School Year: **2024-25**

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 22, 2024	June 27, 2024

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

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.

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

Resource Inequities

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

School Vision and Mission

School Profile

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.

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.

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	72	0	67	72	0	67	72	0.0	97.1	100.0
Grade 4	90	68	62	0	67	61	0	67	61	0.0	98.5	98.4
Grade 5	82	82	67	0	81	67	0	81	67	0.0	98.8	100.0
All Grades	247	219	201	0	215	200	0	215	200	0.0	98.2	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		2316.	2339.		2.99	5.56		7.46	6.94		23.88	31.94		65.67	55.56
Grade 4		2362.	2389.		1.49	6.56		5.97	14.75		17.91	13.11		74.63	65.57
Grade 5		2442.	2416.		9.88	5.97		19.75	13.43		20.99	14.93		49.38	65.67
All Grades	N/A	N/A	N/A		5.12	6.00		11.63	11.50		20.93	20.50		62.33	62.00

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	6.94		49.25	48.61		47.76	44.44
Grade 4		1.49	4.92		56.72	59.02		41.79	36.07
Grade 5		8.64	7.46		65.43	50.75		25.93	41.79
All Grades		4.65	6.50		57.67	52.50		37.67	41.00

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	2.78		34.33	31.94		65.67	65.28
Grade 4		2.99	3.28		31.34	40.98		65.67	55.74
Grade 5		5.00	4.48		43.75	37.31		51.25	58.21
All Grades		2.80	3.50		36.92	36.50		60.28	60.00

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	2.78		55.22	69.44		40.30	27.78
Grade 4		4.48	6.56		67.16	68.85		28.36	24.59
Grade 5		7.41	8.96		71.60	61.19		20.99	29.85
All Grades		5.58	6.00		65.12	66.50		29.30	27.50

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	6.94		47.76	51.39		49.25	41.67
Grade 4		0.00	3.28		64.18	67.21		35.82	29.51
Grade 5		9.88	7.46		59.26	58.21		30.86	34.33
All Grades		4.65	6.00		57.21	58.50		38.14	35.50

Conclusions based on this data:

1.

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	72	0	68	72	0	68	72	0.0	98.6	100.0
Grade 4	90	68	62	0	68	62	0	68	62	0.0	100.0	100.0
Grade 5	82	82	67	0	82	67	0	82	67	0.0	100.0	100.0
All Grades	247	219	201	0	218	201	0	218	201	0.0	99.5	100.0

* 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.	2377.		0.00	5.56		14.71	13.89		16.18	31.94		69.12	48.61
Grade 4		2376.	2403.		1.47	3.23		5.88	16.13		22.06	22.58		70.59	58.06
Grade 5		2405.	2404.		0.00	2.99		8.54	7.46		24.39	19.40		67.07	70.15
All Grades	N/A	N/A	N/A		0.46	3.98		9.63	12.44		21.10	24.88		68.81	58.71

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	8.33		33.82	45.83		63.24	45.83
Grade 4		4.41	6.45		32.35	35.48		63.24	58.06
Grade 5		1.22	1.49		34.15	31.34		64.63	67.16
All Grades		2.75	5.47		33.49	37.81		63.76	56.72

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	12.50		26.47	38.89		69.12	48.61
Grade 4		1.47	1.61		20.59	37.10		77.94	61.29
Grade 5		1.22	1.49		40.24	41.79		58.54	56.72
All Grades		2.29	5.47		29.82	39.30		67.89	55.22

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	4.17		44.12	55.56		52.94	40.28
Grade 4		1.47	4.84		41.18	41.94		57.35	53.23
Grade 5		0.00	2.99		41.46	46.27		58.54	50.75
All Grades		1.38	3.98		42.20	48.26		56.42	47.76

Conclusions based on this data:

1.

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	1432.5	1436.9	1372.5	1429.2	1383.0	1314.4	1439.9	43	48	39
1	1413.7	1395.2	1417.9	1440.6	1418.8	1439.8	1386.2	1371.1	1395.6	42	35	34
2	1455.9	1434.9	1464.9	1466.3	1463.1	1483.1	1445.0	1406.0	1446.1	40	49	32
3	1466.7	1444.3	1473.6	1474.7	1447.8	1491.8	1458.1	1440.3	1454.7	33	34	50
4	1485.2	1467.3	1474.7	1482.1	1479.8	1489.5	1487.8	1454.2	1459.5	38	30	30
5	1509.1	1509.8	1496.6	1520.9	1523.1	1504.3	1496.9	1495.9	1488.5	40	32	25
All Grades										236	228	210

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	28.95	23.26	20.83	28.95	46.51	33.33	31.58	13.95	43.75	10.53	43	48	38
1	0.00	0.00	8.82	19.05	2.86	14.71	38.10	37.14	38.24	42.86	60.00	38.24	42	35	34
2	12.50	0.00	3.13	22.50	28.57	46.88	32.50	38.78	37.50	32.50	32.65	12.50	40	49	32
3	6.06	0.00	8.00	15.15	14.71	24.00	42.42	35.29	46.00	36.36	50.00	22.00	33	34	50
4	7.89	3.33	6.67	28.95	26.67	23.33	42.11	23.33	50.00	21.05	46.67	20.00	38	30	30
5	10.00	15.63	8.00	47.50	31.25	20.00	25.00	37.50	56.00	17.50	15.63	16.00	40	32	25
All Grades	8.90	3.07	11.00	26.27	21.05	26.32	37.71	34.65	42.58	27.12	41.23	20.10	236	228	209

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	28.95	48.84	25.00	15.79	27.91	31.25	39.47	11.63	39.58	15.79	43	48	38
1	16.67	0.00	14.71	33.33	14.29	41.18	26.19	57.14	23.53	23.81	28.57	20.59	42	35	34
2	17.50	32.65	21.88	40.00	18.37	56.25	37.50	30.61	18.75	5.00	18.37	3.13	40	49	32
3	15.15	2.94	34.00	42.42	38.24	44.00	27.27	26.47	8.00	15.15	32.35	14.00	33	34	50
4	18.42	23.33	26.67	42.11	26.67	46.67	26.32	33.33	16.67	13.16	16.67	10.00	38	30	30
5	55.00	46.88	12.00	30.00	31.25	64.00	5.00	12.50	20.00	10.00	9.38	4.00	40	32	25
All Grades	22.46	17.98	24.40	39.41	25.00	43.06	25.00	32.02	20.57	13.14	25.00	11.96	236	228	209

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	15.79	11.63	6.25	36.84	48.84	35.42	34.21	30.23	56.25	13.16	43	48	38
1	0.00	0.00	5.88	14.29	2.86	14.71	9.52	8.57	14.71	76.19	88.57	64.71	42	35	34
2	10.00	0.00	3.13	20.00	16.33	28.13	12.50	18.37	21.88	57.50	65.31	46.88	40	49	32
3	3.03	0.00	2.00	9.09	2.94	6.00	36.36	32.35	38.00	51.52	64.71	54.00	33	34	50
4	7.89	0.00	0.00	13.16	6.67	6.67	31.58	20.00	36.67	47.37	73.33	56.67	38	30	30
5	0.00	6.25	0.00	10.00	6.25	8.00	57.50	37.50	32.00	32.50	50.00	60.00	40	32	25
All Grades	5.08	1.32	4.78	13.14	7.46	16.75	32.63	25.44	30.14	49.15	65.79	48.33	236	228	209

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	31.58	83.72	47.92	57.89	4.65	43.75	10.53	43	48	38
1	19.05	5.71	20.59	59.52	71.43	58.82	21.43	22.86	20.59	42	35	34
2	2.50	14.29	6.25	82.50	65.31	90.63	15.00	20.41	3.13	40	49	32
3	18.18	5.88	16.00	57.58	61.76	64.00	24.24	32.35	20.00	33	34	50
4	28.95	26.67	23.33	50.00	46.67	56.67	21.05	26.67	20.00	38	30	30
5	15.38	15.63	16.00	61.54	62.50	60.00	23.08	21.88	24.00	39	32	25
All Grades	15.74	12.28	19.14	66.38	59.21	64.59	17.87	28.51	16.27	235	228	209

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	21.05	55.81	52.08	60.53	18.60	43.75	18.42	43	48	38
1	16.67	0.00	20.59	59.52	57.14	61.76	23.81	42.86	17.65	42	35	34
2	35.00	34.69	59.38	57.50	46.94	37.50	7.50	18.37	3.13	40	49	32
3	33.33	20.59	56.00	54.55	41.18	30.00	12.12	38.24	14.00	33	34	50
4	32.43	23.33	46.67	51.35	50.00	43.33	16.22	26.67	10.00	37	30	30
5	75.00	81.25	48.00	15.00	9.38	44.00	10.00	9.38	8.00	40	32	25
All Grades	36.17	25.88	42.11	48.94	43.86	45.45	14.89	30.26	12.44	235	228	209

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	28.95	58.14	41.67	60.53	30.23	56.25	10.53	43	48	38
1	4.76	0.00	14.71	19.05	5.71	11.76	76.19	94.29	73.53	42	35	34
2	12.50	6.12	12.50	32.50	26.53	40.63	55.00	67.35	46.88	40	49	32
3	3.03	0.00	0.00	24.24	23.53	28.00	72.73	76.47	72.00	33	34	50
4	5.26	0.00	6.67	39.47	23.33	20.00	55.26	76.67	73.33	38	30	30
5	5.00	6.25	8.00	60.00	37.50	32.00	35.00	56.25	60.00	40	32	25
All Grades	7.20	2.63	11.48	39.41	27.19	32.54	53.39	70.18	55.98	236	228	209

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	44.74	37.21	29.79	36.84	41.86	57.45	18.42	43	47	38
1	0.00	0.00	2.94	31.71	34.29	41.18	68.29	65.71	55.88	41	35	34
2	12.50	0.00	3.13	32.50	46.94	56.25	55.00	53.06	40.63	40	49	32
3	3.03	0.00	4.00	63.64	41.18	52.00	33.33	58.82	44.00	33	34	50
4	7.89	0.00	0.00	60.53	30.00	53.33	31.58	70.00	46.67	38	30	30
5	0.00	12.50	0.00	66.67	62.50	60.00	33.33	25.00	40.00	39	32	25
All Grades	7.69	4.41	10.05	47.86	40.53	49.28	44.44	55.07	40.67	234	227	209

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
424	**94.1**	**48.8**	**2.6**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	207	48.8
Foster Youth	11	2.6
Homeless	23	5.4
Socioeconomically Disadvantaged	399	94.1
Students with Disabilities	56	13.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	5
Asian	1	0.2
Filipino	1	0.2
Hispanic	394	92.9
White	7	1.7

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	Less than 11 Students
86.9 points below standard	95.8 points below standard	1 Student
Maintained +2.1 points	Maintained -0.9 points	
194 Students	120 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
108.2 points below standard	Red	Orange
Increased +8 points	87.8 points below standard	85.9 points below standard
22 Students	Maintained +0.5 points	Increased Significantly +35 points
	187 Students	40 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 89 points below standard Maintained +0.6 points 182 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
111.6 points below standard Increased Significantly +16.6 points 99 Students	21 points below standard Increased +10.8 points 21 Students	83.3 points below standard Increased +12.8 points 41 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	0	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
88.9 points below standard	94.6 points below standard	1 Student
Increased Significantly +18 points	Increased +12 points	
194 Students	120 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
98.6 points below standard	Yellow	Yellow
Increased Significantly +18.9 points	88.4 points below standard	64.4 points below standard
22 Students	Increased Significantly +18.8 points	Increased Significantly +30.4 points
	187 Students	40 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 89.4 points below standard Increased Significantly +17.8 points 182 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
101.1 points below standard Increased Significantly +27.3 points 99 Students	64.4 points below standard Maintained +1.2 points 21 Students	95.7 points below standard Increased Significantly +20.7 points 41 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
57.1% making progress towards English language proficiency
Number of EL Students: 161 Students
Performance Level: 4

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.

2023 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**
17	52	0	92

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby 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

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	0

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	76.9% Chronically Absent
41.9% Chronically Absent	35.3% Chronically Absent	0
Declined Significantly -19.5	Declined Significantly -23.5	13 Students
446 Students	221 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Orange
43.9% Chronically Absent	42.9% Chronically Absent	45.6% Chronically Absent
Declined -17.2	Declined Significantly -19	Declined -16.6
57 Students	420 Students	79 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
48% Chronically Absent Declined -2 25 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 40.9% Chronically Absent Declined Significantly -21.3 411 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	5

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	0% suspended at least one day
0% suspended at least one day	0% suspended at least one day	13 Students
Declined Significantly -1	Declined Significantly -1.2	
452 Students	226 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Blue	Blue
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Declined -2.6	Declined Significantly -1.1	Declined -5.3
59 Students	425 Students	79 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day Declined -3.7 25 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0% suspended at least one day Declined -0.9 417 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students

Conclusions based on this data:

1.

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

California Dashboard:
Math rates for all students will increase the baseline of -88.9 points (yellow) from 2023 by a total of +63.9 points or more (to reach green) with a stretch goal of +88.9 points or more (to reach blue) to end at -25.0 points or higher at the end of 2024-2025 school year.

iReady:
1. By June 2025, 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 23-24 school year, as measured by the i-Ready math diagnostic two given in the winter.
2. By June 2025, 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 California Dashboard and 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) N/A 1 (D2) 14% at grade level 2 (D2) 10% at grade level 3 (D2) 13% at grade level 4 (D2) 9% at grade level 5 (D2) 12% 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 K5.

Annual Review

SPSA Year Reviewed: 2023-24

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 covered the strategies to meet the articulated goal. Specifically the our small group instruciton 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.

Due to a decrease in funds, our after school teacher support and supplemental materials will be limited for the 24-25 school year.

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 math. Teachers will participate in PD and PLC's with instructional coaches on campus. District and school to provide subs for the teachers so they can fully participate in professional development for 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)	Source(s)
1013	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

Teachers to provide after school support to students for Math Field Day.

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)
3346	Title I Part A: Allocation

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

California Dashboard:
English Language Arts rates for all students will increase the baseline of -86.9 points (red) from 2023 by a total of +3 points or more (to reach orange) with a stretch goal of +16.9 points or more (to reach yellow) to end at -83.9 points or higher at the end of 2024-2025 school year.

iReady:
1. By June 2025, 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 23-24 school year, as measured by the i-Ready ELA diagnostic two given in the winter.
2. By June 2025, 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 ELA diagnostic two given in the winter.

Identified Need

Madison Elementary School students are 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
i-Ready Reading Diagnostic Two (D2)	School-wide our students scored below the district average in reading on the iReady reading diagnostic K (D2) 39% at grade level 1 (D2) 27% at grade level 2 (D2) 22% at grade level 3 (D2) 34% at grade level 4 (D2) 16% at grade level 5 (D2) 20% at grade level	The percentage of students in each grade-level scoring at grade level or above on the iReady reading diagnostic will increase by at least 3% when compared to the D2 diagnostic for grades K-5.

Annual Review

SPSA Year Reviewed: 2023-24

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 as measured by the growth in iReady data.

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

There were no major differences. The listed expenditures were used to provide staff for small group instruction, a summer program, and materials and supplies.

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 will greatly change due to our lack of funds for the 24-25 school year. Students will no longer have access to a full-time library coordiantor, bilingual instructional aides, or new/updated books, supplies, and materials.

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

Project Behavior aides will support classroom instruction with small groups 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)	Source(s)
71280	LCFF Supplemental and Concentration (S/C)

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 2025, 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 2025, 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 2025, 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 iReady 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 great growth but the majority of students have not met the required score of 4 on the ELPAC to be eligible for reclassification, 15% 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 two given in the winter. K (D2) N/A 1 (D2) 14% at grade level 2 (D2) 10% at grade level 3 (D2) 13% at grade level 4 (D2) 9% 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
	5 (D2) 12% at grade level	
Reading	School-wide our students scored below the district average in reading on the iReady reading diagnostic K (D2) 39% at grade level 1 (D2) 27% at grade level 2 (D2) 22% at grade level 3 (D2) 34% at grade level 4 (D2) 16% at grade level 5 (D2) 20% 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- Our multilingual learners have shown great growth but but the majority of students have not met the required score of 4 on the ELPAC to be eligible for reclassification. This past year 15% of our students 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.

Annual Review

SPSA Year Reviewed: 2023-24

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 implemented strategies proved highly effective, particularly the support provided by behavior/project/noon aides both inside and outside the classroom. Additionally, the field trips aligned seamlessly with classroom instruction, enhancing the overall learning experience.

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

One major difference in the implementation was the allocation of resources. Rather than budgeting for a full-time substitute teacher, we opted to increase the number of classroom aides to support small group instruction within the classrooms.

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.

Due to the budget constraints for the 24-25 school year we will no longer be able to support field trips or buy learning and classroom materials.

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

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)	Source(s)
77616	Title I Part A: Allocation

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, welltrained support staff.

Goal 4

Area of Focus: Improving Teacher and Support Staff quality
1. Professional Development
By June 2025, 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 2025, 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 including but not limited to our PLC sessions.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-In-Sheets	24-25 will be the baseline	By the Spring of 2025, Madison Elementary will have at least 80% of it's teachers attend district PD.
Sign-In-Sheets	24-25 will be the baseline	By the Spring of 2025, at least 80% of teachers at Madison Elementary will participate in site PD including but limited to PLC's.

Annual Review

SPSA Year Reviewed: 2023-24

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 implemented comprehensively and proved to be highly effective, as evidenced by notable increases in iReady and California Dashboard data.

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 goal was met but the SWIFT-FIA was not fully implemented. For the 24-25 school year instead of using the SWIFT-FIA we will be using sign-in sheets from our PLC's to ensure folks are fully participating and are able 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.

Due to the lack of school funds for the 24-25 school year we will be using our community school grant support for staff PD and conferences.

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

Certificated staff members will recieve PD by district and site TOSA's regarding current curriculum and lesson strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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

Classfied and certificated staff members will have an opportunity to assist Capturing Kids Hearts through our community schools grant.

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	

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 2025, overall attendance for all students will increase the baseline of 92.86% by a total of 2% or more by the end of the 2024-2025 school year.
2. By May 2025, chronic absenteeism for all students will decrease from the baseline of 25.9% by the end of the 2024-2025 school year to below 25%.
3. By May 2025, suspension rate for all students will remain at 1% or below.

Identified Need

Attendance: Madison Elementary improved greatly with attendance during the 23-24 school year, but there is still room for growth with the current rate of 92.86%.

Chronic Absenteeism: Madison Elementary School's chronic absentee rate for all students decreased from 61.5% (21-22), to 42.7% (22-23), to 25.9% for 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% for the (22-23) school year, and continues to be below 1% for the (23-24) school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Student Information System	Our current year overall average attendance increased to 92.86% (23-24) from the previous year of 89.08% (22-23).	By May 2025, the overall attendance average for all students will increase the baseline of 92.86% by a total of 2% or more by the end of the 2024-2025 school year.
District Student Information System	Our current year overall chronic absenteeism rate decreased to 25.9% (23-24) from the previous year of 42.7% (22-23).	By May 2025, the chronic absenteeism rate for all students will decrease the baseline of 25.9% by the end of the 2024- 2025 school year to below 20%.
District Student Information System	Our suspension rate has remained at below 1% for the past two academic year (22-23) and (23-24).	By May 2025, our suspension rate for all atudents will remain at 1% or below.

Annual Review

SPSA Year Reviewed: 2023-24

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 have been extremely effective in increasing our overall attendance (23-24: 92.86%) as compared to the previous school year (22-23: 89.08%).

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

School staff will support famlies 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 address the need to support families who experience chronic absenteeism. School staff will monitor/ intervene with chronically absent students and families.

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 bilingual instructional clerk to communicate with families regarding opening school procedures, absences, tardies, chronic absenteeism, and school events to ensure effective homeschool 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)	Source(s)
7571	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, and AfricanAmerican 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)	Source(s)
0	

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 2025, the average number of parents participating in school events, joining parent groups, and requesting support will increase by 3% or more, as measured by sign-ins at all events. The 22-23 school year served as a baseline year with 65% of families participating in school events, this current school year 23-24 our rate increased to 69%.
Community Engagement: By May 2025, the number of community members that participate in Madison events will increase by 3% or more as compared to previous year's participation, as measured by sign-ins at all events.

Identified Need

Parent & Community Engagement- During the pandemic parent and community engagement was consistently low. However this year (23-24) we focused on expanding opportunties for families to participate in various events and our parent engagement rate increased to 69%. 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	The current family engagement / community engagement participation rate is 69% (23-24).	By May 2025, the number of family / community members that participate in Madison events will increase by 3% or more as compared to previous year's participation, as measured by sign-ins at all events.

Annual Review

SPSA Year Reviewed: 2023-24

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 effecitive. Parent and community engagement increased significantly 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 alotted 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.

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 family and parent participation in school activities and events by communicating with families via email and phone blast as well as help enroll them in parent portal. Madison to provide snacks and supplies 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)	Source(s)
1604	Title I Part A: Parent Involvement

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 2025, 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 23-24 school year score. The 2023-2024 school year will be used as 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 Science 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 2023-2024 year Fall and Spring Assessments will serve as a baseline.	By May 2025, 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.

Annual Review

SPSA Year Reviewed: 2023-24

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 TOSAs and community partners 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.

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 TOSAs.

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 using Community Schools grant funds.

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	

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 2025, at least 80% 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
AVID Certification	There are currently 12 teachers that are AVID certified.	By August 2025, at least 80% of our teachers will be AVID certified.

Annual Review

SPSA Year Reviewed: 2023-24

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 24-25 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.

Our community schools 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.

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 2 non-certified teachers will become AVID certified using community schools grant funds.
All teachers will receive AVID coaching support and Workshop Model coaching support through our AVID coordinators.
Students will be engaged and supported in the AVID process of learning and receiving reinforcement in academic behaviors (organization, study skills, communication, and selfadvocacy).

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

Supplies and materials will be purchased using community schools grant funds for students to gain 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)	Source(s)

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

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

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

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

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	$91150
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$91150
Other State/Local Funds provided to the school	$71280

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 ($)

Subtotal of additional federal funds included for this school: $

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 ($)

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

Total of federal, state, and/or local funds available for this school: $162,430

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	71280	0.00
Title I Part A: Parent Involvement	1604	0.00
Title I Part A: Allocation	89546	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental and Concentration (S/C)	71,280.00
Title I Part A: Allocation	89,546.00
Title I Part A: Parent Involvement	1,604.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role

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 .

Attested:

	Principal, Elisa Perez on 5/23/24
	SSC Chairperson, Socorro Salinas on 5/23/24

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

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