

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 24, 2023	June 29, 2023

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
Comprehensive Support and Improvement
Madison is eligible for Comprehensive Support and Intervention for all students with all schoolwide indicators at the lowest performance level or all but one schoolwide indicators at the lowest level.

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.

Educational Partner 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 2023.

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 CSI 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 460 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 Pasadena Educational Foundation (PEF), The Pasadena Armory Center for the Arts, Reading Partners, Caltech Center for Teaching, The Music Center, The Pasadena Audubon Society, PUSD LEARNs, Pasadena Parks and Rec, 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 422 students in our TK through Fifth grade plus an additional 38 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 2022-2023 school year, Madison has 18 general education classroom teachers, 1 Speech Language Pathologist, 1 Special Education Preschool teacher, and two intervention teachers. 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, 1.5 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 that have helped expose our students and community to many of the various resources available in Pasadena. For example, The Reading Partners is 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 TK, 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 folklorico after school. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	5.3%	5.08%	4.95%	26	23	21
Asian	1.0%	0.22%	0.24%	5	1	1
Filipino	0.4%	0.66%	0.24%	2	3	1
Hispanic/Latino	91.8%	93.16%	92.92%	448	422	394
Pacific Islander	%	%	0%			0
White	1.4%	0.66%	1.65%	7	3	7
Multiple/No Response	%	0.22%	0%		1	0
	Total Enrollment			488	453	424

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	83	89	75
Grade 1	75	71	73
Grade 2	76	74	68
Grade3	79	70	74
Grade 4	92	69	66
Grade 5	83	80	68
Total Enrollment	488	453	424

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 let to an increase of 25% in the 2020-201 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	206	222	207	42.20%	49.0%	48.8%
Fluent English Proficient (FEP)	108	95	85	22.10%	21.0%	20.0%
Reclassified Fluent English Proficient (RFEP)	20			9.7%		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	69		0	67		0	67		0.0	97.1	
Grade 4	90	68		0	67		0	67		0.0	98.5	
Grade 5	82	82		0	81		0	81		0.0	98.8	
All Grades	247	219		0	215		0	215		0.0	98.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2316.			2.99			7.46			23.88			65.67	
Grade 4		2362.			1.49			5.97			17.91			74.63	
Grade 5		2442.			9.88			19.75			20.99			49.38	
All Grades	N/A	N/A	N/A		5.12			11.63			20.93			62.33	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		2.99			49.25			47.76				
Grade 4		1.49			56.72			41.79				
Grade 5		8.64			65.43			25.93				
All Grades		4.65			57.67			37.67				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			34.33			65.67	
Grade 4		2.99			31.34			65.67	
Grade 5		5.00			43.75			51.25	
All Grades		2.80			36.92			60.28	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.48			55.22			40.30	
Grade 4		4.48			67.16			28.36	
Grade 5		7.41			71.60			20.99	
All Grades		5.58			65.12			29.30	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.99			47.76			49.25	
Grade 4		0.00			64.18			35.82	
Grade 5		9.88			59.26			30.86	
All Grades		4.65			57.21			38.14	

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 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 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 led 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	69		0	68		0	68		0.0	98.6	
Grade 4	90	68		0	68		0	68		0.0	100.0	
Grade 5	82	82		0	82		0	82		0.0	100.0	
All Grades	247	219		0	218		0	218		0.0	99.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2340.			0.00			14.71			16.18			69.12	
Grade 4		2376.			1.47			5.88			22.06			70.59	
Grade 5		2405.			0.00			8.54			24.39			67.07	
All Grades	N/A	N/A	N/A		0.46			9.63			21.10			68.81	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.94			33.82			63.24	
Grade 4		4.41			32.35			63.24	
Grade 5		1.22			34.15			64.63	
All Grades		2.75			33.49			63.76	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.41			26.47			69.12	
Grade 4		1.47			20.59			77.94	
Grade 5		1.22			40.24			58.54	
All Grades		2.29			29.82			67.89	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.94			44.12			52.94	
Grade 4		1.47			41.18			57.35	
Grade 5		0.00			41.46			58.54	
All Grades		1.38			42.20			56.42	

Conclusions based on this data:

- 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.
- 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 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 no 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.
- 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1420.7	1355.1		1436.9	1372.5		1383.0	1314.4		43	48	
1	1413.7	1395.2		1440.6	1418.8		1386.2	1371.1		42	35	
2	1455.9	1434.9		1466.3	1463.1		1445.0	1406.0		40	49	
3	1466.7	1444.3		1474.7	1447.8		1458.1	1440.3		33	34	
4	1485.2	1467.3		1482.1	1479.8		1487.8	1454.2		38	30	
5	1509.1	1509.8		1520.9	1523.1		1496.9	1495.9		40	32	
All Grades										236	228	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.28	2.08		23.26	20.83		46.51	33.33		13.95	43.75		43	48	
1	0.00	0.00		19.05	2.86		38.10	37.14		42.86	60.00		42	35	
2	12.50	0.00		22.50	28.57		32.50	38.78		32.50	32.65		40	49	
3	6.06	0.00		15.15	14.71		42.42	35.29		36.36	50.00		33	34	
4	7.89	3.33		28.95	26.67		42.11	23.33		21.05	46.67		38	30	
5	10.00	15.63		47.50	31.25		25.00	37.50		17.50	15.63		40	32	
All Grades	8.90	3.07		26.27	21.05		37.71	34.65		27.12	41.23		236	228	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.63	4.17		48.84	25.00		27.91	31.25		11.63	39.58		43	48	
1	16.67	0.00		33.33	14.29		26.19	57.14		23.81	28.57		42	35	
2	17.50	32.65		40.00	18.37		37.50	30.61		5.00	18.37		40	49	
3	15.15	2.94		42.42	38.24		27.27	26.47		15.15	32.35		33	34	
4	18.42	23.33		42.11	26.67		26.32	33.33		13.16	16.67		38	30	
5	55.00	46.88		30.00	31.25		5.00	12.50		10.00	9.38		40	32	
All Grades	22.46	17.98		39.41	25.00		25.00	32.02		13.14	25.00		236	228	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.30	2.08		11.63	6.25		48.84	35.42		30.23	56.25		43	48	
1	0.00	0.00		14.29	2.86		9.52	8.57		76.19	88.57		42	35	
2	10.00	0.00		20.00	16.33		12.50	18.37		57.50	65.31		40	49	
3	3.03	0.00		9.09	2.94		36.36	32.35		51.52	64.71		33	34	
4	7.89	0.00		13.16	6.67		31.58	20.00		47.37	73.33		38	30	
5	0.00	6.25		10.00	6.25		57.50	37.50		32.50	50.00		40	32	
All Grades	5.08	1.32		13.14	7.46		32.63	25.44		49.15	65.79		236	228	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.63	8.33		83.72	47.92		4.65	43.75		43	48	
1	19.05	5.71		59.52	71.43		21.43	22.86		42	35	
2	2.50	14.29		82.50	65.31		15.00	20.41		40	49	
3	18.18	5.88		57.58	61.76		24.24	32.35		33	34	
4	28.95	26.67		50.00	46.67		21.05	26.67		38	30	
5	15.38	15.63		61.54	62.50		23.08	21.88		39	32	
All Grades	15.74	12.28		66.38	59.21		17.87	28.51		235	228	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.58	4.17		55.81	52.08		18.60	43.75		43	48	
1	16.67	0.00		59.52	57.14		23.81	42.86		42	35	
2	35.00	34.69		57.50	46.94		7.50	18.37		40	49	
3	33.33	20.59		54.55	41.18		12.12	38.24		33	34	
4	32.43	23.33		51.35	50.00		16.22	26.67		37	30	
5	75.00	81.25		15.00	9.38		10.00	9.38		40	32	
All Grades	36.17	25.88		48.94	43.86		14.89	30.26		235	228	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.63	2.08		58.14	41.67		30.23	56.25		43	48	
1	4.76	0.00		19.05	5.71		76.19	94.29		42	35	
2	12.50	6.12		32.50	26.53		55.00	67.35		40	49	
3	3.03	0.00		24.24	23.53		72.73	76.47		33	34	
4	5.26	0.00		39.47	23.33		55.26	76.67		38	30	
5	5.00	6.25		60.00	37.50		35.00	56.25		40	32	
All Grades	7.20	2.63		39.41	27.19		53.39	70.18		236	228	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.93	12.77		37.21	29.79		41.86	57.45		43	47	
1	0.00	0.00		31.71	34.29		68.29	65.71		41	35	
2	12.50	0.00		32.50	46.94		55.00	53.06		40	49	
3	3.03	0.00		63.64	41.18		33.33	58.82		33	34	
4	7.89	0.00		60.53	30.00		31.58	70.00		38	30	
5	0.00	12.50		66.67	62.50		33.33	25.00		39	32	
All Grades	7.69	4.41		47.86	40.53		44.44	55.07		234	227	

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

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
460	94.0	49.0	0.9
Total Number of Students enrolled in James Madison Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	222	49.0
Foster Youth	4	0.9
Homeless	66	14.6
Socioeconomically Disadvantaged	426	94.0
Students with Disabilities	57	12.6

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

Conclusions based on this data:

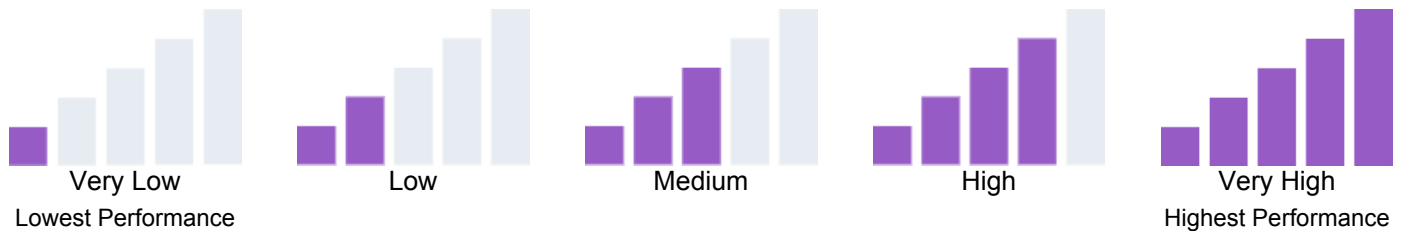
1. Foster Youth are 0.9% of the student population. This group of students needs more academic, behavior, and social-emotional supports than students not identified as foster youth. With added supports, this group of students. Each student identified as foster youth will receive an Individual Learning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

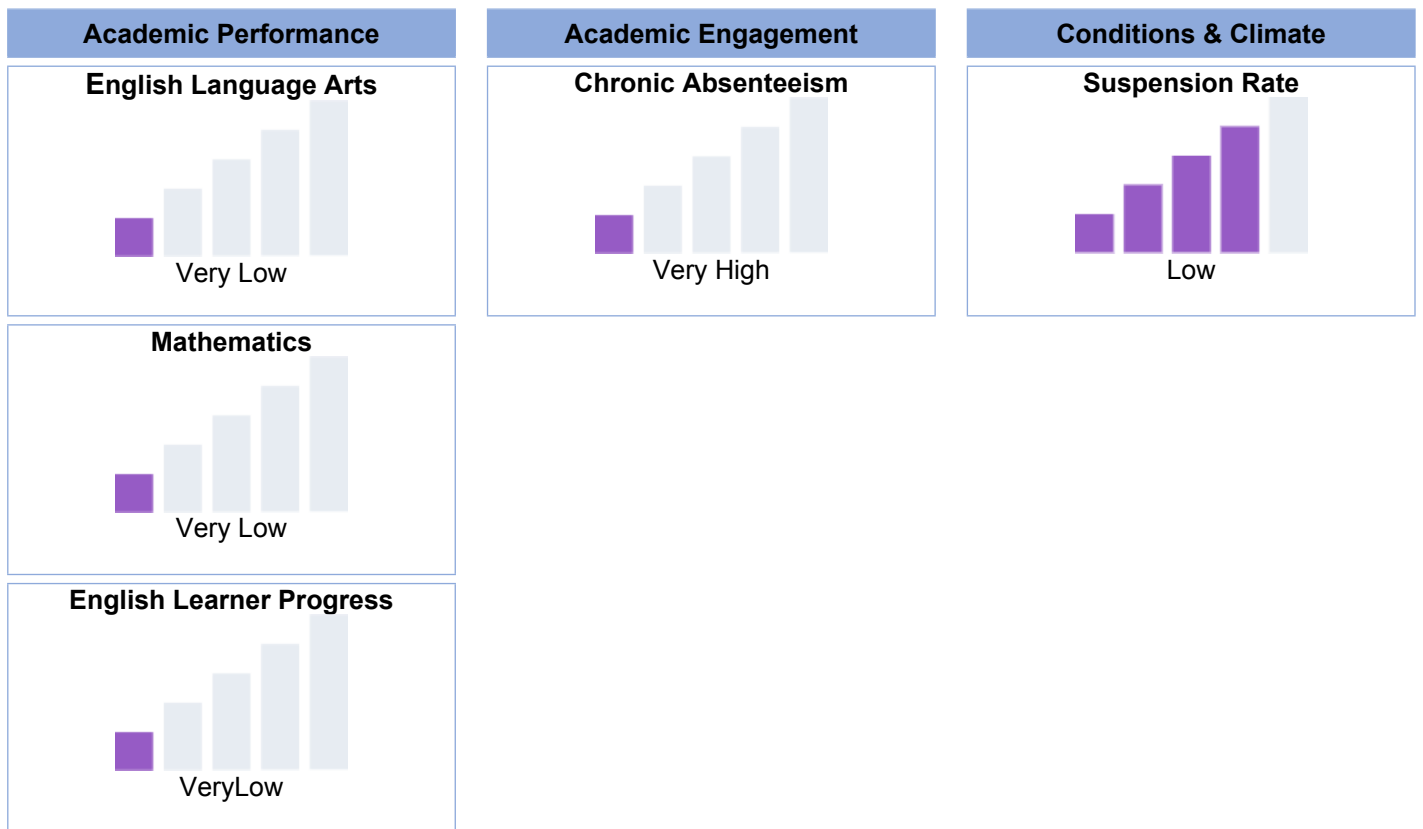
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. 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

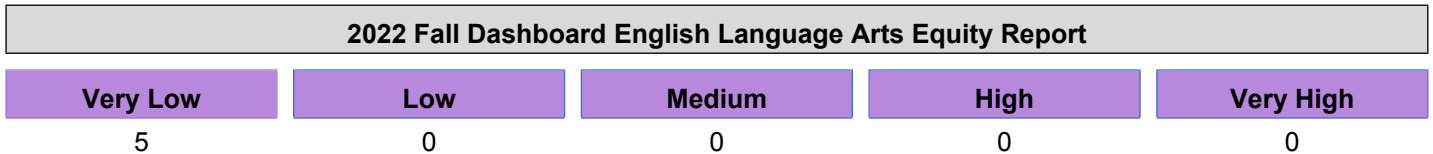
Academic Performance English Language Arts

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

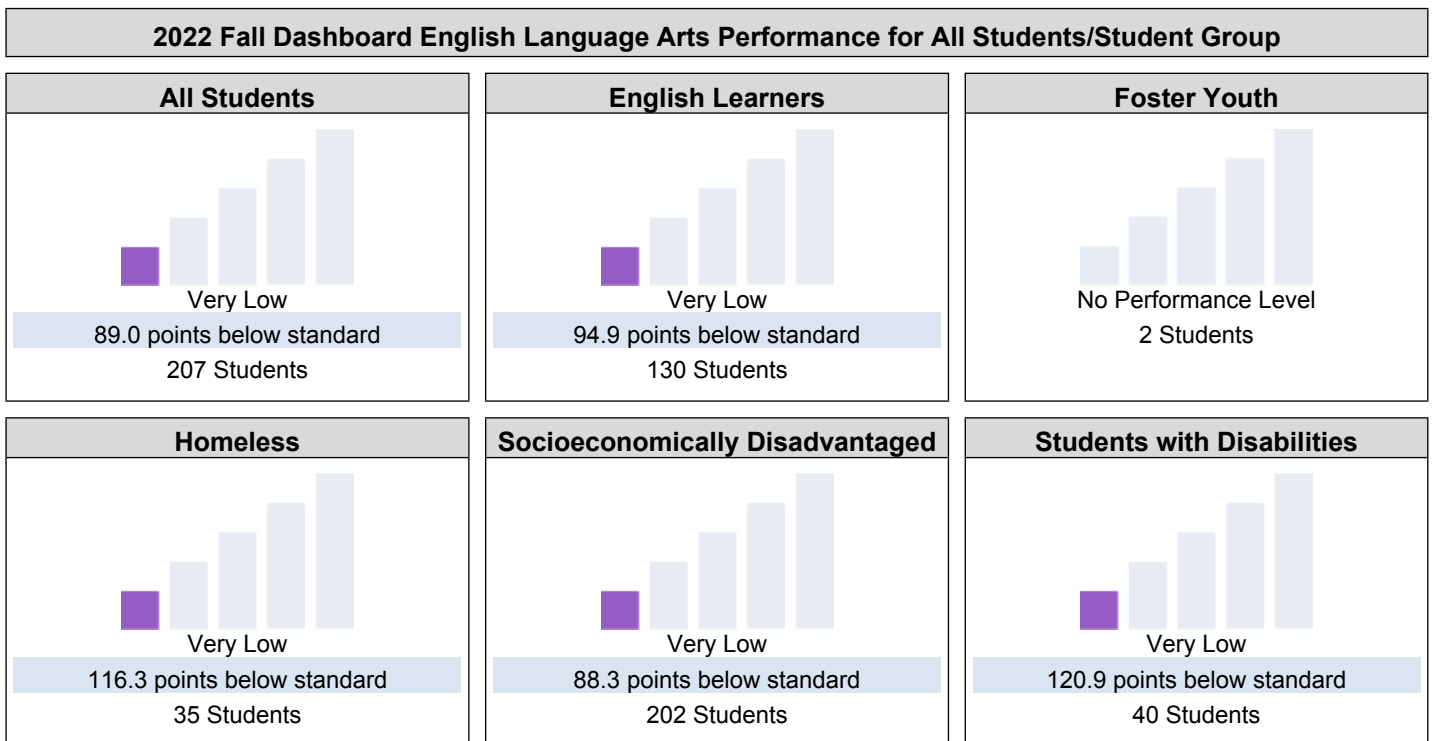
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
128.2 points below standard 85 Students	31.8 points below standard 45 Students	96.1 points below standard 50 Students

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 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, and will be most impactful in the highest risk sub-groups.

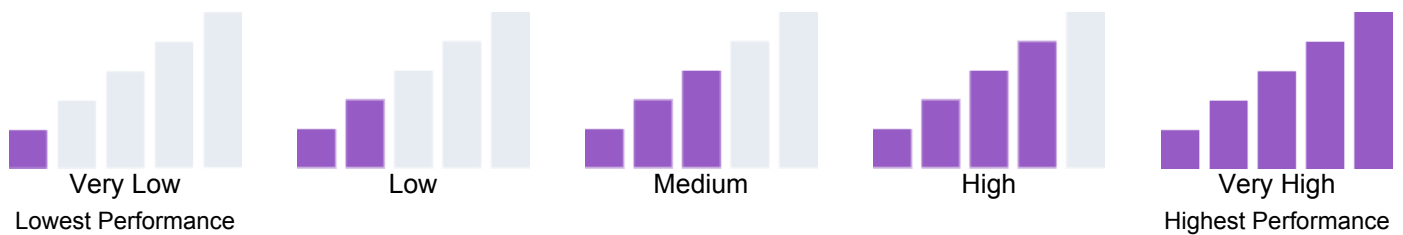
2. The percent of students in ELA below standard in 3rd grade continues to be an area of concern. Madison students have historically not performed well in state testing in ELA. This is due to the low percentage of students in grades 3-5 that are reading and performing at grade-level. The high achievement 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 students 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

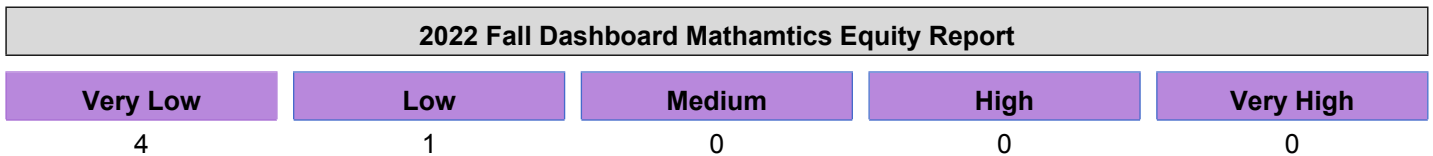
Academic Performance Mathematics

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

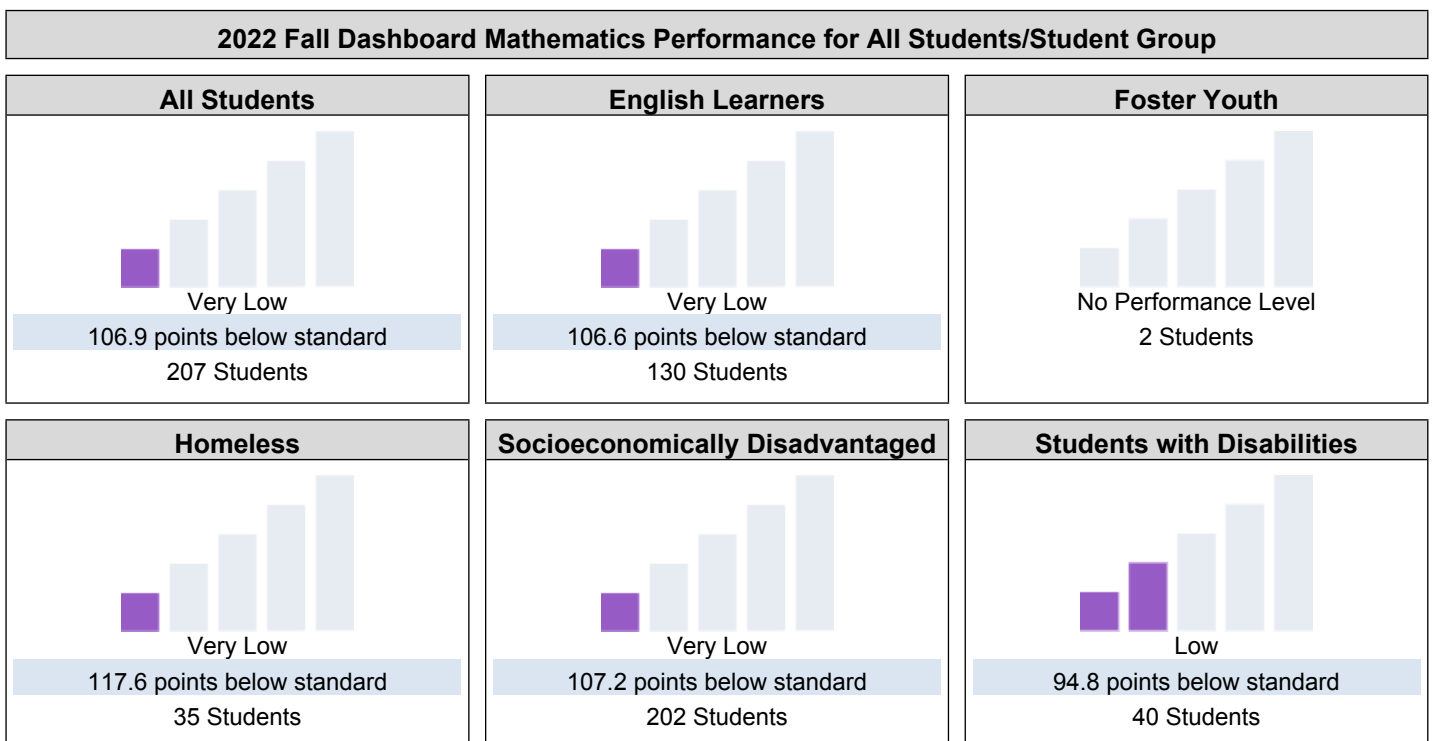
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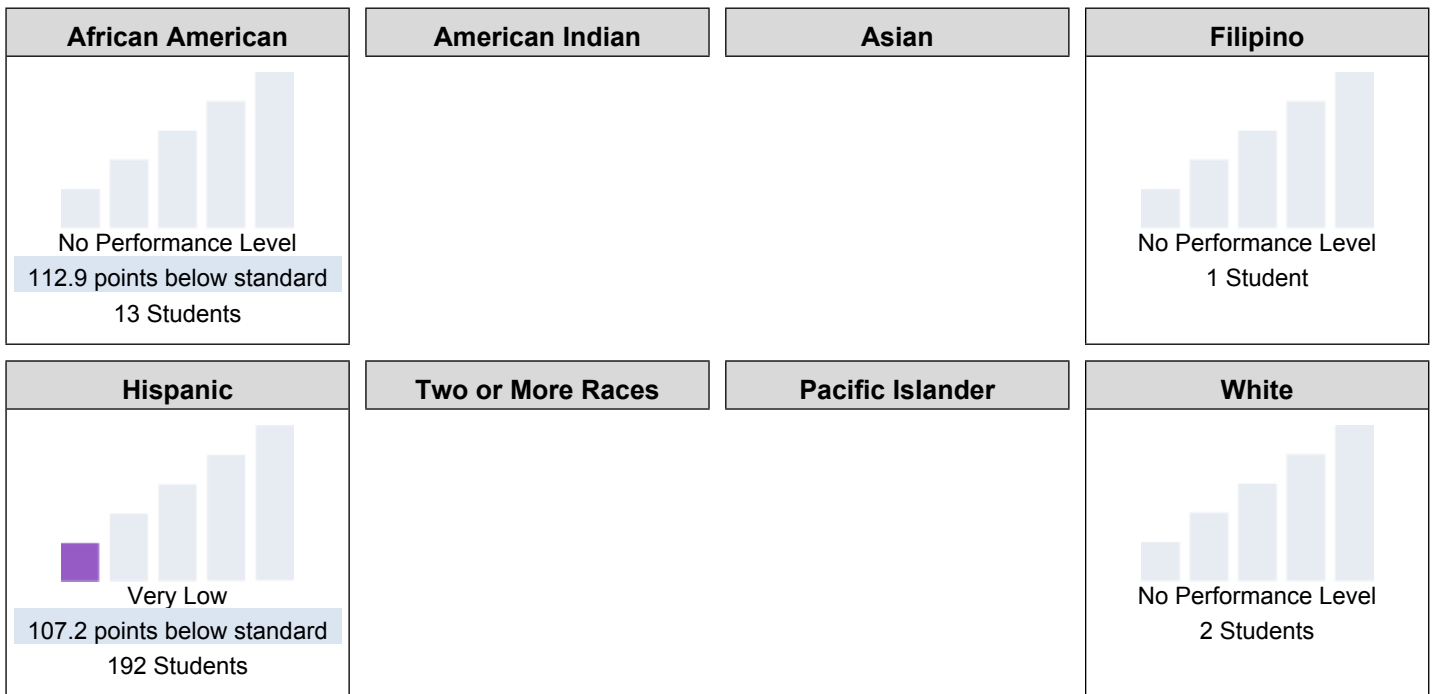
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
128.4 points below standard 85 Students	65.6 points below standard 45 Students	116.4 points below standard 50 Students

Conclusions based on this data:

1. 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.
2. 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.

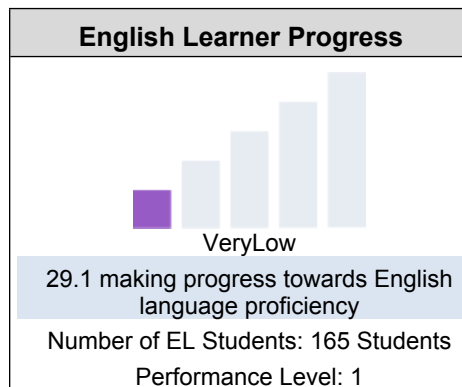
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.3%	43.6%	0.0%	29.1%

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 Report

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

Conclusions based on this data:

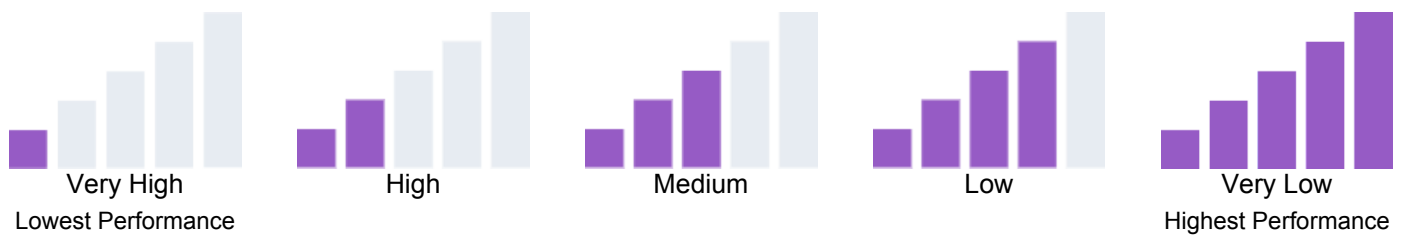
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School and Student Performance Data

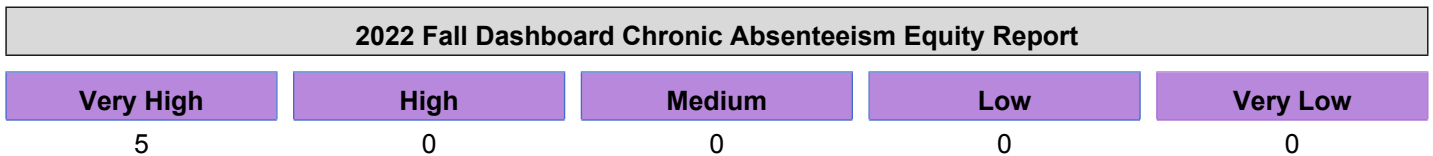
Academic Engagement Chronic Absenteeism

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

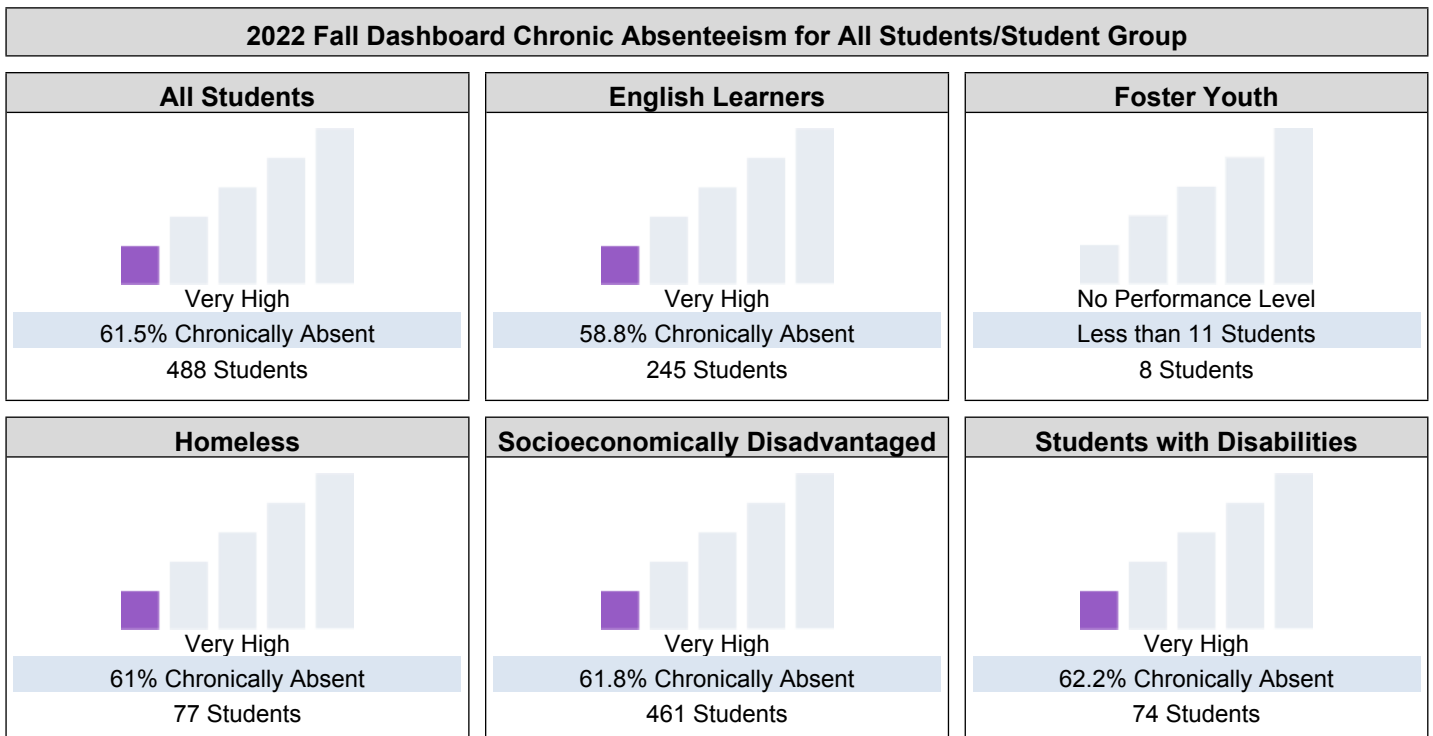
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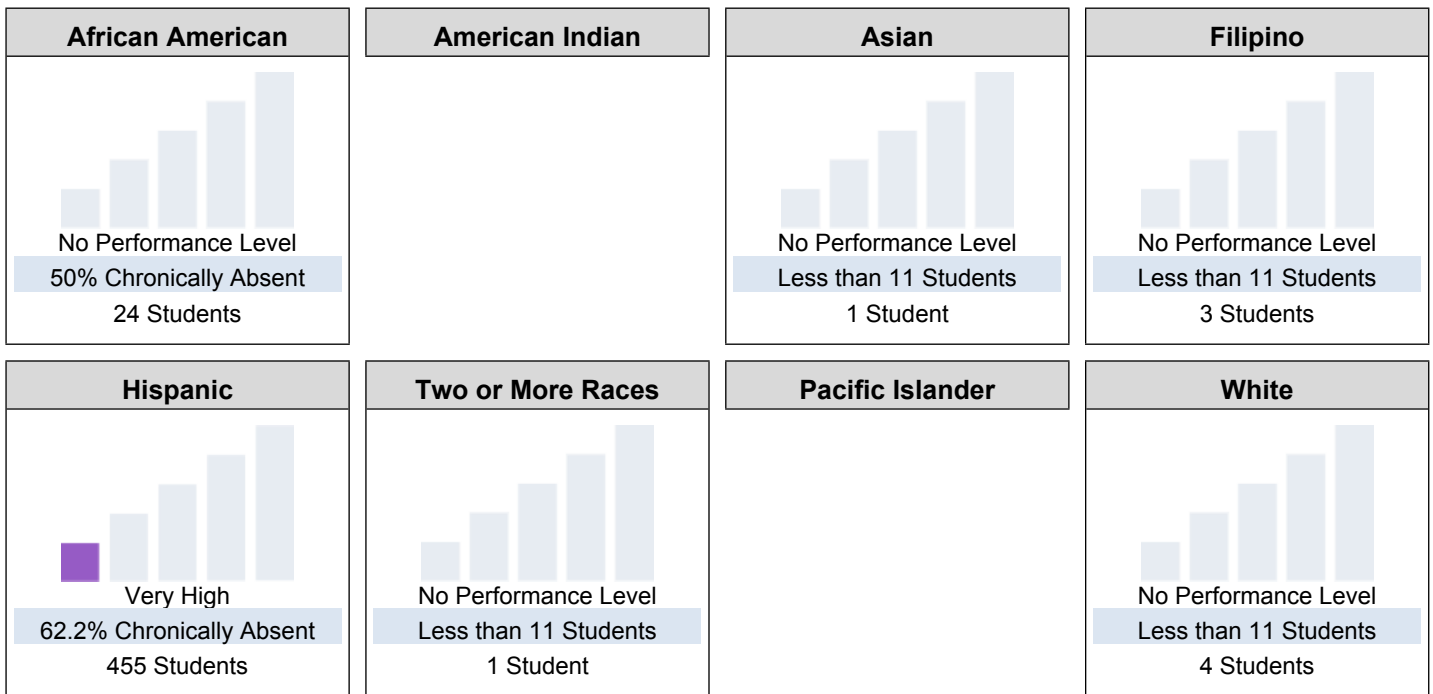
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. 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.
2. 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.
3. 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

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

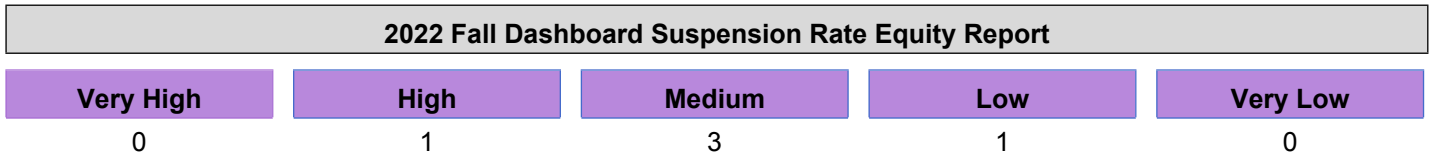
Conditions & Climate Suspension Rate

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

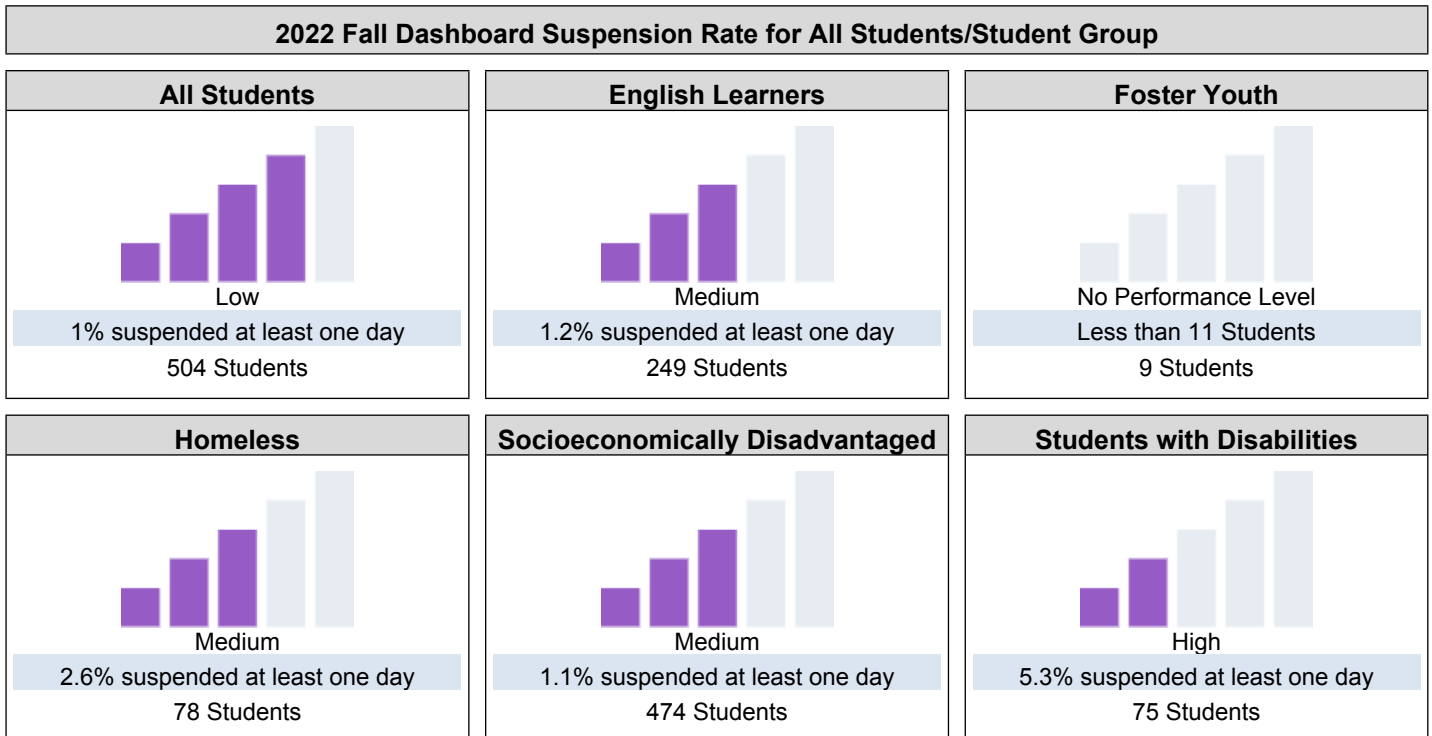
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



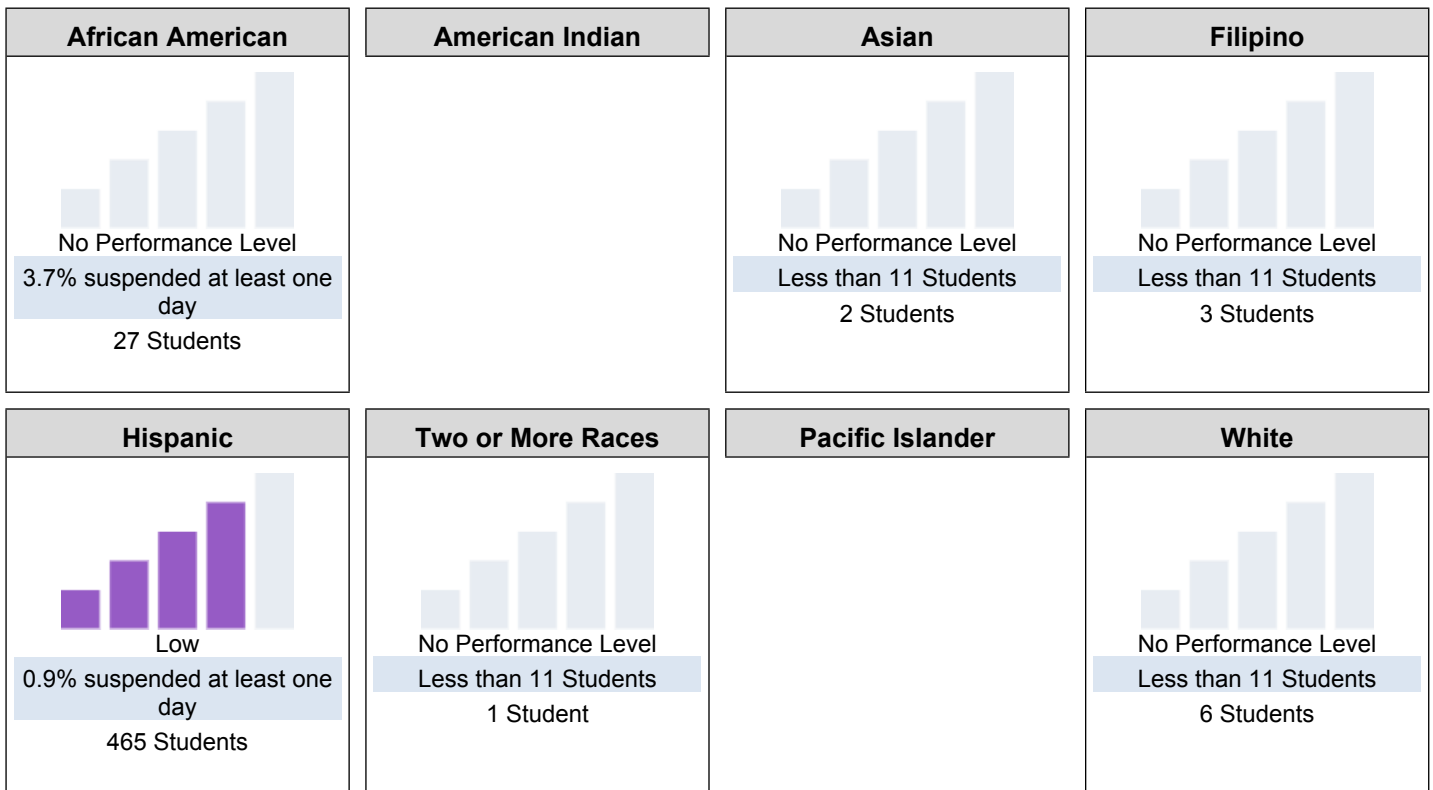
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



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 2024, the percent of students assessed in K-5 that score at grade level or above will increase by at least 3% or more based on growth data from the 22-23 school year, as measured by the i-Ready math diagnostic two given in the winter.
2. By June 2024, the percent of English Learners assessed in K-5 that score at grade level or above will increase by 3% or more, as measured by the i-Ready math diagnostic two given in the winter.

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Math Diagnostic Two (D2)	School-wide our students scored below the district average in mathematics on the i-Ready math diagnostic two given in the winter. K (D2) 33% at grade level 1 (D2) 18% at grade level 2 (D2) 8% at grade level 3 (D2) 4% at grade level 4 (D2) 10% at grade level 5 (D2) 11% at grade level	The percentage of students overall scoring at grade level or above on the i-Ready math diagnostic will increase by at least 3% when compared to the D2 diagnostic for grades K-5.

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

Provide teacher professional development and training on Data Chats, district implemented math program, and best practices for supporting English Learners and students with disabilities to build teacher capacity in these areas. Teachers will participate in PD with instructional coaches on campus. School to provide subs for the teachers so they can fully participate in the professional development.

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)

12700

Source(s)

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, GATE, and African-American students.

Strategy/Activity

Small group instruction for students will allow teachers to provide targeted math support. Teachers will work with students after school for additional math support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9757

Source(s)

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, GATE, and African-American students.

Strategy/Activity

Supplemental materials and supplies to support afterschool tutorials for targeted students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4132

Source(s)

LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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 were effective.

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.

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.

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 2024, the percentage of students assessed in K-5 scoring at or above grade level will increase by 3% or more as measured by the i-Ready reading diagnostic two (D2) given in the winter.
2. By June 2024, the percentage of English Learners assessed in K-5 scoring at or above grade level will increase by 3% or more as measured by the i-Ready math diagnostic two (D2) given in the winter.
3. By May 2024, 50% of our English Learners will maintain or grow by at least one level on ELPAC as compared to the previous year.

Identified Need

Madison Elementary School students are significantly below the district average of students meeting or exceeding standard in ELA as measured by the i-Ready reading diagnostic.

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) 44% at grade level 1 (D2) 24% at grade level 2 (D2) 19% at grade level 3 (D2) 16% at grade level 4 (D2) 15% at grade level 5 (D2) 10% 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 3% when compared to the D2 diagnostic for grades K-5.

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

The Madison Summer Intervention Academy will be staffed with credentialed teachers and classified/hourly staff to meet the academic needs of students with priority given to English Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30000

Source(s)

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

Our bilingual instructional assistants will support students individually and in groups with classroom lesson assignments or by reinforcing learning concepts to support with ELA.

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)

49611

Source(s)

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

School materials and supplies for students will support the much needed structure to their learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

18626

Source(s)

LCFF Supplemental and Concentration (S/C)

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

Our library coordinator will provide students with the opportunity to independently select high-interest titles for students to read in the classroom and at home.

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)

20831

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 5

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

Class and school libraries to be updated with relevant and exciting new texts for students to read in the classroom and at home.

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

Source(s)

LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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.

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

Our budget will include more classroom support for small group instruction.

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.

Our plan for the upcoming year is to have more specific goals. We will be more intentional about our focus on student progress on iReady and EL reclassification.

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 2024, the percentage of students in the following subgroups scoring at or above grade level on the i-Ready Diagnostic will increase by 3% or more at each grade level K-5: Foster Youth, Homeless, EL, Socioeconomically disadvantaged.
2. ELA- By May 2024, the percentage of students in the following subgroups scoring at or above grade level on the i-Ready reading diagnostic will increase 3% or more at each grade level K-5: Foster Youth, Homeless, EL, Socioeconomically disadvantaged.
3. English Learners- By May 2024, 50% 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 .01% 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) 33% at grade level 1 (D2) 18% at grade level 2 (D2) 8% at grade level 3 (D2) 4% at grade level 4 (D2) 10% at grade level 5 (D2) 11% at grade level	The percentage of students overall scoring at grade level or above on the i-Ready math diagnostic will increase by at least 3% when compared to the 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) 44% at grade level 1 (D2) 24% at grade level 2 (D2) 19% at grade level 3 (D2) 16% at grade level 4 (D2) 15% at grade level 5 (D2) 10% at grade level	The percentage of students overall scoring at grade level or above on the i-Ready reading diagnostic will increase by at least 3% when compared to the 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 .01% met their reclassification goal on the ELPAC.	50% 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

Behavior instructional assistants to support EL students, students with disabilities, and low socioeconomic students for additional support in reading, writing, and math.

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)

54878

Source(s)

CSI

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

Project aides and noon aides to support EL students, students with disabilities, and low socioeconomic students for additional support in reading, writing, math, and social skills.

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)

71215

Source(s)

CSI

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, GATE, and African-American students.

Strategy/Activity

Full-Time substitute will allow teachers to collaborate with instructional coaches to analyze data and help identify areas that need improvement.

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)

52718

Source(s)

CSI

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, GATE, and African-American students.

Strategy/Activity

Field trips will enhance student critical thinking skills and give them a opportunity to think about various topics from different perspectives. Funds will be used for student transportation, entrance, and parking fees.

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)

10001

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 5

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

Student supplies and materials will be purchased to accommodate differentiated learning needs and support early literacy and math skills in the classroom.

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)

17374

Source(s)

CSI

Annual Review

SPSA Year Reviewed: 2022-23

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.

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 students.

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.

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 2024, at least 80% of teachers will attend district and site based professional development (PD) opportunities as measured by sign-in sheets. In addition to district PD, Madison teachers will engage in at least two, if not more, 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 led by our instructional coaches.

2. Coaching Support
By June 2024, at least 80% of teachers will participate in coaching supports as measured by coaching documents. The Madison instructional coach and EL 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.

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 2024, 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 capacity building of teachers and staff in supporting English Learners, struggling math learners, ELA, behavior, and social emotional support by attending state and national conferences. This includes AVID conferences, certification, and member fees for Madison Elementary School.

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)

18225

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, GATE, and African-American students.

Strategy/Activity

Certificated staff will meet with instructional coaches to collaborate to discuss school data assessments and how to better support student learning. Instructional coaches will facilitate PD. Teachers will get substitutes to attend PD and collaboration.

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)

11435

LCFF Supplemental and Concentration (S/C)

10000

CSI

Annual Review

SPSA Year Reviewed: 2022-23

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.

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 2024, overall attendance for all students will increase the baseline of 89.08% by a total of 2% or more by the end of the 2023-2024 school year.
2. By May 2024, chronic absenteeism for all students will decrease from the baseline of 42.2% by the end of the 2023-2024 school year to below 40%.
3. By May 2024, suspension rate for all students will remain at 1% or below.

Identified Need

Attendance: Madison Elementary has one of the lowest attendance rates in the Pasadena Unified School District with a current rate of 89.08%.

Chronic Absenteeism: Madison Elementary School's chronic absentee rate for all students decreased from 61.5% (21-22) to 42.7% this past school year (22-23).

Suspension Rate: Madison Elementary School's suspension rate for all students decreased from 3.2% (21-22) to below 1% this school year (22-23). With students in remote/ hybrid during the pandemic, students need significant support in the area of positive behavior intervention to re-learn school and classroom expectations that will continue to support the decrease in suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Student Information System	Over the past five years the average attendance has been 93.79%. The current year average attendance overall increased to 89.08%(22-23) from the previous year 86.84% (21-22).	By May 2024, overall attendance for all students will increase the baseline of 89.08% by a total of 2% or more by the end of the 2023-2024 school year.
District Student Information System	The Chronic Absentee rate decreased over the last year from 61.5% during the (21-22) school year to 42.8% this past school year (2022-2023).	By May 2024, Chronic Absenteeism for All Students will decrease the baseline of 42.8% by the end of the 2023-2024 school year to below 40%.
District Student Information System	The suspension rate decreased over the past year in students identified as	By May 2024, Suspension Rate for All Students will at 1% or below.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	homeless, African-American students, students with special needs, and economically disadvantaged students to below 1%. 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.	

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

Additional hourly supplemental pay for office 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.

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)

14764

Source(s)

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

Madison will continue to support its school-wide Positive Behavior Intervention Support Plan with student incentives to focus on school wide behavior expectations focused on students being Safe, Responsible, and Respectful.

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)

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

Students will engage in grade level field trips where they will be allowed to collaborate with their peers, explore new environments, and make connections. Funds will cover transportation and entrance fees.

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

Source(s)

LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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 for improving attendance has been effective in increasing our overall attendance as compared to the previous school year.

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

Office staff will support families with SART & SARB as well as setting up attendance conferences.

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 2024, the average number of parents participating in school events, joining parent groups, and requesting support will increase by 5% or more, as measured by sign-ins at all events. The current school year (22-23) data will serve as a baseline.

Community Engagement- By May 2024, the number of community members that participate in Madison events will increase by 5% or more as compared to previous year's participation, as measured by sign-ins at all events.

Identified Need

Parent & Community Engagement- Over the past three years parent and community engagement was consistently low. However this year (22-23) we focused on expanding opportunities for families to participate in various events and our parent engagement rate increased by 45%. It is essential to be intentional about working with families in order for them to have a positive experience.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event Sign-Ins	Over the past year parent engagement has increased. Last year (21-22) the rate of participation was 20%. The current rate of participation in school events is 65% (22-23).	By May 2024, the average number of parents participating in school events, joining parent groups, and requesting support will increase by 5% or more as compared to the previous year's participation, as measured by sign-ins at all events.
Event Sign-Ins	Over the past year positive community engagement has increased 45%. The current participation rate is 65% (22-23).	By May 2024, the number of community members that participate in Madison events will increase by 5% or more as compared to previous year's participation, as measured by sign-ins at all events.

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

Increase Parent participation in SSC, ELAC, and PTA by communicating with families via email and phone blast as well as help enroll them in parent portal. Madison to provide snacks and childcare for family events and meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1558

Source(s)

Title I Part A: Parent Involvement

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

Family Literacy Night to increase student and family engagement. Purchase supplies and materials to support students and families with literacy in both English and Spanish.

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)

1037

Source(s)

Title I Part A: Allocation

2000

CSI

Annual Review

SPSA Year Reviewed: 2022-23

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 were fully effective. Parent and community engagement increased by 45% in one year.

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

There were no differences between the allotted budget and implementation.

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

We will continue to host more events for families and students to continue to increase parent and 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 2024, the percentage of students scoring meets or exceeds standard on the district science common assessment and the site common assessment will increase by 3% or more as compared to the previous year's score. 2022-2023 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 2022-2023 year Fall and Spring Assessments will serve as a baseline.	By May 2024, the percentage of students scoring meets or exceeds standard on the site common assessment will increase by 3% as compared to the previous year's score. (Fall and Spring) The 2023-2024 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 in collaboration with district science TOSA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Teachers and staff will collaborate with community and district partners to give students and families an opportunity to see advances in science, technology, engineering, math, and the arts during a science night/afternoon. Supplies and materials will be purchased to use in preparation for the science night and during the event.

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

CSI

Annual Review

SPSA Year Reviewed: 2022-23

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.

We will continue to work with our district science TOSA to support student growth and progress in science.

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

Our instructional coaches will collaborate with the district science TOSA and teachers to update common science assessments.

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 our collaboration with Caltech and the Pasadena Audubon Society.

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
By August 2024, 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
Certification	There are currently 10 teachers that are AVID certified.	By June 2024, 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).
- Instructional aides will support classroom instruction with small group intervention.

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)

79481

Source(s)

Title I Part A: Allocation

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

Supplies and materials will be used for organizational skills required through AVID curriculum.

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)

CSI

Annual Review

SPSA Year Reviewed: 2022-23

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.

Teachers and staff will participate in AVID certification during the 23-24 school year.

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. Teachers who have not been trained will have priority.

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. We currently have two AVID coordinators and hope to expand.

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: 2022-23

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: 2022-23

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	\$82076
Total Federal Funds Provided to the School from the LEA for CSI	\$243185
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$325261
Other State/Local Funds provided to the school	\$235082

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 Part A: Allocation	\$80518
Title I Part A: Parent Involvement	\$1558
CSI	\$243185

Subtotal of additional federal funds included for this school: \$325,261

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)	\$235082

Subtotal of state or local funds included for this school: \$235,082

Total of federal, state, and/or local funds available for this school: \$560,343

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I Part A: Allocation	80518	0.00
Title I Part A: Parent Involvement	1558	0.00
LCFF Supplemental and Concentration (S/C)	235082	0.00
CSI	243185	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
CSI	243,185.00
LCFF Supplemental and Concentration (S/C)	235,082.00
Title I Part A: Allocation	80,518.00
Title I Part A: Parent Involvement	1,558.00

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
Elisa Perez	Principal
Flor Manzano	Classroom Teacher
Margarita Dominguez	Classroom Teacher
Ana Tejada	Classroom Teacher
Scarlett Villacorta	Other School Staff
Amanda Salazar	Parent or Community Member
Auxy Gomez	Parent or Community Member
Kimberly Medina	Parent or Community Member
Cynthia Munoz	Parent or Community Member
Eudoxia Flores	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 05/24/2023.

Attested:



Principal, Elisa Perez on 05/24/2023



SSC Chairperson, Amanda Salazar on 05/24/2023

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.

[Educational Partner 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.

Educational Partner 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**easurable, **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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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



PASADENA UNIFIED SCHOOL DISTRICT

School Site/ ESCUELA: **Madison Elementary School**

May 24, 2023/ 24 de mayo del 2023

Location/ LUGAR:

SSC Meeting Agenda/ Agenda de Junta SSC

Legal Requirements (Check topics to be covered at this meeting) <i>Requisitos Legales (Marque los Temas que se Tratarán en Esta Junta):</i>			
SSC Business/ Temas SSC		SPSA	
	Title I Parent Involvement Policy, Home School Compact <i>Póliza Título I de Participación de Padres, Acuerdo de Escuela y Hogar</i>	x	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/ Revisión de Datos		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>		Reports <i>Reportes</i>
	Quarterly Target Data Review <i>Repaso Trimestral de Datos sobre Metas Escolares</i>		Training <i>Entrenamiento</i>

ITEM/ ARTICULO	DESCRIPTIONS/ <i>DESCRIPCIONES</i>	ACTION REQUIRED OF SSC MEMBERS/ <i>ACCIÓN REQUERIDA DE LOS MIEMBROS SSC</i>
1. Call to Order <i>Llamada al Orden</i>	<ul style="list-style-type: none"> Amanda Salazar: 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"> 4/26/23 SSC Minutes Amanda Salazar, SSC Chairperson; <i>Amanda Salazar, Presidenta del SSC</i> 	<ul style="list-style-type: none"> Voting/ <i>Votación</i>
3. Principal's Report	<ul style="list-style-type: none"> Informational / <i>Informativo:</i> Presented by Dr. Perez 	<ul style="list-style-type: none"> Informational / <i>Informativo</i>
4.SPSA Goal Review <i>Repaso de Objetivos SPSA</i>	<ul style="list-style-type: none"> Informational / <i>Informativo:</i> Presented by Dr. Perez 	<ul style="list-style-type: none"> Informational / <i>Informativo</i>
5. SPSA Budget Approval	<ul style="list-style-type: none"> Informational / <i>Informativo:</i> Presented by Dr. Perez 	<ul style="list-style-type: none"> Informational / <i>Informativo</i>
6. Public Comment/ <i>Comentario Público</i>	<ul style="list-style-type: none"> Informational / <i>Informativo:</i> 	<ul style="list-style-type: none"> Informational / <i>Informativo</i>

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

Time/ **HORA:** _ Location A126 / **LUGAR:** In Person/ *En Persona Salon A126*

 [4/26/23 SSC Minutes](#)

 [SSC & ELAC Principal's Report](#)



School Site Council Principal's Report



May 24, 2023



Principal's Report (5/24/23)

Cameras Installed @ Main Office

- Student and staff safety

Campus Visitors

- All visitors MUST sign-in using the computer at the entrance to the school.
- No visitors allowed into the classrooms without an approved meeting.

Early Dismissal on Thursday, June 1st

- Dismissal at 12:30PM for Last Day of School

PEF Summer Program @ Madison

- Spots are limited.

CAASPP State Testing

- Almost done!

Memorial Day Holiday

- No classes for students on Mon., May 29th

Student of the Month and Most Improved Assembly

- Tuesday., May 30, 2023 (8:15-9:00 AM)

Zumba

- Mondays @ 9:30AM
- Tuesdays @ 2:45PM
- Wednesdays @ 9:30AM
- Please make sure to come!

Pick/Up & Drop Off @ Madison

- Rainy Day Schedule (Only Ashtabula)
- Will only open main office doors so students can come in.
- Car Valet- Please help your child open their own door.
- Ashtabula: TK-2nd Grades
- Buckeye: 3rd-5th Grades
- Teachers will be monitoring their own classes.

- If a student has an older sibling, the younger student will go with the older student to the Buckeye gate.

5th Grade Promotion

- Wednesday, May 31st (9:00-10:00AM)

Kinder Promotion

- Wednesday, May 31st (12:30-1:30PM)



Title 1 (\$80,518+\$1,558)

Goal, Strategy	Service	Resource/ Material/ PD/ Personnel	Amount
Goal 6, Strategy 1	Materials & Supplies	Materials	\$1558
Goal 6, Strategy 2	Supplies for Literacy Night	Materials	\$1037
Goal 8, Strategy 1	AVID Certification & Conf. & Instructional Aides	PD & Personnel	\$79481

LCFF S&C (\$235,081- *estimated carryover and allocation*)

Goal, Strategy	Service	Resource/ Material/ PD/ Personnel	Amount
Goal 2, Strategy 1	Summer School	Certificated/ classified personal	\$30000
Goal 1, Strategy 1	PD for teachers	Certificated	\$12700
Goal 1, Strategy 2	After School Hours for Teachers	Certificated	\$9757
Goal 1, Strategy 3	Materials for Students & Staff	Materials	\$4132
Goal 2, Strategy 2	Instructional Aides	Personnel	\$49611
Goal 2, Strategy 3	Materials for Classrooms	Materials	\$18626
Goal 2, Strategy 4	Library Coordinator	Personnel	\$20831
Goal 2, Strategy 5	Update Library Books	Materials	\$10000
Goal 3, Strategy 3	Field Trips for Students	PD	\$10000

CONTINUED: LCFF S&C (\$235,081- *estimated carryover and allocation*)

Goal, Strategy	Service	Resource/ Material/ PD/ Personnel	Amount
Goal 4, Strategy 1	Prof. Development & Conferences	PD	\$18225
Goal 4, Strategy 2	After School ILT	Certificated	\$11435
Goal 5, Strategy 2	PBIS Materials	Materials	\$15000
Goal 5, Strategy 1	Office Staff Supplemental	Personnel	\$14764
Goal 5, Strategy 3	Field Trips	Materials	\$10000

CSI (\$243,185)

Goal, Strategy	Service	Resource/ Material/ PD/ Personnel	Amount
Goal 3, Strategy 1	Behavioral Instructional Assistants	Personnel	\$54878
Goal 3, Strategy 2	Project Aides	Personnel	\$71215
Goal 3, Strategy 4	Full-Time Sub	Personnel	\$52718
Goal 3, Strategy 5	Materials & Supplies	Materials	\$17374
Goal 4, Strategy 2	Subs. For Teacher PD	Personnel	\$10000
Goal 6, Strategy 2	Supplies for Fam. Lit. Night	Materials	\$2000
Goal 7, Strategy 2	Supplies for Science Night	Materials	\$15000
Goal 8, Strategy 2	AVID Materials	Materials	\$20000

School Site Council Budget Approvals:

SPSA:

- 1) Discussion of Proposed SPSA
- 2) Recommended approval of 2023-2024 SPSA
- 3) Vote





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 2023-24, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,795,513.00:

- 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 3 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 2023-24 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	\$1,795,513.00	9,623	\$186.59	371	\$69,223.25