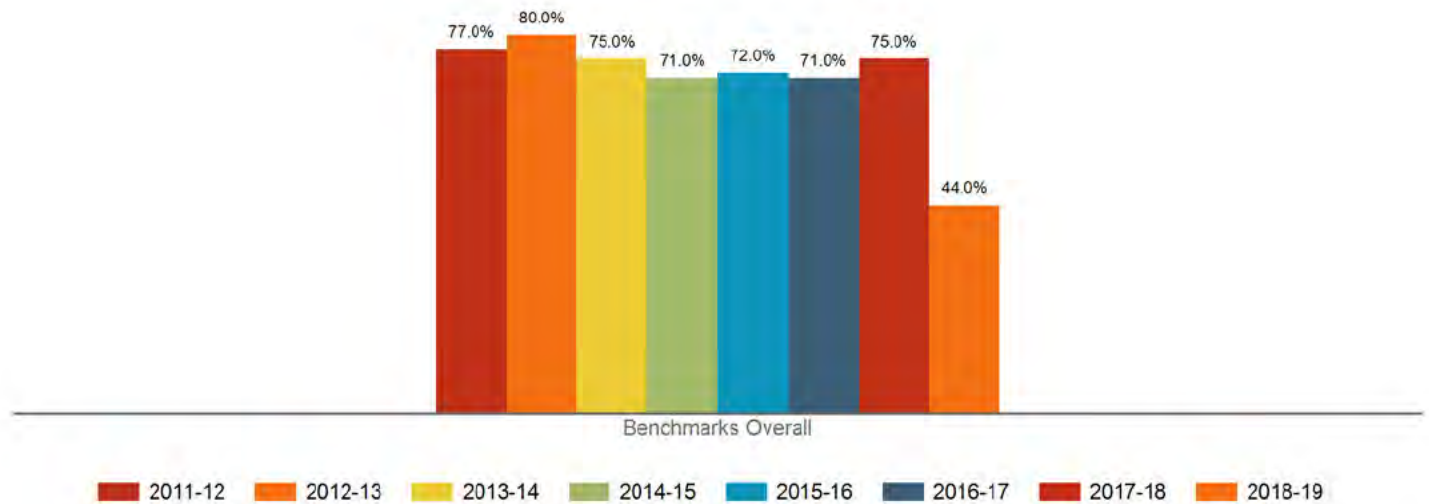
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
7	Retired teacher to support intervention and small group instruction.		Substitute teacher full day
Total			

Elementary Reading - Benchmarks

School Year: 22-23

Goals

Area	Description
ELA Goals	With teachers conducting PDSA cycles three times a year and receiving professional development on student engagement, all students will achieve one year of academic growth as demonstrated on i-Ready. Sixty-five percent of 2nd - 5th grade students will score proficient or advanced on PSA. Students achieving below grade level will demonstrate greater than one year of growth. The median student growth of African American students will be at least 25% greater than the previous year on iReady Assessments. On FRSA, 83% of students will score in the Overall Met range for students in K-2 grade. On SBAC, 65% of students will score met or exceeded on the ELA section of SBAC. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.



Budgeted Items

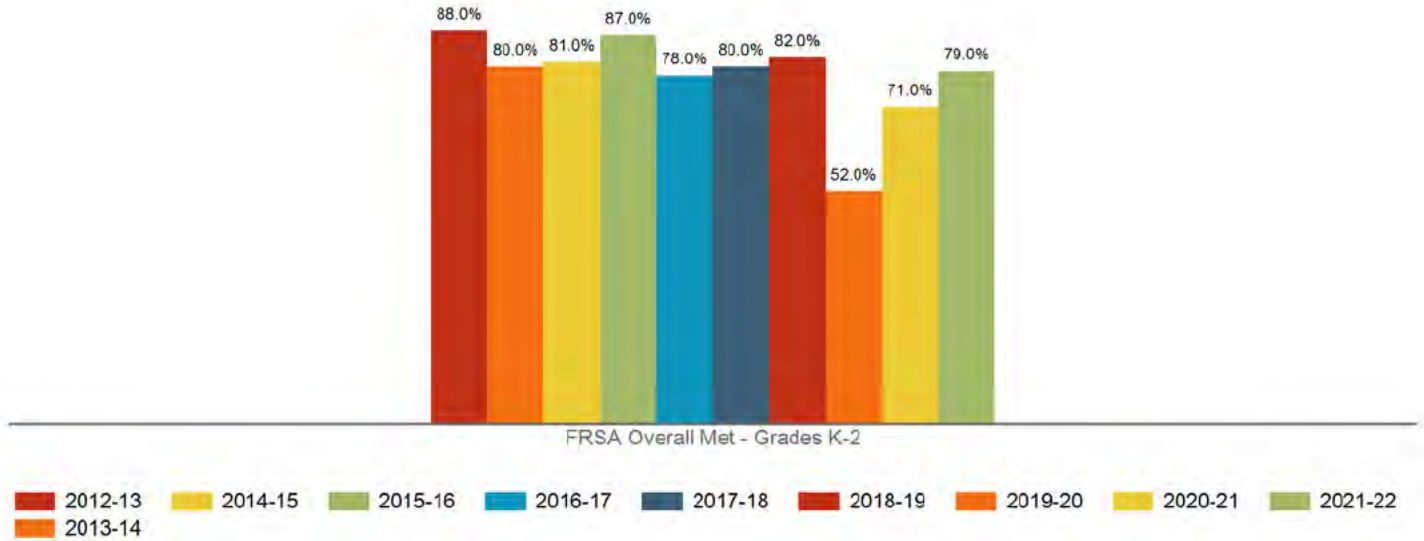
Line Number	Description	Cost	Personnel Summary
1	Nearpod site license including teacher training modules and support		Services
	Release time for teachers to collaborate with grade level teams, IIC, and literacy teacher around instructional strategies that support student achievement of grade level standards.		Substitute teacher full day
Total			

Elementary Reading - FRSA

School Year: 22-23

Goals

Area	Description
ELA Goals	With teachers conducting PDSA cycles three times a year and receiving professional development on student engagement, all students will achieve one year of academic growth as demonstrated on i-Ready. Sixty-five percent of 2nd - 5th grade students will score proficient or advanced on PSA. Students achieving below grade level will demonstrate greater than one year of growth. The median student growth of African American students will be at least 25% greater than the previous year on iReady Assessments. On FRSA, 83% of students will score in the Overall Met range for students in K-2 grade. On SBAC, 65% of students will score met or exceeded on the ELA section of SBAC. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.



Budgeted Items

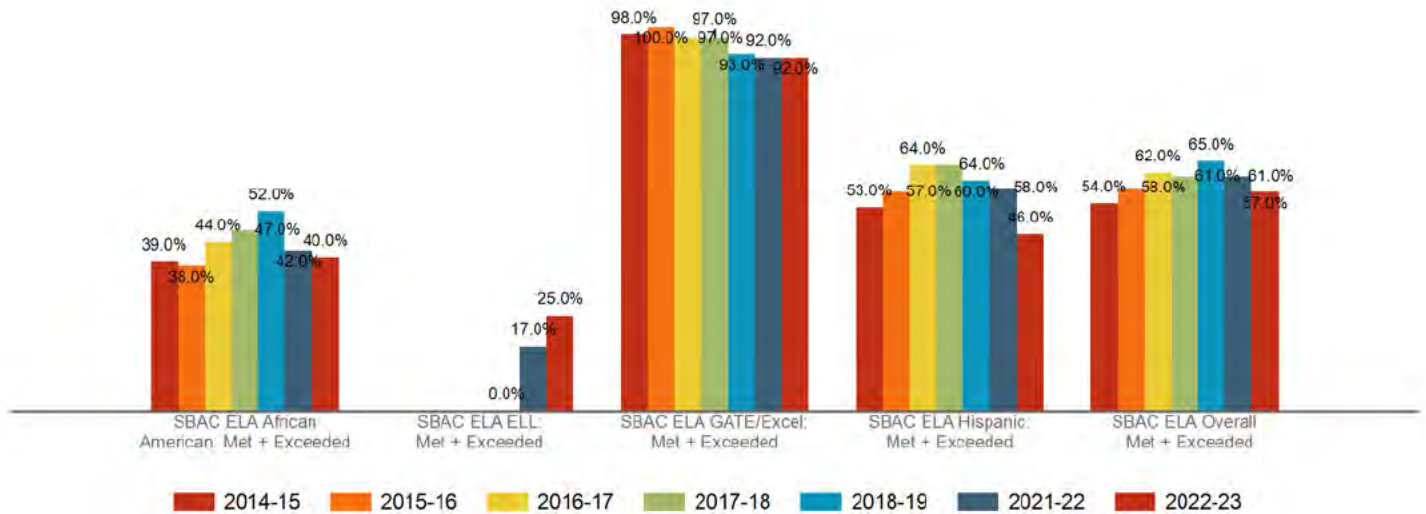
Line Number	Description	Cost	Personnel Summary
1	Release time for teachers to collaborate with grade level teams, IIC, and literacy teacher around instructional strategies that support student achievement of grade level standards.		Substitute teacher full day
7	Retired teacher to support intervention and small group instruction.		Substitute teacher full day
Total			

SBAC ELA

School Year: 22-23

Goals

Area	Description
ELA Goals	With teachers conducting PDSA cycles three times a year and receiving professional development on student engagement, all students will achieve one year of academic growth as demonstrated on i-Ready. Sixty-five percent of 2nd - 5th grade students will score proficient or advanced on PSA. Students achieving below grade level will demonstrate greater than one year of growth. The median student growth of African American students will be at least 25% greater than the previous year on iReady Assessments. On FRSA, 83% of students will score in the Overall Met range for students in K-2 grade. On SBAC, 65% of students will score met or exceeded on the ELA section of SBAC. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.



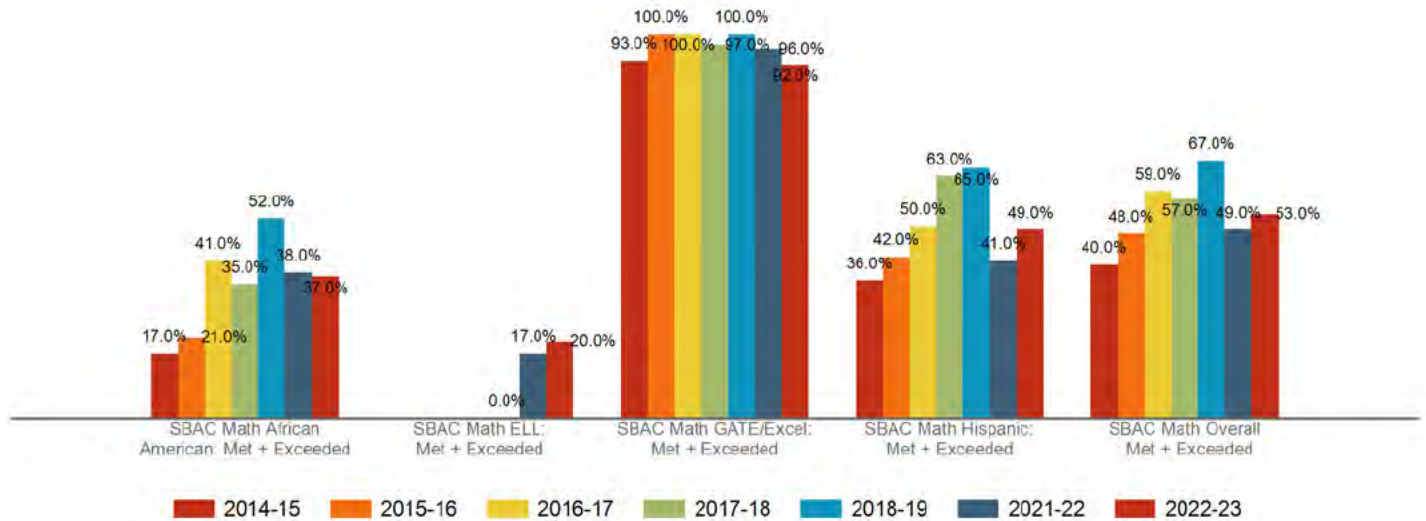
Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Nearpod site license including teacher training modules and support		Services
	Release time for teachers to collaborate with grade level teams, IIC, and literacy teacher around instructional strategies that support student achievement of grade level standards.		Substitute teacher full day
	The School Counselor will monitor attendance of chronically absent/tardy students and communitie with those families about the impact on grades; assists in analysis of learning challenges for at-risk students and helps the teacher, child, and parent develop a course of action; participates in SSTs to advocate for appropriate services and interventions to maximize students' academic performance; and provide individual and/or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth.		Counselor
2	Teachers and staff need books and materials to support the planning stage of our PDSA Professional Development Cycles.		Materials
3	Technology materials, mice and headphone		Materials
Total			

SBAC Math

School Year: 22-23

Goals	
Area	Description
Math Goals	With teachers conducting PDSA cycles three times a year and receiving professional development on student engagement, all students will achieve one year of academic growth. Students achieving below grade level will demonstrate greater than one year of growth. The median student growth of African American students will be at least 25% greater than the previous year on iReady Assessments. SBAC: 55% of students will score met or exceeded on the Math section of SBAC. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Release time for teachers to collaborate with grade level teams, IIC, and literacy teacher around instructional strategies that support student achievement of grade level standards.		Substitute teacher full day
2	Teachers and staff need books and materials to support the planning stage of our PDSA Professional Development Cycles.		Materials
3	Technology materials, mice and headphone		Materials
Total			

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Kindergarten teachers will organize/plan and provide parent orientation to Madison School and kindergarten program in particular.	\$968	
	Nearpod site license including teacher training modules and support	\$5,000	Services
	Release time for teachers to collaborate with grade level teams, IIC, and literacy teacher around instructional strategies that support student achievement of grade level standards.	\$15,429	Substitute teacher full day
	The School Counselor will monitor attendance of chronically absent/tardy students and communitate with those families about the impact on grades; assists in analysis of learning challenges for at-risk students and helps the teacher, child, and parent develop a course of action; participates in SSTs to advocate for appropriate services and interventions to maximize students' academic performance; and provide individual and/or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth.	\$60,921	Counselor
2	In addition to other schoolwide health care needs of our students, the Senior Health Assistant will help to care for our student who requires a G-tube feeding.	\$5,523	
	Student Planners for 4th and 5th grade students	\$800	
	Teachers and staff need books and materials to support the planning stage of our PDSA Professional Development Cycles.	\$2,000	Materials
3	Recreation Aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	\$43,970	
	Technology materials, mice and headphone	\$3,500	Materials
4	To provide more ways for students to engage and practice social skills a varitey of playground games and items are needed.	\$1,000	
5	Additional hourly for IOA to support families with attendance and enrollment during high need months.	\$1,500	
6	Student incentive and materials to support students who are in danger of becoming chronically absent.	\$1,500	
7	Retired teacher to support intervention and small group instuction.	\$4,098	
Total		\$146,209	

All Parents

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Kindergarten teachers will organize/plan and provide parent orientation to Madison School and kindergarten program in particular.	\$968	
	Nearpod site license including teacher training modules and support	\$5,000	Services
	Release time for teachers to collaborate with grade level teams, IIC, and literacy teacher around instructional strategies that support student achievement of grade level standards.	\$15,429	Substitute teacher full day
	The School Counselor will monitor attendance of chronically absent/tardy students and communitie with those families about the impact on grades; assists in analysis of learning challenges for at-risk students and helps the teacher, child, and parent develop a course of action; participates in SSTs to advocate for appropriate services and interventions to maximize students' academic performance; and provide individual and/or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth.	\$60,921	Counselor
2	In addition to other schoolwide health care needs of our students, the Senior Health Assistant will help to care for our student who requires a G-tube feeding.	\$5,523	
	Student Planners for 4th and 5th grade students	\$800	
	Teachers and staff need books and materials to support the planning stage of our PDSA Professional Development Cycles.	\$2,000	Materials
3	Recreation Aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	\$43,970	
	Technology materials, mice and headphone	\$3,500	Materials
4	To provide more ways for students to engage and practice social skills a varitey of playground games and items are needed.	\$1,000	
5	Additional hourly for IOA to support families with attendance and enrollment during high need months.	\$1,500	
6	Student incentive and materials to support students who are in danger of becoming chronically absent.	\$1,500	
7	Retired teacher to support intervention and small group instuction.	\$4,098	
Total		\$146,209	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Kindergarten teachers will organize/plan and provide parent orientation to Madison School and kindergarten program in particular.	\$968	
	Nearpod site license including teacher training modules and support	\$5,000	Services
	Release time for teachers to collaborate with grade level teams, IIC, and literacy teacher around instructional strategies that support student achievement of grade level standards.	\$15,429	Substitute teacher full day
	The School Counselor will monitor attendance of chronically absent/tardy students and communitie with those families about the impact on grades; assists in analysis of learning challenges for at-risk students and helps the teacher, child, and parent develop a course of action; participates in SSTs to advocate for appropriate services and interventions to maximize students' academic performance; and provide individual and/or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth.	\$60,921	Counselor
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	Teachers and staff need books and materials to support the planning stage of our PDSA Professional Development Cycles.	\$2,000	Materials
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	Technology materials, mice and headphone	\$3,500	Materials
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6	Student incentive and materials to support students who are in danger of becoming chronically absent.	\$1,500	
7	Retired teacher to support intervention and small group instuction.	\$4,098	
Total		\$146,209	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Kindergarten teachers will organize/plan and provide parent orientation to Madison School and kindergarten program in particular.	\$968	
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	Technology materials, mice and headphone	\$3,500	Materials
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6	Student incentive and materials to support students who are in danger of becoming chronically absent.	\$1,500	
7	Retired teacher to support intervention and small group instuction.	\$4,098	
Total		\$146,209	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Kindergarten teachers will organize/plan and provide parent orientation to Madison School and kindergarten program in particular.	\$968	
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	Teachers and staff need books and materials to support the planning stage of our PDSA Professional Development Cycles.	\$2,000	Materials
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	Technology materials, mice and headphone	\$3,500	Materials
4	To provide more ways for students to engage and practice social skills a varitey of playground games and items are needed.	\$1,000	
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6	Student incentive and materials to support students who are in danger of becoming chronically absent.	\$1,500	
7	Retired teacher to support intervention and small group instuction.	\$4,098	
Total		\$146,209	

English Learners

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Kindergarten teachers will organize/plan and provide parent orientation to Madison School and kindergarten program in particular.	\$968	
	Nearpod site license including teacher training modules and support	\$5,000	Services
	Release time for teachers to collaborate with grade level teams, IIC, and literacy teacher around instructional strategies that support student achievement of grade level standards.	\$15,429	Substitute teacher full day
	The School Counselor will monitor attendance of chronically absent/tardy students and communitie with those families about the impact on grades; assists in analysis of learning challenges for at-risk students and helps the teacher, child, and parent develop a course of action; participates in SSTs to advocate for appropriate services and interventions to maximize students' academic performance; and provide individual and/or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth.	\$60,921	Counselor
2	In addition to other schoolwide health care needs of our students, the Senior Health Assistant will help to care for our student who requires a G-tube feeding.	\$5,523	
	Student Planners for 4th and 5th grade students	\$800	
	Teachers and staff need books and materials to support the planning stage of our PDSA Professional Development Cycles.	\$2,000	Materials
3	Recreation Aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	\$43,970	
	Technology materials, mice and headphone	\$3,500	Materials
4	To provide more ways for students to engage and practice social skills a varitey of playground games and items are needed.	\$1,000	
5	Additional hourly for IOA to support families with attendance and enrollment during high need months.	\$1,500	
6	Student incentive and materials to support students who are in danger of becoming chronically absent.	\$1,500	
7	Retired teacher to support intervention and small group instuction.	\$4,098	
Total		\$146,209	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Kindergarten teachers will organize/plan and provide parent orientation to Madison School and kindergarten program in particular.	\$968	
	Nearpod site license including teacher training modules and support	\$5,000	Services
	Release time for teachers to collaborate with grade level teams, IIC, and literacy teacher around instructional strategies that support student achievement of grade level standards.	\$15,429	Substitute teacher full day
	The School Counselor will monitor attendance of chronically absent/tardy students and communitie with those families about the impact on grades; assists in analysis of learning challenges for at-risk students and helps the teacher, child, and parent develop a course of action; participates in SSTs to advocate for appropriate services and interventions to maximize students' academic performance; and provide individual and/or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth.	\$60,921	Counselor
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3	Recreation Aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	\$43,970	
	Technology materials, mice and headphone	\$3,500	Materials
4	To provide more ways for students to engage and practice social skills a varitey of playground games and items are needed.	\$1,000	
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6	Student incentive and materials to support students who are in danger of becoming chronically absent.	\$1,500	
7	Retired teacher to support intervention and small group instuction.	\$4,098	
Total		\$146,209	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Kindergarten teachers will organize/plan and provide parent orientation to Madison School and kindergarten program in particular.	\$968	
	Nearpod site license including teacher training modules and support	\$5,000	Services
	Release time for teachers to collaborate with grade level teams, IIC, and literacy teacher around instructional strategies that support student achievement of grade level standards.	\$15,429	Substitute teacher full day
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	Teachers and staff need books and materials to support the planning stage of our PDSA Professional Development Cycles.	\$2,000	Materials
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	Technology materials, mice and headphone	\$3,500	Materials
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6	Student incentive and materials to support students who are in danger of becoming chronically absent.	\$1,500	
7	Retired teacher to support intervention and small group instuction.	\$4,098	
Total		\$146,209	

Hispanic
School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Kindergarten teachers will organize/plan and provide parent orientation to Madison School and kindergarten program in particular.	\$968	
	Nearpod site license including teacher training modules and support	\$5,000	Services
	Release time for teachers to collaborate with grade level teams, IIC, and literacy teacher around instructional strategies that support student achievement of grade level standards.	\$15,429	Substitute teacher full day
	The School Counselor will monitor attendance of chronically absent/tardy students and communitie with those families about the impact on grades; assists in analysis of learning challenges for at-risk students and helps the teacher, child, and parent develop a course of action; participates in SSTs to advocate for appropriate services and interventions to maximize students' academic performance; and provide individual and/or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth.	\$60,921	Counselor
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	Student Planners for 4th and 5th grade students	\$800	
	Teachers and staff need books and materials to support the planning stage of our PDSA Professional Development Cycles.	\$2,000	Materials
3	Recreation Aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	\$43,970	
	Technology materials, mice and headphone	\$3,500	Materials
4	To provide more ways for students to engage and practice social skills a varitey of playground games and items are needed.	\$1,000	
5	Additional hourly for IOA to support families with attendance and enrollment during high need months.	\$1,500	
6	Student incentive and materials to support students who are in danger of becoming chronically absent.	\$1,500	
7	Retired teacher to support intervention and small group instuction.	\$4,098	
Total		\$146,209	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Kindergarten teachers will organize/plan and provide parent orientation to Madison School and kindergarten program in particular.	\$968	
	Nearpod site license including teacher training modules and support	\$5,000	Services
	Release time for teachers to collaborate with grade level teams, IIC, and literacy teacher around instructional strategies that support student achievement of grade level standards.	\$15,429	Substitute teacher full day
	The School Counselor will monitor attendance of chronically absent/tardy students and communitie with those families about the impact on grades; assists in analysis of learning challenges for at-risk students and helps the teacher, child, and parent develop a course of action; participates in SSTs to advocate for appropriate services and interventions to maximize students' academic performance; and provide individual and/or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth.	\$60,921	Counselor
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	Student Planners for 4th and 5th grade students	\$800	
	Teachers and staff need books and materials to support the planning stage of our PDSA Professional Development Cycles.	\$2,000	Materials
3	Recreation Aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	\$43,970	
	Technology materials, mice and headphone	\$3,500	Materials
4	To provide more ways for students to engage and practice social skills a varitey of playground games and items are needed.	\$1,000	
5	Additional hourly for IOA to support families with attendance and enrollment during high need months.	\$1,500	
6	Student incentive and materials to support students who are in danger of becoming chronically absent.	\$1,500	
7	Retired teacher to support intervention and small group instuction.	\$4,098	
Total		\$146,209	

Special Education

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Kindergarten teachers will organize/plan and provide parent orientation to Madison School and kindergarten program in particular.	\$968	
	Nearpod site license including teacher training modules and support	\$5,000	Services
	Release time for teachers to collaborate with grade level teams, IIC, and literacy teacher around instructional strategies that support student achievement of grade level standards.	\$15,429	Substitute teacher full day
	The School Counselor will monitor attendance of chronically absent/tardy students and communitie with those families about the impact on grades; assists in analysis of learning challenges for at-risk students and helps the teacher, child, and parent develop a course of action; participates in SSTs to advocate for appropriate services and interventions to maximize students' academic performance; and provide individual and/or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth.	\$60,921	Counselor
2	In addition to other schoolwide health care needs of our students, the Senior Health Assistant will help to care for our student who requires a G-tube feeding.	\$5,523	
	Student Planners for 4th and 5th grade students	\$800	
	Teachers and staff need books and materials to support the planning stage of our PDSA Professional Development Cycles.	\$2,000	Materials
3	Recreation Aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	\$43,970	
	Technology materials, mice and headphone	\$3,500	Materials
4	To provide more ways for students to engage and practice social skills a varitey of playground games and items are needed.	\$1,000	
5	Additional hourly for IOA to support families with attendance and enrollment during high need months.	\$1,500	
6	Student incentive and materials to support students who are in danger of becoming chronically absent.	\$1,500	
7	Retired teacher to support intervention and small group instuction.	\$4,098	
Total		\$146,209	



James Madison Elementary School

2801 Bomberry Street, Lakewood, California 90712

Phone (562) 420-7731 ♦ FAX (562) 420-7819

Student – Teacher – Parent Compact

To assist in the learning and success of the children at Madison Elementary School, we will do the following:

As a Student, I will be responsible for the following:

1. Cooperating with all adults, respecting the rights of others to learn without disruption, and showing respect for people and property by not using profanity, stealing, or damaging property.
2. Coming to class dressed appropriately, on time, and prepared to work.
3. Practicing safety by not chasing, pushing, hitting, or fighting.
4. Completing all class assignments, homework, and studying and reading daily at home.
5. I will abide by all safety rules.

Date _____ Student's Signature _____

As a Teacher, I will be responsible for the following:

1. Providing instruction determined by the State of California, the Long Beach Unified School District and Madison Elementary School.
2. Providing a safe and pleasant environment for learning.
3. Explaining assignments clearly to students assisting them as needed.
4. Supplying clear evaluations of child progress and achievement to both children and parents.
5. Being attentive to and providing for children's needs as appropriate.
6. I will abide by all safety rules.

Comments: _____

Date _____ Teacher's Signature _____

As a Parent, I will be responsible for the following:

1. Providing for adequate food, rest, and regular school attendance so my child is ready to learn.
2. Providing a time and place each evening for quiet study and homework.
3. Ensuring that my child reads or is read to every night, and assisting in memorizing basic math facts.
4. Helping my child to meet the academic expectations and responsibilities listed above and listed in class rules and school rules.
5. Attending Back to School Night, Parent-Teacher Conference, Open House and other school activities.
6. I will abide by all safety rules.

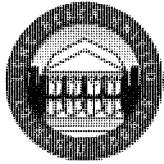
Comments: _____

Date _____ Parent's Signature _____

Dear Students, Parents, and Staff,

As principal of Madison Elementary School I encourage the use of this contract to increase knowledge of what should be done as a minimum by us all and to increase communication. We have all made commitments to each other by signing this document. If you ever have questions about how these promises can be fulfilled, do not hesitate to ask your child's teacher, our school counselor, or me. Please, never hesitate to contact the school with your questions.

Principal's Signature _____



Madison Elementary School Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Madison has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Madison's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Madison agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Madison will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting
 - ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.
 - At Meeting

- i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions
2. Madison will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
3. Madison will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At SSC and ELAC meetings
 - Family information meetings
 - School site council must vote to approve the guidelines
4. Madison will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on school marquee, through Schoolloop and teleparent
 - Child care provided
5. Madison will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter
 - School Website
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
6. Madison will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Madison will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Principal chats
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
7. Madison will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
 - Kindergarten Orientation
8. Madison will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:

- At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Madison will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for families and staff
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings
 - District website resources: click "P" for Parent University
2. Madison will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - Distributed in Opening Family Packet
3. Madison will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
4. Madison will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops
5. Madison will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - District translation services will be doing the translations of written materials/notifications that are sent to families

PART IV

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

* * * * *

PART V
ADOPTION

Madison’s Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on 10/17/23 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/30/23. Madison, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

10-17-23

Date



Madison

Guía de Participación Escolar para las Familias

Como escuela que recibe fondos del Título I, Parte A (Título I), la Madison ha desarrollado junto con los miembros del Concilio del Plantel Escolar y distribuido a las familias de los niños que participan, la Guía de Participación para las Familias, que contiene información requerida por la sección 1118(b) de la Ley de Educación para Escuelas Primarias y Secundarias (ESEA-según sus siglas en inglés). La Guía establece las expectativas de la Madison para la participación de las familias y describe la manera en que la escuela implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y la Escuela está incorporado en la Guía de Participación Escolar para las Familias.

PARTE I

Madison está de acuerdo en implementar los siguientes requisitos:

- desarrollar conjuntamente con y distribuir a las familias de niños participantes, la Guía de Participación Escolar para las Familias que la escuela y las familias hayan acordado.
- informar a las familias acerca de la Guía de Participación Escolar para las Familias en un formato comprensible y uniforme y, al grado posible, distribuir esta Guía a las familias en un idioma que ellos puedan entender.
- hacer que la Guía de Participación Escolar para las Familias esté disponible a la comunidad local.
- periódicamente actualizar la Guía de Participación Escolar para las Familias para satisfacer las necesidades cambiantes de las familias y de la escuela.
- adoptar el contrato entre el hogar y la escuela, el cual aborda a la importancia de una comunicación continua y significativa (es decir, conferencias anuales, reportes de progreso, acceso al personal y oportunidades para servir como voluntarios en el salón de clase) entre la escuela y la familia, como un componente de la Guía de Participación Escolar para las Familias.
- ser gobernada según la siguiente definición legal de participación de la familia, y llevar a cabo los programas, las actividades y los procedimientos de acuerdo con esta definición:

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

1. Madison tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:

- La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
 - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
 - ii. Composición del SSC
 - iii. Consideraciones Presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores

- Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
 - i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión
 - ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela, por medio de llamadas telefónicas automáticas, etc.
 - En las reuniones:
 - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
 - ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela
 - iii. Tener disponible interpretes para las traducciones orales y escritas para las familias en español y camboyano para permitir discusiones
2. Madison tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
 - En la reunión del SSC y ELAC
 - Sección del Boletín Informativo
 - Reunión Anual del Título I
 - Mostrador de la Oficina Principal
 - Noche de Regreso a la Escuela
 3. Madison actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela:
 - En las reuniones de SSC y ELAC
 - Reuniones informativas para las familias
 - El Concilio del Plantel Escolar deberá votar para aprobar la guía
 4. Madison convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos en esta escuela, y el derecho de las familias de estar involucrados
 - Llevar a cabo distintas reuniones durante horarios flexibles
 - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
 - Anuncios en el tablero electrónico de la escuela, por medio de “SchoolLoop” y llamadas telefónicas automáticas
 - Se proporcionará cuidado de niños
 5. Madison proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
 - Sección del boletín informativo
 - Mostrador de la Oficina Principal
 - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
 6. Madison les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la escuela, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. Madison también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños:
 - Talleres para las familias; encuestas para las familias
 - Pláticas con el director(a)
 - En el boletín informativo de la escuela
 - Noche de Regreso a la Escuela
 - En las reuniones del SSC y ELAC

7. Madison coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo “Head Start”, “Early Head Start”, escuelas públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:
 - Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. Madison entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
 - En las reuniones del Concilio del Plantel Escolar

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE

1. Madison construirá la capacidad de la escuela y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la escuela, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación:
 - Talleres ofrecidos por el Distrito para las familias y el personal escolar
 - Talleres educativos para la familia en el plantel escolar
 - Conferencias Entre Familias y Maestros
 - Talleres para la familia publicadas en la página del Internet del Distrito
 - DCAC, DELAC y otros foros/reuniones para las familias del distrito
 - Recursos de la página del Internet del Distrito: oprimir “P” para Universidad de Padres
2. Madison incorporará el Contrato entre la Familia y la Escuela como un componente de la Guía de Participación Escolar para las Familias:
 - Delinean las responsabilidades compartidas del hogar, la escuela y el estudiante en cuanto al rendimiento académico
 - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
 - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
3. Madison, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuación:
 - las normas del contenido académico del Estado
 - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. Madison, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
 - Talleres para las familias
5. Madison, con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
 - Talleres para Maestros y miembros del personal
6. Madison, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender:
 - La Districa hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

PARTE IV: COMPONENTES DISCRECIONALES DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elije comprometerse para fomentar la capacidad de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

- incluir a las familias en el desarrollo de la capacitación de maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación;
- proveer la capacitación de alfabetización necesaria para las familias del Título I, fondos de Parte A, si el distrito escolar ha agotado, con toda razón, todos los otros recursos disponibles para brindar fondos para dicha capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de las familias, incluyendo los costos de transporte y cuidado de niños, para permitir la participación de las familias en reuniones relacionadas a la escuela y sesiones de capacitación;
- capacitar a las familias para mejorar la participación de otras familias;
- para poder maximizar la participación de las familias y la participación en la educación de sus niños, programar reuniones escolares en distintos horarios, o realizar conferencias en casa entre maestros u otros educadores, quienes trabajan directamente con los niños que participan, con familias que no pueden asistir a dichas conferencias en la escuela;
- adoptar e implementar los métodos modelos para mejorar la participación de las familias;
- establecer un concilio asesor de familias a nivel distrito (DCAC) para brindar consejos en todos los asuntos relacionados a la participación de las familias en el Título I, programas parte A;
- desarrollar apropiadamente los papeles que desempeñan las organizaciones en la comunidad y negocios, incluyendo las organizaciones de fe, en las actividades que participan las familias; y
- proveer otro apoyo razonable para actividades que requieren la participación de las familias según la sección 1118 de acuerdo a lo que puedan solicitar las familias.

* * * * *

PARTE V: ADOPCIÓN

Esta Guía de Participación Madison para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el 17/10/23 y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el 30/11/23 o antes. Madison, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.



Firma del Director(a)

10-17-23

Fecha