

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Madison Elementary	19-64881-6021687	April 23, 2025	TBA

Purpose and Description

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

Schoolwide Program
Targeted Support and Improvement

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

Madison Elementary implements a multi-tiered system of supports (MTSS) to ensure all students have access to high-quality instruction and targeted interventions. We provide dedicated support for multilingual learners, as well as additional reading and math interventions for students who need academic assistance. As a community school, we collaborate closely with families and local partners to offer wraparound services that meet the academic, social-emotional, and physical needs of our students. Our efforts are guided by our Local Control and Accountability Plan (LCAP), ensuring that federal, state, and local resources are aligned to close achievement gaps and promote student success. Stakeholder engagement is central to our approach, and we regularly share available supports and progress toward goals with our community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Madison Elementary School engaged multiple stakeholder groups as part of the SPSA planning and annual review process. The ELAC committee met in March and April to provide input on school priorities and goals for multilingual learners. Our Instructional Leadership Team (ILT) reviewed academic data and discussed proposed actions during meetings held in February and March. General staff participated in planning discussions during staff meetings throughout the fall and

spring. A parent meeting was held in April to gather broader community feedback. In addition, as part of our Community School work, we also held empathy interviews with families to ensure stakeholder voice was included in the planning process.

Resource Inequities

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

As a result of our needs assessment, families expressed a strong desire for increased classroom support to allow teachers more opportunities to provide small group instruction and targeted intervention. While we have some paraprofessional support in place, it is not available in all classrooms or throughout the entire school day. This inequity limits the ability of teachers to consistently deliver differentiated instruction. We are exploring ways to use available funding, including Community Schools and Title I resources, to increase instructional aide support and ensure more equitable access to interventions across grade levels.

School Vision and Mission

Vision:

At Madison Elementary School, our vision is to empower all students to become lifelong learners who possess the knowledge, skills, and values needed to thrive as productive and compassionate members of a global society.

Mission:

As a proud community school, Madison is committed to fostering a collaborative environment where families, educators, and community partners work together to support the whole child. We provide an exceptional educational experience that promotes curiosity, creativity, and leadership—preparing every student to be college, career, and life ready.

School Profile

James Madison Elementary School is located at 515 Ashtabula Street in a residential neighborhood on the northwestern side of the Pasadena Unified School District. The school currently serves approximately 424 students in Transitional Kindergarten through Fifth Grade, along with 24 students in its Preschool program. As a proud Community School, Madison serves a predominantly Latino population, with most students living within walking distance. The school is also home to the District's Center for Families in Transition and Student and Family Support, which provides vital services to families in need, including workshops and support for those experiencing homelessness. As a Superintendent-Zoned School, Madison aligns closely with the PUSD Strategic Plan and Board of Education priorities. The school benefits from robust partnerships with numerous organizations, including the Pasadena Educational Foundation, the Armory Center for the Arts, Reading Partners, Caltech Center for Teaching, Learning and Outreach, the PUSD LEARNs After-School Program, the I Have a Dream Foundation, the Pasadena Audubon Society, the Rose Bowl Aquatics Center, the City of Pasadena and its libraries, and Hathaway-Sycamores. These collaborations enhance the school's academic, mental health, arts, STEM, and enrichment offerings. Madison's spacious and beautiful campus includes 20 permanent classrooms, a cafeteria, auditorium, science lab, library, health office, and dedicated spaces for itinerant staff, with a turnout area to support safe drop-off and pick-up. Students with IEPs receive services such as speech and language therapy, occupational therapy, behavioral support, and adapted physical education, supported by 1.5 RSP teachers and mental health services provided by Hathaway-Sycamores for Medi-Cal eligible students and by Pasadena THRIVE for others. Family and community engagement are central to the school's success, with an active English Learner Advisory Council (ELAC), a dedicated Parent Teacher Association (PTA), and an informed School Site Council (SSC). Families are kept informed through weekly bilingual newsletters, texts, phone calls, website updates, and emails. All academic reporting and family conferences are offered in English and Spanish. Enrichment opportunities include gardening lessons, reading support from Reading Partners, music and art programs with the Armory Center for the Arts, swimming for third graders through the Rose Bowl Aquatics Center, and field trips via the My Masterpiece program. After-school

programs offer tutoring, mariachi, folklórico dance, and visual arts. In addition, a partnership with Caltech and the implementation of AVID Elementary further support college and career readiness. At Madison, we are committed to educating the whole child, advancing equity, and fostering a joyful, inclusive learning environment through rigorous instruction, meaningful family partnerships, and deep community collaboration.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	5.08%	4.95%	3.91%	23	21	16
Asian	0.22%	0.24%	0.24%	1	1	1
Filipino	0.66%	0.24%	%	3	1	
Hispanic/Latino	93.16%	92.92%	95.11%	422	394	389
Pacific Islander	%	0%	%	0	0	
White	0.66%	1.65%	0.49%	3	7	2
Multiple/No Response	0.22%	0%	%	1	0	
	Total Enrollment			453	424	409

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	89	75	52
Grade 1	71	73	64
Grade 2	74	68	68
Grade3	70	74	71
Grade 4	69	66	69
Grade 5	80	68	61
Total Enrollment	453	424	409

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	222	207	206	42.2%	49.0%	50.4%
Fluent English Proficient (FEP)	95	85	67	22.1%	21.0%	16.4%
Reclassified Fluent English Proficient (RFEP)				9.7%		

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	72	72	67	72	67	67	72	67	97.1	100.0	93.1
Grade 4	68	62	68	67	61	65	67	61	65	98.5	98.4	95.6
Grade 5	82	67	65	81	67	59	81	67	59	98.8	100.0	90.8
All Grades	219	201	205	215	200	191	215	200	191	98.2	99.5	93.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2316.	2339.	2367.	2.99	5.56	7.46	7.46	6.94	14.93	23.88	31.94	26.87	65.67	55.56	50.75
Grade 4	2362.	2389.	2369.	1.49	6.56	4.62	5.97	14.75	9.23	17.91	13.11	15.38	74.63	65.57	70.77
Grade 5	2442.	2416.	2419.	9.88	5.97	6.78	19.75	13.43	6.78	20.99	14.93	25.42	49.38	65.67	61.02
All Grades	N/A	N/A	N/A	5.12	6.00	6.28	11.63	11.50	10.47	20.93	20.50	22.51	62.33	62.00	60.73

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	2.99	6.94	7.46	49.25	48.61	62.69	47.76	44.44	29.85	
Grade 4	1.49	4.92	6.15	56.72	59.02	53.85	41.79	36.07	40.00	
Grade 5	8.64	7.46	8.47	65.43	50.75	52.54	25.93	41.79	38.98	
All Grades	4.65	6.50	7.33	57.67	52.50	56.54	37.67	41.00	36.13	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	2.78	2.99	34.33	31.94	40.30	65.67	65.28	56.72
Grade 4	2.99	3.28	1.54	31.34	40.98	29.23	65.67	55.74	69.23
Grade 5	5.00	4.48	3.39	43.75	37.31	38.98	51.25	58.21	57.63
All Grades	2.80	3.50	2.62	36.92	36.50	36.13	60.28	60.00	61.26

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.48	2.78	13.43	55.22	69.44	59.70	40.30	27.78	26.87
Grade 4	4.48	6.56	4.62	67.16	68.85	63.08	28.36	24.59	32.31
Grade 5	7.41	8.96	6.78	71.60	61.19	61.02	20.99	29.85	32.20
All Grades	5.58	6.00	8.38	65.12	66.50	61.26	29.30	27.50	30.37

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.99	6.94	10.45	47.76	51.39	59.70	49.25	41.67	29.85
Grade 4	0.00	3.28	3.08	64.18	67.21	61.54	35.82	29.51	35.38
Grade 5	9.88	7.46	3.39	59.26	58.21	54.24	30.86	34.33	42.37
All Grades	4.65	6.00	5.76	57.21	58.50	58.64	38.14	35.50	35.60

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	72	72	68	72	71	68	72	71	98.6	100.0	98.6
Grade 4	68	62	68	68	62	68	68	62	68	100.0	100.0	100
Grade 5	82	67	65	82	67	65	82	67	65	100.0	100.0	100
All Grades	219	201	205	218	201	204	218	201	204	99.5	100.0	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2340.	2377.	2378.	0.00	5.56	8.45	14.71	13.89	14.08	16.18	31.94	23.94	69.12	48.61	53.52
Grade 4	2376.	2403.	2394.	1.47	3.23	2.94	5.88	16.13	14.71	22.06	22.58	25.00	70.59	58.06	57.35
Grade 5	2405.	2404.	2414.	0.00	2.99	7.69	8.54	7.46	3.08	24.39	19.40	16.92	67.07	70.15	72.31
All Grades	N/A	N/A	N/A	0.46	3.98	6.37	9.63	12.44	10.78	21.10	24.88	22.06	68.81	58.71	60.78

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.41	12.50	15.49	26.47	38.89	33.80	69.12	48.61	50.70
Grade 4	1.47	1.61	5.88	20.59	37.10	36.76	77.94	61.29	57.35
Grade 5	1.22	1.49	6.15	40.24	41.79	40.00	58.54	56.72	53.85
All Grades	2.29	5.47	9.31	29.82	39.30	36.76	67.89	55.22	53.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.94	4.17	9.86	44.12	55.56	54.93	52.94	40.28	35.21
Grade 4	1.47	4.84	1.47	41.18	41.94	52.94	57.35	53.23	45.59
Grade 5	0.00	2.99	1.54	41.46	46.27	50.77	58.54	50.75	47.69
All Grades	1.38	3.98	4.41	42.20	48.26	52.94	56.42	47.76	42.65

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1355.1	1432.5	1417.4	1372.5	1429.2	1430.9	1314.4	1439.9	1385.9	48	39	34
1	1395.2	1417.9	1396.4	1418.8	1439.8	1416.1	1371.1	1395.6	1376.0	35	34	25
2	1434.9	1464.9	1419.5	1463.1	1483.1	1437.4	1406.0	1446.1	1401.1	49	32	33
3	1444.3	1473.6	1457.2	1447.8	1491.8	1457.7	1440.3	1454.7	1456.2	34	50	33
4	1467.3	1474.7	1485.7	1479.8	1489.5	1487.8	1454.2	1459.5	1483.0	30	30	42
5	1509.8	1496.6	1478.1	1523.1	1504.3	1480.0	1495.9	1488.5	1475.6	32	25	21
All Grades										228	210	188

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.08	28.95	14.71	20.83	28.95	29.41	33.33	31.58	32.35	43.75	10.53	23.53	48	38	34
1	0.00	8.82	0.00	2.86	14.71	8.00	37.14	38.24	28.00	60.00	38.24	64.00	35	34	25
2	0.00	3.13	3.03	28.57	46.88	18.18	38.78	37.50	36.36	32.65	12.50	42.42	49	32	33
3	0.00	8.00	6.06	14.71	24.00	18.18	35.29	46.00	30.30	50.00	22.00	45.45	34	50	33
4	3.33	6.67	11.90	26.67	23.33	26.19	23.33	50.00	38.10	46.67	20.00	23.81	30	30	42
5	15.63	8.00	4.76	31.25	20.00	47.62	37.50	56.00	14.29	15.63	16.00	33.33	32	25	21
All Grades	3.07	11.00	7.45	21.05	26.32	23.94	34.65	42.58	31.38	41.23	20.10	37.23	228	209	188

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.17	28.95	20.59	25.00	15.79	32.35	31.25	39.47	29.41	39.58	15.79	17.65	48	38	34
1	0.00	14.71	0.00	14.29	41.18	32.00	57.14	23.53	44.00	28.57	20.59	24.00	35	34	25
2	32.65	21.88	21.21	18.37	56.25	24.24	30.61	18.75	27.27	18.37	3.13	27.27	49	32	33
3	2.94	34.00	18.18	38.24	44.00	21.21	26.47	8.00	24.24	32.35	14.00	36.36	34	50	33
4	23.33	26.67	26.19	26.67	46.67	33.33	33.33	16.67	23.81	16.67	10.00	16.67	30	30	42
5	46.88	12.00	33.33	31.25	64.00	33.33	12.50	20.00	0.00	9.38	4.00	33.33	32	25	21
All Grades	17.98	24.40	20.21	25.00	43.06	29.26	32.02	20.57	25.53	25.00	11.96	25.00	228	209	188

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.08	15.79	11.76	6.25	36.84	29.41	35.42	34.21	32.35	56.25	13.16	26.47	48	38	34
1	0.00	5.88	0.00	2.86	14.71	8.00	8.57	14.71	20.00	88.57	64.71	72.00	35	34	25
2	0.00	3.13	0.00	16.33	28.13	9.09	18.37	21.88	21.21	65.31	46.88	69.70	49	32	33
3	0.00	2.00	3.03	2.94	6.00	9.09	32.35	38.00	21.21	64.71	54.00	66.67	34	50	33
4	0.00	0.00	2.38	6.67	6.67	11.90	20.00	36.67	33.33	73.33	56.67	52.38	30	30	42
5	6.25	0.00	4.76	6.25	8.00	4.76	37.50	32.00	33.33	50.00	60.00	57.14	32	25	21
All Grades	1.32	4.78	3.72	7.46	16.75	12.77	25.44	30.14	27.13	65.79	48.33	56.38	228	209	188

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.33	31.58	17.65	47.92	57.89	70.59	43.75	10.53	11.76	48	38	34
1	5.71	20.59	16.00	71.43	58.82	64.00	22.86	20.59	20.00	35	34	25
2	14.29	6.25	18.18	65.31	90.63	57.58	20.41	3.13	24.24	49	32	33
3	5.88	16.00	12.12	61.76	64.00	66.67	32.35	20.00	21.21	34	50	33
4	26.67	23.33	23.81	46.67	56.67	59.52	26.67	20.00	16.67	30	30	42
5	15.63	16.00	19.05	62.50	60.00	47.62	21.88	24.00	33.33	32	25	21
All Grades	12.28	19.14	18.09	59.21	64.59	61.70	28.51	16.27	20.21	228	209	188

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.17	21.05	29.41	52.08	60.53	44.12	43.75	18.42	26.47	48	38	34
1	0.00	20.59	4.00	57.14	61.76	56.00	42.86	17.65	40.00	35	34	25
2	34.69	59.38	15.15	46.94	37.50	57.58	18.37	3.13	27.27	49	32	33
3	20.59	56.00	24.24	41.18	30.00	39.39	38.24	14.00	36.36	34	50	33
4	23.33	46.67	28.57	50.00	43.33	52.38	26.67	10.00	19.05	30	30	42
5	81.25	48.00	52.38	9.38	44.00	19.05	9.38	8.00	28.57	32	25	21
All Grades	25.88	42.11	25.00	43.86	45.45	46.28	30.26	12.44	28.72	228	209	188

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.08	28.95	8.82	41.67	60.53	58.82	56.25	10.53	32.35	48	38	34
1	0.00	14.71	4.00	5.71	11.76	16.00	94.29	73.53	80.00	35	34	25
2	6.12	12.50	0.00	26.53	40.63	30.30	67.35	46.88	69.70	49	32	33
3	0.00	0.00	3.03	23.53	28.00	21.21	76.47	72.00	75.76	34	50	33
4	0.00	6.67	2.38	23.33	20.00	38.10	76.67	73.33	59.52	30	30	42
5	6.25	8.00	4.76	37.50	32.00	33.33	56.25	60.00	61.90	32	25	21
All Grades	2.63	11.48	3.72	27.19	32.54	34.04	70.18	55.98	62.23	228	209	188

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.77	44.74	32.35	29.79	36.84	32.35	57.45	18.42	35.29	47	38	34
1	0.00	2.94	0.00	34.29	41.18	40.00	65.71	55.88	60.00	35	34	25
2	0.00	3.13	3.03	46.94	56.25	36.36	53.06	40.63	60.61	49	32	33
3	0.00	4.00	3.03	41.18	52.00	51.52	58.82	44.00	45.45	34	50	33
4	0.00	0.00	9.52	30.00	53.33	61.90	70.00	46.67	28.57	30	30	42
5	12.50	0.00	4.76	62.50	60.00	33.33	25.00	40.00	61.90	32	25	21
All Grades	4.41	10.05	9.57	40.53	49.28	44.15	55.07	40.67	46.28	227	209	188

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
409	91%	50.4%	0.7%
Total Number of Students enrolled in James Madison Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	206	50.4%
Foster Youth	3	0.7%
Homeless	32	7.8%
Socioeconomically Disadvantaged	372	91%
Students with Disabilities	58	14.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	3.9%
American Indian	0	0.0%
Asian	1	0.2%
Filipino	0	0.0%
Hispanic	389	95.1%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	2	0.5%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Blue

Mathematics



Yellow

English Learner Progress



Red

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

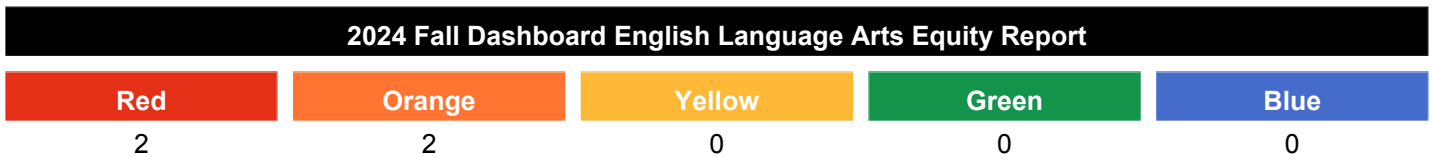
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>83.2 points below standard</p> <p>Increased 3.7 points</p> <p>190 Students</p>	<p>English Learners</p> <p>Red</p> <p>95.9 points below standard</p> <p>Maintained 0.1 points</p> <p>112 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>130.8 points below standard</p> <p>Declined 22.5 points</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>83.1 points below standard</p> <p>Increased 4.6 points</p> <p>187 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>103.1 points below standard</p> <p>Declined 17.1 points</p> <p>44 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>83.2 points below standard</p> <p>Increased 5.8 points</p> <p>181 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

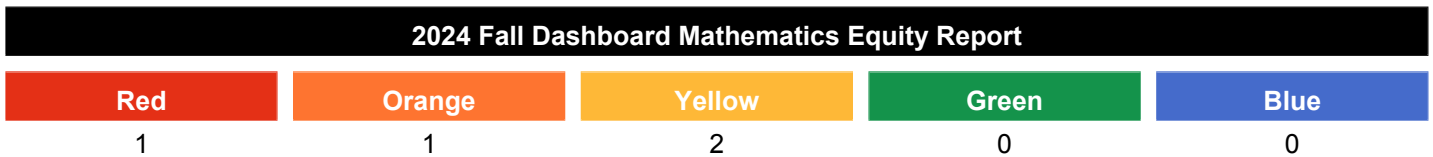
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>82.2 points below standard</p> <p>Increased 6.7 points</p> <p>196 Students</p>	<p>English Learners</p>  <p>Red</p> <p>97.7 points below standard</p> <p>Declined 3.0 points</p> <p>118 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>141.4 points below standard</p> <p>Declined 42.7 points</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>82.3 points below standard</p> <p>Increased 6.2 points</p> <p>192 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>81.8 points below standard</p> <p>Declined 17.4 points</p> <p>44 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>83.5 points below standard</p> <p>Increased 5.8 points</p> <p>187 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 29.2% making progress. Number Students: 137 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 35%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 35.8%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 29.2%

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 25.5% Chronically Absent Declined 16.5 428 Students	English Learners Yellow 20.3% Chronically Absent Declined 15 222 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Homeless Orange 24% Chronically Absent Declined 19.9 50 Students	Socioeconomically Disadvantaged Yellow 25.1% Chronically Absent Declined 17.8 411 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>26.1% Chronically Absent</p> <p>Declined 19.5</p> <p>69 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>31.3% Chronically Absent</p> <p>Declined 16.8</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>25.2% Chronically Absent</p> <p>Declined 15.7</p> <p>405 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

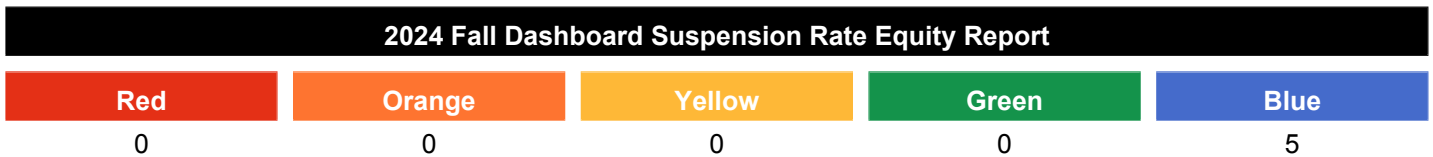
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>434 Students</p>	<p>English Learners</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>224 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Homeless</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>50 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>417 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>70 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>411 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

Area of Focus: Math

California Dashboard:

Math rates for all students will increase the baseline of -82.2 points (yellow) from 2024 by a total of +3 points or more (to reach green) with a stretch goal of 15 points or more (to reach blue) to end at -79.2 points or higher at the end of 2025-2026 school year.

iReady:

1. By June 2026, the percent of students assessed in K-5 that score at grade level or above will increase by at least 3% or more based on growth data from the 24-25 school year, as measured by the i-Ready math diagnostic two given in the winter.
2. By June 2026, the percent of English Learners assessed in K-5 that score at grade level or above will increase by 3% or more, as measured by the i-Ready math diagnostic two given in the winter.

Identified Need

Madison Elementary School students are significantly below the district average of students meeting or exceeding standard in mathematics as measured by the California Dashboard and i-Ready math diagnostic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Math Diagnostic Two (D2)	School-wide our students scored below the district average in mathematics on the i-Ready math diagnostic two given in the winter. K (D2) N/A 1 (D2) 16% at grade level 2 (D2) 18% at grade level 3 (D2) 26% at grade level 4 (D2) 21% at grade level 5 (D2) 17% at grade level	The percentage of students overall scoring at grade level or above on the i-Ready math diagnostic will increase by at least 3% when compared to the D2 diagnostic for grades K5.

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Strategies that were implemented were effective as seen by the growth in the second iReady diagnostic. We were able to meet our growth goals for math during the 24-25 school year.

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

The budgeted expenditures covered the strategies to meet the articulated goals. Specifically the our small group instruction for our subgroups, including English Learners and African-American students.

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

Due to a decrease in funds, our after school teacher support and supplemental materials will be limited for the 25-26 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Through Community School funding, teachers will participate in grade-level data chats to analyze student growth in math based on i-Ready assessment results. Substitute coverage will be provided by the district and school to allow teachers time to collaborate, review data with administration, and develop targeted instructional plans.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Through Community Schools funding, teachers, tutors, project aides, and behavior aides will provide support during and after school for students participating in Math Field Day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Project Aide II and Behavior Aides will provide in-classroom support to help increase student achievement in math and reading.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

70843

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

School supplies will be ordered to support student growth in math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2777

LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

Area of Focus: English Language Arts

California Dashboard:

English Language Arts rates for all students will increase the baseline of -83.2 points (orange) from 2024 by a total of +3 points or more (to reach green) with a stretch goal of +15 points or more (to reach green) to end at -80.2 points or higher at the end of 2025-2026 school year.

iReady:

1. By June 2026, the percent of students assessed in K-5 that score at grade level or above will increase by at least 3% or more based on growth data from the 24-25 school year, as measured by the i-Ready ELA diagnostic two given in the winter.
2. By June 2026, the percent of English Learners assessed in K-5 that score at grade level or above will increase by 3% or more, as measured by the i-Ready ELA diagnostic two given in the winter.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Reading Diagnostic Two (D2)	School-wide our students scored below the district average in reading on the iReady reading diagnostic K (D2) N/A 1 (D2) 29% at grade level 2 (D2) 35% at grade level 3 (D2) 35% at grade level 4 (D2) 24% at grade level 5 (D2) 29% at grade level	The percentage of students in each grade-level scoring at grade level or above on the iReady reading diagnostic will increase by at least 3% when compared to the D2 diagnostic for grades K-5.

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Strategies that were implemented fully were effective as measured by the growth in iReady data. We were able to meet our growth goals in ELA during the 24-25 school year as seen in our second iReady diagnostic results.

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

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

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

This goal will greatly change due to our lack of funds for the 25-26 school year. Students will no longer have access to a full-time library coordinator, bilingual instructional aides, or new/updated books, supplies, and materials.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Project Aides will provide support during classroom instruction and unstructured time. Teacher will work with small intervention groups while aide support classrooms with in areas including, but not limited to, reading, writing, and math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

72056

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Through Community School funding, teachers will participate in grade-level data chats to analyze student growth in ELA based on i-Ready assessment results. Substitute coverage will be provided by the district and school to allow teachers time to collaborate, review data with administration, and develop targeted instructional plans.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

School supplies will be ordered to support student growth in ELA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

2131	Title I Part A: Allocation
------	----------------------------

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 3

Area of Focus: English Learners

California Dashboard:

English Learner rates will increase the baseline of 29.2 points (red) from 2024 by a total of +2 points or more (to reach orange) with a stretch goal of +11.9 points or more (to reach yellow) to end at 31.2 points or higher at the end of 2025-2026 school year.

Math rates for English Learners will increase the baseline of -97.7 (red) from 2024 by a total of +2.9 or more (to reach orange) with a stretch goal of +3.0 points or more (to reach to yellow) to end at -94.8 points or higher at the end of 2025-2026 school year.

ELA rates for English Learners will increase the baseline of -95.9 (red) from 2024 by a total of +2.9 or more (to reach orange) with a stretch goal of +14.9 points or more (to reach yellow) to end at -93 points or higher at the end of the 2025-2026 school year.

ELPAC:

By May 2026, 50% or more of English Learners will maintain or grow by at least one level on the ELPAC as compared to the previous year's score.

Identified Need

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

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

English Learners: English Learners have shown great growth but the majority of students have not met the required score of 4 on the ELPAC to be eligible for reclassification, 5% of students designated as English Learners met reclassification criteria.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math	<p>School-wide our students scored below the district average in mathematics on the i-Ready math diagnostic two given in the winter.</p> <p>K (D2) N/A 1 (D2) 16% at grade level 2 (D2) 18% at grade level 3 (D2) 26% at grade level 4 (D2) 21% at grade level 5 (D2) 17% at grade level</p>	<p>The percentage of students overall scoring at grade level or above on the i-Ready math diagnostic will increase by at least 3% when compared to the D2 diagnostic for grades 1-5.</p>
Reading	<p>School-wide our students scored below the district average in reading on the iReady reading diagnostic</p> <p>K (D2) N/A 1 (D2) 29% at grade level 2 (D2) 35% at grade level 3 (D2) 35% at grade level 4 (D2) 24% at grade level 5 (D2) 29% at grade level</p>	<p>The percentage of students overall scoring at grade level or above on the i-Ready reading diagnostic will increase by at least 3% when compared to the D2 diagnostic for grades 1-5.</p>
ELPAC	<p>English Learners- Our multilingual learners have shown great growth but but the majority of students have not met the required score of 4 on the ELPAC to be eligible for reclassification. This past year 5% of our students met their reclassification goal on the ELPAC.</p>	<p>50% or more of English Learners will maintain or grow by at least one level on the ELPAC as compared to the previous year's score.</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

The implemented strategies proved highly effective, particularly the support provided by behavior/project/noon aides both inside and outside the classroom. Students had an opportunity to

work with teachers in small group settings while the aides supported classroom centers and rotations.

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

One major difference in the implementation was the allocation of resources. We did not have enough funds to have classroom aides for all grade levels. The aides we did have were split between grade levels and classrooms.

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

Due to the budget constraints for the 25-26 school year we will no longer be able to support with extra classroom materials.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Through Community School funding, EL students will participate in a newcomer intervention group to support with grade-level ELA and math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Through Community School funding, teachers will participate in grade-level data chats to analyze EL student growth with i-Ready assessment results. Substitute coverage will be provided by the district and school to allow teachers time to collaborate, review data with administration, and develop targeted instructional plans.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 4

Area of Focus: Graduation/ College and Career Ready
By August 2026, at least 80% of teachers will be AVID certified.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID Certification	There are currently 11 teachers who are AVID certified.	By August 2026, at least 80% of our teachers will be AVID certified.

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Teachers and staff will participate in AVID certification during the 25-26 school year.

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

Our community schools budget does not allow for all teachers to attend AVID training in a single school year. Teachers who have not been trained will have priority.

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

This is a school-wide implementation with professional development support and coaching until full site capacity has been built. Our current instructional coach serves as the AVID coordinator and we hope the program can expand.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 5

Area of Focus: School Safety, Climate and Culture

1. By the end of April 2026, the overall attendance for all students will increase the baseline of 92.12% by a total of 2% or more by the end of the 2025-2026 school year.
2. By the end of April 2026, chronic absenteeism for all students will decrease from the baseline of 29.91% by the end of the 2025-2026 school year to below 28%.
3. By May 2026, suspension rate for all students will remain at 1% or below.

Identified Need

Attendance: Madison Elementary declined with overall student attendance during the 24-25 school year (-0.74%), the current rate is 92.12%.

Chronic Absenteeism: Madison Elementary School's chronic absentee rate for all students increased from 25.9% (23-24) to 29.91% for this past school year (24-25).

Suspension Rate: Madison Elementary School's suspension rate for all students continues to be below 1% for the (24-25) school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Student Information System	Our current year overall average attendance rate decreased to 92.12% (24-25) from the previous year of 92.86% (23-24).	By May 2026, the overall attendance average for all students will increase the baseline of 92.12% by a total of 2% or more by the end of the 2025-2026 school year.
District Student Information System	Our current year overall chronic absenteeism rate increased to 29.91% (24-25) from the previous year of 25.9% (23-24) .	By May 2026, the chronic absenteeism rate for all students will decrease the baseline of 29.91% by the end of the 2025- 2026 school year to below 28%.
District Student Information System	Our suspension rate has remained at below 1% for the past three academic years (22-23), (23-24), (24-25).	By May 2026, our suspension rate for all students will remain at 1% or below.

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Our strategies for improving attendance were effective in previous years. However, with the Eaton fires this past year our overall attendance rates decreased while our chronic absenteeism rates unfortunately also increased. We will continue working with families and staff to increase our student attendance rates.

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

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

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

The changes to this goal are to address the need to support families who experience chronic absenteeism. School staff will monitor/ intervene with chronically absent students and families.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Through Community School funding additional hourly supplemental pay for office clerk, office manager, and bilingual instructional clerk to communicate with families regarding opening school procedures, absences, tardies, chronic absenteeism, and school events to ensure effective homeschool communication in these areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, including English Learners, students with disabilities, Foster Youth, and AfricanAmerican students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

Goal 5: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Goal 6

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

Identified Need

Parent & Community Engagement- During the pandemic parent and community engagement was consistently low. However this year (23-24) we focused on expanding opportunities for families to participate in various events and our parent engagement rate increased to 69%. It is essential to be intentional about working with families in order for them to have a positive experience.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event Sign-Ins	The current family engagement / community engagement participation rate is 83% (24-25).	By May 2026, the number of family / community members that participate in Madison events will increase by 3% or more as compared to previous year's participation, as measured by sign-ins at all events.

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

The strategies were fully effective. Parent and community engagement increased by 17% significantly in one year.

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

There were no differences between the allotted budget and implementation.

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

We will continue to host events for families and students to continue to increase parent and community engagement.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Increase family and parent participation in school activities and events by communicating with families via email and phone blast as well as help enroll them in parent portal. Madison to provide snacks and supplies for family events and meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1848

Source(s)

Title I Part A: Parent Involvement

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$76035
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$76035
Other State/Local Funds provided to the school	\$73620

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation (\$)
----------------------------------	-----------------

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

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

State or Local Programs Funding Sources	Allocation (\$)
---	-----------------

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

Total of federal, state, and/or local funds available for this school: \$149,655

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	73620	0.00
Title I Part A: Parent Involvement	1848	0.00
Title I Part A: Allocation	74187	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental and Concentration (S/C)	73,620.00
Title I Part A: Allocation	74,187.00
Title I Part A: Parent Involvement	1,848.00

School Site Council Membership

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

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

Name of Members

Role

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Elisa Perez on 5/28/25



SSC Chairperson, Socorro Salinas on 5/28/25

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2025-26, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of \$2,853,685.00:

- a. MTSS Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
- c. Families in transition/ Foster Youth support staff and services including transportation;
- d. Parent and Community Engagement;

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2025-26 is as below:

School: Madison Elementary

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	\$2,853,685	7,990	\$357.16	302	\$107,861.44



**Pasadena Unified School District
Student Wellness and Support Services**

PUSD School-Site Attendance Improvement Plan

School:	Madison Elementary School	Principal:	Dr. Elisa Pérez
School Number:	626-396-5780	Counselor:	
Date Completed:	May 5, 2025	Principal Signature:	<i>Elisa Pérez</i>

Goal: Decrease the percentage of chronically absent students to 10% or less.

2024-2025 Current Chronic Absentee Rate	2024-2025 Chronic Absentee End-Of-Year Goal	2025-2026 Chronic Absentee Goal

GOAL 1: TEAMS & DATA			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Use of Data: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this data used to monitor student progress?	Yes, we use school-wide attendance data daily to identify students who are chronically absent or truant. Data sources include daily attendance records, teacher input, and administrative monitoring. This data is reviewed regularly to ensure absences are addressed promptly, parents are informed, and appropriate interventions are implemented to support student progress and improve attendance.	<i>Daily</i>	We measure success by tracking improved attendance rates, fewer chronically absent students, and increased student engagement. Regular data reviews help us adjust supports and make informed decisions to promote academic success.

"WE PREPARE STUDENTS FOR THE FUTURE BY INSPIRING THE JOY OF LEARNING IN EVERY CHILD EVERY DAY"

● 351 South Hudson Avenue, Room 206 ● Pasadena California 91109 ● (626) 396-3600, x 88230 ● (626) 793-9858 fax ● www.pusd.us



Pasadena Unified School District Student Wellness and Support Services

<p>b. Attendance Improvement Team: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?</p>	<p>Yes — our Attendance Improvement Team meets at least monthly and follows the current SPSA action plan to monitor data, remove attendance barriers, and track progress.</p>	<p>Informally on a daily basis. Formally on a monthly basis.</p>	<p>We measure the Attendance Team’s success by tracking improved attendance rates, reductions in chronic absenteeism, and the effectiveness of interventions. Success is also reflected in how quickly we respond to concerns, follow through on action steps, and see students return to regular attendance.</p>
--	---	--	---

GOAL 2: PREVENTION			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<p>a. Prevention Strategies: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?</p>	<p>We use several prevention strategies to keep students engaged and reduce attendance risks, including a positive school climate, strong family communication, early identification of attendance concerns, incentive programs, and access to mental health support through PUSD Thrive and Sycamores. These efforts help foster connection and consistency.</p>	<p>Monthly</p>	<p>Success is measured through improved attendance rates, effectiveness of interventions, student engagement, and feedback from families and staff. Regular data analysis helps us monitor progress, assess impact, and make data-driven decisions to strengthen our prevention strategies.</p>

“WE PREPARE STUDENTS FOR THE FUTURE BY INSPIRING THE JOY OF LEARNING IN EVERY CHILD EVERY DAY”

● 351 South Hudson Avenue, Room 206 ● Pasadena California 91109 ● (626) 396-3600, x 88230 ● (626) 793-9858 fax ● www.pusd.us



Pasadena Unified School District Student Wellness and Support Services

<p>b. Outreach: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?</p>	<p>We provide regular outreach through weekly newsletters, phone calls, texts, social media posts, and attendance campaigns that highlight the importance of being at school every day. We also hold parent-teacher conferences, family workshops, and home visits to support families facing attendance challenges and reinforce the message that consistent attendance is key to student success.</p>	<p>Weekly Monthly</p>	<p>We measure the success of our outreach through improved attendance, increased family engagement, positive feedback from stakeholders, and data analysis of intervention outcomes. Regular review of these indicators helps us refine our strategies and strengthen our messaging.</p>
---	---	---------------------------	--

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<p>a. Attendance Intervention: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?</p>	<p>Yes, our school uses targeted interventions like counseling, home visits, family engagement, academic support, positive incentives, and health services to address barriers and help students improve their attendance.</p>	<p>Daily</p>	<p>We measure success by tracking improved attendance, student engagement in support services, feedback from families and staff, and comparing data to baseline attendance. Regular review helps us adjust interventions to better support students.</p>
<p>b. Student Re-Engagement: What re-engagement strategies are used to help students find and maintain success in the classroom?</p>	<p>We use mentoring, counseling, tutoring, behavioral interventions, positive reinforcement, and family engagement to help</p>	<p>Daily</p>	<p>Success is measured by improvements in attendance, behavior, academic progress, retention, participation in</p>

"WE PREPARE STUDENTS FOR THE FUTURE BY INSPIRING THE JOY OF LEARNING IN EVERY CHILD EVERY DAY"



Pasadena Unified School District Student Wellness and Support Services

	<p>students re-engage and succeed in the classroom. These strategies support students in overcoming challenges and staying on track academically.</p>		<p>support services, and feedback from students and teachers. Regular data review helps us refine our re-engagement efforts.</p>
--	---	--	--