

School Year: **2025-26**

# 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
Madison Elementary	37-67991-6037691	June 5, 2025	August 5, 2025

## Purpose and Description

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

Schoolwide Program

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

Based on the 24-27 Cajon Valley Local Control and Accountability Plan, there are four goals: All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values. All students, staff, and families will feel safe, empowered, and respected. All students will excel in reading, writing, listening, speaking, and mathematics. Students with disabilities will demonstrate expected yearly growth in literacy skills. In collaboration with our School Site Council, we have ensured our plan is aligned to the district LCAP goals with a specific focus on improvement in English language arts and mathematics, suspension and chronic absenteeism. The overall academic performance of students at Madison Elementary is at the orange level for both English language arts and mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers, Madison will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.

To meet the English language arts & Mathematics needs of all students across the curriculum Madison will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will be offered high quality professional development and technology to ensure learning activities are rigorous and appropriately aligned to students individual needs. Lessons will be engaging and will support student learning and growth. A school wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for the World of Work.

Madison shall commit to a team based approach to learning for our students. Teacher teams allow for staff to more effectively meet the dynamic academic, social, and emotional needs of students by creating consistency throughout their academic day. They foster the development of deep and meaningful relationships between staff, students, and families while setting expectations for students both academically and socially across classrooms. Madison's six student sub groups will have access to targeted intervention to support their academic progress in the area of mathematics and English language arts.

To address concerns regarding our chronic absenteeism, Madison will continue to use our parent liaisons to reach out and aim to connect families to the school and the teacher. Students who struggle with attendance will work with our school counselor on breaking down barriers and developing personal goals. We will continue to provide recognition for students who do meet attendance goals. Students will be engaged in learning experiences which target their specific strengths and interests aligned to personalized learning programs.

To address concerns regarding our suspension rates, Madison will continue to use our teachers, school counselors and staff to assist students with their social, emotional, and behavioral needs in order to reduce the number of suspensions. Our school counselors will help to address some of the issues that contribute to behavioral challenges, employing restorative practices.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

As seen in our previous data tables, we collect voice throughout the year using multiple surveys and data collection tools.

### Q12:

In order to collect data from our staff members, we use Gallup Q12. The Gallup Q12 is a proven tool that school districts utilize to measure staff engagement, providing insightful data on the key elements that drive employee satisfaction and commitment, thus enabling targeted strategies to enhance workplace morale and productivity. On our most current Q12, our engagement scores were:

50 % Engaged

Based on this data, our parent engagement increased by 2% from the prior year.

Based on this survey,

Our Highest performing item was: "I know what is expected of me at work" with a mean of 4.52.

Our Lowest Performing Item was: "I have the materials and equipment I need to do my work right" with a mean of 3.91.

### SSC Surveys:

As a part of our SSC meetings, we review our site goals, metrics, and expenditures. At the end of each meeting, we collect feedback from our SSC and ELAC participants. In this survey, we asked for areas of pride (what is working?) and areas of growth (what isn't working?).

Goal 1 Survey What is working based on data: Reading programs, enrichment program, School Safety Plan, students' different needs are met.

Areas of growth based on data: Increase budget for teachers for collaboration time

Goal 2 Survey What is working based on data: Inclusive staff, a lot of staff is present on campus to supervise students, lots of family outreach programs

Areas of growth based on data: Increase number of field trips, find ways to incorporate student culture to help them feel more included, increase tutoring opportunities, increase teacher release time for collaboration.

Goal 3/4 Survey What is working based on data: Academic growth of children

Areas of growth based on data: Increase tutoring opportunities, spend more time teaching reading

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Development Effective Educator Practice is used by the Principal, Assistant Principal and certificated staff and teachers to improve teacher effectiveness and growth opportunities. The

DEEP Protocol timeline is used as follows- Yearly implementation for temporary and probationary certificated staff and teachers and every 3 - 5 years for tenured teachers.

Procedure for DEEP Process:

Beginning of the School Year- Credential staff/teachers use the self-evaluation tool to identify current practices

Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement

Observations: Principal conducts informal and formal walk-through, pre/post conferences, two formal observations, conferences following each observation

Summative Evaluation: CVUSD Certificated Appraisal Form is completed and turned into Personnel Department by May

On an average, the Principal and Assistant Principal visit classrooms and collects qualitative data on teacher effectiveness at least 3 times a month.

Based on these observations and evaluations, identified needs are continued implementation of scaffolded and differentiated instruction in both Language Arts and Math as well to appropriately meet the various needs of our students, including our English Learners.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State Assessments Include: ELPAC, CAASPP, CAA, CAST, and Physical Fitness Testing (5th Grade only)

\*See the analysis of student performance assessment data conclusions for CAASPP, ELPAC and the California Dashboard.

Local assessments include: iReady Diagnostic Assessment for ELA/Math (please see sections Student Performance Data: Reading Diagnostic Assessment, Student Performance Data: Reading Diagnostic Growth Reports, Student Performance Data: Math Diagnostic Assessment, Student Performance Data: Math Diagnostic Growth Reports for additional information about our iReady Diagnostic data). In K-2, we also administer the CORE phonemic awareness and CORE phonics survey.

Grade level teams collaborate to determine appropriate benchmark and formative assessments based on the Cajon Valley priority standards by trimester. This data is used to improve instruction, plan small groups, and provide acceleration and/or intervention to students based on their individual needs. Additional data is collected through our adaptive programs which are used by staff to personalize learning based on student need.

Based on this data, academics continue to be a focus and area we continue to strive to improve in.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so we encourage staff to also use iReady standards based assessments. All staff are encouraged to also utilize the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress.

Our school has also had an intentional focus on literacy improvement which focuses on blending brain research and literacy best practices in order to ensure all students are literate. A large component of this project is administering local assessments in order to drive instruction. Teachers currently give these assessments at least three times a year, and modify small group instruction and student grouping as needed.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Our school meets all qualifications for highly qualified staff in all areas, Certificated and classified staff are vetted by the Cajon Valley Personnel Department and meet all requirements. In addition, we offer BTSA to our new teachers and pair them with a Cajon Valley teacher as a mentor.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley Union School District Personnel Department. Based on our annual Williams audit we have found all students and staff have access to district adopted core curriculum materials. In order to ensure all staff members have access to professional learning, we have an asynchronous learning platform (Cajon 365), that provides learning 24-7. Staff members can find training and support for the district adopted curriculum, as well as best practices in academics and technology. In addition to Cajon365, all staff members are invited to participate in professional learning during Summer, Spring, and Winter academies.

We have focussed our professional learning on literacy and mathematics and English Learner Development , including work around LETRS, GLAD strategies, and CGI.

### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional learning opportunities include: Digital badging through Cajon365, Academies, minimum day Mondays, release time, additional compensated planning time as well as professional learning through coaching cycles with our Instructional Coach.

All staff are provided access to our online professional learning platform called Cajon365. This platform allows staff to access professional learning 24-7 on hundreds of topics including district initiatives and core curriculum. All certificated staff members are provided compensation up to six hours of professional learning on Cajon365. Any professional learning that is offered, is converted to this platform so that anyone can access it after it is offered live.

Based on our district wide Professional Learning Survey, staff identified the following needs...

A greater need to understand current instructional resources and standards

How to effectively apply these resources in an online or blended environment.

Differentiation of standards in order to personalize learning for all students

Additional time to plan when initiating new instructional models

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District Level Instructional Coaches and Program Specialists will provide ongoing instructional assistance and support for teachers in English Language Arts, Mathematics, English Learner and Special Education Strategies, and Visual and Performing Arts. For our teachers in need of clearing their credential, we offer BTSA mentorship and support over two years.

Madison funds an Instructional Coach, promotes Teacher Leaders, Teacher Led Professional learning from our current staff members.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are provided grade level collaboration time during early release Mondays.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment.

Instructional materials are available in all grade levels for mathematics, English language arts, science, and English Language Development. We have supplemented our current K-5 Science curriculum with Mystery Science in order to provide students with a richer experience with the NGSS standards.

Additionally, students receive intervention support in the following approved intervention programs: SRA REACH, SIPPS, Imagine Learning English, iReady Teacher Toolbox and Online Lessons, and ST Math

Based on this data, an identified need is to supplement current social studies/history curriculum as the state has not yet released new standards and our current adoption has become increasingly outdated.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers follow State recommendations for instructional minutes as well recommendations from the teacher's guides and curriculum manuals.

All schedules have been built around the California Department of Education's Daily Minute Requirements, including 30 minutes of Designated English Language Development for English Learners.

CDE Daily Minutes Requirements (live and independent work)

180 instructional minutes in TK/kindergarten.

230 instructional minutes in grades 1 to 3

240 instructional minutes in grades 4 to 8

Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students. Teachers work with small groups of students based on their academic needs to provide intensive and targeted support.

As part of our districtwide literacy initiative, master schedule flexibility is crucial as we are collecting data throughout the year to determine intervention needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by Williams ESEA requirements.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards Aligned CVUSD Adopted Curriculum: (TK)  
The InvestiGator Club- Let's Investigate. (ELA/ELD/Math/Science/SocialStudies)

Standards Aligned CVUSD Adopted Curriculum: (K - 5)

English Language Arts/ELD	Nat Geo "Reach for Reading"
BMAP/Dual Language Arts/ELD	Houghton Mifflin "Wonders/Maravillas"
Mathematics	Houghton Mifflin "Go Math"
Science	MacMillian/McGraw-Hill, California Science
Social Studies	Scott Foresman, History/Social Science for California

Standards Aligned CVUSD Adopted Curriculum: (6-8)

English Language Arts/ELD	McGraw Hill, Study Sync
Mathematics	Houghton Mifflin "Go Math"
Science	Amplify Science
Social Studies	Teacher's Curriculum Institute "History Alive"

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Current adoptions for English Language Arts and Mathematics provide instructional support for students who are below standards, near and meeting standards. The CVUSD District supports the following interventions for underperforming students:

iReady ELA Teacher Toolbox and Online Lessons  
iReady Math Teacher Toolbox and Online Lessons  
Adaptive Online Programs (ST Math, Khan Academy, Beable)  
School Counselor  
Community Liaison  
Paraprofessional Support

Evidence-based educational practices to raise student achievement

Multi-Tiered System of Support for Academics, Social Emotional Learning, and Attendance  
Teacher Collaboration focused on Data Analysis and Instructional Planning  
Guided Language Acquisition and Design Strategies (GLAD)  
Cognitively Guided Instruction for Mathematics (CGI); Number Talks & Problem Solving  
Small-group Instruction  
Improvement Science (Plan, Do, Study, Act Cycles)  
Needs Assessments (Quantitative Data & Qualitative Data)  
Science of Reading, LETRS Training  
Barton Reading and Spelling System

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

School Counselor  
Community/Parent Liaison  
Parent University and Workshops  
Student Study Teams Process (SST)  
School Needs Assessment  
School Parent Walk-throughs and Program Evaluation  
Title 1 Meeting for Data Analysis and LCAP Goals  
Extended Learning Opportunities  
Parent Engagement Site Planning and Goal Setting

Our current parent communication platform is Parent Square. This app based tool allows for translation and access to information on a phone. Video conferencing and virtual meetings have been utilized to continue to engage parents and community members.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process, Open Community Meetings- Title 1 Parent Meetings, Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to provide the following intervention services for under-performing students:

Instructional Coach  
School Counselor  
Community/Parent Liaison  
Bilingual Facilitator  
Newcomer Teacher  
Cajon 365 & Academy Professional Development (GLAD, CGI, LETRS)  
Support/Intervention Teachers  
Learning Loss Intervention Teachers  
After-school Tutoring

Fiscal support (EPC)

Title I, II, III, IV  
Supplemental Concentration Funds

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement (SPSA) at our school is an integral process that relies on the continuous engagement of parents, students, and other stakeholders, particularly those representing diverse subgroups. The process involves ongoing review and development that includes assessing needs and evaluating programs through the School Site Council (SSC), Title I meetings, and the English Learner Advisory Committee (ELAC).

Each spring, using annual review data from the previous SPSA and by conducting site needs assessments, the site SPSA development process begins. In collaboration with SSC, the site SPSA is developed based on identified needs. Before the end of the year, through the SSC process, this site SPSA is approved and sent to the district school board for final approval.

This sets the stage for a year-round evaluation of existing programs to ensure they meet the evolving needs of our students. Throughout the year, the SSC meets regularly not only to review goals, metrics, and expenditures but also to monitor the effectiveness of implemented programs. Decision-making is data-driven, focusing on student outcomes to adapt educational programs, professional learning opportunities, and any supplemental curriculum required.

Our Title I meeting provides a platform for community input into the SPSA. This occurs alongside regular ELAC meetings, where the focus is on the needs of English Learners, culminating in recommendations for SPSA development.

Key to this continuous process is the SSC's role in periodically reviewing and revising the SPSA. With input from various educational partners, including insights from the ELAC and data from the Site Needs Assessment, the SSC makes necessary revisions during their meetings throughout the year, ensuring the plan and budget consistently align with school needs. Additionally, staff meetings and student polls contribute ongoing feedback, ensuring that the SPSA truly reflects the needs and aspirations of the entire school community.

# 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	0.19%	0%	0.46%	1	0	3
African American	5.79%	4.62%	5.26%	31	28	34
Asian	2.62%	3.3%	4.17%	14	20	27
Filipino	0.75%	0.5%	0.46%	4	3	3
Hispanic/Latino	36.64%	34.16%	33.69%	196	207	218
Pacific Islander	0.37%	0.33%	0.31%	2	2	2
White	45.61%	49.01%	47.91%	244	297	310
Multiple/No Response	5.05%	4.13%	4.64%	27	25	30
<b>Total Enrollment</b>				535	606	647

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	97	134	99
Grade 1	78	90	112
Grade 2	84	98	88
Grade3	98	95	109
Grade 4	84	103	95
Grade 5	94	86	111
<b>Total Enrollment</b>	535	606	647

### Conclusions based on this data:

1. At Madison we have continued to see increased enrollment year after year. This year, we saw our largest increase in 5th grade.
2. Madison current enrollment is 647 students, which does not include the 36 students enrolled in the State Funded Preschool Program. The overall grade level enrollment has shown a steady increase for the reported three years with the highest year being 2023-2024 as we saw an increase in enrollment across all grade levels.
3. We continue to be a diverse community of learners with a variety of needs. We have had a small increase of students in the "white" student group. In order to better understand our demographics, we found that within our "white" student group, a larger percentage are English learners with 7 languages represented.

# 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	224	245	266	41.90%	40.40%	41.10%
Fluent English Proficient (FEP)	18	26	23	3.40%	4.30%	3.60%
Reclassified Fluent English Proficient (RFEP)	12	18	26	2.20%	3.00%	4.00%

### Conclusions based on this data:

1. English Learners: Over the last three years, our percent of English Learners is increasing. Based on our Home Language Survey, the predominant primary languages reported are Chaldean, Arabic, Spanish, Farsi and Pashto.
2. Reclassified Fluent English Proficient (RFEP): The number of students identified as Reclassified Fluent English Proficient has increased from 3% to 4%. An identified need from this data, is to further explore why our reclassification rates are only slightly increasing from year to year and continue to focus on improving our reclassification rates.
3. Our English Learner enrollment has increased over the past 2 years. Teachers will continue to participate in data analysis activities during the collaboration for English Learners and then design lessons and units that include effective and engaging strategies for all learners, with special attention given to EL Standards and skills. Our instructional coach will model and provide feedback to teachers related to lesson delivery and student progress on goals.

# 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
<b>All Grades</b>	276	278	320	264	261	288	264	261	287	95.7	93.9	90

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
<b>All Grades</b>	N/A	N/A	N/A	8.33	8.43	8.71	18.18	18.77	15.68	22.73	20.69	15.68	50.76	52.11	59.93

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
<b>All Grades</b>	7.20	8.05	8.36	61.36	54.41	51.92	31.44	37.55	39.72

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
<b>All Grades</b>	6.08	5.36	5.92	47.53	46.36	42.86	46.39	48.28	51.22

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
<b>All Grades</b>	3.79	6.90	7.32	74.24	70.88	62.02	21.97	22.22	30.66

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
<b>All Grades</b>	9.47	6.90	5.92	57.20	58.24	56.10	33.33	34.87	37.98

**Conclusions based on this data:**

1. We found an overall decrease in CAASPP Literacy performance by 3%. Based on this data, and identified need is for additional literacy professional learning and targeted tier 2 instructions for students that are not showing growth.
2. Our highest performing domain was Reading which we attribute to our intentional focus on literacy instruction this year. In order to continue this forward momentum, we see need for instructional coaching on the implementation of evidence based instructional practices.

# 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

\* 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
All Grades	N/A	N/A	N/A	5.20	6.93	7.10	16.73	15.69	12.58	26.39	23.72	22.26	51.67	53.65	58.06

Concepts & Procedures Applying mathematical concepts and procedures									
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
All Grades	7.81	11.31	9.35	41.26	36.50	32.26	50.93	52.19	58.39

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
All Grades	8.92	5.84	5.81	42.01	44.53	40.32	49.07	49.64	53.87

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
All Grades	3.72	5.84	6.13	59.11	48.54	48.06	37.17	45.62	45.81

### Conclusions based on this data:

1. When comparing our 2023 data to 2024 data, we saw a 3% decrease in students at grade level in overall achievement. Based on this data, it is clear that an identified need is additional math support across campus.
2. According to this data, our decrease in achievement indicates a need for additional focus on math support for our third through 5th grade teams and additional interventions in our K-2.

# School and Student Performance Data

## ELPAC Results

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
<b>K</b>	24.24	10.17	1.61	30.30	15.25	14.52	24.24	45.76	17.74	21.21	28.81	66.13	33	59	62
<b>1</b>	17.14	9.09	6.38	31.43	22.73	23.40	31.43	40.91	27.66	20.00	27.27	42.55	35	22	47
<b>2</b>	17.14	10.53	8.11	45.71	44.74	21.62	20.00	21.05	32.43	17.14	23.68	37.84	35	38	37
<b>3</b>	4.88	5.71	1.92	26.83	11.43	26.92	60.98	37.14	30.77	7.32	45.71	40.38	41	35	52
<b>4</b>	9.38	14.29	0.00	43.75	24.49	34.21	25.00	40.82	21.05	21.88	20.41	44.74	32	49	38
<b>5</b>	15.22	11.76	20.37	30.43	29.41	37.04	34.78	35.29	22.22	19.57	23.53	20.37	46	34	54
<b>All Grades</b>	14.41	10.55	6.55	34.23	24.05	25.86	33.78	37.55	24.83	17.57	27.85	42.76	222	237	290

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
<b>K</b>	30.30	6.78	3.23	27.27	15.25	20.97	21.21	42.37	22.58	21.21	35.59	53.23	33	59	62
<b>1</b>	34.29	13.64	12.77	34.29	27.27	36.17	14.29	45.45	12.77	17.14	13.64	38.30	35	22	47
<b>2</b>	34.29	34.21	18.92	34.29	28.95	24.32	14.29	21.05	29.73	17.14	15.79	27.03	35	38	37
<b>3</b>	14.63	11.43	15.38	58.54	31.43	32.69	21.95	20.00	17.31	4.88	37.14	34.62	41	35	52
<b>4</b>	37.50	36.73	15.79	40.63	30.61	31.58	3.13	14.29	18.42	18.75	18.37	34.21	32	49	38
<b>5</b>	23.91	41.18	42.59	56.52	29.41	29.63	6.52	5.88	9.26	13.04	23.53	18.52	46	34	54
<b>All Grades</b>	28.38	23.63	17.93	43.24	26.16	28.97	13.51	24.89	17.93	14.86	25.32	35.17	222	237	290

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
<b>K</b>	2.86	6.78	0.00	14.29	23.73	6.45	37.14	37.29	27.42	45.71	32.20	66.13	35	59	62
<b>1</b>	3.57	4.55	6.38	35.71	18.18	17.02	25.00	36.36	19.15	35.71	40.91	57.45	28	22	47
<b>2</b>	10.00	7.89	5.41	25.00	23.68	18.92	25.00	21.05	24.32	40.00	47.37	51.35	40	38	37
<b>3</b>	0.00	2.86	3.85	18.18	2.86	13.46	29.55	42.86	28.85	52.27	51.43	53.85	44	35	52
<b>4</b>	4.44	6.12	0.00	22.22	16.33	7.89	37.78	28.57	39.47	35.56	48.98	52.63	45	49	38
<b>5</b>	3.03	0.00	7.41	9.09	11.76	16.67	45.45	32.35	46.30	42.42	55.88	29.63	33	34	54
<b>All Grades</b>	7.21	5.06	3.79	22.07	16.88	13.10	35.59	32.91	31.03	35.14	45.15	52.07	222	237	290

**Conclusions based on this data:**

1. Based on this data, we see 14% increase of students are falling in Level 1, which indicates the need for targeted small group to support our growing Newcomer population.
2. Oral Language is a significant need at Madison, which will require professional learning and collaboration time for our staff.
3. We have found significant need for additional site supports for our English Learner student group, based on the decrease in ELPAC performance from prior years.

# 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
647	88.9%	41.1%	1.4%
Total Number of Students enrolled in 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	266	41.1%
Foster Youth	9	1.4%
Homeless	36	5.6%
Socioeconomically Disadvantaged	575	88.9%
Students with Disabilities	152	23.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	5.3%
American Indian	3	0.5%
Asian	27	4.2%
Filipino	3	0.5%
Hispanic	218	33.7%
Two or More Races	30	4.6%
Pacific Islander	2	0.3%
White	310	47.9%

### Conclusions based on this data:

- The Socioeconomically Disadvantaged student population is 488 students or 88.9 %. Madison provides both a Breakfast and Lunch program for all of our students.

2. Students with disabilities are 23.5% of the total enrollment and continue to be a student group that has identified need.
3. Madison has a significant Homeless population at 5.6%. This subgroup of our population has a specific set of needs. Madison staff, including our school counselors, will create a needs assessment to address academic and social concerns.

# School and Student Performance Data

## Overall Performance

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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.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. Chronic Absenteeism is within the which is considered “Very High” based on state indicators. This will continue to be area of concern and we will continue to develop strategies to address this need.
2. Based on the Fall 2025 California Dashboard, we performed “very low” in ELA and Math. This identifies a need for a literacy focus for the 2025/26 school year.

# School and Student Performance Data

## Academic Performance English Language Arts

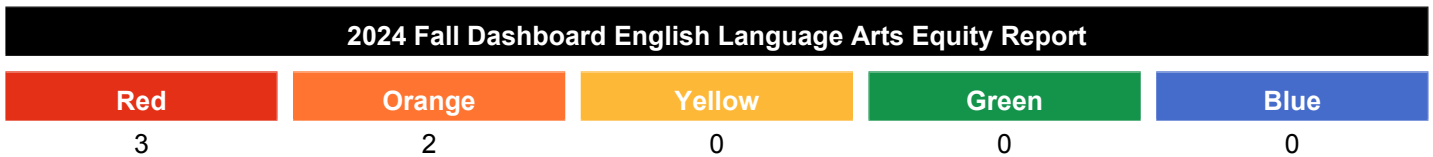
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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><b>All Students</b></p>  Red 74.8 points below standard Declined 12.2 points 277 Students	<p><b>English Learners</b></p>  Red 101.2 points below standard Declined 16.4 points 141 Students	<p><b>Long-Term English Learners</b></p>  No Performance Color Less than 11 Students 2 Students
<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students 0 Students	<p><b>Homeless</b></p>  No Performance Color 148.1 points below standard Increased 21.3 points 14 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Red 77.9 points below standard Declined 10.9 points 253 Students

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>122.2 points below standard</p> <p>Increased 4.6 points</p> <p>65 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>61.8 points below standard</p> <p>Increased 12.8 points</p> <p>12 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>24.8 points below standard</p> <p>12 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>68.2 points below standard</p> <p>Declined 11.3 points</p> <p>81 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>64.3 points below standard</p> <p>Increased 3.6 points</p> <p>14 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>85.6 points below standard</p> <p>Declined 18.5 points</p> <p>146 Students</p>

**Conclusions based on this data:**

1. According to this data, our Students with Disabilities and our Homeless students are the lowest performing sub groups.
2. According to this data, our Socioeconomically Disadvantaged are our highest performing student group, indicating a need for continued funding for our Program Facilitator and intervention teacher.
3. Based on this data, our current performance color is “red” for English Learners indicates that we will need a targeted plan for the 2025 /26 SY.

# School and Student Performance Data

## Academic Performance Mathematics

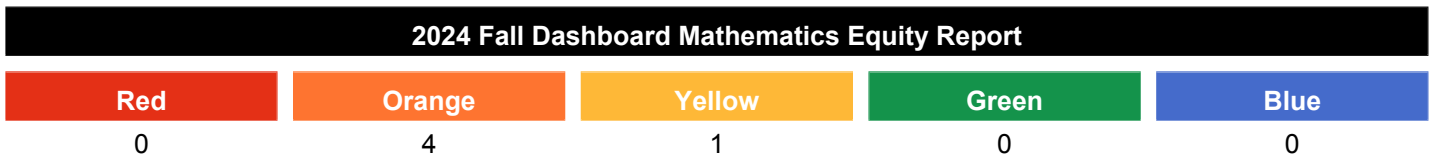
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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><b>All Students</b></p> <p>Orange</p> <p>77.2 points below standard</p> <p>Declined 6.6 points</p> <p>281 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>94.8 points below standard</p> <p>Declined 9.5 points</p> <p>146 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>154.1 points below standard</p> <p>14 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>81.3 points below standard</p> <p>Declined 5.5 points</p> <p>258 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>122.0 points below standard</p> <p>Increased 16.7 points</p> <p>64 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>85.9 points below standard</p> <p>Declined 7.2 points</p> <p>14 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>31.0 points below standard</p> <p>12 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>78.7 points below standard</p> <p>Increased 3.9 points</p> <p>80 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>114.5 points below standard</p> <p>Declined 45.0 points</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>78.5 points below standard</p> <p>Declined 11.6 points</p> <p>150 Students</p>

**Conclusions based on this data:**

1. According to this data, our white sub groups' performance decreased, indicating a need for additional focus on math support and a need for continued funding for our Program Facilitator.
2. According to this data, our Homelss and Students with disabilities sub groups are our lowest performing student group, indicating a need for additional focus on math support.
3. Based on this data, our current performance color is "red" for Mathematics. This indicates that we will need a targeted plan for the 2025 / 26 SY.

# 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.

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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	
<b>English Learner Progress</b>  Yellow 44.1% making progress. Number Students: 186 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 2 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			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
18.3%	37.1%	3.2%	40.9%

### Conclusions based on this data:

- Based on the Fall 2024 Dashboard, 40.9% of our English learners progressed one ELPI level placing us at a medium student progress indicator. Based on this data, an identified need is to continue support for our English Learners in order to move all students towards English proficiency.
- Based on this data, we have found that 18.3% of our students declined one level on the ELPAC assessment last year. Based on this identified need, we will need to continue funding our English Learner support team in order to ensure student growth.

# 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.

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>32.9% Chronically Absent</p> <p>Maintained 0.4</p> <p>730 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>29.1% Chronically Absent</p> <p>Increased 1.1</p> <p>327 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>Homeless</b></p> <p>Red</p> <p>61.4% Chronically Absent</p> <p>Increased 8.2</p> <p>70 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>33.7% Chronically Absent</p> <p>Declined 1.4</p> <p>658 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>37.2% Chronically Absent</p> <p>Declined 6.1</p> <p>180 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>45% Chronically Absent</p> <p>Increased 3.1</p> <p>40 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>30% Chronically Absent</p> <p>Increased 10</p> <p>30 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>45.6% Chronically Absent</p> <p>Declined 0.5</p> <p>248 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>42.9% Chronically Absent</p> <p>Declined 2.2</p> <p>56 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>21.3% Chronically Absent</p> <p>Declined 1.4</p> <p>348 Students</p>

**Conclusions based on this data:**

1. According to this data, our Homeless and Students with Disabilities and Homeless sub groups are our lowest performing student groups, indicating a need for additional focus on parent and student engagement.
2. According to this data, and the amount of sub groups that fall into the "Very High" category, indicates a continued need for funding for community liaison.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

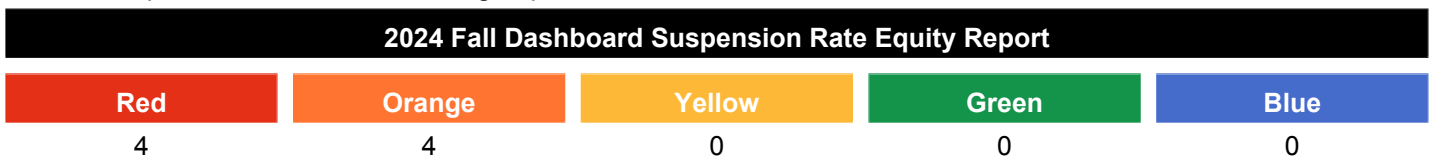
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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><b>All Students</b></p>  <p>Red</p> <p>3.9% suspended at least one day</p> <p>Increased 2.1%</p> <p>779 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>3.4% suspended at least one day</p> <p>Increased 1.7%</p> <p>349 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>7.7% suspended at least one day</p> <p>13 Students</p>	<p><b>Homeless</b></p>  <p>Orange</p> <p>1.2% suspended at least one day</p> <p>Increased 1.2%</p> <p>84 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>4% suspended at least one day</p> <p>Increased 2.1%</p> <p>701 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>5.5% suspended at least one day</p> <p>Increased 2.9%</p> <p>183 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>7% suspended at least one day</p> <p>Increased 4.3%</p> <p>43 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>36 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>3.1% suspended at least one day</p> <p>Increased 1.3%</p> <p>258 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>5.3% suspended at least one day</p> <p>Increased 3.4%</p> <p>57 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>4% suspended at least one day</p> <p>Increased 2.2%</p> <p>375 Students</p>

**Conclusions based on this data:**

1. According to this data, we saw an increase across all subgroups in regards to suspension rates, indicating a need for collecting student voice around this data point. We will need to do further investigation to further determine needs for this specific student group.

# School and Student Performance Data

## iReady Reading Diagnostic Assessment

Diagnostic #3 (% of students per tier)							
	22-23			23-24			% Change in Tier 1 from 22-23 to 23-24
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
<b>All Students</b>	43	33	24	44	29	27	1%
<b>English Learners</b>	25	36	39	25	31	44	0%
<b>Socioeconomically Disadvantaged</b>	41	35	25	42	30	28	1%
<b>Students with Disabilities</b>	16	37	47	28	32	40	12%

Diagnostic #3 (% of students per tier)							
	22-23			23-24			% Change in Tier 1 from 22-23 to 23-24
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
<b>American Indian or Alaska Native</b>	33	33	33	33	0	67	0%
<b>Asian</b>	48	24	28	47	31	22	-1%
<b>Black or African American</b>	37	41	22	43	39	18	6%
<b>Native Hawaiian or Other Pacific Islander</b>	100	0	0	50	50	0	-50%
<b>White</b>	42	33	25	44	26	30	2%
<b>Two or More Races</b>	56	28	16	59	33	8	3%
<b>Hispanic or Latino</b>				48	31	21	

### Conclusions based on this data:

1. This data indicates an increase in tier 1 performance on diagnostic #3 for our Students with Disabilities, White, Two or more races and Black or African American student groups.
2. Based on these findings, we noticed neither an increase or decrease in tier 1 performance on diagnostic #3 for our English Learners. This indicates a need for continued focus on helping students in this category move toward English proficiency.

# School and Student Performance Data

## iReady Reading Diagnostic Growth Reports

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2022-2023 Based on D3	2023-2024 Based on D3
All Students	51	53
Socio-economically Disadvantaged	50	54
English Learners	48	50
Students w/Disabilities	43	46

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2022-2023 Based on D3	2023-2024 Based on D3
Hispanic or Latino		47
American Indian or Alaska Native	0	33
Asian	54	61
Black or African American	62	59
Native Hawaiian or Other Pacific Islander	100	25
White	53	54
Two or More Races		63

### Conclusions based on this data:

1. Based on this data, we saw an increase in typical growth on diagnostic #3 for our White, Socio-economically disadvantaged, English Learners and Students with Disabilities.
2. The results from this data show, a decrease in typical growth on diagnostic #3 for our Black or African American students as well as Native Hawaiian or Other Pacific Islander. This indicates a need for a targeted plan for the 20205/26 SY.

# School and Student Performance Data

## iReady Math Diagnostic Assessment

Diagnostic #3 (% of students per tier)							
	22-23			23-24			% Change in Tier 1 from 22-23 to 23-24
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
All Students	33	48	19	32	45	23	-1%
English Learners	19	52	29	18	48	34	-1%
Socioeconomically Disadvantaged	30	50	20	30	45	25	0%
Students with Disabilities	13	44	43	22	41	37	+9%

Diagnostic #3 (% of students per tier)							
	22-23			23-24			
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
American Indian or Alaska Native	0	67	33	33	0	67	
Asian	32	48	20	37	50	13	
Black or African American	30	52	19	30	40	30	
Native Hawaiian or Other Pacific Islander	50	50	0	0	100	0	
White	34	48	19	32	45	23	
Two or More Races	47	44	9	43	40	17	
Hispanic or Latino				29	49	22	

### Conclusions based on this data:

1. This data indicates an increase in tier 1 performance on diagnostic #3 for our English learners and overall All Students.
2. Based on these findings, we saw a decrease in tier 1 performance on diagnostic #3 for our English Learners. This indicates a need for a targeted plan for the 2025/26 SY.

# School and Student Performance Data

## iReady Math Diagnostic Growth Reports

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth (Goal -70%)		
	2022-2023 Based on D3	2023-2024 Based on D3
All Students	45	43
Socio-economically Disadvantaged	44	42
English Learners	47	43
Students w/Disabilities	42	37

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth (Goal -70%)		
	2022-2023 Based on D3	2023-2024 Based on D3
Hispanic or Latino		36
American Indian or Alaska Native	0	0
Asian	38	50
Black or African American	46	39
Native Hawaiian or Other Pacific Islander	75	50
White	47	44
Two or More Races		50

### Conclusions based on this data:

1. Based on this data, we saw an increase in typical growth on diagnostic #3 for our Hispanic or Latino, Asian, and Two or more races groups.
2. The results from this data show, a decrease in typical growth on diagnostic #3 for our English Learners, Students with Disabilities, and Socioeconomically disadvantaged. This indicates a need for a target plan in the 2025 /26 SY.

# School and Student Performance Data

## Annual Gallup Parent Survey Data

### Annual Gallup Parent Survey

Year	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19	32	43	25
19-20	38	50	12
20-21	51	37	12
21-22	39	49	12
22-23	48	33	19
23-24	45	41	14

### Gallup Parent Survey Key Engagement Items

Question: My child's school always delivers on what it promises.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	3.83	65	17
19-20	4.24	83	9
20-21	4.38	86	1
21-22	4.25	79	3
22-23	4.28	78	4
23-24	4.05	82	18

Question: I feel proud to be a parent at my child's school.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.13	73	20
19-20	4.29	79	12
20-21	4.42	83	7
21-22	4.32	82	4
22-23	4.32	82	13
23-24	4.41	86	10

Question: This school is a perfect fit for my child.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	3.69	65	20
19-20	3.97	70	12
20-21	4.26	79	7

<b>21-22</b>	4.25	78	4
<b>22-23</b>	4.13	77	13
<b>23-24</b>	4.55	86	0

**Conclusions based on this data:**

1. Based on this data, our parent engagement decreased by 3% from the prior year.
2. The results from this data show a decrease in the question, "My child's school always delivers on what it promises.", this indicates a need for a need to continue our work around culture and student / family belonging.

# School and Student Performance Data

## Annual Gallup Student Survey Report

### Annual Gallup Student Survey

Year	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19			
20-21	56	35	9
21-22	45	36	20
22-23	50	29	21
23-24	60	27	13

### 23-24 Question Analysis

	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
At this school, I get to do what I do best every day	57	5
My teachers make me feel my schoolwork is important	78	11
I feel safe in this school.	73	10
I have fun at school.	70	13
I have a best friend at school.	92	5
In the last seven days, someone has told me I have done good work at school.	75	16
In the last seven days, I have learned something interesting at school.	69	14
The adults at my school care about me.	72	11
I have at least one teacher who makes me excited about the future.	83	8

### Conclusions based on this data:

1. Based on this data, our student engagement increased 10% from the prior year. Based on this data, our % of active disengagement decreased from 21% to 13 %.
2. Based on review of this data, our staff will continue to focus our efforts in our work around culture and student / family belonging.

# School and Student Performance Data

## Student Survey Report

Goal 1		
Fall 2024	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
At least one adult in my school knows my interests.	71.7	9.8
At least one adult in my school knows my hopes/goals for the future.	58.2	20.7
The things I'm learning in school are important to me.	76.1	6.0
The things I'm learning in school are important to my future.	81.0	6.5

Goal 2		
Fall 2024	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
I feel safe at school.	73.9	10.9
My school is clean.	65.8	13.6
Adults at my school treat me with respect.	77.7	5.4
I feel like I belong at my school.	59.2	12.5
My classmates treat me with respect.	58.2	15.8
I enjoy being at school.	61.4	11.4
I have a best friend at school.	89.1	4.9

### Conclusions based on this data:

1. Based on these findings, "I feel like I belong at my school" and "At least one adult in my school knows my hopes/goals for the future" were our lowest performing questions. This indicates a need to explore what are the root causes of students feeling as though they don't belong.
2. Last year, we intentionally focused on adult and student relationships. Based on this data, one of our highest performing questions was, "Adults at my school treat me with respect".

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 5: Pupil Engagement (Engagement), Priority 7: Course Access (Conditions of Learning), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## LEA/LCAP Goal

All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values.

## Goal 1

By June 2026, Madison Elementary will focus on improving student engagement by 2%.

## Identified Need

While a strong majority of students agree with the statement "I have a great future ahead of me." (88%) and "I know I will find a good job in the future." (90%), only 59% feel that an adult at school knows their interests, and 51% feel known in terms of their hopes and goals. At the same time, student engagement is at 59%, indicating that a significant number of students may not feel fully connected to their school experience. This lack of connection can contribute to inconsistent attendance. To better prepare all students for gainful employment aligned with their strengths, interests, and values, schools must strengthen systems that build meaningful adult-student relationships, personalize learning experiences, and help students see a clear link between daily learning, their identity, and their future. These connections are essential to increasing student motivation, sense of belonging, and consistent attendance.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 6 Student Survey	<p>24-25 Priority 6 Student Survey</p> <p>59% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my interests."</p> <p>51% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my hopes/goals for the future."</p> <p>68% of respondents agreed (4 or 5 rating) with the statement,</p>	<p>25-26 Priority 6 Student Survey</p> <p>Increase % of respondents agreeing with each statement (4 or 5 rating) by 2%</p> <p>61% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my interests."</p> <p>53% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my hopes/goals for the future."</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>“The things I'm learning in school are important to me.”</p> <p>72% of respondents agreed (4 or 5 rating) with the statement, “The things I’m learning in school are important to my future.”</p>	<p>7-% of respondents agreed (4 or 5 rating) with the statement, “The things I'm learning in school are important to me.”</p> <p>74% of respondents agreed (4 or 5 rating) with the statement, “The things I’m learning in school are important to my future.”</p>
Gallup Student Poll	<p>24-25 Student Gallup Poll</p> <p>59% of students are engaged</p> <p>67% of respondents agreed (rating 4 or 5) with the statement “At this school, I get to do what I do best everyday.”</p> <p>88% of respondents agreed (rating 4 or 5) with the statement “I have a great future ahead of me.”</p> <p>90% of respondents agreed (rating 4 or 5) with the statement “I know I will find a good job in the future.”</p>	<p>25-26 Student Gallup Poll</p> <p>Increase student engagement by 2%</p> <p>61 % of students are engaged</p> <p>Increase 69% of respondents agreeing with each statement by 2%</p> <p>69 % of respondents agreed (rating 4 or 5) with the statement “At this school, I get to do what I do best everyday.”</p> <p>90% of respondents agreed (rating 4 or 5) with the statement “I have a great future ahead of me.”</p> <p>Maintain baseline above 90% with the statement “I know I will find a good job in the future.”</p>

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will participate in professional learning and collaborate to create units that integrate modern curriculum and universal design learning principles to ensure all students have access.

**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)

12000

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Stipends/Release

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Students will access digital curriculum that is personalized to their individual needs to ensure that they are making progress toward individual goals.

**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)

17,000

Source(s)

S/C  
5800: Professional/Consulting Services And  
Operating Expenditures  
Digital Curriculum Contracts

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Students will participate in enrichment opportunities such as art and music connected to California State Standards

**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)

46,794

S/C

1000-1999: Certificated Personnel Salaries  
Enrichment Teacher

## 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.

Data demonstrates high levels of student engagement with students responding: "At least one teacher who makes me excited about the future" with a mean score: 4.45 and "My teachers make me feel my schoolwork is important" with a mean score of 4.17. This demonstrates that students feel that the learning is relevant to their lives and continues to be a priority for future success.

Funding was allocated to continue to provide high interest enrichment activities for students. Staff was able to integrate lessons around career explorations and gave the opportunity for students to engage in collaborative groupings to explore interests and connect to future careers.

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

N/A

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.

Although our growth in our Student Gallup data continues to improve, we will continue to focus our efforts in increasing student engagement. There are a few areas that we would like to see an increase in, including "I have fun at school," "I have many goals," and "In the last seven days someone has told me that I have done good work at school."

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Priority 1: Basic (Conditions of Learning), Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement)

## LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

## Goal 2

All students, staff, and families feel safe, empowered, and respected. By May 2024, Madison school will increase parent, staff and student engagement by 2% as measured by the annual Gallup surveys. By June 2026 suspension of all students will decrease from 3.9% to 1.9.

## Identified Need

The analysis of suspension and chronic absenteeism data indicates a pressing need for interventions focused on student behavior and engagement, particularly for vulnerable groups. Suspension rates show significant disparities: 3.9% of all students are suspended at least once, rising to 5.5% among Students with Disabilities and 7% for African American students. Chronic absenteeism is even more concerning, affecting (32%) of all students, with higher rates among Students with Disabilities (37.2%), African American students (45%), F, and Homeless (61.4%). These high rates of absenteeism and suspensions highlight the need for targeted support to improve student engagement and well-being.

In contrast, student and parent surveys reveal a positive perception of the school environment. According to a December 2024 Gallup survey, 77% of students feel safe at school, and parent feedback echoes a strong sense of school safety, trust, and openness. However, the contrast between these positive perceptions and the high rates of absenteeism and suspensions suggests that while students and parents feel well-received, this does not fully translate into regular attendance or behavioral stability.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (Suspension) All Students- English Learners	2024 Accountability Dashboard (Suspension)  All Students: 3.9% Red  English Learners: 3.4% Orange	2025 Accountability Dashboard (Suspension) Decrease suspension rate by at least 2%  All Students: Orange 1.9%  English Learners:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Yellow 1.4%
California Accountability Dashboard Performance Level (Chronic Absenteeism) All Students English Learners	2024 Accountability Dashboard (Chronic Absenteeism)  All Students: 32% Red  English Learners: 29% Red	2025 Accountability Dashboard (Chronic Absenteeism) Decrease chronic absenteeism rate by at least 2%  All Students: 30% Orange  English Learners :27% Orange
Local Student Survey (Gallup, Priority 6)	24-25 Student Gallup Poll  59% of respondents are fully engaged.  77% of respondents agreed (rating 4 or 5) with the statement "I feel safe in this school."  76% of respondents agreed (rating 4 or 5) with the statement "The adults at my school care about me."	25-26 Student Gallup Poll Increase Student Engagement by 2%  61% of respondents are fully engaged.  Increase % of respondents agreeing with each statement by 2%  79% of respondents agreed (rating 4 or 5) with the statement "I feel safe in this school."  78% of respondents agreed (rating 4 or 5) with the statement "The adults at my school care about me."
Local Parent Survey (Gallup)	24-25 Parent Gallup Survey 45% of respondents are fully engaged.  82% of respondents agreed (4 or 5 rating) with the statement, "My child's school always delivers on what it promises."	25-26 Parent Gallup Poll Increase Parent Engagement by 2% 47% of respondents are engaged.  Increase % of respondents agreeing with each statement by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>86% of respondents agreed (4 or 5 rating) with the statement, "I feel proud to be a parent at my child's school."</p> <p>86% of respondents agreed (4 or 5 rating) with the statement, " This school is perfect for my child."</p>	<p>84% of respondents agreed (4 or 5 rating) with the statement, "My child's school always delivers on what it promises."</p> <p>88% of respondents agreed (4 or 5 rating) with the statement, "I feel proud to be a parent at my child's school."</p> <p>88% of respondents agreed (4 or 5 rating) with the statement, " This school is perfect for my child."</p>
Priority 6: Local Student Survey	<p>24-25 Priority 6 Student Survey</p> <p>% of respondents agreed (4 or 5 rating) with the statement, "I feel like I belong at school" 59%</p> <p>"My classmates treat me with respect" 78%</p>	<p>25-26 Priority 6 Student Survey</p> <p>Increase % of respondents agreeing with each statement by 2%</p> <p>"I feel like I belong at school" 61%</p> <p>"My classmates treat me with respect" 80%</p>

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Funding additional school counselors is a strategic measure to reduce suspension rates, particularly among vulnerable student groups. Counselors help address the social and emotional issues that contribute to behavioral challenges, employing restorative practices over punitive measures.

### 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)

120,000

Title I  
1000-1999: Certificated Personnel Salaries

3000

Title I  
4000-4999: Books And Supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide motivational and instructional assemblies to address character education and learning goals.

### 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)

12000

S/C  
5800: Professional/Consulting Services And Operating Expenditures

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Due to the large increase in chronic absenteeism, a full time health aide, will be funded in order to target student attendance, support homeless students with health concerns, help support school and family connections and engagement. The health office aide will communicate with personnel, students, parents and various outside agencies to exchange information and resolve issues or concerns related to student health concerns and attendance.

### 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)

37,357

Title I

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Funding parent liaisons is an effective strategy to increase parent engagement at our school. Parent liaisons serve as a vital link between the school and families, facilitating communication, understanding, and trust. Community Liaisons will help build a vibrant, inclusive school community by fostering trust-based relationships with families through consistent, intentional engagement. Activities like Home Visits, Family Classroom Visits, and Coffee with the Principal create welcoming touchpoints that promote transparency and a shared sense of purpose. Complement these with Community Liaison-led Workshops, Report Card Meetings, and Listening Sessions to provide accessible information and honor family perspectives through a collaborative, “doing with” approach. Finally, a variety of Family Engagement Events—including Family Teacher Teams, PTA meetings, Welcome to the Nest, and Posting Events—blend relationship-building with academic support, deepening family connections to the school and to one another.

**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)**

30177

Title I  
2000-2999: Classified Personnel Salaries

3823

Title I Parent Involvement  
2000-2999: Classified Personnel Salaries

5000

Title I  
4000-4999: Books And Supplies

3000

Title I  
2000-2999: Classified Personnel Salaries  
Home Visits

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

In order to support students in building positive relationships with peers, additional campus supervision will be provided during arrival and lunch times by campus aides.

### 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)

8200

Source(s)

S/C

2000-2999: Classified Personnel Salaries

## 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.

Attendance support meetings were held with families of students who were chronically absent. A continued need is evident in this area. We had success effecting a change in the pattern of chronic absenteeism with a rate of 32.9%, which was a slight decrease from the previous year which landed at 33.4. We were not able to meet our goal of decreasing chronic absenteeism by 2%. A continued emphasis on removing barriers for families who have chronically absent students will remain a focus.

We noticed that our Gallup Student Data demonstrates high levels of student engagement with students responding: "I feel safe at this school" with a mean score of 4.05 and "Adults at my school care about me" with a mean score of 4.07.

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

N/A

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 would like to continue to see an increase in home visits that are made throughout the year, to ensure that we are connecting with families and supporting student needs. Counselors will continue to meet monthly with chronically absent students to set goals and monitor progress. Due to the size of this group, students will be prioritized based upon number of absences and families with multiple siblings attending. In addition, we will be focusing on our Homeless subgroup who are 61.4% chronically absent. We would also like to consider funding additional liaison's who speak Arabic and Pashto in order to support more of our families.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

## Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics. By June 2026, Madison will improve academic achievement in ELA from 24% meeting standard to 28% as measured by the CAASPP Summative Assessment. In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure 65% of students are making Typical Growth on Diagnostic #3. In addition, 65% of English Language Learners will meet their typical growth on iReady Diagnostic assessments.

## Identified Need

Based on our California Accountability dashboard, our school is performing “red” in ELA and “orange” in math. At the end of last year, on our iReady diagnostic #3, 48.1% of students were in tier 1 for ELA and 29.6% were in tier 1 for math. When looking at student growth, on diagnostic #2 in February 2024, 50.4% of students were on track to meet “typical growth” on ELA and 36.5% on Math. Based on this data, we see a need for a continued focus on evidence based literacy and mathematics instruction.

Based on our comprehensive needs assessment, a large focus for goal 3 will be on supporting our English Learners. Based on our California Accountability dashboard, our English Learners are performing “red” in ELA and “orange” in math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (ELA) All Students English Learners	2024 Accountability Dashboard (ELA)  All Students: Red 74.8 points below standard  English Learners: Red 101.2 points below standard	2025 Accountability Dashboard (ELA) Increase Student Performance by at least 3 points  All Students: Orange 71.8 points below standard  English Learners: Orange 98.2 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>California Accountability Dashboard Performance Level (Math) All Students English Learners</p>	<p>2024 Accountability Dashboard (Math)  All Students: Orange 77.2 points below standard  English Learners: Orange 94.8 points below standard</p>	<p>2025 Accountability Dashboard (Math) Increase Student Performance by at least 3 points  All Students: Yellow 74.2 points below standard  English Learners: yellow 91.8 points below standard</p>
<p>iReady Diagnostic Assessment Data (Reading) % of All Students at Tier 1 on Diagnostic #3 % of English Learners at Tier 1 on Diagnostic #3</p>	<p>May/June 2024 Diagnostic #3 (Reading) All Students: 48.1 % Tier 1 English Learners: 23.78% Tier 1</p>	<p>May/June 2024 Diagnostic #3 (Reading) Increase % of students at Tier 1 by at least 2% All Students: 50% at Tier 1 English Learners: 25% at Tier 1</p>
<p>iReady Diagnostic Assessment (Math) % of All Students at Tier 1 on Diagnostic #3 % of English Learners at Tier 1 on Diagnostic #3</p>	<p>May/June 2024 Diagnostic #3 (Math) All Students: 29.6 % Tier 1 English Learners: 16.9 % Tier 1</p>	<p>May/June 2026 Diagnostic #3 (Math) Increase % of students at Tier 1 by at least 4%  All Students: 35% at Tier 1 English Learners: 20.9 % at Tier 1</p>
<p>iReady Diagnostic Growth (ELA) % of all students "on track" to make "typical growth" D2 % of English Learners "on track" to make "typical growth" D2</p>	<p>24-25 Diagnostic #2 (Reading) All Students: 50.4 % "on track" to make "typical growth" English Learners: 49.8 % "on track" to make "typical growth"</p>	<p>25-26 Diagnostic #2 (Reading) Increase % of students "on track" to make "typical growth" by 2%  All Students: 52.4% "on track" to make "typical growth" English Learners: 51.8 % "on track" to make "typical growth"</p>
<p>iReady Diagnostic Growth (Math) % of all students "on track" to make "typical growth" D2</p>	<p>24-25 Diagnostic #2 (Math) All Students: 36.5% "on track" to make "typical growth" English Learners: 39.45% "on track" to make "typical growth"</p>	<p>25-26 Diagnostic #2 (Math) Increase % of students "on track" to make "typical growth" by 2%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of English Learners "on track" to make "typical growth" D2		All Students: 38.5 % "on track" to make "typical growth" English Learners: 41.45% "on track" to make "typical growth"
CAASPP Overall Achievement (ELA) % All Students Met or Exceeded Standard for ELA % English Learners Met or Exceeded Standard for ELA	May/June 2024 CAASPP ELA All Students: 24.39% Met or Exceeded Standard English Learners: 6.77% Met or Exceeded Standard	May/June 2026 CAASPP ELA Increase % of students that met or exceeded standard by 4% All Students: 28.39% met or exceeded standard English Learners: 10.77% met or exceeded standard
CAASPP Overall Achievement (Math) % All Students Met or Exceeded Standard for Math % English Learners Met or Exceeded Standard for Math	May/June 2024 CAASPP Math All Students: 19.68% Met or Exceeded Standard English Learners: 7.8 % Met or Exceeded Standard	May/June 2026 CAASPP Math Increase % of students that met or exceeded standard by 4% All Students: 23.68% met or exceeded standard English Learners: 11.8% met or exceeded standard
California Accountability Dashboard: English Learner Progress Indicator % making progress towards English language proficiency	2024 California Dashboard (ELPI) 44.1 % making progress towards English language proficiency	2025 California Dashboard (ELPI) Increase % of English Learners making progress toward English language proficiency by 2%  46.1 % making progress towards English language proficiency
California Dashboard ELPI % of English learners that decreased at least one ELPI level on ELPAC	2024 California Dashboard ELPI 18.4 % of English learners that decreased at least one ELPI level on ELPAC +5.1 % Change from 2023	2025 California Dashboard ELPI Decrease by at least 2% % 16.4 of English learners that decreased at least one ELPI level on ELPAC

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

### Strategy/Activity

All teachers will deliver targeted reading instruction in small groups to all students and engage in regular progress monitoring.

Purchase supplemental books and materials for student instruction.

Provide professional learning for staff.

Additional time for teacher collaboration.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

8762

#### Source(s)

Title I

1000-1999: Certificated Personnel Salaries  
Professional Learning & Collaboration

7802

S/C

2000-2999: Classified Personnel Salaries

8000

S/C

4000-4999: Books And Supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

At risk, Students with Disabilities, English Learners, Homeless and Foster Youth

### Strategy/Activity

Teachers will provide targeted reading, math and English Language Development instruction. Based on data from multiples sources including iReady, teachers will deliver evidence based intervention to cohorts of students who are in grades Kindergarten through 5th grade who are not performing at grade level.

Support teacher (1.0 FTE)

### 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)

91000

Title I  
1000-1999: Certificated Personnel Salaries  
Support Teacher

### 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

All teachers will deliver targeted English Learner Development and provide small group instruction targeting listening, speaking, reading and writing.  
Provide ongoing support to staff and professional development & collaboration.  
Purchase supplemental books and materials for student instruction.

#### 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)

7000

Title I  
1000-1999: Certificated Personnel Salaries

5000

S/C  
1000-1999: Certificated Personnel Salaries

5000

Title I  
4000-4999: Books And Supplies

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

At risk, Students with Disabilities, English Learners, Homeless and Foster Youth

Strategy/Activity

Facilitator to analyze data from iReady, Core and ELPAC and collaborate with teacher teams to plan instructional practices

#### 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)

26000

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Paraeducator to provide personalized, small group literacy interventions

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 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 sites focus in Goal 3 was developing a comprehensive literacy plan that ensures all students make their “typical growth” by the end of the year. As of diagnostic #2, 63% of students are on track to make typical growth. Our focus on phonics, and the use of Heggerty and Reach into Phonics is the reason this domain had the highest growth.

Our growth is a bit higher than last year, and we are on track to meet our goal of 70% by the end of the year. As we continue to plan for the 2024-25 school year, English learners and Students with disabilities will need additional support moving forward.

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

Due to our increased enrollment, we had to shift one of our intervention teachers into a rostered teaching position. We will continue provide opportunities for teachers to engage in specific literacy professional learning (LETRS). While most of the funding will be provided through LCAP, there is additional funding allocated in this plan for literacy training.

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

Our iReady growth is higher than last year, and we are on track to meet our goal of 70% by the end of the year. When looking at our data, we noticed that our English Learner students and our students with disabilities showed less growth compared to our school. As we continue to plan for the 24-25 school year, these student groups will need additional support moving forward.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## LEA/LCAP Goal

Students with disabilities will demonstrate expected yearly growth in literacy skills.

## Goal 4

All students will excel in reading, writing, listening, speaking, and mathematics. By June 2026, Madison will improve academic achievement in ELA from 7.9% meeting standard to 9.9% as measured by the CAASPP Summative Assessment. In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure 65% of students are making Typical Growth on Diagnostic #3. In addition, 65% of English Language Learners will meet their typical growth on iReady Diagnostic assessments.

## Identified Need

Based on our California Accountability dashboard, our school is performing “orange” in ELA . At the end of last year, on our iReady diagnostic #3, 25.5% of students with disabilities were in tier 1 for ELA. When looking at student growth, on diagnostic #2 in February 2024, 53% of students were on track to meet “typical growth” on ELA . Based on this data, we see a need for a continued focus on evidence based literacy and mathematics instruction.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (ELA) Students with Disabilities	2024 Accountability Dashboard (ELA) Students with Disabilities Orange 122 points below standard	2025 Accountability Dashboard (ELA) Increase Student Performance by at least 3 points Students with Disabilities: 119 points below standard Yellow
iReady Diagnostic Assessment Data (Reading) % of Students with Disabilities at Tier 1 on Diagnostic #3	May/June 2024 Diagnostic #3 (Reading) Students with Disabilities: 25.5% Tier 1	May/June 2026 Diagnostic #3 (Reading) Increase % of students at Tier 1 by at least 4% Students with Disabilities: 29% at Tier 1

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Growth (ELA) % of students with disabilities "on track" to make "typical growth" D2	Dec/Jan 2024 Diagnostic #2 (Reading) Students with Disabilities: 53 % "on track" to make "typical growth"	Dec/Jan 2026 Diagnostic #2 (Reading) Increase % of students "on track" to make "typical growth" by 2% Students with Disabilities: 55 % "on track" to make "typical growth"
CAASPP Overall Achievement (ELA) % Students with Disabilities Met or Exceeded Standard for ELA	May/June 2024 CAASPP ELA Students with Disabilities: 7.93 % Met or Exceeded Standard	May/June 2026 CAASPP ELA Increase % of students that met or exceeded standard by 4% Students with Disabilities: 9.93 % met or exceeded standard

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)

Students with Disabilities

#### Strategy/Activity

Professional Learning and consistent usage of evidence based curriculum.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

13000

#### Source(s)

S/C

1000-1999: Certificated Personnel Salaries

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Students with Disabilities

#### Strategy/Activity

Paraprofessional Support for students with disabilities to improve literacy outcomes.

### 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)

2000

Source(s)

S/C

2000-2999: Classified Personnel Salaries

### 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 Students with Disabilities

Strategy/Activity

Release time for collaboration for Ed Specialists and General Education Teachers

### 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)

3000

Source(s)

S/C

1000-1999: Certificated Personnel Salaries

## 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.

A focus for Madison this year, was developing an MTSS structure for student support that flexibly supported students to receive a balance of grade level content while also supporting intervention and acceleration. We found that our students with disabilities saw 7% more typical growth in 24-25 than in 23-24. In order to continue to build on this success, we will be continuing to allocate time and stipends for our teams to plan across all tiers of instruction to ensure a unified literacy plan.

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

N/A

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.

Additional funding to support our paraprofessional staff in literacy knowledge to ensure their ability to support academically.

# 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	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$474,915.00

## 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	Allocation (\$)
Title I	\$348,296.00
Title I Parent Involvement	\$3,823.00

Subtotal of additional federal funds included for this school: \$352,119.00

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

State or Local Programs	Allocation (\$)
S/C	\$122,796.00

Subtotal of state or local funds included for this school: \$122,796.00

Total of federal, state, and/or local funds for this school: \$474,915.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
S/C	\$122,796	0.00
S/C Carryover		
Title I	\$348,296	0.00
Title I Carryover		
Title I Parent Involvement	\$3,823	0.00

## Expenditures by Funding Source

Funding Source	Amount
S/C	122,796.00
Title I	348,296.00
Title I Parent Involvement	3,823.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	332,556.00
2000-2999: Classified Personnel Salaries	92,359.00
4000-4999: Books And Supplies	21,000.00
5800: Professional/Consulting Services And Operating Expenditures	29,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S/C	67,794.00
2000-2999: Classified Personnel Salaries	S/C	18,002.00
4000-4999: Books And Supplies	S/C	8,000.00

5800: Professional/Consulting Services And Operating Expenditures	S/C	29,000.00
1000-1999: Certificated Personnel Salaries	Title I	264,762.00
2000-2999: Classified Personnel Salaries	Title I	70,534.00
4000-4999: Books And Supplies	Title I	13,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	3,823.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	75,794.00
Goal 2	222,557.00
Goal 3	158,564.00
Goal 4	18,000.00

# 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
Shannon Mahrt	Parent or Community Member
Guadalupe Gamboa	Parent or Community Member
Claudia Sandoval	Parent or Community Member
Michelle Woolford	Parent or Community Member
Kelsey Aaknes	Classroom Teacher
Allie Kuhfal	Classroom Teacher
Stephanie Dodds	Principal
Mirna Delgadillo Garcia	Classroom Teacher
Najlala Shamoan	Other School Staff
Salwan Hanna	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

Ayda Anguio

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 June 5, 2025.

Attested:

Stephanie Dodds

Principal, Stephanie Dodds on June 5, 2025

K. Aaknes

SSC Chairperson, Kelsey Aaknes on June 5, 2025