

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Madison Elementary	19-64881-6021687	May 17, 2022	June 23, 2022

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- Students with Disabilities

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

Madison Elementary will meet the needs of all students, including students with special needs, English Learners, foster youth, and African-American students by providing quality professional development to staff and intensive support to these students.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school consulted with parent groups, staff, district staff, and students during the planning process for this SPSA/ Annual Review and Update in January-April of 2022.

Resource Inequities

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

Students attending Madison Elementary School lack financial, academic, and mental health resources and support. Our school's Title 1, LCFF, and Unrestricted funds allocation will not be

enough to fully fund our strategies for supporting student need. In order to fully fund our priorities, we will receive additional support as an identified ATSI school.

School Vision and Mission

Our vision at Madison Elementary School is to empower students to be lifelong learners that demonstrate knowledge, skills, and values required to be productive members of a global society. Our mission at Madison Elementary School is to create a school community that works together to provide an exceptional educational experience that promotes discovery, innovation, and leadership skills in order to be college and career ready.

School Profile

James Madison Elementary School is located in Pasadena, California at 515 Ashtabula Street, Pasadena, California 91104. The school serves approximately 490 students in grades Pre-Kindergarten through Fifth Grade. Madison is a neighborhood school with a majority of our students live within walking distance of the school.

Madison Elementary School is located on the north western side of the Pasadena Unified School District in a residential neighborhood. The school serves students from Preschool through Fifth grade. The Center for Student and Family Services at Madison Elementary School serves the Pasadena community and families in need as well as providing parent workshops. Madison has the addition of a turnout drop-off area for families to drop-off and pick up their children. Madison staff and community members continue to develop working partnerships with the Pasadena Educational Foundation (PEF), the Pasadena Community Gardens Conservancy (PCGC) Group, The Pasadena Armory Center for the Arts, Reading Partners, the Caltech Center for Teaching, Learning and Outreach, the PUSD LEARNs Program, and Hathaway-Sycamores in order to secure additional resources for our school, enrichment opportunities for our students, and mutually beneficial volunteer opportunities.

Madison currently has 460 students in our TK through Fifth grade plus an additional 35 students in our Preschool program. Madison has been identified as a Community School, a school part of the Superintendent's School Zone, and a Focus school so that our school aligns with the PUSD Strategic Plan and the Strategic Directions set by the Board of Education; school goals will align with district goals of Dynamic Instruction, Outstanding Staff, Quality Learning Environment, High Performing, Accountable Organization, and Meaningful Collaboration and Partnership with Students, Families, and our Communities. Our school had been identified based on previous CAASPP test scores, attendance, and reclassification rates.

The student body at Madison is currently comprised of 93.2% Latino/Hispanic, 5.1% African-American, 0.7% are White, 0.7% are Filipino, 94% are Socio-economically disadvantaged, 12.6% have an Individual Education Plan (IEP), 0.44% are in the Gifted and Talented Programs (GATE), 49% are English Language Learners (ELs), and 0.9% are Foster Children. Spanish is the primary language spoken at home by our families. All English Learner students are individually tested with the English Language Proficiency Assessments for California (ELPAC), students are reclassified based upon their overall ELPAC score in addition to teacher recommendation, results on trimester assessments and on IRI reading levels. Our major sub-groups are our English Learners, Low-Social Economic students.

For the 2021-2022 school year, Madison has 19 general education classroom teachers, 1 Speech Language Pathologist, and 1 Special Education Preschool teacher. Classroom teachers are supported by two PUSD Teachers on Special Assignment. In addition to the credentialed staff, the school is also served by a Principal, 1 Office Manager, 1 Clerk Typist, 3 custodians, 1 part-time night custodian, a part-time School Nurse, a Health Clerk, 3 food service assistants, a community assistant, a community advocate, a school psychologist, 2 Special Education RSP teachers, and 5 instructional aides. The Sycamores Agency provides school-based mental health services to students who qualify for Medi-Cal. Special education students receive services according to their Individualized Education Programs (IEP) which include, but are not limited to, speech and language therapy, occupational therapy, behavioral services, and adapted physical education.

Madison Elementary is a gorgeous facility in a predominately Latino community of Pasadena. Madison's grounds include 20 permanent classrooms, a cafeteria, an auditorium, a resource room, a health office, an RSP room, a library, and various small office spaces to accommodate the various administrative, resource, and itinerant staff. The District Center for Student and Family Support is located at the corner of Los Robles and Ashtabula and provides our school community and community at large services and support.

Madison Elementary School has the distinguished privilege of having a highly active and involved English Learner Advisory Council (ELAC), an ever-growing and exciting Parent Teacher Association (PTA), a well-informed and a motivated School Site Council (SSC). Madison Elementary provides its parent community with constant updates and information in both English and Spanish through monthly newsletters, weekly phone calls to each family through our School Messenger service, notices and messages on our school website, through e-blasts, and text messages. Report cards, updates on Performance Tasks and Trimester Assessments, and teacher-generated reports are provided electronically in English and Spanish as well. Parent conferences and meetings are done annually as well as on an as-needed basis. Conferences include information on student academic performance and needs. All parent meetings and conferences are conducted in English and Spanish, as needed.

Madison Elementary School's ability to build and sustain working relationships with varied community groups including the PCGC, who have helped the school build a community garden allowing teachers to implement gardening lesson plans in to our instruction which includes visits to the garden; Reading Partners, a program where students are supported by volunteers from the community who come to support students with reading. Madison also continues to collaborate with the Armory Center for the Arts, students in Kindergarten and first grade receive dance lessons, students in first to fifth grade receive music lessons on various instruments and choir, the Rose Bowl Aquatic center for our third graders, and My Masterpiece field trips for all grade levels. This year Madison Elementary began offering a variety of quality after school programs, including after school tutoring and art. We have also have a partnership with CalTech through teaching collaboration and will participate in the AVID Elementary program to support students as they develop the academic habits they will need to be successful in college and career.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	6.03%	5.3%	5.08%	24	26	23
Asian	0.5%	1.0%	0.22%	2	5	1
Filipino	0.75%	0.4%	0.66%	3	2	3
Hispanic/Latino	90.2%	91.8%	93.16%	359	448	422
Pacific Islander	0%	%	%	0		
White	2.51%	1.4%	0.66%	10	7	3
Multiple/No Response	0%	%	0.22%	0		1
Total Enrollment				398	488	453

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	80	83	89
Grade 1	66	75	71
Grade 2	63	76	74
Grade3	71	79	70
Grade 4	61	92	69
Grade 5	57	83	80
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	398	488	453

Conclusions based on this data:

1. Student enrollment has dropped by approximately 10% each year. Many students leave the Pasadena area due to their socio-economic status and the high cost of living in Pasadena or move to another residence not in the

Madison Attendance Area. Other students select other PUSD schools through open enrollment. Through an effort to highlight the academic and extra curricular offerings at Madison Elementary, we are hoping to reduce the number of families that live in the Madison Attendance Area and choose other schools in Pasadena through open enrollment. The exception this current school year has been an increase of enrollment due to other local elementary schools closing, which led to an increase of 25% in the 2020-2021 school year. We expect enrollment to continue to decline at an average rate of 5-10% annually in future school years, in accordance with community trends.

2. The student population has consistently remained predominantly of Hispanic/ Latino heritage. Madison is a neighborhood school where more than 95% of students live in the Madison Attendance Area. The neighborhood is comprised of mostly of families with Hispanic/ Latino heritage.
3. Enrollment in grades K-3 has increased drastically in the current year. We will continue to work with families to ensure those students continue at Madison for grades 4-5.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	189	206		47.5%	42.2%	
Fluent English Proficient (FEP)	92	108		23.1%	22.1%	
Reclassified Fluent English Proficient (RFEP)	30	20		13.8%	10.6%	

Conclusions based on this data:

1. The number of Fluent English Proficient students has increased as the more English Learner students reclassify. This number would increase at a greater rate with the support of a full time Instructional Coach focusing on supporting English Learners. In the coming school year we will be implementing strategies to provide more intensive support to this student group.
2. The number of Reclassified Fluent English Proficient students has increased steadily over time, with the exception of the past 2.5 years due to the school closures during the COVID-19 pandemic. Teacher in-class support of English Learners has been increased through teacher coaching and collaborative planning. We will be implementing additional school-wide research-based strategies and supports to provide improvement at a greater rate. During the 2019-2020 and 2020-2021 school years, completing the ELPAC assessment was a challenge. During the 2021-2022 school year we were able to test all students in-person instead of remotely, and to support them in reclassifying by providing intensive academic support and acceleration.
3. The number of English Learners has remained consistently around 50%. The Madison Attendance Area has a very high percentage of families whose primary language is not English. The children's primary language is another language other than English. Madison Elementary also has the highest elementary percentage of students that are newcomers, that is they have been in the country for less than 12 months. These students distinct needs as compared to students have lived in the country for at least 12 months. In the coming school year there we will be implementing strategies to provide more intensive support to English Learners, with differentiated support to our newcomer students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	65	75		63	0		63	0		96.9	0.0	
Grade 4	59	90		58	0		58	0		98.3	0.0	
Grade 5	65	82		62	0		62	0		95.4	0.0	
Grade 11												
All Grades	189	247		183	0		183	0		96.8	0.0	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2385.			15.87			11.11			26.98			46.03		
Grade 4	2386.			8.62			6.90			13.79			70.69		
Grade 5	2452.			4.84			22.58			35.48			37.10		
Grade 11															
All Grades	N/A	N/A	N/A	9.84			13.66			25.68			50.82		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.70			44.44			42.86		
Grade 4	6.90			37.93			55.17		
Grade 5	6.45			50.00			43.55		
Grade 11									
All Grades	8.74			44.26			46.99		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.52			36.51			53.97		
Grade 4	5.26			29.82			64.91		
Grade 5	6.45			61.29			32.26		
Grade 11									
All Grades	7.14			42.86			50.00		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.52			73.02			17.46		
Grade 4	3.45			55.17			41.38		
Grade 5	3.23			67.74			29.03		
Grade 11									
All Grades	5.46			65.57			28.96		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.63			44.44			34.92		
Grade 4	3.45			39.66			56.90		
Grade 5	9.68			50.00			40.32		
Grade 11									
All Grades	11.48			44.81			43.72		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percent of students in ELA below standard in 3rd grade continues to be an area of concern. Due to the closure of schools in late 2019-2020 school year and the remote learning during the 2020-2021 school year, more students continue to be below grade level in ELA. Madison students have historically not performed well in state testing in ELA. This is due to the low percentage of students in grades 3-5 that are reading and performing at grade-level. The high achievement gap begins in Kindergarten and Grade 1. According to the Early Development Instrument completed by Kindergarten teachers in the Pasadena Unified School District, Kindergarten students at Madison

Elementary are less likely to meet age appropriate developmental expectations as compared to other students in the Pasadena Unified School District. This is due to being high risk in three or more of the five domains (physical health and wellbeing, social competence, emotional maturity, language and cognitive maturity, and communication skills and general knowledge). This affects academic performance in Kindergarten. Many students then move on to Grade 1 from Kindergarten no meeting age appropriate developmental expectations, including not meeting the age-appropriate ELA benchmarks. Other students enter Grade 1 not having attended Kindergarten at all. These challenges have a significant impact on a students ability to read at grade level by the end of 3rd grade.

2. The percent of students in ELA below standard in 4th and 5th grades has historically decreased. Due to the closure of schools in late 2019-2020 school year and the remote learning during the 2020-2021 school year, we anticipate that more students will continue to be below grade level in ELA.

Madison TK through Grade 5 teachers work collaboratively to ensure that students move towards meeting grade-level expectations in ELA. Vertical articulation provides teachers with data to support each grade-level according to their highest area of need. Grade-level collaboration also provides consistency in what students are learning based on grade-level data.

3. The percent of students in ELA at or above standard has remained relatively consistent. Over the past three to five years there has been a high rate of teacher turn-over at Madison Elementary. The site-specific professional development provided to these teachers, to meet the unique needs of Madison students has not been able to be implemented fully to the benefit of Madison students. This site-specific professional development includes:

Behavior RTI Training and Trauma-Informed Care Training (to meet the behavior and social-emotional needs of Madison students. Training in 2019-2020. 50% of teachers did not return to Madison the following year due to District Budgetary Constraints);

MTSS training (to meet the academic, behavioral, and social-emotional needs of Madison students. Training in 2019-2020. 50% of teachers did not return to Madison the following year due to District Budgetary Constraints),

Comprehensive Support and Improvement (CSI) Support training (to address the areas of high need according to the California Dashboard: High Suspension Rate, Decline in ELA and Math achievement. This lead to Madison Elementary making academic gains and gains in decreasing suspensions. Training in 2019-2020. 50% of teachers did not return to Madison the following year due to District Budgetary Constraints); and

AVID Certification (to meet the academic and social-emotional needs of students) Currently 65% of classroom teachers are AVID certified, down from 100% trained in the 2019-2020 school year).

This loss of expertise due to the high turnover of highly trained teachers will continue to have a significant impact on student academic achievement in all areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	65	75		64	0		64	0		98.5	0.0	
Grade 4	59	90		57	0		57	0		96.6	0.0	
Grade 5	66	82		63	0		63	0		95.5	0.0	
Grade 11												
All Grades	190	247		184	0		184	0		96.8	0.0	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2414.			12.50			32.81			25.00			29.69		
Grade 4	2391.			3.51			10.53			17.54			68.42		
Grade 5	2432.			3.17			6.35			31.75			58.73		
Grade 11															
All Grades	N/A	N/A	N/A	6.52			16.85			25.00			51.63		

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.00			35.94			39.06		
Grade 4	5.26			17.54			77.19		
Grade 5	6.45			24.19			69.35		
Grade 11									
All Grades	12.57			26.23			61.20		

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.19			53.13			29.69		
Grade 4	7.02			31.58			61.40		
Grade 5	0.00			33.33			66.67		
Grade 11									
All Grades	8.15			39.67			52.17		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	28.57			41.27			30.16		
Grade 4	5.26			24.56			70.18		
Grade 5	4.84			37.10			58.06		
Grade 11									
All Grades	13.19			34.62			52.20		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percent of students in mathematics below standard in grades 3-5 continues to be an area of concern. Due to the closure of schools in late 2019-2020 school year and the remote learning during the 2020-2021 school year, we anticipate that more students will continue to be below grade level in mathematics. Madison students have historically not performed well in state testing in mathematics. This is due to the low percentage of students in grades 3-5 that are reading and performing at grade-level. The high achievement gap begins in Kindergarten and Grade 1. According to the Early Development Instrument completed by Kindergarten teachers in the Pasadena Unified School District, Kindergarten students at Madison Elementary are less likely to meet age appropriate developmental expectations as compared to other students in the Pasadena Unified School District. This is due to being high risk in three or more of the five domains (physical health and wellbeing, social competence, emotional maturity, language and cognitive maturity, and communication skills and general knowledge). This affects academic performance in Kindergarten. Many students then move on to Grade 1 from Kindergarten not meeting age appropriate developmental expectations, including not meeting the age-appropriate mathematics benchmarks. Other students enter Grade 1 not having attended Kindergarten at all. These challenges have a significant impact on a student's ability to read at grade level by the end of 3rd grade and this has a significant impact on engaging in mathematics problem-solving.
2. The percent of students in mathematics below standard in grades 3-5 has decreased. The percent of students in mathematics at or above standard has consistently increased. Due to the closure of schools in late 2019-2020 school year and the remote learning during the 2020-2021 school year, we anticipate that more students will continue to be below grade level in mathematics. These gains need to be more significant in order to close the achievement gap as the gap increased again during the years of school closure.

Over the past three to five years there has been a high rate of teacher turn-over at Madison Elementary. The site-specific professional development provided to these teachers, to meet the unique needs of Madison students has

not been able to be implemented fully to the benefit of Madison students. This site-specific professional development includes:

Behavior RTI Training (to meet the behavior needs of Madison students. Training in 2019-2020. 50% of teachers did not return to Madison the following year due to District Budgetary Constraints));

MTSS training (to meet the academic, behavioral, and social-emotional needs of Madison students. Training in 2019-2020. 50% of teachers did not return to Madison the following year due to District Budgetary Constraints),

Comprehensive Support and Improvement (CSI) Support training (to address the areas of high need according to the California Dashboard: High Suspension Rate, and low achievement in ELA and mathematics . This lead to Madison Elementary making academic gains and gains in decreasing suspensions. Training 2019-2020. 38% of teachers will not return to Madison in the coming year due to District Budgetary Constraints); and

AVID Certification (to meet the academic and social-emotional needs of students) Training 2019-2020. Due to district budgetary constraints, many of our AVID certified teachers are not longer at Madison. Currently, we have 63% of Madison teachers that are AVID Certified due to the addition of non-AVID certified teachers.

This loss of expertise due to the high turnover of highly trained teachers will continue to have a significant impact on student academic achievement in all areas.

3. The percent of students at grade level or above in mathematics has increased. Madison TK through Grade 5 teachers work collaboratively to ensure that students move towards meeting grade-level expectations in mathematics. Vertical articulation provides teachers with data to support each grade-level according to their highest area of need. Grade-level collaboration also provides consistency in what students are learning based on grade-level data.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1406.1	1420.7		1411.6	1436.9		1392.9	1383.0		61	43	
1	1419.8	1413.7		1429.2	1440.6		1410.0	1386.2		27	42	
2	1479.7	1455.9		1484.9	1466.3		1473.9	1445.0		37	40	
3	1461.7	1466.7		1465.1	1474.7		1457.9	1458.1		31	33	
4	1477.9	1485.2		1472.4	1482.1		1482.8	1487.8		22	38	
5	1498.1	1509.1		1491.1	1520.9		1504.7	1496.9		19	40	
All Grades										197	236	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	14.75	16.28		39.34	23.26		24.59	46.51		21.31	13.95		61	43	
1	11.11	0.00		14.81	19.05		40.74	38.10		33.33	42.86		27	42	
2	10.81	12.50		40.54	22.50		40.54	32.50		8.11	32.50		37	40	
3	3.23	6.06		25.81	15.15		54.84	42.42		16.13	36.36		31	33	
4	0.00	7.89		40.91	28.95		40.91	42.11		18.18	21.05		22	38	
5	5.26	10.00		36.84	47.50		31.58	25.00		26.32	17.50		19	40	
All Grades	9.14	8.90		34.01	26.27		37.06	37.71		19.80	27.12		197	236	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	14.75	11.63		39.34	48.84		22.95	27.91		22.95	11.63		61	43	
1	14.81	16.67		37.04	33.33		25.93	26.19		22.22	23.81		27	42	
2	18.92	17.50		51.35	40.00		21.62	37.50		8.11	5.00		37	40	
3	12.90	15.15		51.61	42.42		22.58	27.27		12.90	15.15		31	33	
4	0.00	18.42		72.73	42.11		9.09	26.32		18.18	13.16		22	38	
5	26.32	55.00		47.37	30.00		5.26	5.00		21.05	10.00		19	40	
All Grades	14.72	22.46		47.72	39.41		19.80	25.00		17.77	13.14		197	236	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	18.03	9.30		29.51	11.63		26.23	48.84		26.23	30.23		61	43	
1	11.11	0.00		11.11	14.29		25.93	9.52		51.85	76.19		27	42	
2	5.41	10.00		35.14	20.00		37.84	12.50		21.62	57.50		37	40	
3	3.23	3.03		6.45	9.09		61.29	36.36		29.03	51.52		31	33	
4	0.00	7.89		4.55	13.16		59.09	31.58		36.36	47.37		22	38	
5	0.00	0.00		21.05	10.00		42.11	57.50		36.84	32.50		19	40	
All Grades	8.63	5.08		20.81	13.14		39.09	32.63		31.47	49.15		197	236	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	14.75	11.63		62.30	83.72		22.95	4.65		61	43	
1	25.93	19.05		55.56	59.52		18.52	21.43		27	42	
2	27.03	2.50		64.86	82.50		8.11	15.00		37	40	
3	6.45	18.18		67.74	57.58		25.81	24.24		31	33	
4	4.55	28.95		77.27	50.00		18.18	21.05		22	38	
5	0.00	15.38		89.47	61.54		10.53	23.08		19	39	
All Grades	14.72	15.74		67.01	66.38		18.27	17.87		197	235	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	22.95	25.58		55.74	55.81		21.31	18.60		61	43	
1	18.52	16.67		55.56	59.52		25.93	23.81		27	42	
2	16.22	35.00		75.68	57.50		8.11	7.50		37	40	
3	29.03	33.33		61.29	54.55		9.68	12.12		31	33	
4	31.82	32.43		50.00	51.35		18.18	16.22		22	37	
5	68.42	75.00		10.53	15.00		21.05	10.00		19	40	
All Grades	27.41	36.17		55.33	48.94		17.26	14.89		197	235	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.56	11.63		67.21	58.14		26.23	30.23		61	43	
1	14.81	4.76		25.93	19.05		59.26	76.19		27	42	
2	5.41	12.50		70.27	32.50		24.32	55.00		37	40	
3	3.23	3.03		25.81	24.24		70.97	72.73		31	33	
4	0.00	5.26		40.91	39.47		59.09	55.26		22	38	
5	5.26	5.00		42.11	60.00		52.63	35.00		19	40	
All Grades	6.09	7.20		50.25	39.41		43.65	53.39		197	236	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	39.34	20.93		31.15	37.21		29.51	41.86		61	43	
1	11.11	0.00		48.15	31.71		40.74	68.29		27	41	
2	8.11	12.50		78.38	32.50		13.51	55.00		37	40	
3	0.00	3.03		83.87	63.64		16.13	33.33		31	33	
4	0.00	7.89		77.27	60.53		22.73	31.58		22	38	
5	21.05	0.00		68.42	66.67		10.53	33.33		19	39	
All Grades	17.26	7.69		59.39	47.86		23.35	44.44		197	234	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percent of students scoring Level 3 or above on the ELPAC has increased. Teacher in-class support of English Learners has been increased through teacher coaching and collaborative planning. Students are offered after-school tutoring support. We will be implementing additional school-wide research-based strategies and supports to provide improvement at a greater rate.
2. Approximately 30% of all students tested had an overall score at Level 3 on the ELPAC. This number would increase at a greater rate with the support of a full time Instructional Coach focusing on supporting English Learners. In the coming school year there will be such support and we will be implementing strategies to provide more intensive support to this student group. This will include having Bilingual Instructional Aides to provide this intensive support.
3. Approximately 49% of our total students took the ELPAC. The percent of students that are English Learners remains at an average of 50% to 60% annually. The percent of students scoring 4 on the ELPAC would increase with individualized supports in the areas of Listening, Speaking, Reading, and Writing. The in-class support, after school tutoring, and the Instructional Coach support will focus on the areas that students need to improve to achieve a score of 4.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
453	94	49	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	222	49
Foster Youth	4	0.9
Homeless	66	14.6
Socioeconomically Disadvantaged	426	94
Students with Disabilities	57	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	5.1
American Indian or Alaska Native	0	0
Asian	1	0.2
Filipino	3	0.7
Hispanic	422	93.2
Two or More Races	1	0.2
Native Hawaiian or Pacific Islander	0	0
White	3	0.7

Conclusions based on this data:

1. Foster Youth are 0.9% of the student population. This group of students needs needs more academic, behavior, and social-emotional supports than students not identified as foster youth. With added supports, this group of students. Each student identified as foster youth will receive an Individual Learning Plan and be monitored for

progress. Homeless youth are 14.6% of our student population, which is almost a 5% increase over previous years. This group of students needs more academic, behavior, and social-emotional supports than students not identified as homeless. Our community advocate and community assistant are connecting with families to identify and support barriers to achievement.

2. Currently 49% of our student population are English Learners. This group of students needs needs more academic, behavior, and social-emotional supports than students not identified as foster youth. With added supports, this group of students has been able to lower their increase their level reading . With the added support of an instructional coach, each student identified as an English Learner, will receive Individual Learning Plan.
3. Currently 94% of our student population are socioeconomically disadvantaged. That is an increase over previous years. This group of students needs needs more academic, behavior, and social-emotional supports than students not identified as foster youth. With added supports, this group of students has been able to lower their rate of. Each student identified as foster youth will receive an Individual Learning Plan and be monitored for progress. With the added support of an instructional coach, students identified as socio-economically disadvantaged will be monitored closely for academic supports and interventions.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate	Suspension Rate  Yellow
Mathematics  Yellow	Chronic Absenteeism  Red	
English Learner Progress		
College/Career		

Conclusions based on this data:

1. The academic performance in ELA and Math at Madison increased before the pandemic. Although there had been progress, the achievement gap in ELA and mathematics was still significant. These areas of growth made it possible for Madison to exit the Comprehensive Support and Improvement (CSI) designation from the 2018-2019 school year (lowest-performing five percent of Title I schools). An effective strategy was to have 80% of teachers undergo AVID professional development and certification. Through teacher professional development, collaborative planning, data-chats, and through data-driven instruction we will continue to make gains to close the achievement gap. During the pandemic ELA and Math achievement has not been measured by state testing but by district and site measures. We have identified a significant decline in ELA and math during the current school year.
2. The chronic absenteeism rate at Madison needs significant improvement, particularly in the past few years affected by school closures and safety protocols that require students to stay home when affected by COVID-19. Although we have made gains in overall attendance over the past years prior to school closures, the chronic absentee rate has increased drastically in the past years. This area of need is one of the reasons Madison is identified as needing more support. One area of improvement in this area has been with students identified as homeless.

Families with students that have been historically chronically absent will be supported through the Student Success Team (SST) process and an Individual Learning Plan will be created.

3. The suspension rate at Madison has had significant improvement. This area of growth made it possible for Madison to exit the Comprehensive Support and Improvement (CSI) designation from the 2018-2019 school year (lowest-performing five percent of Title I schools). Although there has been progress, the suspension rate is still significant, particularly in the current year as students have returned to in-person instruction after two years of being unable to receive positive behavior supports instruction and practice. An effective strategy was having an RTI Coach to lead PBIS, Trauma-Informed practices, restorative justice practices, and establishing a Calm room. Along with behavior support staff students receive support in positive behavior and in using self-regulation strategies. Students were less likely to be involved in behaviors leading to suspensions. Through teacher professional development, collaborative planning, data-chats, and through data-driven instruction we will continue to make gains in reducing suspensions.

School and Student Performance Data

Academic Performance English Language Arts

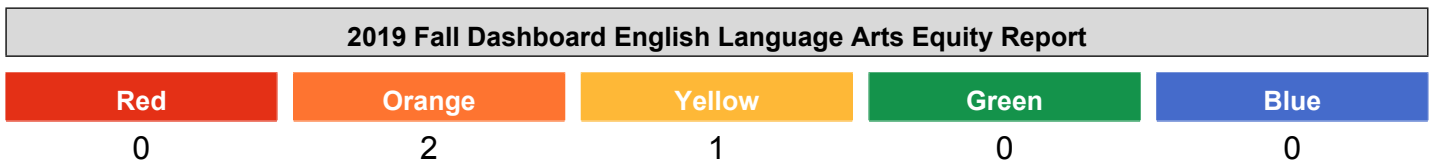
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>58.5 points below standard</p> <p>Increased ++8.6 points</p> <p>169</p>	<p>English Learners</p> <p>Orange</p> <p>67.3 points below standard</p> <p>Maintained ++1.8 points</p> <p>113</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>94.5 points below standard</p> <p>Declined -3.1 points</p> <p>21</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>59 points below standard</p> <p>Increased ++9 points</p> <p>161</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>120.3 points below standard</p> <p>Increased Significantly ++26.7 points</p> <p>24</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 61.9 points below standard Maintained ++2.6 points 158	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.2 points below standard Declined -3.6 points 63	5.6 points below standard Increased ++12.1 points 50	48.1 points below standard Increased Significantly ++25.8 points 35

Conclusions based on this data:

- Although there have been significant gains in ELA over the past three years, Madison students need to continue to grow in this area. The percent of students in ELA at or above standard has consistently increased. These gains need to be more significant in order to close the achievement gap it has grown again during the years of school closure. Of particular concern is the decline by English Learners and students identified as homeless.

Over the past three to five years there has been a high rate of teacher turn-over at Madison Elementary. The site-specific professional development provided to these teachers, to meet the unique needs of Madison students has not been able to be implemented fully to the benefit of Madison students. This site-specific professional development includes:

Behavior RTI Training and Trauma-Informed Training (to meet the behavior and social emotional needs of Madison students. Training in 2019-2020. 50% of teachers did not return to Madison the following year due to District Budgetary Constraints);

MTSS training (to meet the academic, behavioral, and social-emotional needs of Madison students. Training in 2019-2020. 50% of teachers did not return to Madison the following year due to District Budgetary Constraints),

Comprehensive Support and Improvement (CSI) Support training (to address the areas of high need according to the California Dashboard: High Suspension Rate, Decline in ELA and Math achievement. This led to Madison Elementary making academic gains and gains in decreasing suspensions. Training 2019-2020. 38% of teachers will not return to Madison in the coming year due to District Budgetary Constraints); and

AVID Certification (to meet the academic and social-emotional needs of students) Training 2019-2020. Due to district budgetary constraints, many of our AVID certified teachers are not longer at Madison. Currently, we have 63% of Madison teachers that are AVID Certified due to the addition of non-AVID certified teachers.

This loss of expertise due to the high turnover of highly trained teachers will continue to have a significant impact on student academic achievement in all areas, and will be most impactful in the highest risk sub-groups.

2. The percent of students in ELA below standard in 3rd grade continues to be an area of concern. Madison students have historically not performed well in state testing in ELA. This is due to the low percentage of students in grades 3-5 that are reading and performing at grade-level. The high achievement gap begins in Kindergarten and Grade 1. According to the Early Development Instrument completed by Kindergarten teachers in the Pasadena Unified School District, Kindergarten students at Madison Elementary are less likely to meet age appropriate developmental expectations as compared to other students in the Pasadena Unified School District. This is due to being high risk in three or more of the five domains (physical health and wellbeing, social competence, emotional maturity, language and cognitive maturity, and communication skills and general knowledge). This affects academic performance in Kindergarten. Many students then move on to Grade 1 from Kindergarten not meeting age appropriate developmental expectations, including not meeting the age-appropriate ELA benchmarks. Other students enter Grade 1 not having attended Kindergarten at all. These challenges have a significant impact on a student's ability to read at grade level by the end of 3rd grade. Madison teachers will continue to support students in ELA through consistent school-wide implementation of Balance Literacy and Data Chats for the purpose of progress monitoring, with a focus on English Learners, students with disabilities, foster youth, and African-American students.
3. Student achievement in ELA has increased or increased significantly for Reclassified English Learners, English Only students, Socioeconomically Disadvantaged and students with disabilities. Madison TK through Grade 5 teachers work collaboratively to ensure that students move towards meeting grade-level expectations in ELA. Vertical articulation provides teachers with data to support each grade-level according to their highest area of need. Grade-level collaboration also provides consistency in what students are learning based on grade-level data.

School and Student Performance Data

Academic Performance Mathematics

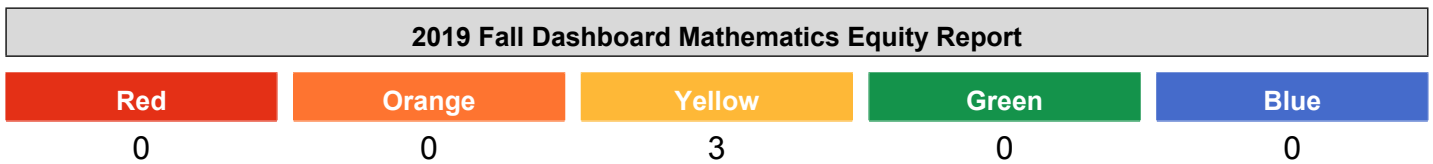
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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







This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Yellow 66.2 points below standard Increased Significantly ++15 points 168	<p>English Learners</p> Yellow 72.5 points below standard Increased ++11.7 points 112	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 87 points below standard Maintained ++1.6 points 21	<p>Socioeconomically Disadvantaged</p> Yellow 67.1 points below standard Increased ++14.2 points 160	<p>Students with Disabilities</p> No Performance Color 120.4 points below standard Increased Significantly ++10.4 points 24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 67.5 points below standard Increased ++10.5 points 157			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110 points below standard Increased ++7.9 points 63	24.3 points below standard Increased Significantly ++21 points 49	54.7 points below standard Increased Significantly ++10.6 points 35

Conclusions based on this data:

- Although there have been gains in mathematics over the past three years, Madison students need to continue to grow in this area. All students, including high risk subgroups have decreased in math significantly during the 2021-2022 school year. This is due to professional development and TK-Grade 5 teacher collaboration and sharing of best instructional practices by teachers that are strong in the area of mathematics instruction.

Madison teachers will implement school-wide instructional practices that specifically address the needs of all students, with a focus on supporting our highest at risk students in the area of mathematics, English Learners and students identified as homeless.

- Although English Learners have shown some growth and will continue to focus on improvement. Madison students have historically not performed well in state testing in mathematics. This is due to the low percentage of students reading and performing at grade-level. The high achievement gap begins in Kindergarten and Grade 1. According to the Early Development Instrument completed by Kindergarten teachers in the Pasadena Unified School District, Kindergarten students at Madison Elementary are less likely to meet age appropriate developmental expectations as compared to other students in the Pasadena Unified School District. This is due to being high risk in three or more of the five domains (physical health and wellbeing, social competence, emotional maturity, language and cognitive maturity, and communication skills and general knowledge). This affects academic performance in Kindergarten. Many students then move on to Grade 1 from Kindergarten not meeting age appropriate developmental expectations,

including not meeting the age-appropriate mathematics benchmarks. Other students enter Grade 1 not having attended Kindergarten at all. Additionally, other students begin TK, Kindergarten, and Grade 1 as non-English speakers. These challenges have a significant impact on a student's ability to read at grade level by the end of 3rd grade and this has a significant impact on engaging in mathematics problem-solving.

3. The percent of students at grade level or above in mathematics has increased. Madison TK through Grade 5 teachers work collaboratively to ensure that students move towards meeting grade-level expectations in mathematics. Vertical articulation provides teachers with data to support each grade-level according to their highest area of need. Grade-level collaboration also provides consistency in what students are learning based on grade-level data. Madison will focus on supporting growth in mathematics, with special attention given to English Learners, students with disabilities, foster youth, and students identified as homeless.

School and Student Performance Data

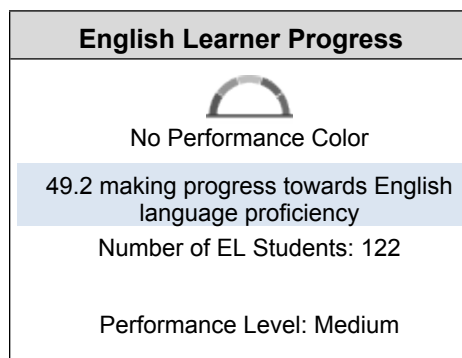
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29.5	21.3	0.8	48.3

Conclusions based on this data:

1. The number of English Learners making progress has increased and more English Learner students reclassify, this number would increase at a greater rate with the support of a full time Instructional Coach focusing on supporting English Learners. In the coming school year there will be such support and we will be implementing strategies to provide more intensive support to this student group. Madison staff will receive professional development on best practices for supporting Madison Elementary also has the highest elementary percentage of students that are newcomers, that is they have been in the country for less than 12 months. These students distinct needs as compared to students have lived in the country for at least 12 months. In the coming school year there we will be implementing strategies to provide more intensive support to English Learners, with differentiated support to our newcomer students.
2. A significant percentage of students have decreased one ELPAC level. Teacher in-class support of English Learners has been increased through teacher coaching and collaborative planning to address this area of need. We will be implementing additional school-wide research-based strategies and supports to provide improvement at a greater rate. Madison will have a focus of implementing school-wide instructional strategies for supporting students with a focus on English Learners.
3. The Madison Attendance Area has a very high percentage of families whose primary language is not English. The children's primary language is another language other than English. Madison Elementary also has the highest

elementary percentage of students that are newcomers, that is they have been in the country for less than 18 months and are not English speakers. These students have distinct needs as compared to students have lived in the country for at least 18 months. In the coming school year there we will be implementing strategies to provide more intensive support to English Learners, with differentiated support to our newcomer students.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

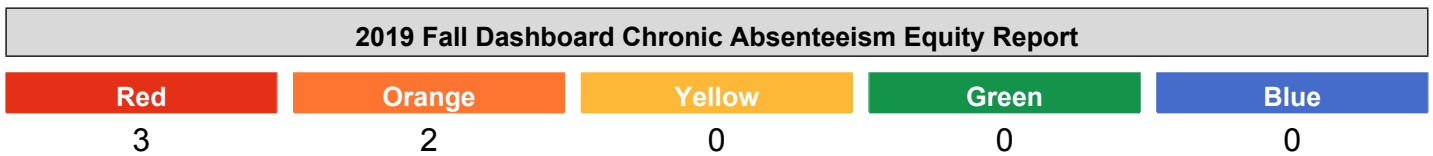
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Red 20.6 Increased +1.5 441	<p>English Learners</p> Red 19.4 Increased Significantly +3.5 242	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<p>Homeless</p> Orange 29.1 Declined -7.8 55	<p>Socioeconomically Disadvantaged</p> Red 21.6 Increased +2.9 407	<p>Students with Disabilities</p> Red 23.5 Increased +3.8 68

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 60.9 Increased +20.9 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 18.5 Increased +1.5 400	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

Conclusions based on this data:

- There was an overall increase in chronic absenteeism during the 2021-2022 school year.
 Madison students have historically had a high rate of absences and chronic absenteeism. School-wide Attendance Incentives have been effective in addressing short-term goals of increasing students attendance. Students identified as chronically absent have distinct needs as compared to students that are not identified as chronically absent. Some of these needs include family health concerns and financial and housing instability. In order to support students identified as chronically absent, Madison will be using the Student Success Team (SST) structured to develop and Individual Learning Plan for students that are chronically absent. We will provide ongoing monitoring and support in the areas of identified need. Due to the school closure in 2019-2020 school year and remote learning in 2020-2021 school year, chronic absenteeism has increased drastically.
- The overall chronically absent rate at Madison is high for all students, with particular concern for English Learners, students with disabilities and African-American students. In-class and school-wide supports for these student sub-groups will be implemented, including class and school-wide celebrations and events, family celebrations and events, data-chats with students, and ongoing regular home-school communication.
- The chronic absenteeism rate had decreased by 7.8% for homeless students. Due to the school closure in 2019-2020 school year and remote learning in 2020-2021 school year, chronic absenteeism has increased drastically. During hybrid learning, in-class and school-wide supports for these student sub-groups were consistently implemented, including class and school-wide celebrations and events, family celebrations and events, data-chats with students, and ongoing regular home-school communication. During our return to school in person instruction for the 2021-2022 school year we continued to implement the school-wide focus in addressing the needs of students identified as homeless related to the chronic absences with support from our community advocate and community assistant.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

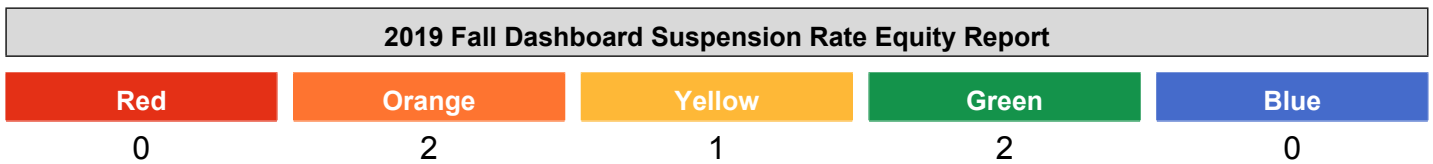
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Yellow 3.2 Declined Significantly -1.6 472	<p>English Learners</p> Green 2.4 Declined Significantly -3.6 254	<p>Foster Youth</p> No Performance Color 33.3 12
<p>Homeless</p> Orange 8.6 Declined -1.6 58	<p>Socioeconomically Disadvantaged</p> Yellow 3.5 Declined Significantly -1.5 432	<p>Students with Disabilities</p> Orange 7.7 Declined -1.6 78

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 10.3 Declined -3 29	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.4 Declined Significantly -1.8 421	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 16.7 12	

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.8	3.2

Conclusions based on this data:

1. Suspension Rates at Madison declined by 1.6% during the 2018-2019 school year and continued to decline during the 2019-2020 school year, but increased in the 2021-2022 school year. There is a decline in suspensions of African-American students (decrease of 3%). Although there has been progress, the suspension rate is still significant. Improvement in this area has made it possible for Madison to exit the Comprehensive Support and Improvement (CSI) designation from the 2018-2019 school year (lowest-performing five percent of Title I schools). An effective strategy was having a behavior interventionist on site to support positive behavior and teach self-regulation strategies. Students were less likely to be involved in behaviors leading to suspensions. Through teacher professional development, collaborative planning, data-chats, and through data-driven instruction we will continue to make gains in reducing suspensions.
2. Madison will continue to focus on decrease the suspension rate, particularly of students identified as foster youth, homeless, African American and students with disabilities. Through teacher professional development, collaborative planning, data-chats, and through data-driven instruction we will continue to make gains in reducing suspensions.
3. Madison staff will continue to focus our strategies through implementation of MTSS for supporting positive student behavior (PBIS, Trauma-Informed practices, Second Step curriculum, etc.) in the classrooms to reduce behavior incidents school-wide. This will include structured play opportunities during unstructured time, character building and support, teaching self-regulating behaviors, regular home-school communication and the Student Success Team structure for students that continue to need support with behaviors.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/ Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 1

Area of Focus: Math

1. By June 2023, the percent of students assessed in K-5 that score at grade level or above will increase by 10% or more, as measured by i-Ready math Diagnostic given at the beginning and end of year.
2. By June 2023, the percent of English Learners assessed in K-5 that score at grade level or above will increase by 10% or more, as measured by i-Ready math Diagnostic given at the beginning and end of year.

Identified Need

Madison Elementary School students are significantly below the district average of students meeting or exceeding standard in mathematics as measured by the i-Ready math diagnostic. The turnover in trained staff in the past five years has significantly impacted student achievement.

NEED: Madison Elementary students are performing well below the district average in mathematics and need supports to close attain proficiency in this area.

School-wide our students scored below the district average in mathematics on the i-Ready math diagnostic

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Math Diagnostic 2	<p>School-wide our students scored below the district average in mathematics on the i-Ready math diagnostic</p> <p>K (D2) NA</p> <p>1 (D2) 12% at grade level</p> <p>2 (D2) 6% at grade level</p> <p>3 (D2) 2% at grade level</p> <p>4 (D2) 10% at grade level</p> <p>5 (D2) 15% at grade level</p>	<p>The percentage of students in each grade-level scoring at grade level or above on the i-Ready math diagnostic will increase by at least 10% when compared to the D2 diagnostic for grades K-5.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, including English Learners, students with disabilities, Foster Youth, GATE, and African-American students.

Strategy/Activity

Teacher Professional Development

*Superintendent's School Zone, Community Schools, Focus/ ATSI School support and resources to be provided to support our goals, including participation in MTSS that involves developing and implementing effective Tier 1 instruction and intervention.

*Ongoing coaching support for teachers in the area of mathematics will ensure effective implementation of school-wide goals and strategies.

*Provide PD and training on Data Chats, the district implemented math program and best practices for supporting English Learners and students with disabilities to build teacher capacity in these areas.

*Develop and support staff knowledge on Math Workshop and Number of the Day strategy.

*Support teachers on A Monday's on Data Chats, math resources, and math workshop implementation for effective implementation of school goals.

*Data Chats and Teacher collaboration at same grade levels to ensure best practice and data-driven instruction, specifically as they relate to instruction and analysis of i-Ready Diagnostic will ensure student progress towards meeting grade-level goals.

*AVID Professional Development and coaching to support math achievement of all learners, including English Learners, students with Special Needs, African-American students, foster youth, students identified as homeless, and economically disadvantaged students will support academic growth.

Teacher Collaboration

*Consistent School-wide implementation of Math Workshop and the Number of the Day strategy to support number sense ensures students develop critical problem solving skills.

*Focus/ ATSI School support and resources to be provided to support our goals, including participation in MTSS that involves developing and implementing effective Tier 1 instruction and intervention.

*Provide PD and training on Data Chats, the district implemented math program and best practices for supporting English Learners and students with disabilities to build teacher capacity in these areas.

*Develop and support staff knowledge on Math Workshop and Number of the Day strategy.

*Support teachers on A Monday's on Data Chats, math resources, and math workshop implementation for effective implementation of school goals.

*Ongoing coaching support for teachers in the area of mathematics will ensure effective implementation of school-wide goals and strategies.

*monitor progress of Special Ed. African American, EL, foster youth, and economically disadvantaged students on meeting progress goals.

*Ensure the first 25 days in Math Workshop is implemented from the onset to support teacher data-collection to be used in planning learning experiences that support students in their areas of need.

*Data Chats and Teacher collaboration at same grade levels to ensure best practice and data-driven instruction, specifically as they relate to instruction and analysis of i-Ready Diagnostic will ensure student progress towards meeting grade-level goals.

*AVID Professional Development and coaching to support math achievement of all learners, including English Learners, students with Special Needs, African-American students, foster youth,

students identified as homeless, and economically disadvantaged students will support academic growth.

Student Supports

*Certificated and classified/ hourly staff will collaborate to monitor progress of Special Ed. African American, EL, foster youth, and economically disadvantaged students on meeting progress goals.

*Certificated and classified/ hourly staff will collaborate to provide and monitor small group intervention for students on specific areas diagnosed as areas of need through teacher observation and diagnostic data.

*SST for tier 2 and tier 3 students to develop and implement ILP

*Ensure technology is supporting Math program implementation by providing students with a minimum of 15 minutes daily for iReady to build on skill gaps.

*Ensure the first 25 days in Math Workshop is implemented from the onset to support teacher data-collection to be used in planning learning experiences that support students in their areas of need.

*Madison After School Academy staffed with credentialed teachers and classified/ hourly staff to meet math needs of students.

*Madison Summer Academy staffed with credentialed teachers and classified/ hourly staff to meet math needs of students.

*Target intervention groups, particularly for newcomer English learners, that have been in the country for less than twenty-four months. Additional targeted intervention group support will also be provided for students that have not made adequate progress towards reclassification for two or more years.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

20000

Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategies that were implemented fully were effective until school closure and remote learning. Specifically coaching support in addressing the needs of English Learners in the classroom. The coaching support in Mathematics was not implemented as planned due to not having an the support of an Instructional Coach dedicated to supporting English Learner needs.

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

The budgeted expenditures did not fully cover the strategies to meet the articulated goal. Specifically the release time for teachers to engage fully during the school year and the after school academic support for our subgroups, including English Learners and African-American students. In addition, Remote Learning was in place during the planned professional development dates.

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

The strategies/ activities to meet the articulated goal will be fully funded. Specifically, teachers will receive professional development in the areas of Math Workshop through District and Site-based, Math Intervention through participation in the MTSS site professional development, academic skills that support math achievement AVID professional development, and collaborative planning with grade-level and across grade-level teams.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/ Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

Area of Focus: English Language Arts.

1. By June 2023, the percentage of students assessed in K-5 scoring at or above grade level will increase by 10% or more as measured by the i-Ready reading diagnostic, beginning of the year compared to end of year.
2. By June 2023, the percentage of English Learners assessed in K-5 scoring at or above grade level will increase by 5% or more as measured by the i-Ready reading diagnostic.
3. English Learners- By May 2023, 80% or more of English Learners will maintain or grow by at least one level on the ELPAC as compared to the previous year's score.

Identified Need

Madison Elementary School students are significantly below the district average of students meeting or exceeding standard in ELA. Although there was improvement shown in the in the Spring 2019 SBAC, students are still well below the district average in meeting and exceeding standard. The turnover in trained staff in the past five years has significantly impacted student achievement. This had a significant impact on student achievement.

NEED: Madison Elementary students are performing well below the district average in ELA and need supports to close the achievement gap in this area.

School-wide our students scored below the district average in reading on the i-Ready reading diagnostic

6.8% of students designated as English Learners met reclassification criteria.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading	School-wide our students scored below the district average in reading on the i-Ready reading diagnostic K (D2) NA 1 (D2) 21% at grade level 2 (D2) 11% at grade level 3 (D2) 19% at grade level	The percentage of students in each grade-level scoring at grade level or above on the i-Ready math diagnostic will increase by at least 10% when compared to the D2 diagnostic for grades K-5.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4 (D2) 2% at grade level 5 (D2) 18% at grade level	
ELPAC	English Learners- English Learners have shown some growth but but the majority of students have not met the required score of 4 on the ELPAC to be eligible for reclassification. Only 6.8% met their reclassification goal on the ELPAC.	80% or more of English Learners will maintain or grow by at least one level on the ELPAC as compared to the previous year's score.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, including English Learners, students with disabilities, Foster Youth, GATE, and African-American students.

Strategy/Activity

Teacher Professional Development

*Superintendent's School Zone, Community Schools, Focus/ ATSI School support and resources to be provided to support our goals, including participation in MTSS that involves developing and implementing effective Tier 1 instruction and intervention.

*Ongoing coaching support for teachers in the area of literacy will ensure effective implementation of school-wide goals and strategies.

*Provide PD and training and ongoing support on Data Chats, writer's workshop, word study, and best practices for supporting English Learners and students with disabilities. Teachers will implement strategies in the classroom and engage in collaborative planning, and data-driven instruction to ensure improving student achievement.

*Professional Development on the use of a Reading Intervention resource to support Literacy of all learners, including English Learners, students with Special Needs, African-American students, foster youth, students identified as homeless, and economically disadvantaged students. Teachers will engage in data-driven dialogue and collaborative planning.

*Develop and support staff knowledge on Writer's Workshop.

*Support teachers during A Monday professional development, including in the areas of Data Chats, reader's workshop, writer's workshop, word study, and reading interventions. This will ensure that teachers are able to support students by meeting their needs and ensure academic growth.

*Data Chats and Teacher collaboration at same grade levels to ensure best practice and data-driven instruction, specifically as they relate to instruction and analysis of reading Diagnostic will ensure student progress towards meeting grade-level goals.

*AVID Professional Development and coaching to support math achievement of all learners, including English Learners, students with Special Needs, African-American students, foster youth,

students identified as homeless, and economically disadvantaged students will support academic growth.

*Focus on teaching Common Core Standards and instructional shifts will ensure that students will receive effective Tier 1 instruction with high rigor.

*AVID Professional Development and coaching to support ELA achievement of all learners, including English Learners, students with Special Needs, African-American students, foster youth, students identified as homeless, and economically disadvantaged students. AVID Certified teachers will implement AVID strategies with fidelity to ensure academic and social-emotional growth.

Teacher Collaboration

*Consistent School-wide implementation of Writer's Workshop to support number sense ensures students develop critical problem solving skills.

*Superintendent's School Zone, Community Schools, Focus/ ATSI School support and resources to be provided to support our goals, including participation in MTSS that involves developing and implementing effective Tier 1 instruction and intervention.

*Provide PD and training on Data Chats, the district implemented literacy program and best practices for supporting English Learners and students with disabilities to build teacher capacity in these areas.

*Professional Development on the use of a Reading Intervention resource to support Literacy of all learners, including English Learners, students with Special Needs, African-American students, foster youth, students identified as homeless, and economically disadvantaged students. Teachers will engage in data-driven dialogue and collaborative planning.

*Develop and support staff knowledge on Writer's Workshop.

*Support teachers during A Monday professional development, including in the areas of Data Chats, reader's workshop, writer's workshop, word study, and reading interventions. This will ensure that teachers are able to support students by meeting their needs and ensure academic growth.

*Ongoing coaching support for teachers in the area of literacy will ensure effective implementation of school-wide goals and strategies.

*monitor progress of Special Ed. African American, EL, foster youth, and economically disadvantaged students on meeting progress goals.

*Ensure the first 25 days is implemented from the onset will ensure that teachers get to know each student, and some of the areas where they need the most support. The data collected during this time will ensure that students receive intervention and supports early and often in the school year.

*Data Chats and Teacher collaboration at same grade levels to ensure best practice and data-driven instruction, specifically as they relate to instruction and reading Diagnostic will ensure student progress towards meeting grade-level goals.

*AVID Professional Development and coaching to support math achievement of all learners, including English Learners, students with Special Needs, African-American students, foster youth, students identified as homeless, and economically disadvantaged students will support academic growth.

*AVID Professional Development and coaching to support ELA achievement of all learners, including English Learners, students with Special Needs, African-American students, foster youth, students identified as homeless, and economically disadvantaged students. AVID Certified teachers will implement AVID strategies with fidelity to ensure academic and social-emotional growth.

Student Supports

*Certificated and classified/ hourly staff will collaborate to monitor progress of Special Ed. African American, EL, foster youth, and economically disadvantaged students on meeting progress goals.

*Certificated and classified/ hourly staff will collaborate to provide and monitor small group intervention for students on specific areas diagnosed as areas of need through teacher observation and diagnostic data.

*SST for tier 2 and tier 3 students to develop and implement ILP

*Ensure the first 25 days is implemented from the onset will ensure that teachers get to know each student, and some of the areas where they need the most support. The data collected during this time will ensure that students receive intervention and supports early and often in the school year.

*Madison After School Academy staffed with credentialed teachers and classified/ hourly staff to meet math needs of students with priority given to English Learners. This after school tutoring is strategically planned and implemented to help students grow in the areas of greatest need. Students are placed in homogeneous need groups and are monitored for progress weekly and regrouped every 5-6 weeks. This ensures that students receive targeted support.

*Madison Summer Academy staffed with credentialed teachers and classified/ hourly staff to meet math needs of students, with priority given to English Learners. This summer program is strategically planned and implemented to help students grow in the areas of greatest need. Students are placed in homogeneous need groups and are monitored for progress weekly. This ensures that students receive targeted support.

*Reading Partners will continue to support our students in Reading, with a priority given to English Learners. Students will be selected to participate in this program according to the areas and urgency of need, with priority given to English Learners, and Grade 1 and Grade 2 students.

*Target intervention groups, particularly for newcomer English learners, that have been in the country for less than twenty-four months. Additional targeted intervention group support will also be provided for students that have not made adequate progress towards reclassification for two or more years.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

20000

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, including English Learners, students with disabilities, Foster Youth, and African-American students.

Strategy/Activity

Madison teachers and staff will implement the following Strategies/ Activities for improving student achievement.

*Writer's workshop implementation, and in particular student conferencing will support student growth in writing.

*ELD Strategies throughout the day in all content areas will be implemented using school-wide strategies with the support of the Instructional Coach, teacher professional development on best practices, and teacher collaborative planning.

*School-wide reading intervention will include selecting students for interventions appropriate at Tier 1 and Tier 2. This will ensure focus in on student academic growth.

*Develop and implement grade-level ELA benchmark every trimester with support consistent Tier 1 instruction and support. Through data-driven instruction, we will be able to address specific areas of need school-wide and identify students that will need Tier 2 interventions and supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15000

LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, including English Learners, students with disabilities, Foster Youth, and African-American students.

Strategy/Activity

Madison teachers and staff will implement the following Strategies/ Activities for improving student achievement.

*Grade-level Data Chats will help identify specific areas of need to support students with Tier 1 and Tier 2 interventions.

*Grade level meetings to discuss student progress in reading, analyze data, and implement interventions. This will ensure consistent implementation of school-wide supports and interventions.

*Grade-Level Data Chats to analyze assessment data will ensure that teachers are aware each students progress towards meeting grade-level benchmarks and to provide support in their greatest areas of need.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, including English Learners, students with disabilities, Foster Youth, and African-American students.

Strategy/Activity

Madison teachers and staff will implement the following Strategies/ Activities for improving student achievement.

*Reader's Workshop, specifically conferring, will supports students' progress towards meeting grade-level benchmarks.

*Small group instruction will allow teachers to provide targeted support and intervention for students.

*Provide after school tutoring and Madison Summer Academy with progress monitoring to support students' progress towards meeting grade-level benchmarks.

*ELD Strategies throughout the day in all content areas will support the progress of English Learners in meeting their grade-level goals.

*After-school support in the form of small group and individual tutoring will provide English Learners with additional opportunities in making progress towards reclassification.

*Library Coordinator position will provide students with the opportunity to independently select high-interest titles. Students will be able to select titles to be added to the school library.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategies that were implemented fully were effective. The coaching support in ELA, Reader's Workshop and Writer's Workshop was not implemented as planned due to not having having enough time by the Instructional Coach to provide professional development in all areas. In

addition, Remote Learning conflicted with the dates set forth to complete the teacher professional development time.

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

The budgeted expenditures did not fully cover the strategies to meet the articulated goal. Specifically the release time for teachers to engage fully in collaboration of best practices and planning during the school year and the after school academic support for our subgroups, including English Learners.

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

The strategies/ activities to meet the articulated goal will be fully funded. Specifically, teachers will receive professional development in the areas of Writer's Workshop through District and Site-based, Intervention in Literacy through participation in the MTSS site professional development, academic skills that support Literacy AVID professional development, professional development on the use of a Literacy Intervention program in supporting struggling readers, and collaborative planning with grade-level and across grade-level teams.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/ Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 3

Area of Focus: Closing the Gap

1. Mathematics- By May 2023, the percentage of students in the following subgroups scoring at or above grade level on the i-Ready Diagnostic will increase by 10% or more at each grade level K-5: Foster Youth, Homeless, EL, Socioeconomically disadvantaged.

2. ELA- By May 2023, the percentage of students in the following subgroups scoring at or above grade level on the i-Ready reading diagnostic will increase 10% or more at each grade level K-5: Foster Youth, Homeless, EL, Socioeconomically disadvantaged.

3. English Learners- By May 2023, 80% or more of English Learners will maintain or grow by at least one level on the ELPAC as compared to the previous year's score.

Identified Need

Mathematics- School-wide our students scored below the district average in mathematics the i-Ready math diagnostic.

ELA- School-wide our students scored below the district average in Reading on the i-Ready reading diagnostic.

English Learners- English Learners have shown some growth but the majority of students have not met the required score of 4 on the ELPAC to be eligible for reclassification. Only 6.8% of students designated as English Learners met reclassification criteria.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math	School-wide our students scored below the district average in mathematics on the i-Ready math diagnostic K (D2) NA 1 (D2) 12% at grade level 2 (D2) 6% at grade level 3 (D2) 2% at grade level 4 (D2) 10% at grade level 5 (D2) 15% at grade level	The percentage of students in each grade-level scoring at grade level or above on the i-Ready math diagnostic will increase by at least 10% when compared to the D1 diagnostic for K and D2 diagnostic for grades 1-5.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading	School-wide our students scored below the district average in reading on the i-Ready reading diagnostic K (D2) NA 1 (D2) 21% at grade level 2 (D2) 11% at grade level 3 (D2) 19% at grade level 4 (D2) 2% at grade level 5 (D2) 18% at grade level	The percentage of students in each grade-level scoring at grade level or above on the i-Ready reading diagnostic will increase by at least 10% when compared to the D1 diagnostic for K and D2 diagnostic for grades 1-5.
ELPAC	English Learners- English Learners have shown some growth but but the majority of students have not met the required score of 4 on the ELPAC to be eligible for reclassification. Only 6.8% met their reclassification goal on the ELPAC.	80% or more of English Learners will maintain or grow by at least one level on the ELPAC as compared to the previous year's score.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, including English Learners, students with disabilities, and African-American students.

Strategy/Activity

*Teachers will participate in daily ELD blocks school-wide and will effectively reinforce strategies with students in other content blocks throughout the day.

*We are an identified Community School and part of the Superintendent's School Zone, receiving added support and resources to be provided to attain our goals, including participation in MTSS, ATSI support, and having Instructional Coaches.

*Tracking of students with disabilities and EL Special education students with IEP and economically disadvantaged students to ensure adequate progress is being made. Provide support and intervention as necessary and intervene if a student is not making adequate progress.

*Teacher will provide scaffolding to make learning comprehensible and monitor effectiveness of provided scaffolds. Teachers will collaborate on three school-wide scaffolds.

*Madison's Instructional Coaches will work with all teachers to support and target Long Term EL students in small groups to ensure adequate progress. ILP will be developed for students not making adequate progress.

*SST for tier 2 and tier 3 students to develop ILP and monitor progress.

*After-school and summer support for academically at-risk students, with priority given to English Learners. The focus of the after school tutoring support is on meeting grade-level reading goals and supporting essential ELA skills.

* Use alternative reclassification for students with IEP with appropriate supports.

*Target intervention groups, particularly for newcomer English learners, that have been in the country for less than twenty-four months. Additional targeted intervention group support will also be provided for students that have not made adequate progress towards reclassification for two or more years.

*SST for all students EL level 3 or higher in 4th and 5th grade to develop and ILP and support goals towards progress.

* Madison teachers will provide daily ELD in small group with no more than two consecutive language development levels to ensure that students are supported with level-appropriate scaffolds and practice.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, including English Learners, students with disabilities, Foster Youth, GATE, and African-American students.

Strategy/Activity

*Reading Partners will continue to support students with reading support. There will be consistency school-wide on the students referred to Reading Partners to ensure progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15000

Source(s)

LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategies that were implemented fully were effective. Specifically coaching support in addressing the needs of English Learners in the classroom. The coaching support in ELA, Math Workshop, Reader's Workshop and Writer's Workshop was not implemented as planned due to not having enough time to support teachers in all areas.

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

The budgeted expenditures will cover the the activities. Specifically the release time for teachers to engage fully in collaboration of best practices and planning during the school year and the after school academic support for our subgroups, including English Learners and African-American students, with the support of the instructional coach was not possible. This will cover 2 release days per teacher for the school year.

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

The strategies/ activities to meet the articulated goal will be fully funded. Specifically, teachers will receive professional development in the areas of Writer's Workshop through District and Site-based, Intervention in Literacy and Math through participation in the MTSS grant site professional development, academic skills that support Literacy and Mathematics AVID professional development, professional development on the use of a Literacy Intervention program in supporting struggling readers, and collaborative planning with grade-level and across grade-level teams.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 2

A well-trained and qualified teacher in every classroom, every day supported by adequate, well-trained support staff.

Goal 4

Area of Focus: Improving Teacher and Support Staff quality

1. Professional Development

By June 2023, at least 80% of teachers will attend District and Site-Based Professional Development opportunities as measured by sign-in sheets. In addition to District Professional Development, Madison teachers will engage in 2 Site-Based professional development days focused on meeting the needs of all Madison students, consistent implementation of District and Site Initiatives, Collaborative Data Analysis, and effective instruction and interventions.

2. Coaching Support

By June 2023, at least 80% of teachers will participate in coaching supports as measured by coaching documents. The Madison Instructional Coach will partner with our District Curriculum, Instruction, and Professional Development Department to strategically provide coaching support according to staff needs in meeting SPSA goals. The Madison Leadership Team will create a structure of peer-coaching support, and train teachers in the structure to build capacity in the areas of facilitating Data Analysis Chats within and across grade-levels. At least 80% of teachers will participate in coaching supports as measured by coaching documents.

Identified Need

Low performing students need well-trained and qualified teachers and well-trained support staff to support instruction and reduce the achievement gap.

According to the MTSS self-study document, SWIFT-FIA, Madison Elementary is in the process of supporting students in the Areas of Math, ELA, Behaviorally, and Social-Emotionally.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWIFT-FIA Professional Development	According the the SWIFT-FIA self-assessment, Madison Elementary Scored at Level 2 of supporting students in the Areas of Math, ELA, Behaviorally, and Social-Emotionally.	By the Spring of 2023, Madison Elementary will increase by at least one level in each area of Math, ELA, Behavior, and Social-Emotional on the SWIFT-FIA

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, including English Learners, students with disabilities, Foster Youth, GATE, and African-American students.

Strategy/Activity

- Madison Staff will continue to go through the MTSS process, Year 4 (2022-2023), and professional development for growth in the Areas of Math, ELA, Behaviorally, and Social-Emotionally.
- Madison Staff will continue to go through capacity building of teacher leaders in each of the areas of need: supporting English Learners, supporting struggling learners in math, ELA, behavior, and social-emotionally. This includes AVID Certification for Madison teachers.
- Madison staff will received professional development on effectively supporting intervention groups, particularly for newcomer English learners, that have been in the country for less than twenty-four months, and on providing targeted intervention group support for students that have not made adequate progress towards reclassification for two or more years.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

10000

Source(s)

Title I

LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Madison Elementary has gone through many changes in the past few years. We have created and embraced a mission statement that defines our commitment to meeting the needs of our students. We have also grown as a team that works together towards a common goal of professional growth be fully equipped to meet our students' needs. We are committed to building capacity and empowering our students to grow academically.

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

The articulated goal was met but strategies were not fully implemented. Specifically the release time for teachers to revise and implement common strategies due to Remote Learning.

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

This goal involves a commitment to make classroom instructional decisions based on data analysis and collaborative planning. We will move some of the collaboration time to A Monday professional development time, as the budget will not cover all of the needed professional development days.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped to 21st century learning.

Goal 5

Area of Focus: School Safety, Climate and Culture

1. By May 2023, overall attendance for all students will increase the baseline of 86.6% by a total of 5% or more by the end of the 2022-2023 school year.
2. By May 2023, Chronic Absenteeism for All Students will decrease the baseline of 24.8% by the end of the 2022-2023 school year to below 17%.
3. By May 2023, Suspension Rate for All Students will decrease the baseline of 3.2% the past school year to 1% or below.

Identified Need

Attendance- Madison Elementary has one of the lowest attendance rates in the Pasadena Unified School District. Over the past five years the average attendance is 94.95%, with the lowest attendance being 93.69%. During the time of remote and hybrid learning the percent of students classified as chronically absent increased to 20% and the average attendance overall dropped to 87% from the previous year 96.77%.

Chronic Absenteeism- Madison Elementary School's Chronic Absentee rate for all students has increased over the past three years for all students. During remote and hybrid learning, this problem has persisted.

Suspension Rate- Madison Elementary School's Suspension rate for all students has decreased over the past three years but was still an area of concern at 3.2% by the end of the past school year. With students in remote/ hybrid learning for the past 13 months, students will need significant support in the area of positive behavior to re-learn school and classroom expectations that will support the decrease in suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Student Information System	Over the past four years the average attendance is 94.95%, with the lowest attendance being the past four years. The current year average attendance overall dropped to 87% from the previous year 96.77%.	By May 2023, overall attendance for all students will increase the baseline of 86.6% by a total of 5% or more by the end of the 2022-2023 school year.
District Student Information System	Chronic Absentee rate has increased over the past three	By May 2023, Chronic Absenteeism for All Students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	years for all students, including students identified as homeless, African-American students, students with special needs, and economically disadvantaged students to 24.8% the past school year.	will decrease the baseline of 24.8% by the end of the 2022-2023 school year to below 17%.
District Student Information System	The suspension rate has increased over the past three years in students identified as homeless, African-American students, students with special needs, and economically disadvantaged students at 3.2% by the end of the past school year. With students returning from remote/ hybrid learning to in-person learning, they will need significant support in the area of positive behavior to re-learn school and classroom expectations that will support the decrease in suspensions.	By May 2023, Suspension Rate for All Students will decrease the baseline of 3.2% the past school year to 1% or below.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, including English Learners, students with disabilities, Foster Youth, GATE, and African-American students.

Strategy/Activity

*Consistency of students attending school will be the school-wide focus by implementing monthly incentives for classrooms and schoolwide to promote improved student attendance. This will reward students that improve their attendance.

*Community Assistant, Clerk, Office manager and support staff to contact parents and organize parent information meetings on the importance of attendance and monitor progress of families meeting the goal of improved attendance. Students will be able to monitor their progress in the area of attendance.

*The District Center for Student and Family Services will support school with community engagement and workshops specifically designed to meet family needs and effectiveness will be measured by parent evaluations and student data. Students will be supported outside of the school day in the area of attendance and that will lead to students being able to improve academically.

*Community Assistant, Clerk, Office manager and support staff to inform parents of classes/workshops available through the district and on-site through print, phone, and electronic forms.

*Weekly communication between home and school both written, through phone blast, and electronically will ensure that school has updated contact information on all students and that there is effective home-school communication.

*Monthly Coffee with the Principal will provide families with the opportunity to engage in their child's education to ensure home-school partnerships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15000

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, including English Learners, students with disabilities, Foster Youth, and African-American students.

Strategy/Activity

*Madison will continue to support its school-wide Positive Behavior Intervention Support Plan that addresses student behavior and expectations focusing on students being Safe, Responsible, and Respectful. This increase positive behavior in students and decrease the behavior that leads to suspensions.

*Through the MTSS process, a significant focus of our three year plan is specifically to address student needs in the areas of Social-Emotional and Behavior. This engages teachers regularly in discussions and data analysis in the areas of social-emotional and behavior supports for students.

*Madison will continue to implement school-wide Social Emotional Learning curriculum in partnership with the Office of Child Welfare, Attendance and Safety, focus on Trauma-Informed Care/ Instruction and the creation of a "Calm Room." This will improve the social-emotional health of students and remove barriers for attaining grade level skills.

*Hiring of Project aides to assist with student supervision, physical activities, and behavior support to promote positive behaviors, including positive peer interactions, and conflict-resolution with a focus on restorative justice. Student will be supported in making positive behavior choices.

*Hiring of Project aides to assist with positive behavior supports. Student will be supported in making positive behavior choices.

*Hiring a Community Assistant to support the needs of families in supporting student achievement. This will ensure effective home-school communication and support in the areas of student academic achievement, social-emotional wellbeing, and behavior.

*Additional hourly for clerk, office manager, and other support staff to communicate with families regarding absences and chronic absenteeism to ensure effective home-school communication in these areas.

*Trauma-Informed training for all staff through a continued partnership with Young & Healthy to support staff, families, and students in support of student academic achievement, social-emotional wellbeing, and behavior. Students will feel that all staff and families want them to succeed academically.

*Seek input from varied stakeholders such as SSC, ELAC, etc. to address, develop, and update school goals.

*SST for Chronic Absent students within the first trimester to develop an ILP will ensure student needs in this area are addressed early in the school year and monitored regularly.

*Parent Workshop for families of chronic absent students on supporting student achievement with ensure that school supports families in addressing the needs related to chronic absences.

*Celebration for students with increased attendance at least twice a year will promote a culture of being to school every day and on time. Students will see their improvement in attendance is celebrated.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10000

LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The strategy for improving attendance has been effective in increasing our overall attendance as compared to the previous school year. Unfortunately, the lack of time of the Instructional Coach to

address other school priorities significantly impacted the strategies planned to support chronic absent students and students with behavior concerns.

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

The effectiveness of strategies was significantly impacted due the time needed from the Instructional Coach to address other school priorities. There is no central funding for a community assistant (0 hrs compared to 3.5 hrs. funded centrally plus 1.5 hrs funded by the site for a total of 5 hrs. per day.), but the site was able to fund the community assistant a maximum of 15 hrs. a week. This is an essential position in the continued support of our families (socio-economically disadvantaged, speak a language other than English)

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

The changes to this goal are to specifically address the need to support the families of chronic absentee students & students with behavior concerns, and monitor/ intervene with chronic absent students & students with behavior concerns early and often.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with the knowledge and skills to successfully support and advocate for their child.

Goal 6

Area of Focus: Parent and Community Engagement

Parent Engagement- By May 2023, the average number of parents participating in school events, joining parent groups, and requesting support will increase by 10% or more as compared to the previous year's participation, as measured by sign-ins at all events. The current rate of participation in school events is less than 20% and 7% in parent groups. The goal is to increase parent participation in school events by 10% or more over the previous year.

Community Engagement- By May 2023, the number of community members that participate in Madison events will increase by 10% or more as compared to previous year's participation, as measured by sign-ins at all events. The current participation rate is less than 5%.

Identified Need

Parent Engagement- Over the past three years parent engagement has declined and remained consistently low. It is essential to change the culture of parent engagement to a positive experience. Community Engagement- Over the past three years positive community engagement has declined and remains low. It is essential to promote positive community engagement to support the needs of Madison students. Remote/ hybrid learning time has decreased parent participation even more.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event Sign-Ins	Over the past three years parent engagement has declined and remained consistently low. The current rate of participation in school events is less than 20%, in parent groups it is 7%.	By May 2023, the average number of parents participating in school events, joining parent groups, and requesting support will increase by 10% or more as compared to the previous year's participation, as measured by sign-ins at all events.
Event Sign-Ins	Over the past three years positive community engagement has declined and remains low. The current participation rate is 3%.	By May 2023, the number of community members that participate in Madison events will increase by 10% or more as compared to previous year's participation, as measured by sign-ins at all events.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Log of Parent Communication	Parent communication is irregular and inconsistent. The current rate is less than 20%.	By May 2023, the percent of parents that have regular communication with school/ teacher will increase by 10% or more as compared to previous year's participation, as measured by Madison Parent Communication Logs

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, including English Learners, students with disabilities, Foster Youth, GATE, and African-American students.

Strategy/Activity

Madison will target parent members of the Hispanic and African American communities along with parents of students with disabilities. For the 2021-2022 school year, Madison's Community Assistant will reach out to these communities and make personal contact with our parent community in order to better engage them in school activities and processes.

- * Send out information, newsletters, e-blasts, and phone calls in both English and Spanish
- *Community Assistant, Clerk, Office manager and support staff to make personal contact with parents inviting them to join the Madison academic community
- * Create incentives such as gifts and prizes for parents to attend the varied functions
- * Design events that are culturally relevant
- *Provide additional support to families of newcomer students.
- *Maintain Madison Parent Communication Logs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, including English Learners, students with disabilities, Foster Youth, and African-American students.

Strategy/Activity

Increase Parent participation in SSC, ELAC, and PTA

*Training for all parents in SSC, ELAC, and PTA

*Principal meeting with parents to discuss and explain data results, budget and get input from parent groups.

*Community Assistant and teachers/ staff will maintain effective parent-school communication.

*The Center for Student and Family Services will support school with community engagement and workshops

*Inform parents of classes/ workshops available through the district, including families of newcomer students.

*Weekly communication between home and school both written and through phone blast.

*Monthly Coffee with the Principal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1822

Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The effectiveness of strategies was significantly impacted by having our community assistant at Madison 15 hrs. a week instead of 25 hrs. a week.

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

The community assistant position did not receive the central funding of 3 hrs a day as in previous years. This continues to significantly impact the planned strategies.

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

An addition to this goal is the community engagement goal to foster positive community engagement.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/ Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 7

Site-Based Goal: Science

By May 2023, the percentage of students scoring meets or exceeds standard on the district science common assessment and the site common assessment will increase by 5% or more as compared to the previous year's score. 2021-2022 will establish the baseline score.

Identified Need

All Madison students, including English Learners, students with disabilities, Foster Youth, and African-American do not meet standard on grade-level common assessments. Students need support in this area to ensure that they are prepared to enter STEM careers upon graduation from high school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site Common Assessment	All Madison students, including English Learners, students with disabilities, Foster Youth, and African-American do not meet standard on grade-level common assessments. The Site Science Common Assessments will be created. The 2021-2022 year Fall and Spring Assessments will serve as a baseline.	By May 2023, the percentage of students scoring meets or exceeds standard on the site common assessment will increase by 5% as compared to the previous year's score. (Fall and Spring) The 2022-2023 year Fall and Spring Assessments will serve as a baseline.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, including English Learners, students with disabilities, Foster Youth, GATE, and African-American students.

Strategy/Activity

- * Teacher professional development in NGSS will focus on science and engineering practices that promote critical thinking. These high leverage skills will support growth in science practices.
- *Teacher collaborative planning with the Caltech Center for Teaching, Learning and Outreach, will provide a real-world application to the NGSS. Increased engagement and hands-on application of science and engineering practices will support growth in critical thinking skills.
- * Teacher professional development in MTSS and AVID with a focus on science.
- *Develop and implement site science common assessment will provide teachers with the opportunity to focus their science instruction to ensure that students are provided activities in the classroom that promote critical thinking through the science and engineering practices.
- *Analyze data from common assessments will support data-driven instruction and allow for the opportunity to revise learning plans and goals.
- *Teachers will plan science instruction effectively using the district selected resource. Effective use of Stemscores will support the application of science and engineering practices as students go through NGSS.
- *use district coaches to provide support on NGSS and Instructional Rounds around student discourse and science application will allow students to share instructional practices and increase student achievement in science.
- *Teachers will engage in grade-level collaboration to increase student achievement, get students to have a deeper understanding of the content, and application of what students learn.
- *alignment of science instruction within grade level and across grade level spans will allow students to increase the percent of students meeting or exceeding grade-level on benchmarks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The strategies to transition from a campus with a science dedicated lab were impacted with the loss of a dedicated science teacher and one of the two instructional coaches.

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

The strategies to transition from a campus with a science dedicated lab were impacted with the loss of a dedicated science teacher and one of two instructional coaches.

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

We will continue to work with Caltech to support science instruction.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/ Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 8

Area of Focus: Graduation/ College and Career Ready

Academic Achievement-

By May 2023, at least 70% of students will demonstrate that they are ready for an academically rigorous program as measured by the school-wide rubric.

By August 2023, at least 75% of teachers will be AVID certified.

Identified Need

The majority of Madison Elementary students do not meet grade level in academic areas. They are also lacking in school readiness as compared other PUSD students, as measured by discipline and academic data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Readiness Rubric	The is currently no baseline data as this measure is not currently being used.	By May 2023, at least 70% of students will demonstrate that they are ready for an academically rigorous program as measured by the school-wide rubric.
Certification	There are currently 10 teachers that are AVID certified.	By June 2023, at least 75% of teachers will be AVID certified.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, including English Learners, students with disabilities, Foster Youth, GATE, and African-American students.

Strategy/Activity

- At least 3 non-certified teachers will become AVID certified.

- -Funding hourly supplemental certificated for MTSS and AVID professional development and support to build capacity and support implementation of AVID strategies and MTSS.
- All teachers will receive AVID coaching support and Workshop Model coaching support.
- Students will be engaged and supported in the AVID process of learning and receiving reinforcement in academic behaviors (organization, study skills, communication, and self-advocacy).
- School-wide recognition for students that meet standard and exceed standard on the Academic Readiness Rubric will ensure that all students are making adequate progress towards being college and career ready.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16721	Title I
16126	LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

AVID certification in Summer 2022 will be remote learning.

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

The budget does not allow for all teachers to attend AVID training in a single school year. This is a serious concern due to currently AVID certified teachers receiving RIF notices (2 of the 3 teachers leaving Madison due to the RIF process are currently AVID Trained and Certified).

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

This is a school-wide implementation with professional development support and coaching until full site capacity has been built. The site Instructional Leadership Team will be the site AVID coaching team.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$103543
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$101721
Other State/Local Funds provided to the school	\$76125

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation (\$)
Title I	\$101721
Title I Part A: Parent Involvement	\$1822

Subtotal of additional federal funds included for this school: \$103,543

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

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$76125

Subtotal of state or local funds included for this school: \$76,125

Total of federal, state, and/or local funds available for this school: \$179,668

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	101721	0.00
Title I Part A: Parent Involvement	1822	0.00
LCFF - Supplemental and Concentration (S/C)	76125	-1.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental and Concentration (S/C)	76,126.00
Title I	101,721.00
Title I Part A: Parent Involvement	1,822.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Noemi Orduna	Principal
Kathryn Marquez	Classroom Teacher
Martin Dorado	Classroom Teacher
Ana Tejada	Classroom Teacher
Scarlett Villacorta	Other School Staff
Maria Garcia	Parent or Community Member
Amanda Salazar	Parent or Community Member
Andres Montes	Parent or Community Member
Jacqueline Cabrera	Parent or Community Member
Kate Amsbry	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/17/2022.

Attested:

Principal, Noemi Orduna on 05/17/2022

SSC Chairperson, Maria Garcia on 05/17/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Recommendations and Assurances

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

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

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

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

Signature


Committee or Advisory Group Name

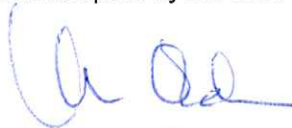
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/17/2022.

Attested:


Maria Garcia

Principal, Noemi Orduna on 05/17/2022

SSC Chairperson, Maria Garcia on 05/17/2022



PASADENA UNIFIED SCHOOL DISTRICT

School Site/ ESCUELA: Madison Elementary School

May 17, 2022/ 17 de mayo del 2022

Location/ LUGAR: **ENTER HERE/ENTRAR AQUI**

<https://bit.ly/3ziN5hh>

SSC Meeting Agenda/ Agenda de Junta SSC

Legal Requirements (Check topics to be covered at this meeting) Requisitos Legales (Marque los Temas que se Tratarán en Esta Junta):			
SSC Business/ <i>Temas SSC</i>		SPSA	
	Title I Parent Involvement Policy, Home School Compact <i>Póliza Título I de Participación de Padres, Acuerdo de Escuela y Hogar</i>		SPSA Goal Review <i>Repaso de Objetivos SPSA</i>
	SSC Bylaws <i>Estatutos SSC</i>		SPSA Target Progress <i>Progreso de Metas SPSA</i>
	DAC, ELAC Merger <i>DAC, ELAC</i>		Modifications for SPSA Goals, Strategies, Funding <i>Modificaciones de Objetivos, Estrategias, y Fondos SPSA</i>
	Uniform Complaint Procedures <i>Procedimientos Uniformes de Queja</i>		Assessment and Evaluation Survey for SPSA <i>Encuesta de Asesoramiento y Evaluación del SPSA</i>
	Attendance <i>Asistencia</i>	BUDGET/ PRESUPUESTO	
	Parent Education Opportunities <i>Oportunidades de Educación para Padres</i>		Funding Updates (District Information) <i>Actualizaciones Financieras (Información del Distrito Escolar)</i>
	SSC Survey (end of year) <i>Encuesta SSC (Fin de Año)</i>		Modifications to Categorical Funding based on Target Updates <i>Modificaciones a los Fondos Categóricos basados en Reporte de Metas</i>
Data Review/ <i>Revisión de Datos</i>		DAC & ELAC	
	Site Developed Data <i>Datos Desarrollados por la Escuela</i>		EL Program <i>Programa de Aprendices de Inglés</i>
	District Benchmark Data <i>Datos de Referencia del Distrito Escolar</i>	X	Reports <i>Reportes</i>
	Quarterly Target Data Review <i>Repaso Trimestral de Datos sobre Metas Escolares</i>		Training <i>Entrenamiento</i>

ITEM/ ARTICULO	DESCRIPTIONS/ DESCRIPCIONES	ACTION REQUIRED OF SSC MEMBERS/ ACCIÓN REQUERIDA DE LOS MIEMBROS SSC
1. Call to Order <i>Llamada al Orden</i>	<ul style="list-style-type: none"> • Maria Garcia: SSC Chairperson <i>Presidenta del SSC</i> 	<ul style="list-style-type: none"> • Informational/ <i>Informativo</i>
2. SSC Business/ <i>Temas SSC</i> Approval of Minutes/ <i>Aprobación de Actas</i>	<ul style="list-style-type: none"> • Action Item/ <i>Elemento de Acción:</i> <ul style="list-style-type: none"> • Maria Garcia, SSC Chairperson/ <i>Presidenta</i> • Approval of the agenda/<i>Aprobación de Acta</i> 	<ul style="list-style-type: none"> • Voting/ <i>Votación</i> approve minutes for December and January/ <i>aprobar las actas de diciembre y enero</i>
3. ELAC Report/ <i>Reporte de ELAC</i>	<ul style="list-style-type: none"> • Informational / Informativo: ELAC report presented by ELAC representative / Reporte de ELAC presentado por representante de ELAC 	<ul style="list-style-type: none"> • Informational/ <i>Informativo</i>
4. Voting for Open Parent Positions/ <i>Votación para los puestos vacantes de los padres</i>	<ul style="list-style-type: none"> • Voting/ <i>Votación</i> 	<ul style="list-style-type: none"> • Voting/ <i>Votación</i>
5. Voting for Open Teacher Positions/ <i>Votación de puestos vacantes de los maestros</i>	<ul style="list-style-type: none"> • Voting/ <i>Votación</i> 	<ul style="list-style-type: none"> • Voting/ <i>Votación</i>
6. SPSA Approval/	<ul style="list-style-type: none"> • Informational / Informativo • Voting/ <i>Votación</i> 	<ul style="list-style-type: none"> • Informational / Informativo:
7. Public Comment/ <i>Comentario Público</i>	<ul style="list-style-type: none"> • Informational / Informativo: 	<ul style="list-style-type: none"> • Informational / Informativo:

Next Scheduled SSC Meeting Date/ **PROXIMA JUNTA PROGRAMADA DE SSC:**

August 18, 2022/ **18 de Agosto del 2022**

Time/ **HORA: 3 pm**

Location/ **LUGAR: <https://bit.ly/3ziN5hh>**



SSC Meeting Minutes/Minutos de junta del Concilio Escolar

School Site/Sitio escolar: Madison Elementary

Meeting Date/Fecha de la reunión: 5/17/2022

Member Presented:

√ Quorum was met/se cumplio el quórum

√	Name/Nombre	Position/Posicion	√	Name/Nombre	Position/Posicion
	Noemi Orduña	Principal/Directora		Vacant	Parent
	Kathryn Marquez	Classroom Teacher/ Maestra		Maria Garcia	Parent / Madre
	Martin Dorado	Classroom Teacher/ Maestra		Amanda Salazar	Parent/ Madre
	Ana Tejada	Classroom Teacher/ Maestra			
	Scarlett Villacorta	Madison Staff Member/ Personal de Madison			Community Member / Miembra de la comunidad
Guest Name(s) / Nombre de invitados					

ITEM/ARTÍCULO	DESCRIPTIONS/DESCRIPCIÓN	ACTION REQUIRED OF SSC MEMBERS/ACCIÓN REQUERIDA DE LOS MIEMBROS DEL SSC
1. Call to Order/ Llamada al orden	<ul style="list-style-type: none"> • Maria Garcia: SSC Chairperson • <i>Presidenta del SSC.</i> 	<ul style="list-style-type: none"> • Meeting was called to order at 3:03 / Reunión se convocó a las 3:03
2. SSC Business/ SSC Asunto:	<ul style="list-style-type: none"> • Action Item/ <i>Elemento de Acción:</i> • Maria Garcia, SSC Chairperson/ <i>Presidenta</i> • Approval of the agenda/ <i>Aprobación de Acta</i> • Open positions/ <i>Puestos vacantes</i> 	<ul style="list-style-type: none"> • Voting/Votación approve minutes for April/ <i>aprobar las actas de Abril</i>
3. ELAC Report	ELAC report presented by ELAC representative / Reporte de ELAC presentado por representante de ELAC	At the Last ELAC meeting, The Boys & Girls Club Director gave a presentation about their Summer Programs. Low income families can apply for scholarships.
4. Voting for Open Parent Positions/ Votación para los puestos vacantes de los padres	<ul style="list-style-type: none"> • Voting/ <i>Votación</i> 	2 Candidates: Marcela Casillas & Guadalupe Aguilar 11 votes Marcela & Guadalupe both formally voted in for the next school year

<ul style="list-style-type: none"> • 5. Voting for Open Teacher Positions/ <i>Votación de puestos vacantes de los maestros</i> 	<ul style="list-style-type: none"> • Voting/ <i>Votación</i> 	<p>Teachers voted for next years SSC Teacher Representatives Ms.Manzano Ms.Dominguez Ms. Tejada</p>
<p>6. SPSA Approval</p>	<ul style="list-style-type: none"> • Voting/ <i>Votación</i> 	<p>SPSA Approved for the next school year The document will be shared with the rest of the school.</p>
<p>7. Public Comment/ <i>Comentario Público</i></p>		<p><i>Amanda Salazar will take over as SSC President as Maria Garcia steps down since her student will be transitioning to Middle School.</i></p>

Meeting Adjourned at / La reunión concluyó a las
Minutes recorded by / Minutos tomados por Scarlett Villacorta
Next Scheduled SSC Meeting Date: August 18, 2022
Próxima reunión del SSC programada para: 18 de agosto del 2022



Pasadena Unified School District
Student Wellness and Support Services

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Madison Elementary	Principal: Noemi Orduna
School Number: 0400000	Counselor:
Date Completed: May 2022	Principal Signature:

Goal: Increase the percentage of students attending at 96% or higher.

2021-22 Current ADA Percentage	2022-23 ADA Short Term Goal	2022-23 ADA Long Term Goal
84.81%	90%	96%+

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN		
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly
<p>The Madison Elementary School Attendance Team will continue to identify students that have been historically identified as chronically absent, conduct an attendance SST, and create an Individualized Learning Plan.</p> <p>Through the Attendance SST process, the Individualized Learning Plan will include appropriate interventions (SST, Tier II interventions—i.e. mentoring and counseling, parent engagement plan, truancy letters, SARB, SART.</p>	<p>Students historically identified as chronically absent.</p>	<p>Daily/Weekly/Monthly/Yearly</p> <p>Identify using district data, teacher referrals for attendance, and other teacher data.</p>
		<p>Measure of Success</p> <p>Create and implement an Individualized Learning Plan for all identified students and conduct progress monitoring weekly with a monthly case review.</p> <p>Improve the attendance of 50% or more of identified students. The baseline list will be created by the first week of school and monitored on a quarterly basis (October, January, March, May)</p>



Pasadena Unified School District
Student Wellness and Support Services

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
Teachers will support students in setting class and individual attendance goals. Teachers and students will monitor progress towards meeting their goals.	All Students	Teachers and students will engage in an Attendance Goal discussion and classroom celebration weekly. Schoolwide attendance celebration monthly.	Reduced number of absences per student, for 90%+ of students. Reduced chronic absentee rate by 5% or more.
Communicate Attendance Expectations and report on attendance data and progress (Coffee with the Principal monthly meetings, school newsletters, parent messages—voice, email, text, print, Principal’s Report for SSC, ELAC, and PTA monthly)	All Families	Develop family education sessions that include a focus on attendance to meet parent need in this area. Include attendance messages each month (Coffee with the Principal monthly meetings, school newsletters, parent messages—voice, email, text, print, Principal’s Report for SSC, ELAC, and PTA monthly)	Reduced number of truancy absences (Unexcused absences due to lack of family/ school communication and absences classified by families as “personal”) by 10%+ Reduced chronic absentee rate by 5% or more.



Pasadena Unified School District Student Wellness and Support Services

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<p>Teacher ongoing professional development on Trauma informed practices to support staff in building relationships with all students and promote regular attendance.</p> <p>Classroom celebrations weekly for students with perfect attendance for the week.</p> <p>Schoolwide celebrations monthly for students with good (95%) and perfect attendance (100%) for the month.</p> <p>Recognize students with the most improved attendance for each quarter (Baseline data quarter 1, October, compared to quarter 2 data with celebration December; quarter 2 data compared to quarter 3 data with celebration in March; quarter 3 data compared with quarter 4 data with celebration after SBAC testing)</p>	All students and teachers	<p>Daily classroom attendance celebrations.</p> <p>Schoolwide monthly attendance celebrations.</p> <p>Quarterly and End-of-Year Awards</p>	<p>Increase overall ADA percentage by 10%+, which will be assessed in May 2023.</p> <p>Progress monitoring</p>



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2022-23, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,730,036.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2022-23 is as below:

School: Madison Elementary

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,730,036.00	7793	\$221.99	341	\$75,698.59