

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Madison Elementary

School Plan for Student Achievement
2024-2025

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

Needs Assessment:

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

Accountability Measure I: Increase Achievement:

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

56% of 3rd through 5th grade students scored proficient or advanced on SBAC ELA. This is a decrease of 1% from the 2022-23 school year. Third grade increased from 50% to 57% of students scoring proficient or advanced. Fourth grade decreased from 63% to 45%. While fifth grade increased from 58% to 64%. African American scores remained at 40% of students scoring proficient or advanced on SBAC math. 64% of students in grades 1st - 5th scored early on grade level or above on the third iReady diagnostic assessment. 55% of student taking the assessment made at least one years growth in reading. 57% of African American students scored early on grade level or above on the third iReady diagnostic assessment and 42% demonstrated at least one years academic growth. By June of 2023, 90% of kindergarten students were on track for required foundational reading skills, while 100% of African American Kindergarteners were on track. 60% of 1st grade students were on track for all required foundational reading skills, while 50% of African American students were on track. 72% of 2nd grade students were on track for all required foundational reading skills, while 2nd grade African American students were 74% on track.

ELA Goals

All students will achieve at least one year of academic growth in literacy by June 2025. 62% of 3-5 grade students will score Met or Exceeded on SBAC, up from 56%. 50% of 3-5 grade African American students will score Met or Exceeded on SBAC. up from 40%. 50% of students learning English as a second language in grades 3-5 will score Met or Exceeded on SBAC, up from 0%. 50% of grade 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA will meet their accelerated growth target in 2025, up from 35% in June 2024. 85% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 72% in June 2024.

Less than 60% of students were proficient or advanced on the ELA CAASPP in 2023-2024. This year our goal is all students will achieve at least one year of academic growth in literacy by June 2025. 62% of 3-5 grade students will score Met or Exceeded on SBAC, up from 56%. 50% of 3-5 grade African American students will score Met or Exceeded on SBAC. up from 40%. IIC and Literacy Lead will work with teachers to provide quality core tier 1 instruction. Teachers will be trained in dELD and differentiation strategies. We will progress monitor by analyzing iReady and district assessment data.

Comprehensive Needs Assessment: Mathematics

Math Findings

47% of 3rd - 5th grade students scored proficient or advanced on SBAC math. This is a decrease of 6% from the previous year. 3rd grade students increased from 43% in 2023 to 54% in 2024. 4th grade students decreased from 60% in 2023 to 50% in 2024. 5th grade students decreased from 56% in 2023 to 38% in 2024. 33% of African American students scored proficient or advanced on SBAC math in 2024. 46% of students in grades 1st through 5th scored early on grade level to above on the 3rd iReady Diagnostic. 36% of African American students scored early on grade level to above on the 3rd iReady Diagnostic for math. 47% of students taking the iReady Diagnostic met one years growth in math. 42% of African American students met one years growth in math.

Math Goals

55% of 3-5 students will score Met or Exceeded on SBAC, up from 47%. 50% of African American students in grades 3-5 will score Met or Exceeded on SBAC, up from 33%. 50% of students learning English as a second language will score Met or Exceeded on SBAC, up from 0%. 50% grade 4-5 students who were Not Met or Nearly Met on the prior years SBAC will meet their accelerated growth target in June 2025, up from 18% in June 2024. 48% of grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 36% in March 2024.

Since less than 50% of students scored met or exceeded on the SBAC in 2023-2024, this year our goal is 55% of 3-5 students will score Met or Exceeded on SBAC, up from 47%. 50% of African American students in grades 3-5 will score Met or Exceeded on SBAC, up from 33%. 50% of students learning English as a second language will score Met or Exceeded on SBAC. IIC and Math lead will work with teachers to provide quality core tier 1 instruction. 3rd-5th grade teachers will attend 3 QCI trainings that are focused on math instruction. We will progress monitor by analyzing IReady and district assessment data.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Ten students at Madison were ELPI Eligible in the 2023 - 2024 school year. 20% of those students increased. 20% of those students maintained the same level. 40% of those students decreased their level.

English Learner Goals

40% of students who are ELPI Eligible will increase their level on the Summative ELPAC administered in Spring 2024. The action plan to achieve this goal includes the literacy teacher and IIC working with the ELL population on foundational skills. In addition to the K-2 teachers receiving QCI training in order to improve ELA instruction. Teachers also provided designated ELD instruction based on students needs and ELD standards. We will monitor progress on this goal by analyzing data from the IReady and district assessments.

Since not all ELL students showed growth on the ELPAC in 2023-2024 school year, this year our goal is 40% of students who are ELPI Eligible will increase their level on the Summative ELPAC administered in Spring 2024. The action plan to achieve this goal includes the literacy teacher and IIC working with the ELL population on foundational skills. All teachers will receive training on designated ELS. We will progress monitor by analyzing IReady and district assessment data.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

California School Dashboard for 2023 shows Chronic Absenteeism as yellow with 33.5% of student chronically absent. This is a decline of 5.3% from 2022. The student group in the red zone was white students with African American, Asian, English Learners, Homeless, and Students with Disabilities in Orange. 2023 - 2024 data shows Chronic Absenteeism overall at 21%. Chronic Absenteeism for white students was 36%. Chronic Absenteeism for African American students was 42%. Chronic Absenteeism for Asian students was 17%. Chronic Absenteeism for students learning English as a second language was 53%. Chronic Absenteeism for students experiencing homelessness was 70%. Chronic Absenteeism for students with disabilities was 55%. The overall attendance rate in 2023-24 was 93%, up from 90% the prior year. 4% of students were severely chronic absent and 17% of students were moderate chronic absent in 2023-24. This is a 3% decrease in severely chronic absent in 2022-24 and a 5% decrease in moderate chronic absent students.

Culture/Climate Goals

The attendance rate will increase to 95% by June of 2025, from 93%. Chronic absent students will decrease to 17% by June 2025, from 21%. Chronic absenteeism for student groups above 20% will decrease at least 4% for each group by June 2025. White students will decrease to 30%, from 36%. African American students will decrease to 35%, from 42%. Students learning English as a second language will decrease to 45%, from 53%. Students experiencing homelessness will decrease to 60%, from 70%. Students with disabilities will decrease to 50%, from 55%.

Based on the chronic absenteeism rate this year our goal is the attendance rate will increase to 95% by June of 2025, from 93%. Chronic absent students will decrease to 17% by June 2025, from 21%. Chronic absenteeism for student groups above 20% will decrease at least 4% for each group by June 2025. White students will improve their chronic absenteeism by 4%. Our action plan is to work directly with families who are chronically absent to support their needs. We will progress monitor by using attendance reports monthly.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness

Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) An overall 3% decrease on SBAC ELA scores and a 17% achievement gap shows a need for improvement ELA. Therefor our goal is for every student to make at least one years growth indicated by i-Ready ELA results.65% of 3rd through 5th grade students will score proficient or advanced on CAASPP-SBAC. In order to increase ELA scores, the literacy lead will coach teachers in the K-2 classrooms on foundation reading skills instruction, In addition to the literacy teacher and IIC pulling tier 2 groups to bridge the achievement gap. K-2 Teachers will also attend QCI trainings two times per year and complete multiple PDSA professional development cycles that connect to the training received at the district QCI trainings. To monitor progress throughout the year we will analyze data from IReady, district assessments, and FRSA.</p>	Goal Partially or Not Met	<p>51% of 3-5th grade scored Met or Exceeded in ELA on CAASPP-SBAC.</p> <p>55% of students made at least one year's growth on the IREADY.</p>	<p>IIC will be supporting all grades with instructional practices, and helping teachers plan for tier 2 interventions. The Literacy Lead will continue to coach and support teachers with tier 1 instruction.</p> <p>K-2 teachers are attending 3 QCIs in the 2024-2025 school year for Literacy instruction.</p>

Math	<p>1) An achievement gap of 16% for our African American population shows a need to improve math instruction in grades 3-5. Therefore our goal is for every student to achieve at least one year's growth indicated by i-Ready math results. 60% of students in 3rd through 5th grade will score proficient or advanced on Caaspp-SBAC. Our action plan includes to have the math lead coach teachers in culturally responsive lessons that engage students in mathematical practices. 3- 5 teachers will also attend QCI trainings two times per year and complete multiple PDSA professional development cycles that connect to the training received at the district QCI trainings. To monitor progress we will analyze data from IReady and district unit assessments.</p>	Goal Partially or Not Met	<p>53% of students earned met or exceeded on the Math CAASPP-SBAC.</p> <p>45% of students made at least one year's growth on the Math IREADY.</p>	<p>IIC and Math lead will collaborate with teachers to support tier 1 and tier 2 instruction in math. Teachers in grades 3-5 will attend 3 QCIs this year. Teachers in graded K-2 will attend 1 math-focused QCI this year.</p> <p>IIC and Math lead will hold Professional Development meetings to support teachers in culturally relevant, engaging, and differentiated math lessons.</p> <p>IIC and Math lead will collaborate with teachers to purposefully plan for small group instruction to meet the needs of all students.</p>
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English Learner	1) Due to the amount of students who have been learning English as a second language, and the designation rates Madison's goal for students learning English as a second language is for every student to be redesignated before 5th grade. The action plan to achieve this goal includes the literacy teacher and IIC working with the ELL population on foundational skills. In addition to the K-2 teachers receiving QCI training in order to improve ELA instruction. Teachers also provided designitated ELD instruction based on students' needs and ELD standards. We will monitor progress on this goal by analyzing data from the IReady and district assessments.	Goal Partially or Not Met	Last year, 1 of the 5th-grade ELL students did not redesignate before promoting to middle school.	3-5 teachers are all receiving designated ELD training. All teachers are providing 30 minutes of dELD to ELL students every day.
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Culture/Climate	1) Due to the high chronic absent rate and the low overall attendance rate last year, Madison's goal is the overall attendance rate will be no lower than 95% and Chronic absenteeism will be no higher than 7%. Our action plan is that with support from the counselor, IOA, SEL Facilitator and LBUSDs All In program we will be able to connect with families to improve attendance. We will monitor progress by analyzing monthly data based on sub groups.	Goal Partially or Not Met	in 23-24 school year, the overall attendance rate was 92% In 23-24 school year, the chronic absenteeism rate was 24%	IOA, Counselor, Principal, and Facilitator are connecting with families through multiple forms of communication to encourage good attendance and to congratulate families on improvements.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
The SEL facilitator will support tier I instruction in SEL including leading the Culture Climate committee to create and train staff on Positive Behavior Intervention Systems including Restorative Practices; model and team teach with classroom teachers; SEL integration into daily lesson planning and curriculum support. Facilitator will support communication with families of most needing students in support of attendance and academics including parent workshops; facilitate student groups such as student council to provide student voice in site decision making; and support student engagement during math instruction.	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation Aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
Kindergarten teachers will organize/plan and provide parent orientation to Madison School and kindergarten program in particular.	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Materials for meetings which include copy paper to distribute reminders or notices, flyers, supplies e.g. paper, color pencils, and color markers, and pens for parents to use for tasks during meetings.	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
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Accountability Measure 1: Increase Achievement

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

progress and needs.

Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.

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

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

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

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
i-Ready ELA and math achievement levels and student yearly progress SBAC Math 20, Core Curriculum 40, Other 40	The facilitator will support tier I instruction in math and differentiation; model and team teach with classroom teachers; and support small group instruction. Facilitator will support communication with families of most needing students in support of attendance and academics including parent workshops; facilitate student groups such as student council to provide student voice in site decision making; and support student engagement during math instruction.	All Students, African-American, Identified At-Risk Students, All Staff, Homeless, Low SES	LCFF \$27,089 Title 1 \$63,209 Program Facilitator .5 FTE - LCFF 30%; Title 1 70%	08/25/2024 - 06/20/2025 Daily	Facilitator	Principal SBAC Math 20, Core Curriculum 40, Other 40

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Kindergarten Teachers hold an orientation in August before the school year starts for incoming TK and Kindergarten families.	5th graders take a field trip to Hoover Middle School. Facilitator and counselor supports 5th grade families in school of choice application and keeps families updated on school tours, choice fairs, and deadlines.	

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
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No supplemental budgeted items have been approved.

Describe Teacher Involvement
Teachers and staff are involved in Site Based Decision Making committee, which meets once a month.

Accountability Measure 4: Parent & Community

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

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	107745
Title I Parent and Family Involvement (3008)	2204

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	31360

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

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

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

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

APEX Online

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

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Ann Erskine	
Staff	Classroom Teacher	Luke Serviss	06-20-2025
Staff	Classroom Teacher	Ramona Quintero	06-20-2025
Staff	Classroom Teacher	Ilan Wolf	06-15-2026
Staff	Other School Personnel	Natalie Vanosse	06-20-2025
Community	Parent/Community Member	██████ Dillon	06-20-2025
Community	Parent/Community Member	██████████ Rainey	06-20-2025
Community	Parent/Community Member	██████████ Clements	06-15-2026
Community	Parent/Community Member	██████████ Hodges	06-15-2026
Community	Parent/Community Member	██████ Utupo	06-15-2026

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	████████ Cruz
DELAC Representative	Parent of EL Student (required)	████████ Flores
Principal or Designee	Staff Member (required)	Ann Erskine
Secretary	Staff Member (required)	Natalie Vanosse

Name	Representing
████████ Meng	Parent of EL Student

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/06/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>9/26/24 ELAC recommends that Facilitator can support families by providing resources and workshops that help to develop language for ELL Students.</p> <p>11/6 ELAC recommends that Madison continue to support students with academic achievement in general education and special education classrooms.</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<p>CELDT/ELPAC Results</p> <p>Language Census Data</p> <p>EL Attendance Rates</p>
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/15/2024

6. What was SSC's response to ELAC recommendations?	10/15/24 SSC thanks ELAC for Advisement, SSC is in favor of the facilitator providing resources and workshops to support ELL students along with all Madison students. 11/19 SSC thanks ELAC for the recommendation and will keep it in mind when developing and voting on the SPSA.
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Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/15/2024
2. The SSC approved the **Home-School Compact** on 09/17/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/17/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/04/2024, 09/04/2024
5. SSC Participated in the Annual Evaluation of SPSA:10/15/2024
6. The SPSA was approved at the following SSC Meeting: 11/19/2024

LBUSD Board of Education Approval Date: 11/19/2024

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

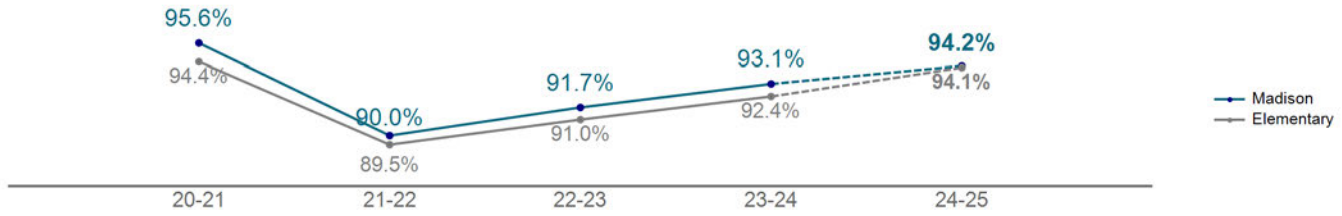
Printed Name: _____ Date: _____

ELAC Chair: _____

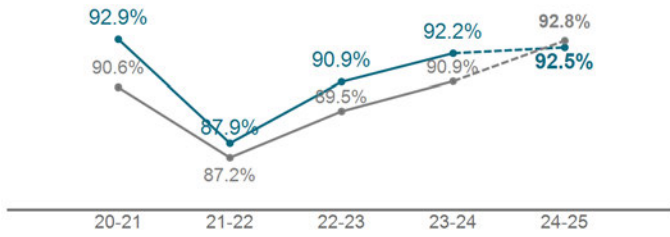
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Attendance Rate

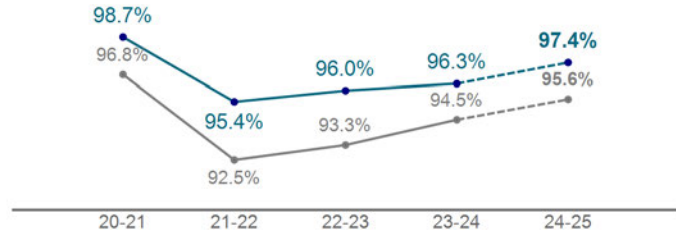
Madison
All Students
N = 421



African American
N = 79



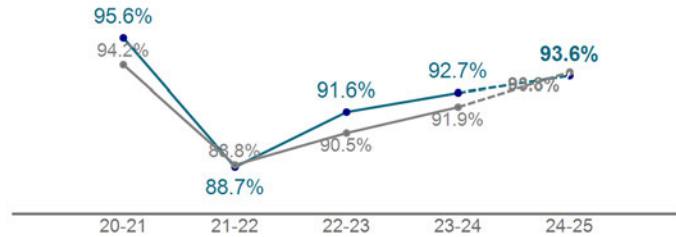
Asian
N = 36



Filipino

Subgroup with fewer than 20 students.

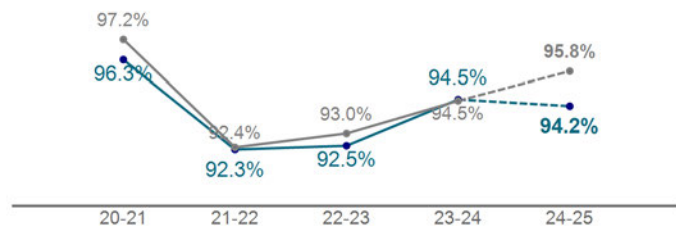
Hispanic
N = 185



Pacific Islander

Subgroup with fewer than 20 students.

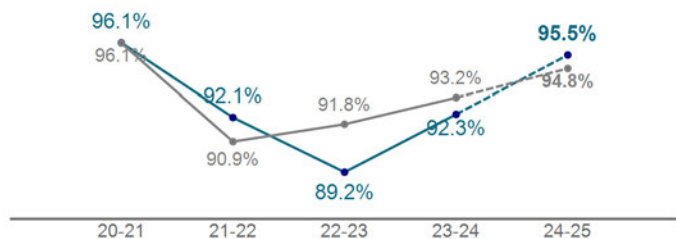
White
N = 42



Native American

Subgroup with fewer than 20 students.

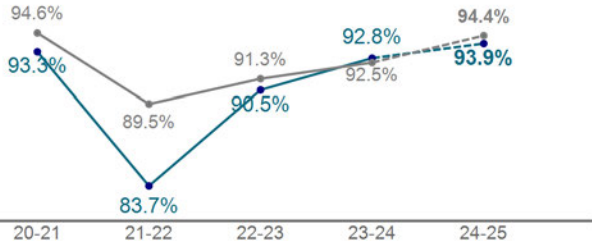
Other
N = 57



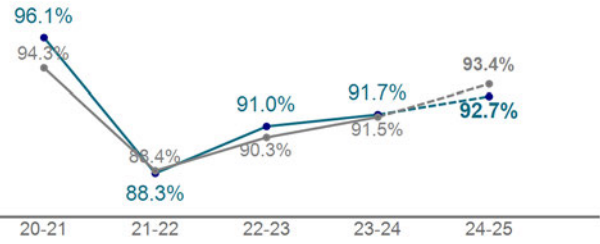
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included

Attendance Rate

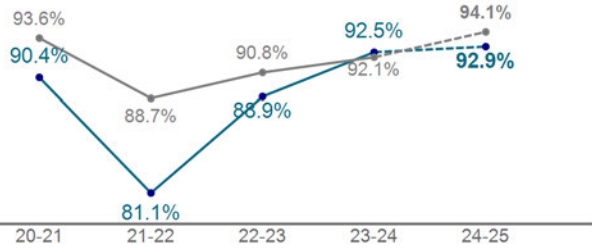
EL + RFEP
N = 40



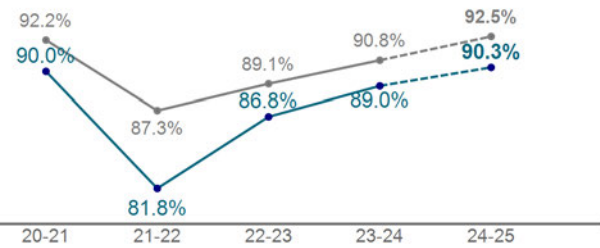
Low SES
N = 218



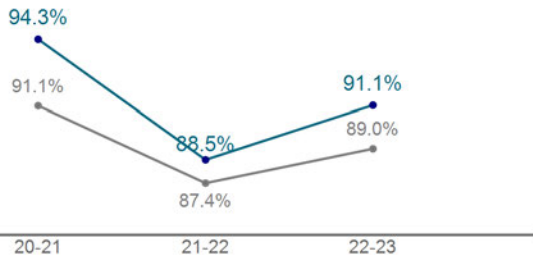
English Learner
N = 33



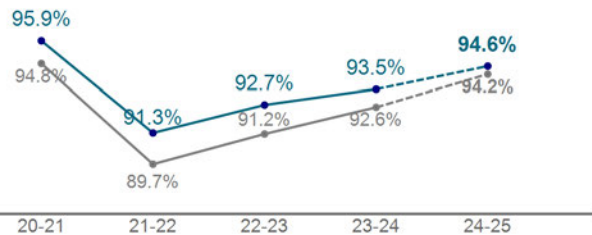
Special Education
N = 89



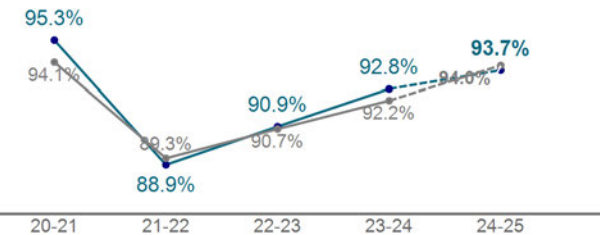
Homeless or Foster Youth



Female
N = 212



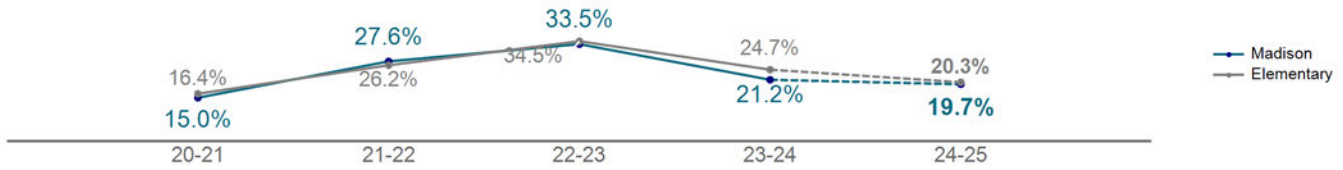
Male
N = 208



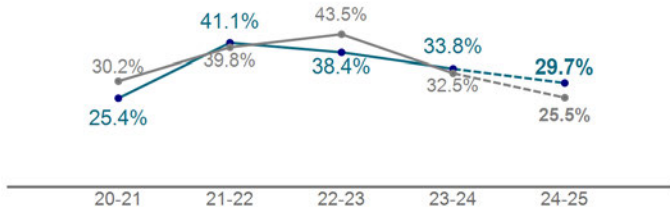
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included

Percent of Students in the Moderately or Severely Chronic Categories

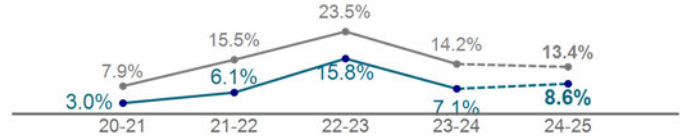
Madison
All Students
N = 407



African American
N = 74



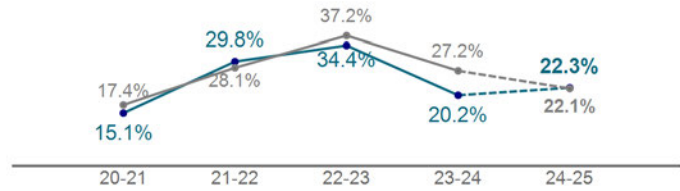
Asian
N = 35



Filipino

Subgroup with fewer than 20 students.

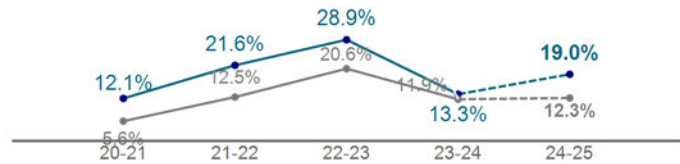
Hispanic
N = 179



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 42



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

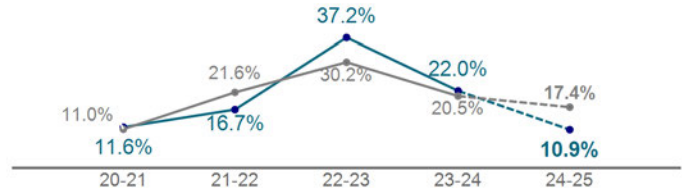
Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other

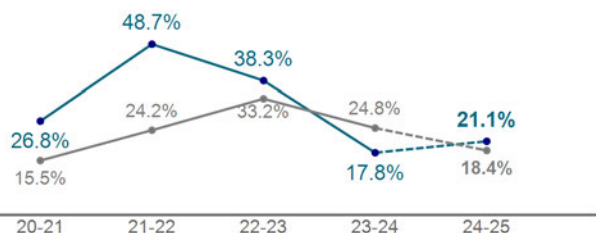
N = 55



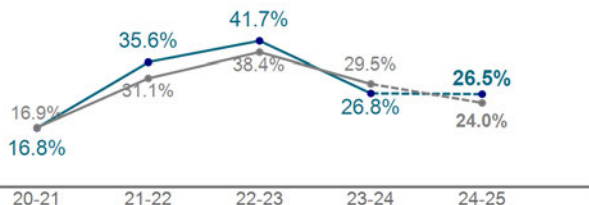
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included

Percent of Students in the Moderately or Severely Chronic Categories

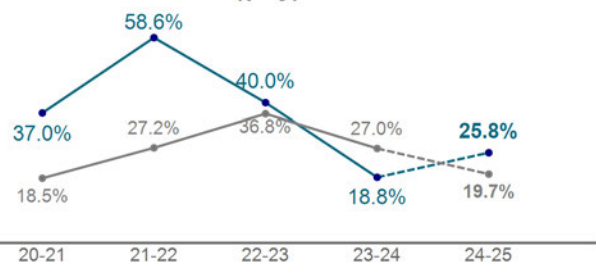
EL + RFEP
N = 38



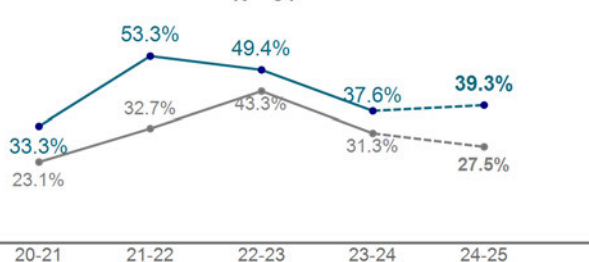
Low SES
N = 211



English Learner
N = 31



Special Education
N = 84



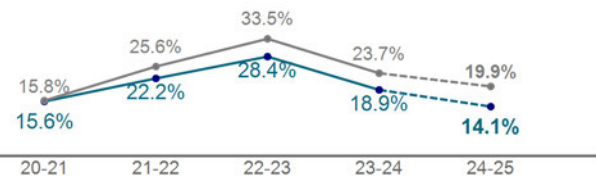
Homeless or Foster Youth

Subgroup with fewer than 20 students.

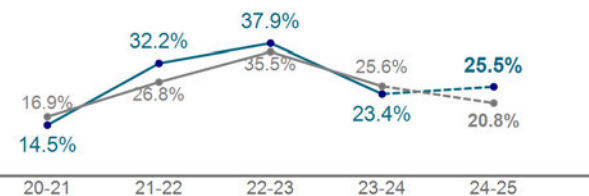
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 206



Male
N = 200



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

SBAC ELA 2024 :: School Data by Subgroup

Madison

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Students	174	44%	21	24	26	30	56%	↓1		↓4
	All Elementary	51%	31	20	23	26	49%	↑1		↑4
	District	51%	29	22	27	23	49%	↑1		↑2
Grade	60	43%	18	25	27	30	57%	↑7		-
	All Elementary	53%	30	23	20	27	47%	↑-		-
	District	52%	30	23	20	28	48%	↑-		-
	53	55%	30	25	19	26	45%	↓18		↓9
	All Elementary	52%	33	19	21	27	48%	↑3		↑2
	District	52%	33	19	20	28	48%	↑2		↑1
Gr. 05	61	36%	15	21	31	33	64%	↑6		-
	All Elementary	49%	30	20	27	24	51%	↓1		↑6
	District	49%	30	20	27	24	51%	↓1		↑5
Ethnicity	78	51%	23	28	29	19	49%	↑2		↑2
	All Elementary	58%	36	23	23	19	42%	↑1		↑5
	District	57%	33	25	27	16	43%	↑1		↑2
	25	60%	40	20	16	24	40%	-		-
	All Elementary	67%	46	21	19	14	33%	↓-		↑3
	District	66%	42	24	22	12	34%	↑2		↑3
	23	30%	30	17	52	70%	↓20		-	
	All Elementary	35%	17	18	23	42	65%	↑3		↑6
	District	32%	15	18	29	38	68%	↑2		↑4
21	33%	33	19	48	67%	↓15		-		
All Elementary	39%	19	20	24	37	61%	↑1		↑5	
District	37%	18	20	30	33	63%	↑2		↑3	

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

Madison

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Ethnicity	Other	18*	28%	6	22	28	44	72%	↓10		-
		All Elementary	32%	18	13	22	46	68%	↓2		↑1
		District	32%	16	15	28	41	68%	↑1		↑-
	White	17*	35%	24	12	24	41	65%	↓20		-
		All Elementary	24%	11	13	25	51	76%	↑1		↑2
		District	26%	12	14	30	44	74%	↑-		↓-
	Filipino	10*	30%	20	10	50	20	70%	↑3		-
		All Elementary	27%	16	12	25	48	73%	↓4		↑1
		District	27%	13	14	32	42	73%	↑1		↑4
	Pacific Islander	2*	0%			100	100%	100%	-		-
All Elementary		66%	37	29	25	9	34%	↑3		↓2	
District		57%	28	29	31	11	43%	↑5		↑2	
American Indian	1*	100%	100				0%	-		-	
	All Elementary	55%	41	14	41	5	45%	↓18		↓6	
	District	46%	31	15	44	10	54%	↓5		↓5	
Gender	Female	89	42%	18	24	28	30	58%	↑-		↓4
		All Elementary	48%	27	20	24	28	52%	↑1		↑4
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	85	47%	24	24	24	29	53%	↓4		↓4
		All Elementary	55%	35	20	21	24	45%	↑-		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
Nonbinary	All Elementary*	100%	100				0%	↓50		-	
	District	46%	24	22	34	20	54%	↓6		↑3	
Special Populations	EL + RFEP	14*	57%	36	21	7	36	43%	↓24		-

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SBAC ELA 2024 :: School Data by Subgroup

Madison

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	EL + RFEP	All Elementary	67%	44	23	20	13	33%	↑-		↑5
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	5*	100%	100				0%	↓25		-
		All Elementary	81%	56	24	15	5	19%	↓1		↑5
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	9*	33%	33	11	56		67%	↓21		-
		All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	48	8%	8	29	63		92%	↓-		↓3
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	6*	83%	50	33	17		17%	↓27		-
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	6*	83%	50	33	17		17%	↓27		-
		All Elementary	71%	50	21	19	11	29%	↓6		↑4
	District	70%	46	24	21	9	30%	↓5		↑1	
Low SES	89	53%	28	25	24	24	47%	↓3		↓2	
	All Elementary	61%	38	23	22	18	39%	↓1		↑4	
	District	60%	35	25	25	15	40%	↓1		↑2	
Special Ed.	12*	75%	58	17	25		25%	↑16		-	
	All Elementary	82%	64	17	11	8	18%	↓-		↑3	

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Madison

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	Special Ed.	District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	12*	75%	58	17	25		25%	↑16		-
		All Elementary	77%	58	20	13	10	23%	↓-		↑4
		District	79%	57	22	14	7	21%	↑-		↑2

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 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2024 :: School Data by Subgroup

Madison

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	174	53%	24	29	26	21	47%	↓6		↓12	
	All Elementary	56%	30	26	23	21	44%	↑4		↓1	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	Gr. 03	60	45%	18	27	37	18	55%	↑12		-
		All Elementary	51%	28	24	27	22	49%	↑3		-
		District	51%	27	23	27	23	49%	↑2		-
	Gr. 04	53	51%	21	30	30	19	49%	↓11		↑2
		All Elementary	55%	26	29	25	20	45%	↑5		↓-
		District	54%	25	29	25	21	46%	↑5		↓1
Gr. 05	61	62%	31	31	13	25	38%	↓18		↓23	
	All Elementary	62%	37	26	18	20	38%	↑3		↓2	
	District	62%	36	26	18	20	38%	↑3		↓3	
Ethnicity	Hispanic	78	63%	31	32	26	12	37%	↓11		↓21
		All Elementary	63%	34	29	22	14	37%	↑3		↓2
		District	71%	43	27	18	12	29%	↑2		↓2
	African American	25	68%	40	28	20	12	32%	↓5		-
		All Elementary	73%	45	29	17	9	27%	↑3		↓1
		District	80%	55	25	13	7	20%	↑2		↓2
	Asian	23	35%	9	26	30	35	65%	↓19		-
		All Elementary	38%	16	22	24	38	62%	↑7		↑4
		District	45%	24	22	21	33	55%	↑3		↓2
Cambodian	21	38%	14	24	38	24	62%	↓13		-	
	All Elementary	43%	19	25	25	32	57%	↑7		↑4	
	District	50%	26	24	23	28	50%	↑5		↓2	

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

SBAC Math 2024 :: School Data by Subgroup

Madison

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Ethnicity	Other	18*	39%	6	33	28	33	61%	↓12		-
		All Elementary	37%	18	19	25	38	63%	↑2		↓2
		District	43%	22	21	23	34	57%	↑2		↓2
	White	17*	47%	6	41	24	29	53%	↑7		-
		All Elementary	27%	10	17	28	44	73%	↑4		↓3
		District	38%	17	21	25	37	62%	↓-		↓4
	Filipino	10*	20%		20	40	40	80%	↑13		-
		All Elementary	30%	12	18	33	37	70%	↑4		↑4
		District	38%	18	20	27	35	62%	↑6		↑4
	Pacific Islander	2*	0%			50	50	100%	-		-
All Elementary		64%	30	34	26	10	36%	↑9		↓6	
District		70%	43	28	21	9	30%	↑5		↓2	
American Indian	1*	100%	100				0%	-		-	
	All Elementary	73%	41	32	18	9	27%	↓9		↓6	
	District	69%	41	29	20	10	31%	↑3		↓3	
Gender	Female	89	58%	27	31	28	13	42%	↓6		↓18
		All Elementary	59%	31	28	23	18	41%	↑3		↓2
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	85	47%	20	27	25	28	53%	↓4		↓7
		All Elementary	54%	29	25	23	23	46%	↑4		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
Nonbinary	All Elementary*	100%	100				0%	↓25		-	
	District	76%	40	36	14	10	24%	↓14		↑3	
Special Populations	EL + RFEP	14*	71%	29	43	29	29%	↓33		-	

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Madison

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Special Populations	EL + RFEP	All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	5*	100%	80	20			0%	↓20		-
		All Elementary	81%	52	30	14	5	19%	↑2		↑2
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	9*	56%	56		44		44%	↓43		-
		All Elementary	32%	8	24	35	33	68%	↑11		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	All Elementary	77%	51	27	17	5	23%	↑2		↓2
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	48	2%		2	40	58	98%	↑6		↑3
		All Elementary	10%	1	9	29	61	90%	↑6		↓4
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	6*	100%	50	50			0%	↓47		-
		All Elementary	76%	46	30	15	9	24%	↓4		↑3
		District	82%	56	25	11	7	18%	↓4		↓1
Homeless/Foster	6*	100%	50	50			0%	↓47		-	
	All Elementary	76%	47	30	15	9	24%	↓4		↑3	
	District	82%	57	25	11	7	18%	↓4		↓2	
Low SES	89	64%	30	34	22	13	36%	↓8		↓13	
	All Elementary	65%	36	29	21	13	35%	↑2		↓1	
	District	72%	45	27	17	11	28%	↑-		↓2	
Special Ed.	12*	67%	50	17	25	8	33%	↑15		-	
	All Elementary	80%	58	22	12	9	20%	↑2		↑-	

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Madison

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	12*	67%	50	17	25	8	33%	↑15		-
		All Elementary	76%	51	25	13	11	24%	↑2		↓-
		District	83%	63	20	10	7	17%	↑1		↓-

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Madison

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	61	61%	8	52	23	16	39%	↓5		-	
	All Elementary	70%	17	53	20	10	30%	↓-		-	
	District	73%	17	57	19	7	27%	↑1		-	
Grade	Gr. 05	61%	8	52	23	16	39%	↓5		-	
	All Elementary	70%	17	53	20	10	30%	↓-		-	
	District	69%	17	52	21	10	31%	↑1		-	
Ethnicity	Hispanic	29	79%	7	72	21		21%	↓23		-
		All Elementary	77%	19	58	17	6	23%	↓1		-
		District	80%	20	60	16	4	20%	↑1		-
	Asian	10*	30%		30	40	30	70%	↑30		-
		All Elementary	51%	6	44	27	22	49%	↑6		-
		District	55%	7	48	30	15	45%	↑2		-
	Cambodian	10*	40%		40	40	20	60%	↑10		-
		All Elementary	60%	5	55	27	13	40%	↑1		-
		District	63%	8	55	26	11	37%	↑3		-
	White	7*	43%		43	29	29	57%	↑57		-
		All Elementary	41%	5	36	32	26	59%	↑-		-
		District	50%	6	44	30	19	50%	↑1		-
	Other	6*	17%		17	17	67	83%	↓17		-
		All Elementary	50%	10	41	30	20	50%	↑1		-
		District	56%	10	46	28	16	44%	↑1		-
African American	6*	83%	50	33	17		17%	↓23		-	
	All Elementary	81%	26	55	16	3	19%	↓-		-	
	District	86%	24	62	12	2	14%	↑1		-	

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Madison

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Filipino	2*	100%	100			0%	-		-	
		All Elementary	52%	4	47	24	24	48%	↓3		-
		District	55%	6	49	32	13	45%	↓1		-
	Pacific Islander	1*	0%				100	100%	-		-
		All Elementary	83%	10	72	10	7	17%	↓-		-
		District	91%	14	76	6	4	9%	↓2		-
Gender	Female	28	71%	7	64	25	4	29%	↓18		-
		All Elementary	70%	16	55	20	10	30%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	33	52%	9	42	21	27	48%	↑6		-
		All Elementary	70%	18	52	20	11	30%	↓1		-
		District	73%	18	55	19	8	27%	↑-		-
Nonbinary	District	61%	9	52	26	13	39%	↑7		-	
Special Populations	EL + RFEP	6*	67%		67	17	17	33%	-		-
		All Elementary	84%	25	58	12	4	16%	↓2		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	1*	100%	100				0%	-		-
		All Elementary	97%	35	62	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	5*	60%		60	20	20	40%	↑7		-
		All Elementary	55%	3	51	32	13	45%	↑7		-
		District	76%	12	64	20	5	24%	↓-		-
GATE/Excel	14*	21%		21	14	64	79%	↓5		-	
	All Elementary	21%		20	40	39	79%	↑11		-	

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Madison

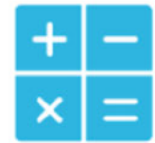
Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	GATE/Excel	District	35%	3	33	39	25	65%	↑8		-
	Foster	All Elementary	84%	39	45	13	3	16%	↓3		-
		District	89%	32	57	8	2	11%	↓1		-
	Homeless	1*	0%			100		100%	↑67		-
		All Elementary	85%	30	56	13	2	15%	↓2		-
		District	86%	28	59	12	1	14%	↑-		-
	Homeless/Foster	1*	0%			100		100%	↑67		-
		All Elementary	85%	30	54	13	2	15%	↓2		-
		District	87%	28	59	12	1	13%	↓-		-
	Low SES	31	71%	10	61	23	6	29%	↓13		-
		All Elementary	79%	20	58	16	6	21%	↓2		-
		District	82%	20	61	15	4	18%	↓1		-
	Special Ed.	4*	100%←	25	75			0%	-		-
		All Elementary	89%	44	45	8	3	11%	↓-		-
		District	92%	41	51	6	2	8%	↑1		-
Spec Ed. Speech/RSP	4*	100%←	25	75			0%	-		-	
	All Elementary	86%	35	51	10	4	14%	↓-		-	
	District	89%	34	55	8	3	11%	↑1		-	

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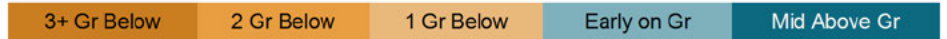
i-Ready Math Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 1



Legend

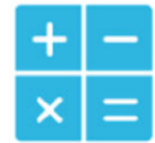


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	All Students	All	1	55	5	80	7	7		
			2	56		5	48	18	29	
			3	58		7	50	17	26	
	Teacher	Barnett, J		1	29	14	76	3	7	
				2	30		3	33	30	33
				3	30		3	40	23	33
		Lee, M		1	29	3	79	10	7	
				2	28		11	61	4	25
				3	29		10	59	14	17
	Ethnicity	African American		1	5	100				
				2	5		20	20	40	20
				3	6		17	50	17	17
		Asian		1	7		71	14	14	
				2	7			29		71
				3	7			14	14	71
		Filipino		1	2	100				
				2	2		50		50	
				3	2	100				
		Hispanic		1	24	8	88	4		
				2	24		4	67	13	17
				3	25		8	64	20	8
		Pacific Islander		1	1	100				
				2	1					100
				3	1					100
		White		1	8		13	50	25	13
				2	8		13	38	25	25
				3	9		11	44		44
		Other		1	8		75	13	13	
				2	9		44		22	33
				3	8		38		38	25

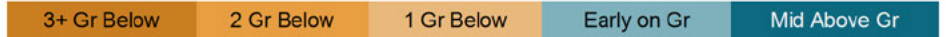
i-Ready Math Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 1



Legend

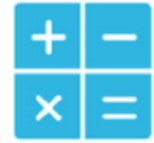


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Gender	Female	1	29	7	86	7		
			2	28		7	50	18	25
			3	29		7	52	21	21
		Male	1	26	4	73	8	15	
			2	28		4	46	18	32
			3	29		7	48	14	31
	Special Populations	Low SES	1	31	10	81	6	3	
			2	30		7	43	23	27
			3	32		9	50	19	22
		ELL	1	6	17	67	17		
			2	6		50	17	33	
			3	7		29	29	29	14
		RFEP	1	1		100			
			2	1				100	
			3	1		100			
		EL + RFEP	1	7	14	71	14		
			2	7		43	29	29	
			3	8		25	38	25	13
		Special Ed.	1	5	40	60			
			2	7		86	14		
			3	8		38	50	13	
Spec Ed. Speech/RSP	1	4	25	75					
	2	5		80	20				
	3	6		33	50	17			
Homeless	1	2		50	50				
	2	2			50	50			
	3	2		50	50				

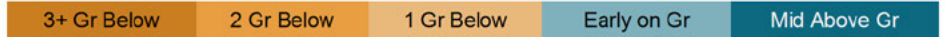
i-Ready Math Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 2



Legend

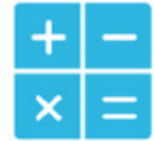


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	56	20	66	9	5	
			2	55	16	58	16	9	
			3	55	15	45	20	20	
	Teacher	Huckabee, E	1	27	7	81	11		
			2	27	7	67	19	7	
			3	28	11	50	29	11	
		McDaniel, M	1	27	30	52	7	11	
			2	28	21	54	14	11	
			3	28	21	39	11	29	
	Ethnicity	African American	1	16	31	63	6		
			2	15	33	47	13	7	
			3	14	21	36	29	14	
		Asian	1	4		75	25		
			2	4		50	25	25	
			3	4		50	25	25	
		Hispanic	1	20	25	65	5	5	
			2	19	11	68	16	5	
			3	20	15	50	20	15	
		White	1	6		50	17	33	
			2	6		67	33		
			3	7	14	43	43		
		Other	1	10	10	80	10		
			2	10	10	60	30		
			3	9		56	22	22	
Filipino	2	1		100					
	3	1		100					
Gender	Female	1	26	12	69	12	8		
		2	26	15	58	15	12		
		3	25	8	48	20	24		
	Male	1	30	27	63	7	3		
		2	29	17	59	17	7		
		3	30	20	43	20	17		

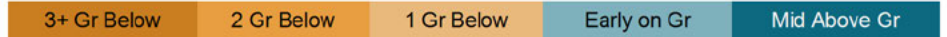
i-Ready Math Overall Relative Placement

School Data by Subgroup

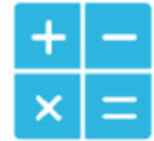
Madison 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Special Populations	Low SES	1	32	34	56	9		
			2	30	23	57	13	7	
			3	28	18	43	29	11	
		ELL	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
		RFEP	1	2		50	50		
			2	2	100				
			3	2			50	50	
		EL + RFEP	1	4	25	50	25		
			2	4	25	75			
			3	4	25	25	25	25	
		Special Ed.	1	5	60	40			
			2	5	40	60			
			3	5	40	60			
		Spec Ed. Speech/RSP	1	5	60	40			
			2	5	40	60			
			3	5	40	60			
		Foster	1	1	100				
			2	1			100		
			3	1	100				
Homeless	1	2	50	50					
	2	2	50	50					
	3	2		50	50				
GATE/Excel	1	18		61	22	17			
	2	18		44	33	22			
	3	18		17	33	50			

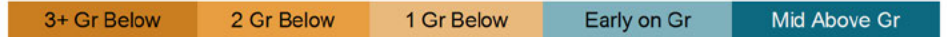


i-Ready Math Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	60	15	18	55	7	5
			2	60	7	8	50	22	13
			3	60	3	7	40	32	18
	Teacher	Serviss, L	1	30	13	23	50	13	
			2	30	10	3	50	20	17
			3	30	10		37	30	23
		TATRO, S	1	28	18	14	57	11	
			2	29	3	14	48	24	10
			3	29	7	3	45	34	10
	Ethnicity	African American	1	10	30	10	50	10	
			2	10	20	10	40	20	10
			3	10	10	10	40	30	10
		Asian	1	7	14	14	29	29	14
			2	7	14		29	14	43
			3	7			29	29	43
		Filipino	1	4	25		75		
			2	4			75	25	
			3	4			75	25	
		Hispanic	1	28	14	21	57	4	
			2	28	4	11	57	25	4
			3	28	4	7	36	36	18
	Pacific Islander	1	1					100	
		2	1					100	
		3	1					100	
	White	1	4	25	25	50			
		2	4			25	25	50	
		3	4	25		50	25		
Other	1	6	17		83				
	2	6			67	33			
	3	6			50	33	17		

i-Ready Math Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 3



Legend

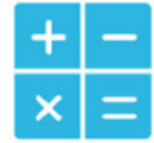


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Gender	Female	1	37	11	16	62	8	3	
			2	37	5	5	59	22	8	
			3	37		3	43	41	14	
		Male	1	23	22	22	43	4	9	
			2	23		9	13	35	22	22
			3	23		9	13	35	17	26
	Special Populations	Low SES	1	34	21	24	38	12	6	
			2	33	12	9	52	9	18	
			3	33		3	9	42	27	18
		ELL	1	2	100					
			2	2	100					
			3	2	100					
		RFEP	1	1	100					
			2	1	100					
			3	1	100					
		EL + RFEP	1	3	67					33
			2	3	67					33
			3	3	67					33
		Special Ed.	1	4	75					25
			2	4	25	50			25	
			3	4	50	25	25			
Spec Ed. Speech/RSP	1	3	100							
	2	3	33	67						
	3	3	67					33		
Homeless	1	1	100							
	2	1	100							
	3	1	100							
GATE/Excel	1	14	50					29	21	
	2	14	14					36	50	
	3	14	7					50	43	

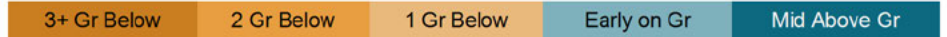
i-Ready Math Overall Relative Placement

School Data by Subgroup

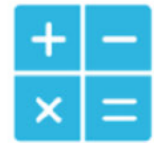
Madison 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	53	9	17	51	15	8
			2	53	8	15	47	21	9
			3	52	6	10	40	23	21
	Teacher	Pearson, C	1	22	5	18	59	14	5
			2	24	21		58	17	4
			3	24	4	13	42	29	13
		Samuels, W	1	29	14	10	45	21	10
			2	29	14	10	38	24	14
			3	29	7	10	38	17	28
	Ethnicity	African American	1	8	13	25	50	13	
			2	8	25	13	38	25	
			3	8		38	25	13	25
		American Indian	1	1	100				
			2	1	100				
			3	1	100				
		Asian	1	6			33	33	33
			2	6			33	17	50
			3	6			17	33	50
		Filipino	1	3					100
			2	4			25		75
			3	4			25	25	50
		Hispanic	1	23	13	26	52	9	
			2	22	9	23	50	18	
			3	21	10	5	52	29	5
		White	1	6	100				
			2	6			83	17	
			3	6			50	33	17
Other	1	6			17	50	33		
	2	6			67		33		
	3	6			67		33		



i-Ready Math Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Gender	Female	1	24	13	17	50	17	4
			2	24	4	13	50	25	8
			3	23	9	43	30	17	
		Male	1	29	7	17	52	14	10
			2	29	10	17	45	17	10
			3	29	3	17	38	17	24
	Special Populations	Low SES	1	25	16	24	44	12	4
			2	24	17	8	46	21	8
			3	23	13	9	39	17	22
		ELL	1	3	67	33			
			2	2	50	50			
			3	2	100				
		RFEP	1	3	100				
			2	3	67	33			
			3	3	33	67			
		EL + RFEP	1	6	33	17	50		
			2	5	20	20	40	20	
			3	5	40	20	40		
		Special Ed.	1	3	67	33			
			2	4	25	75			
			3	4	25	50	25		
		Spec Ed. Speech/RSP	1	3	67	33			
			2	4	25	75			
			3	4	25	50	25		
		Homeless	1	4	50	50			
			2	4	25	25	25	25	
			3	4	50	25	25		
		GATE/Excel	1	19	47	32	21		
			2	20	25	50	25		
			3	20	15	40	45		



i-Ready Math Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 5

Legend

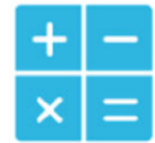


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	58	14	7	45	21	14
			2	59	7	8	31	25	29
			3	61	5	8	33	25	30
	Teacher	Pollard, J	1	30	13	13	53	20	
			2	30	13	7	33	27	20
			3	31	10	10	48	23	10
		Quintero, R	1	30	13		37	23	27
			2	30	10		27	23	40
			3	30	7	17		27	50
	Ethnicity	African American	1	5	40	20	40		
			2	6	17	33	33	17	
			3	6	33		50	17	
		Asian	1	10			50	30	20
			2	10			30	30	40
			3	10			10	50	40
		Filipino	1	2			50	50	
			2	2					100
			3	2					100
		Hispanic	1	28	21	11	46	21	
			2	28	11	11	29	36	14
			3	29	10	10	45	17	17
		Pacific Islander	1	1					100
			2	1					100
			3	1					100
White	1	7			57	29	14		
	2	7			43	14	43		
	3	7			29	57	14		
Other	1	5			20	20	60		
	2	5			40		60		
	3	6			17	17	67		

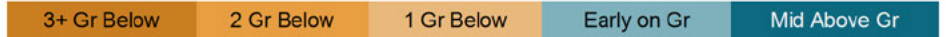
i-Ready Math Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	Gender	Female	1	28	14	7	64	11	4	
			2	28	7	7	46	21	18	
			3	28	4	11	46	21	18	
		Male	1	30	13	7	27	30	23	
			2	31	6	10	16	29	39	
			3	33	6	6	21	27	39	
	Special Populations	Low SES	1	30	23	3	50	20	3	
			2	30	10	13	30	23	23	
			3	31	6	13	42	26	13	
		ELL	1	1	100					
			2	1	100					
			3	1	100					
		RFEP	1	5			20	80		
			2	5			20	20	60	
			3	5			20	60	20	
		EL + RFEP	1	6			17	17	67	
			2	6			17	17	17	50
			3	6			17	17	50	17
		Special Ed.	1	4	50	25	25			
			2	4	75		25			
			3	4	75		25			
Spec Ed. Speech/RSP	1	4	50	25	25					
	2	4	75		25					
	3	4	75		25					
Homeless	1	1	100							
	2	1				100				
	3	1				100				
GATE/Excel	1	13			15	23	62			
	2	14			7	7	86			
	3	14				14	86			

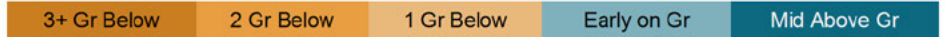
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	58	7	59	12	22	
			2	56	7	41	16	36	
			3	56	2	38	20	41	
	Teacher	Barnett, J	1	30	13	47	7	33	
			2	30	7	40	13	40	
			3	30		30	23	47	
		Lee, M	1	29		72	17	10	
			2	29	7	38	24	31	
			3	30	3	40	17	40	
	Ethnicity	African American	1	5		80		20	
			2	4		75		25	
			3	6	17	17	33	33	
		Asian	1	7		43	14	43	
			2	7			14	14	71
			3	7			14	14	71
		Filipino	1	2	50	50			
			2	1	100				
			3	2		50		50	
		Hispanic	1	25	12	60	4	24	
			2	25	12	44	24	20	
			3	25		64	8	28	
		Pacific Islander	1	1					100
			2	1					100
			3	1					100
		White	1	9		67	11	22	
			2	9		56		44	
			3	6			17	33	50
Other	1	9		56		44			
	2	9		33	22	44			
	3	9			11	44	44		

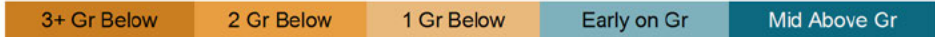
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Gender	Female	1	29	7	62	14	17	
			2	28	7	36	25	32	
			3	28	4	43	18	36	
		Male	1	29	7	55	10	28	
			2	28	7	46	7	39	
			3	28		32	21	46	
	Special Populations	Low SES	1	32	6	69	13	13	
			2	30	10	43	27	20	
			3	31		52	13	35	
		ELL	1	6	17	67	17		
			2	6	33	33	17	17	
			3	7	14	57	14	14	
		RFEP	1	1		100			
			3	1				100	
		EL + RFEP	1	7	14	71	14		
			2	6	33	33	17	17	
			3	8	13	50	13	25	
		Special Ed.	1	8	25	75			
			2	8	38	63			
			3	8		75	25		
		Spec Ed. Speech/RSP	1	6	17	83			
2	6		33	67					
3	6			83	17				
Homeless	1	2		100					
	2	2	50	50					
	3	2		50		50			

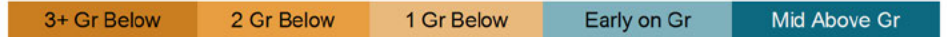
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	57	12	40	28	19	
			2	51	10	29	20	41	
			3	52	8	23	19	50	
	Teacher	Huckabee, E	1	27	11	33	37	19	
			2	27	15	11	30	44	
			3	28	11	14	21	54	
		McDaniel, M	1	27	7	48	22	22	
			2	28	11	43	11	36	
			3	28	4	36	14	46	
	Ethnicity	African American	1	16	19	44	13	25	
			2	12	17	25	25	33	
			3	12	17	17	17	50	
		Asian	1	4		25		50	25
			2	4				25	75
			3	4				25	75
		Hispanic	1	21	19	29	33	19	
			2	19	11	26	21	42	
			3	19	5	26	16	53	
		White	1	6		50	17	33	
			2	6		33	17	50	
			3	7		14	14	29	43
		Other	1	10		60		40	
			2	9	11	44	11	33	
			3	9		33	22	44	
	Filipino	2	1		100				
		3	1		100				
	Gender	Female	1	26	8	31	38	23	
2			25		28	24	48		
3			25		12	28	60		
Male		1	31	16	48	19	16		
		2	26	19	31	15	35		
		3	27	15	33	11	41		

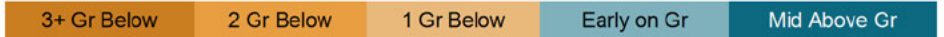
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	Special Populations	Low SES	1	32	19	34	28	19		
			2	28	14	29	11	46		
			3	27	11	22	11	56		
		ELL	1	2		50			50	
			2	2		50			50	
			3	2		50			50	
		RFEP	1	2					100	
			2	2					100	
			3	2				50	50	
		EL + RFEP	1	4			25		75	
			2	4			25		75	
			3	4			25	25	50	
		Special Ed.	1	5			40	20	20	20
			2	4			50	25	25	
			3	3			67		33	
		Spec Ed. Speech/RSP	1	5			40	20	20	20
			2	4			50	25	25	
			3	3			67		33	
		Foster	1	1			100			
			2	1					100	
			3	1					100	
Homeless	1	2			50		50			
	2	1					100			
	3	2			50		50			
GATE/Excel	1	18				6	39	56		
	2	17					100			
	3	17					100			

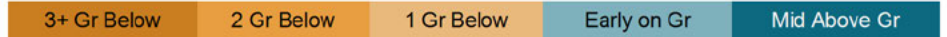
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	58	9	9	21	45	17
			2	57	7	7	14	39	33
			3	58	2	10	10	34	43
	Teacher	Serviss, L	1	30	13	7	23	50	7
			2	30	10	3	13	47	27
			3	30	3	10	13	23	50
		TATRO, S	1	28	4	11	14	43	29
			2	29	3	10	14	38	34
			3	29	3	10	10	41	34
	Ethnicity	African American	1	10	10	30	10	30	20
			2	9	11	11	22	22	33
			3	10	20	20	30	30	
		Asian	1	7	43	43	14		
			2	7	14	43	43		
			3	7	14	29	57		
		Filipino	1	4	25	75			
			2	4	25	50	25		
			3	4	75	25			
		Hispanic	1	27	11	7	22	44	15
			2	26	8	8	15	38	31
			3	26	4	12	12	23	50
			Pacific Islander	1	1	100			
				2	1	100			
				3	1	100			
	White	1	3	33	67				
		2	4	25	25	50			
		3	4	25	50	25			
Other	1	6	17	50	33				
	2	6	17	67	17				
	3	6	67	33					

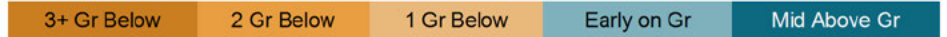
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Gender	Female	1	37	3	8	22	46	22	
			2	37		3	5	14	43	35
			3	36		3	6	14	28	50
		Male	1	21		19	10	19	43	10
			2	20		15	10	15	30	30
			3	22			18	5	45	32
	Special Populations	Low SES	1	34		12	12	26	32	18
			2	32		9	9	16	34	31
			3	32		3	16	16	28	38
		ELL	1	2		100				
			2	2		100				
			3	1		100				
		RFEP	1	1						100
			2	1						100
			3	1						100
		EL + RFEP	1	3		67			33	
			2	3		67			33	
			3	2		50			50	
		Special Ed.	1	4		25		50	25	
			2	3		33		33	33	
			3	4		50		25	25	
		Spec Ed. Speech/RSP	1	3		33		67		
			2	2		50		50		
			3	3		67		33		
		Homeless	1	1		100				
			2	1		100				
			3	1		100				
GATE/Excel	1	13					46	54		
	2	14				7		93		
	3	14				7		93		

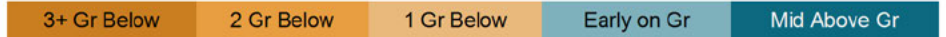
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	45	11	13	40	11	24
			2	50	14	8	40	8	30
			3	48	10	4	33	19	33
	Teacher	Pearson, C	1	21	5	10	52	10	24
			2	24	8	8	46	13	25
			3	24	8	4	38	21	29
		Samuels, W	1	29	14	10	41	14	21
			2	29	17	7	41	3	31
			3	29	10	3	31	21	34
	Ethnicity	African American	1	6	50	17	17	17	
			2	8	38	25	25	13	
			3	8	38	13	25	25	
		American Indian	1	1	100				
			2	1	100				
			3	1	100				
		Asian	1	5	60		40		
			2	6	50		50		
			3	6	17	17	67		
		Filipino	1	3			67	33	
			2	4	25	25	50		
			3	4	25	25	50		
		Hispanic	1	20	10	15	55	5	15
			2	20	15	5	60	20	
			3	19	11		58	11	21
White		1	5	20	40		40		
		2	6	17	33	17	33		
		3	5	20		40	40		
Other	1	5	20	20	20	40			
	2	5	20	20		60			
	3	5	40		20	40			

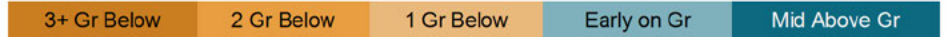
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Gender	Female	1	19	5	11	32	16	37
			2	24	13	4	29	13	42
			3	23	4	4	30	22	39
		Male	1	26	15	15	46	8	15
			2	26	15	12	50	4	19
			3	25	16	4	36	16	28
	Special Populations	Low SES	1	22	18	18	36	9	18
			2	22	23	9	27	14	27
			3	22	18	5	32	18	27
		ELL	1	2	50	50			
			2	2	100				
			3	2	100				
		RFEP	1	2		50	50		
			2	2		50	50		
			3	3		33	33	33	
		EL + RFEP	1	4	25	25	25	25	
			2	4	50		25	25	
			3	5	40		20	20	20
		Special Ed.	1	3	33	33		33	
			2	4	25	25	25	25	
			3	4	25	25	25	25	
	Spec Ed. Speech/RSP	1	3	33	33		33		
		2	4	25	25	25	25		
		3	4	25	25	25	25		
	Homeless	1	3	33	67				
		2	3		67		33		
		3	3		67		33		
GATE/Excel	1	18			28	17	56		
	2	19			32	5	63		
	3	19			11	21	68		

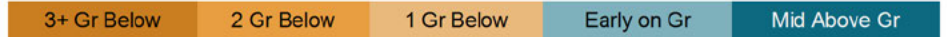
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	58	5	17	38	28	12
			2	58	5	19	34	21	21
			3	61	3	8	26	39	23
	Teacher	Pollard, J	1	30	7	27	43	13	10
			2	30	13	27	40	17	3
			3	31	6	10	32	42	10
		Quintero, R	1	30	3	7	33	40	17
			2	30	10	27	27	37	37
			3	30	7	20	37	37	37
	Ethnicity	African American	1	5	60	20	20		
			2	6	17	50	17	17	
			3	6	17	17	33	17	17
		Asian	1	10	50	20	30		
			2	10	50	20	30		
			3	10	10	50	40		
		Filipino	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
		Hispanic	1	28	11	21	43	21	4
			2	28	7	25	39	18	11
			3	29	3	14	31	45	7
		Pacific Islander	1	1				100	
			2	1				100	
			3	1				100	
White	1	7	14	29	29	29			
	2	6	50	17	33				
	3	7	14	29	57				
Other	1	5	40	60					
	2	5	20	40	40				
	3	6	33	33	33				

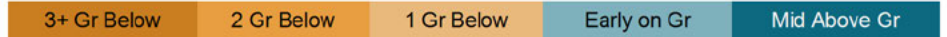
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Madison 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Gender	Female	1	28	7	14	57	18	4
			2	28	4	25	46	14	11
			3	28	4	11	36	39	11
		Male	1	30	3	20	20	37	20
			2	30	7	13	23	27	30
			3	33	3	6	18	39	33
	Special Populations	Low SES	1	31	6	26	39	26	3
			2	29	3	28	38	17	14
			3	31	6	6	32	42	13
		ELL	1	1	100				
			2	1	100				
			3	1	100				
		RFEP	1	4			25	50	25
			2	5				60	40
			3	5				60	40
		EL + RFEP	1	5		20	20	40	20
			2	6			17	50	33
			3	6			17	50	33
		Special Ed.	1	4		50	25	25	
			2	3	33	67			
			3	4	25	50	25		
		Spec Ed. Speech/RSP	1	4		50	25	25	
			2	3	33	67			
			3	4	25	50	25		
		Homeless	1	1	100				
			2	1	100				
			3	1				100	
GATE/Excel	1	13			8	23	38	31	
	2	14			7	14	21	57	
	3	14			21	21	57		

**i-Ready Overall Relative Placement
School Data by Subgroup
2023-2024 Grade**

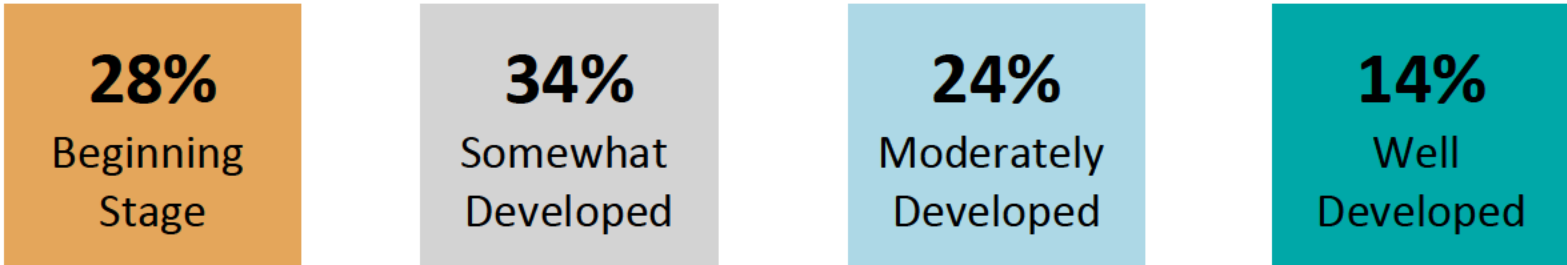
Report Name: District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218



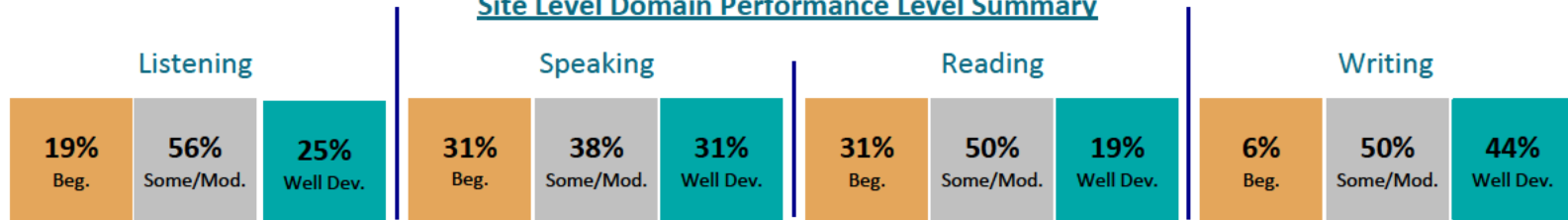
ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Madison

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing			
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	
00	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
01	38%	25%	25%	13%	13%	75%	0%	38%	38%	13%	13%	63%	13%	0%	38%	50%	
02	17%	33%	50%	0%	0%	17%	17%	0%	33%	0%	17%	0%	17%	0%	33%	0%	
03	0%	50%	25%	25%	0%	25%	25%	25%	0%	25%	25%	0%	25%	0%	25%	25%	
04	60%	40%	0%	0%	40%	0%	0%	20%	0%	20%	40%	0%	0%	20%	20%	0%	
05	0%	40%	20%	40%	0%	20%	40%	0%	20%	40%	0%	60%	0%	0%	20%	40%	



School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI) ▾

Madison Elementary School ▾

If ATSI, identify subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input checked="" type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District’s LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD’s CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC **10/15/2024**

Signature of Principal



Signature of SSC Chair



Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create “watch lists” – i.e., lists of classrooms to monitor closely and lists of students requiring further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD’s “intervention tracker” or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school’s CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site’s continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, the LROIX platform developed by LBUSD’s Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are “at-promise” across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



James Madison Elementary School

2801 Bomberry Street, Lakewood, California 90712

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

Student – Teacher – Parent Compact

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

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

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

Date _____ Student's Signature _____

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

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

Comments: _____

Date _____ Teacher's Signature _____

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

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

Comments: _____

Date _____ Parent's Signature _____

Dear Students, Parents, and Staff,

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

Principal's Signature _____



Madison Elementary School Family Involvement Guidelines

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

PART I

Madison agrees to implement the following requirements:

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

PART II

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

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

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

- At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

PART IV

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

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

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

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

* * * * *

PART V
ADOPTION

Madison’s Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on 9/17/24 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/21/24. Madison, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

[Redacted Signature]

Signature of Principal

9-18-24

Date



Madison

Guía de Participación Escolar para las Familias

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

PARTE I

Madison está de acuerdo en implementar los siguientes requisitos:

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

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

1. Madison tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
 - La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
 - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
 - ii. Composición del SSC
 - iii. Consideraciones Presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores

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

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

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

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

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


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

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

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PARTE V: ADOPCIÓN

Esta Guía de Participación Madison para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el 17/09/24 y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el 21/11/24 o antes. Madison, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.



Firma del Director(a)

18.9.24

Fecha