School Year: **2026-27**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Madison Elementary	19-64881-6021687	April 22, 2026	June 25, 2026

Purpose and Description

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

- Schoolwide Program
- Targeted Support and Improvement

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Madison Elementary School engaged multiple stakeholder groups as part of the SPSA planning and annual review process. The ELAC committee met in March and April to provide input on school priorities and goals for multilingual learners. Our Instructional Leadership Team (ILT) reviewed academic data and discussed proposed actions during meetings held in February and March. General staff participated in planning discussions during staff meetings throughout the fall and spring. A parent meeting was held in April to gather broader community feedback. In addition, as part of our Community School work, we also held empathy interviews with families to ensure stakeholder voice was included in the planning process.

Resource Inequities

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

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

School Vision and Mission

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

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

School Profile

James Madison Elementary School is located at 515 Ashtabula Street in a residential neighborhood on the northwestern side of the Pasadena Unified School District. The school currently serves approximately 425 students in Transitional Kindergarten through Fifth Grade, along with 21 students in its Preschool program. As a proud Community School, Madison serves a predominantly Latino/a population, with most students living within walking distance. The school is also home to the District's Center for Families in Transition and Student and Family Support, which provides vital services to families in need, including workshops and support for those experiencing homelessness. As a Superintendent-Zoned School, Madison aligns closely with the PUSD Strategic Plan and Board of Education priorities. The school benefits from robust partnerships with numerous organizations, including the Pasadena Educational Foundation, the Armory Center for the Arts, Reading Partners, Caltech Center for Teaching, Learning and Outreach, the PUSD LEARNs After-School Program, the I Have a Dream Foundation, the Pasadena Audubon Society, the Rose Bowl Aquatics Center, the City of Pasadena and its libraries, and Hathaway-Sycamores. These collaborations enhance the

school’s academic, mental health, arts, STEM, and enrichment offerings. Madison’s spacious and beautiful campus includes 20 permanent classrooms, a cafeteria, auditorium, science lab, library, health office, and dedicated spaces for itinerant staff, with a turnout area to support safe drop-off and pick-up. Students with IEPs receive services such as speech and language therapy, occupational therapy, behavioral support, and adapted physical education, supported by 1.5 RSP teachers and mental health services provided by Hathaway-Sycamores for Medi-Cal eligible students and by Pasadena THRIVE for others. Family and community engagement are central to the school’s success, with an active English Learner Advisory Council (ELAC), a dedicated Parent Teacher Association (PTA), and an informed School Site Council (SSC). Families are kept informed through weekly bilingual newsletters, texts, phone calls, website updates, and emails. All academic reporting and family conferences are offered in English and Spanish. Enrichment opportunities include gardening lessons, reading support from Reading Partners, music and art programs with the Armory Center for the Arts, swimming for third graders through the Rose Bowl Aquatics Center, and field trips via the My Masterpiece program. After-school programs offer tutoring, mariachi, folklórico dance, and visual arts. In addition, a partnership with Caltech and the implementation of AVID Elementary further support college and career readiness. At Madison, we are committed to educating the whole child, advancing equity, and fostering a joyful, inclusive learning environment through rigorous instruction, meaningful family partnerships, and deep community collaboration.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for James Madison Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	3.91%	3.65%	3.02%	16	15	13
Asian	0.24%	0.24%	0.47%	1	1	2
Filipino	%	0.24%	1.16%		1	5
Hispanic/Latino	95.11%	94.89%	94.88%	389	390	408
White	0.49%	0.49%	0.47%	2	2	2
Multiple/No Response	%	0.24%	%		1	
			Total Enrollment	409	411	430

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		40	46
Kindergarten	52	41	70
Grade 1	64	53	46
Grade 2	68	71	55
Grade3	71	68	70
Grade 4	69	73	72
Grade 5	61	65	71
Total Enrollment	409	411	430

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	206	177	155	48.8%	50.4%	36.0%
Fluent English Proficient (FEP)	67	66	68	20.0%	16.4%	15.8%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	72	72	71	72	67	69	72	67	69	100.0	93.1	97.2
Grade 4	62	68	72	61	65	72	61	65	72	98.4	95.6	100
Grade 5	67	65	66	67	59	65	67	59	65	100.0	90.8	98.5
All Grades	201	205	209	200	191	206	200	191	206	99.5	93.2	98.6

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2339.	2367.	2354.	5.56	7.46	8.70	6.94	14.93	13.04	31.94	26.87	26.09	55.56	50.75	52.17
Grade 4	2389.	2369.	2383.	6.56	4.62	8.33	14.75	9.23	9.72	13.11	15.38	18.06	65.57	70.77	63.89
Grade 5	2416.	2419.	2418.	5.97	6.78	7.69	13.43	6.78	12.31	14.93	25.42	21.54	65.67	61.02	58.46
All Grades	N/A	N/A	N/A	6.00	6.28	8.25	11.50	10.47	11.65	20.50	22.51	21.84	62.00	60.73	58.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.94	7.46	5.80	48.61	62.69	57.97	44.44	29.85	36.23
Grade 4	4.92	6.15	9.72	59.02	53.85	45.83	36.07	40.00	44.44
Grade 5	7.46	8.47	9.23	50.75	52.54	50.77	41.79	38.98	40.00
All Grades	6.50	7.33	8.25	52.50	56.54	51.46	41.00	36.13	40.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.78	2.99	5.80	31.94	40.30	43.48	65.28	56.72	50.72
Grade 4	3.28	1.54	4.17	40.98	29.23	36.11	55.74	69.23	59.72
Grade 5	4.48	3.39	3.08	37.31	38.98	43.08	58.21	57.63	53.85
All Grades	3.50	2.62	4.37	36.50	36.13	40.78	60.00	61.26	54.85

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.78	13.43	4.35	69.44	59.70	59.42	27.78	26.87	36.23
Grade 4	6.56	4.62	5.56	68.85	63.08	65.28	24.59	32.31	29.17
Grade 5	8.96	6.78	7.69	61.19	61.02	70.77	29.85	32.20	21.54
All Grades	6.00	8.38	5.83	66.50	61.26	65.05	27.50	30.37	29.13

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.94	10.45	5.80	51.39	59.70	49.28	41.67	29.85	44.93
Grade 4	3.28	3.08	4.17	67.21	61.54	51.39	29.51	35.38	44.44
Grade 5	7.46	3.39	6.15	58.21	54.24	60.00	34.33	42.37	33.85
All Grades	6.00	5.76	5.34	58.50	58.64	53.40	35.50	35.60	41.26

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	72	72	71	72	71	71	72	71	71	100.0	98.6	100
Grade 4	62	68	72	62	68	72	62	68	72	100.0	100	100
Grade 5	67	65	66	67	65	65	67	65	65	100.0	100	98.5
All Grades	201	205	209	201	204	208	201	204	208	100.0	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2377.	2378.	2368.	5.56	8.45	4.23	13.89	14.08	21.13	31.94	23.94	19.72	48.61	53.52	54.93
Grade 4	2403.	2394.	2392.	3.23	2.94	5.56	16.13	14.71	12.50	22.58	25.00	23.61	58.06	57.35	58.33
Grade 5	2404.	2414.	2418.	2.99	7.69	0.00	7.46	3.08	7.69	19.40	16.92	27.69	70.15	72.31	64.62
Grade 11															
All Grades	N/A	N/A	N/A	3.98	6.37	3.37	12.44	10.78	13.94	24.88	22.06	23.56	58.71	60.78	59.13

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.33	9.86	7.04	45.83	36.62	49.30	45.83	53.52	43.66
Grade 4	6.45	5.88	8.33	35.48	27.94	33.33	58.06	66.18	58.33
Grade 5	1.49	4.62	0.00	31.34	16.92	24.62	67.16	78.46	75.38
Grade 11									
All Grades	5.47	6.86	5.29	37.81	27.45	36.06	56.72	65.69	58.65

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.50	15.49	5.63	38.89	33.80	45.07	48.61	50.70	49.30
Grade 4	1.61	5.88	2.78	37.10	36.76	38.89	61.29	57.35	58.33
Grade 5	1.49	6.15	0.00	41.79	40.00	56.92	56.72	53.85	43.08
All Grades	5.47	9.31	2.88	39.30	36.76	46.63	55.22	53.92	50.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.17	9.86	5.63	55.56	54.93	49.30	40.28	35.21	45.07
Grade 4	4.84	1.47	8.33	41.94	52.94	47.22	53.23	45.59	44.44
Grade 5	2.99	1.54	0.00	46.27	50.77	40.00	50.75	47.69	60.00
All Grades	3.98	4.41	4.81	48.26	52.94	45.67	47.76	42.65	49.52

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1432.5	1417.4	1380.5	1429.2	1430.9	1396.9	1439.9	1385.9	1342.1	39	34	22
1	1417.9	1396.4	1412.1	1439.8	1416.1	1434.8	1395.6	1376.0	1389.0	34	25	24
2	1464.9	1419.5	1422.5	1483.1	1437.4	1439.9	1446.1	1401.1	1404.5	32	33	27
3	1473.6	1457.2	1435.3	1491.8	1457.7	1427.4	1454.7	1456.2	1442.7	50	33	32
4	1474.7	1485.7	1473.3	1489.5	1487.8	1478.6	1459.5	1483.0	1467.5	30	42	32
5	1496.6	1478.1	1513.2	1504.3	1480.0	1539.4	1488.5	1475.6	1486.6	25	21	33
All Grades										210	188	170

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	28.95	14.71	9.09	28.95	29.41	13.64	31.58	32.35	40.91	10.53	23.53	36.36	38	34	22
1	8.82	0.00	0.00	14.71	8.00	16.67	38.24	28.00	54.17	38.24	64.00	29.17	34	25	24
2	3.13	3.03	0.00	46.88	18.18	18.52	37.50	36.36	37.04	12.50	42.42	44.44	32	33	27
3	8.00	6.06	0.00	24.00	18.18	6.25	46.00	30.30	31.25	22.00	45.45	62.50	50	33	32
4	6.67	11.90	6.25	23.33	26.19	18.75	50.00	38.10	34.38	20.00	23.81	40.63	30	42	32
5	8.00	4.76	18.18	20.00	47.62	33.33	56.00	14.29	30.30	16.00	33.33	18.18	25	21	33
All Grades	11.00	7.45	5.88	26.32	23.94	18.24	42.58	31.38	37.06	20.10	37.23	38.82	209	188	170

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	28.95	20.59	9.09	15.79	32.35	31.82	39.47	29.41	31.82	15.79	17.65	27.27	38	34	22
1	14.71	0.00	12.50	41.18	32.00	29.17	23.53	44.00	41.67	20.59	24.00	16.67	34	25	24
2	21.88	21.21	18.52	56.25	24.24	25.93	18.75	27.27	25.93	3.13	27.27	29.63	32	33	27
3	34.00	18.18	6.25	44.00	21.21	18.75	8.00	24.24	21.88	14.00	36.36	53.13	50	33	32
4	26.67	26.19	21.88	46.67	33.33	40.63	16.67	23.81	18.75	10.00	16.67	18.75	30	42	32
5	12.00	33.33	63.64	64.00	33.33	18.18	20.00	0.00	3.03	4.00	33.33	15.15	25	21	33
All Grades	24.40	20.21	23.53	43.06	29.26	27.06	20.57	25.53	22.35	11.96	25.00	27.06	209	188	170

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		11.76	4.55		29.41	0.00		32.35	59.09		26.47	36.36		34	22
1		0.00	0.00		8.00	4.17		20.00	33.33		72.00	62.50		25	24
2		0.00	0.00		9.09	7.41		21.21	25.93		69.70	66.67		33	27
3		3.03	0.00		9.09	0.00		21.21	28.13		66.67	71.88		33	32
4		2.38	3.13		11.90	12.50		33.33	25.00		52.38	59.38		42	32
5		4.76	3.03		4.76	6.06		33.33	39.39		57.14	51.52		21	33
All Grades	4.78	3.72	1.76	16.75	12.77	5.29	30.14	27.13	34.12	48.33	56.38	58.82	209	188	170

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	31.58	17.65	18.18	57.89	70.59	59.09	10.53	11.76	22.73	38	34	22
1	20.59	16.00	16.67	58.82	64.00	70.83	20.59	20.00	12.50	34	25	24
2	6.25	18.18	11.11	90.63	57.58	51.85	3.13	24.24	37.04	32	33	27
3	16.00	12.12	6.25	64.00	66.67	43.75	20.00	21.21	50.00	50	33	32
4	23.33	23.81	21.88	56.67	59.52	56.25	20.00	16.67	21.88	30	42	32
5	16.00	19.05	15.15	60.00	47.62	66.67	24.00	33.33	18.18	25	21	33
All Grades	19.14	18.09	14.71	64.59	61.70	57.65	16.27	20.21	27.65	209	188	170

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.05	29.41	9.09	60.53	44.12	68.18	18.42	26.47	22.73	38	34	22
1	20.59	4.00	16.67	61.76	56.00	58.33	17.65	40.00	25.00	34	25	24
2	59.38	15.15	25.93	37.50	57.58	44.44	3.13	27.27	29.63	32	33	27
3	56.00	24.24	9.38	30.00	39.39	25.00	14.00	36.36	65.63	50	33	32
4	46.67	28.57	28.13	43.33	52.38	46.88	10.00	19.05	25.00	30	42	32
5	48.00	52.38	84.85	44.00	19.05	0.00	8.00	28.57	15.15	25	21	33
All Grades	42.11	25.00	31.18	45.45	46.28	37.65	12.44	28.72	31.18	209	188	170

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	28.95	8.82	0.00	60.53	58.82	27.27	10.53	32.35	72.73	38	34	22
1	14.71	4.00	0.00	11.76	16.00	16.67	73.53	80.00	83.33	34	25	24
2	12.50	0.00	0.00	40.63	30.30	11.11	46.88	69.70	88.89	32	33	27
3	0.00	3.03	0.00	28.00	21.21	21.88	72.00	75.76	78.13	50	33	32
4	6.67	2.38	3.13	20.00	38.10	25.00	73.33	59.52	71.88	30	42	32
5	8.00	4.76	3.03	32.00	33.33	27.27	60.00	61.90	69.70	25	21	33
All Grades	11.48	3.72	1.18	32.54	34.04	21.76	55.98	62.23	77.06	209	188	170

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	44.74	32.35	40.91	36.84	32.35	31.82	18.42	35.29	27.27	38	34	22
1	2.94	0.00	0.00	41.18	40.00	50.00	55.88	60.00	50.00	34	25	24
2	3.13	3.03	3.70	56.25	36.36	33.33	40.63	60.61	62.96	32	33	27
3	4.00	3.03	0.00	52.00	51.52	46.88	44.00	45.45	53.13	50	33	32
4	0.00	9.52	0.00	53.33	61.90	50.00	46.67	28.57	50.00	30	42	32
5	0.00	4.76	0.00	60.00	33.33	57.58	40.00	61.90	42.42	25	21	33
All Grades	10.05	9.57	5.88	49.28	44.15	45.88	40.67	46.28	48.24	209	188	170

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
411	**80.8%**	**43.1%**	**1.2%**
Total Number of Students enrolled in James Madison Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	177	43.1%
Foster Youth	5	1.2%
Homeless	21	5.1%
Socioeconomically Disadvantaged	332	80.8%
Students with Disabilities	55	13.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	3.6%
American Indian	0	0.0%
Asian	1	0.2%
Filipino	1	0.2%
Hispanic	390	94.9%
Two or More Races	1	0.2%
Pacific Islander	0	0.0%
White	2	0.5%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	0	0	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	
82.1 points below standard	96.4 points below standard	
Maintained 1.1 points	Maintained -0.6 points	
203 Students	118 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	82.1 points below standard
4 Students	10 Students	Maintained 1 points
		203 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
101.6 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 1.5 points	9 Students	
40 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	0 Students	82.5 points below standard
1 Student		Maintained 0.7 points
		192 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		1 Student

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Red	
87.8 points below standard	99.7 points below standard	
Declined 5.5 points	Maintained -2 points	
204 Students	119 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	87.8 points below standard
4 Students	10 Students	Declined 5.5 points
		204 Students

Students with Disabilities	African American	American Indian
 Red 99.1 points below standard Declined 17.4 points 40 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 Orange 89 points below standard Declined 5.4 points 193 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Yellow	 No Performance Color
42.4 science points	40.7 science points	0 Students
Maintained -0.1 points	Increased 3.8 points	
65 Students	42 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	42.4 science points
1 Student	6 Students	Maintained -0.1 points
		65 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
30.9 science points	0 Students	0 Students
Declined 8.5 points		
12 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0 Students	42 science points
1 Student		Maintained -0.5 points
		63 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		1 Student

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Orange	No Performance Color
32.6 making progress.	making progress.
Number Students: 144 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
22.9%	44.4%	0%	32.6%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	
31.7% Chronically Absent	29.8% Chronically Absent	
Increased 6.2	Increased 9.5	
432 Students	188 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Red
Fewer than 11 students - No Data for Privacy	36.7% Chronically Absent	31.5% Chronically Absent
7 Students	Increased 12.7	Increased 6.5
	30 Students	425 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
32.4% Chronically Absent	50% Chronically Absent	0 Students
Increased 6.3	Increased 18.8	
74 Students	16 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	30.7% Chronically Absent
2 Students	1 Student	Increased 5.5
		407 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
3 Students		3 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	5

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	
0% suspended at least one day	0% suspended at least one day	
Maintained 0%	Maintained 0%	
438 Students	191 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Blue	 Blue
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	0% suspended at least one day
7 Students	Maintained 0%	Maintained 0%
	31 Students	429 Students

Students with Disabilities	African American	American Indian
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0%	Maintained 0%	
74 Students	16 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
2 Students	1 Student	Maintained 0%
		413 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
3 Students		3 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

Area of Focus: Math

California Dashboard:
Math rates for all students will increase the baseline of -87.8 points (orange) from 2025 by a total of +2.9 points or more (to reach yellow) with a stretch goal of 3 points or more (to reach green).

iReady:
1. By June 2027, the percent of students assessed in K-5 that score at grade level or above will increase by at least 3% or more based on growth data from the 26-27 school year, as measured by the i-Ready math diagnostic two given in the winter.
2. By June 2027, the percent of English Learners assessed in K-5 that score at grade level or above will increase by 3% or more, as measured by the i-Ready math diagnostic two given in the winter.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Math Diagnostic Two (D2)	School-wide our students scored below the district average in mathematics on the i-Ready math diagnostic two given in the winter. K (D2) N/A 1 (D2) 18% at grade level 2 (D2) 17% at grade level 3 (D2) 24% at grade level 4 (D2) 16% at grade level 5 (D2) 21% at grade level	The percentage of students overall scoring at grade level or above on the i-Ready math diagnostic will increase by at least 3% when compared to the D2 diagnostic for grades K5.

Annual Review

SPSA Year Reviewed: 2025-26

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 school implemented strategies focused on increased student engagement and the use of small group instruction during math lessons. These strategies were consistently implemented in the classroom; however, our school did not meet its overall goal of moving from Yellow to Green on the California School Dashboard, instead moving from Yellow to Orange. i-Ready math data showed mixed results across grade levels. First and fifth grades met their math growth goals, while second, third, and fourth grades did not meet expected growth. This indicates that while the strategies were effective for some grade levels, additional targeted support is needed to improve outcomes in grades 2–4.

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

The budgeted funds were intended to fully support small group instruction for targeted subgroups, including English Learners and African-American students. However, long-term substitute support through Superintendent Zone funding was reduced from full-time to 75%, which meant students had less access to intervention time than planned.

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

The math goal will continue, but strategies will be adjusted to increase in-class support through student support and activity aides to strengthen small group intervention. We will also continue structured data chats after assessments within PLCs and with administration to review student performance, set goals, and plan targeted interventions.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Through Community School funding, teachers will participate in grade-level data chats to analyze student growth in math using i-Ready assessment data. District and school-provided substitute coverage will allow teachers time to collaborate, review data with administration, and develop targeted instructional plans to support student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Through Community Schools funding, teachers, tutors, and student support and activity aides will provide academic and behavioral support during and after school for students participating in Math Field Day.

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Student support and activity aides will provide support to strengthen instruction and increase student achievement in math through targeted assistance and small group support.

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

Amount(s)	Source(s)
57571	Title I Part A: Allocation
429	Title I Part A: Parent Involvement

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

School supplies, instructional materials, incentives, technology, etc. will be purchased to support student learning and growth in math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	Title I Part A: Allocation
744	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

Area of Focus: English Language Arts

California Dashboard:
English Language Arts rates for all students will increase the baseline of -82.1 points (red) from 2025 by a total of +3 points or more (to reach yellow) with a stretch goal of +15 points or more (to reach green).

iReady:
1. By June 2027, the percent of students assessed in 3-5 that score at grade level or above will increase by at least 3% or more based on growth data from the 25-26 school year, as measured by the i-Ready ELA diagnostic two given in the winter.
2. By June 2027, the percent of English Learners assessed in 3-5 that score at grade level or above will increase by 3% or more, as measured by the i-Ready ELA diagnostic two given in the winter.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Reading Diagnostic Two (D2)	School-wide our students scored below the district average in reading on the iReady reading diagnostic K (D2) N/A 1 (D2) N/A 2 (D2) N/A 3 (D2) 43% at grade level 4 (D2) 17% at grade level 5 (D2) 26% at grade level	The percentage of students in each grade-level scoring at grade level or above on the iReady reading diagnostic will increase by at least 3% when compared to the D2 diagnostic for grades 3-5.

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Strategies were implemented with continued focus on instruction and intervention. Superintendent Zone funding helped maintain the intervention team to support reading. Overall performance held relatively steady with a 1.1-point change, but the school moved from Orange to Red on the California Dashboard. i-Ready results were mixed: 3rd grade met its reading goal, while 4th and 5th did not. This shows some success in implementation, but also inconsistent impact across grade levels.

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

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

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

This goal will greatly change due to our lack of funds for the 26-27 school year. Students will no longer have access to a reading intervention team, full-time reading intervention teacher, bilingual instructional aides, or new/updated books, supplies, and materials.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

We will use student support staff and activity aides to provide additional student support and targeted assistance to help improve student outcomes in reading and writing.

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)
58,000	Title I Part A: Allocation
26713	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

School supplies, instructional materials, incentives, and technology will be purchased to support student learning and growth in ELA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5200	Title I Part A: Allocation
745	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Use carryover funds to support the hiring of a Library Coordinator, with Community Schools funding 50% of the position. The Library Coordinator will promote a schoolwide culture of reading and increase student access to high-interest, culturally responsive books and literacy resources.

Additional literacy supplies and materials will be purchased to increase student engagement and support literacy development.

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

Amount(s)	Source(s)
70,989	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 3

Area of Focus: English Learners

California Dashboard:

English Learner rates will increase the baseline of 32.6 points (orange) from 2025 by a total of +2 points or more (to reach yellow) with a stretch goal of +10 points or more (to reach green).

Math rates for English Learners will increase the baseline of -99.7 (red) from 2025 by a total of +2.9 or more (to reach orange) with a stretch goal of +3 points or more (to reach to yellow).

ELA rates for English Learners will increase the baseline of -96.4 (red) from 2025 by a total of +2.9 or more (to reach orange) with a stretch goal of +3 points or more (to reach yellow).

ELPAC:

By May 2027, 50% or more of English Learners will maintain or grow by at least one level on the ELPAC as compared to the previous year's score.

Identified Need

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2 (D2) 17% at grade level 3 (D2) 24% at grade level 4 (D2) 16% at grade level 5 (D2) 21% at grade level	
Reading	School-wide our students scored below the district average in reading on the iReady reading diagnostic K (D2) N/A 1 (D2) N/A 2 (D2) N/A 3 (D2) 43% at grade level 4 (D2) 17% at grade level 5 (D2) 26% at grade level	The percentage of students overall scoring at grade level or above on the i-Ready reading diagnostic will increase by at least 3% when compared to the D2 diagnostic for grades 3-5.
ELPAC	English Learners- Our multilingual learners have shown great growth but but the majority of students have not met the required score of 4 on the ELPAC to be eligible for reclassification. Only 36% of students who took the ELPAC grew by at least one level.	50% or more of English Learners will grow by at least one level on the ELPAC as compared to the previous year's score.

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

The implemented strategies were effective, particularly the support provided aides both inside and outside the classroom. Students had an opportunity to work with teachers in small group settings while the aides supported classroom centers and rotations.

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

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

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

Due to the budget constraints for the 26-27 school year we will no longer be able to support with extra classroom materials, an MTSS coach, or have students participate in the newcomer program.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

We will employ an instructional clerical assistant bilingual to support multilingual learners by assisting with language development needs, ELPAC coordination, and reclassification processes to help increase student access and academic success.

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)
38478	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

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

We will employ an Intervention TOSA I through our LCRSET grant to support the reclassification of multilingual learners by assisting with language and reading development needs.

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

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

We will explore the possibility of a Spanish Dual Language Heritage Program at Madison to better support the transition of multilingual students. We will work with a consultant and other experts to support the process.

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)
10000	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 4

Area of Focus: Graduation/ College and Career Ready
By August 2027, at least 80% of teachers will be AVID certified.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID Certification	There are currently 11 teachers who are AVID certified.	By August 2027, at least 80% of our teachers will be AVID certified.

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Teachers and staff will participate in AVID professional development during the 26-27 school year.

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

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

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

This is a school-wide implementation with professional development support and coaching until full site capacity has been built.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 5

Area of Focus: School Safety, Climate and Culture
1. By the end of March 2027 (Month 8), the overall attendance for all students will increase the baseline of 92.76% by a total of 2% or more by the end of the 2026-2027 school year.
2. By the end of March 2027 (Month 8), chronic absenteeism for all students will decrease from the baseline of 29.27% by the end of the 2026-2027 school year to below 29%.
3. By May 2027, suspension rate for all students will remain at 1% or below.

Identified Need

Attendance: Madison Elementary increased with overall student attendance during the 25-26 school year (+0.64%), the current rate is 92.76% (Month 8).

Chronic Absenteeism: Madison Elementary School's chronic absentee rate for all students increased from 29.27% (Month 8: 24-25) to 30.72% (Month 8: 25-26).

Suspension Rate: Madison Elementary School's suspension rate for all students continues to be below 1% for the (25-26) school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Student Information System	Our current year overall average attendance rate increased to 92.76% (25-26) from the previous year of 92.12% (24-25). (Month 8)	By May 2027, the overall attendance average for all students will increase the baseline of 92.76% by a total of 2% or more by the end of the 2026-2027 school year.
District Student Information System	Our current year overall chronic absenteeism rate increased to 30.72% (25-26) from the previous year of 29.27% (24-25). (Month 8)	By May 2027, the chronic absenteeism rate for all students will decrease the baseline of 30.72% by the end of the 2026- 2027 school year to below 30%.
District Student Information System	Our suspension rate has remained at below 1% for the past four academic years (22-23), (23-24), (24-25), (25-26).	By May 2027, our suspension rate for all students will remain at 1% or below.

Annual Review

SPSA Year Reviewed: 2025-26

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 attendance strategies were implemented and have worked in the past. However, this year external factors, including immigration-related concerns, impacted student attendance. As a result, attendance did not improve as much as expected, and chronic absenteeism increased. We will continue working closely with families and staff to strengthen outreach and support in order to improve student attendance.

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

There were no major differences in the planned budget or implementation of attendance strategies. However, external factors beyond the school's control impacted student attendance, which limited the effectiveness of the planned activities.

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.

Based on this year's analysis, the goal will continue to focus on improving attendance, with a stronger emphasis on supporting families experiencing chronic absenteeism. School staff will increase monitoring and early intervention for chronically absent students and provide more targeted outreach and support to families.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Supplies and materials will be ordered to support a college going culture using community school grant funding.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

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

Goal 6

Area of Focus: Parent and Community Engagement
Parent Engagement: By May 2027, the average number of parents participating in school events, joining parent groups, and requesting support will increase by 3% or more, as measured by sign-ins at all events.
Community Engagement: By May 2027, the number of community members that participate in Madison events will increase by 3% or more as compared to previous year's participation, as measured by sign-ins at all events.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event Sign-Ins	The family engagement / community engagement participation rate for (25-26) was 83%.	By May 2027, the number of family / community members that participate in Madison events will increase by 3% or more as compared to previous year's participation, as measured by sign-ins at all events.

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

The strategies were fully effective. Parent and community engagement increased.

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

There were no differences between the alotted budget and implementation.

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2333	Title I Part A: Parent Involvement

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$200522
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$200522
Other State/Local Funds provided to the school	$76680

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $277,202

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	76680	0.00
Title I Part A: Parent Involvement	2762	0.00
Title I Part A: Allocation	197760	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	76,680.00
Title I Part A: Allocation	197,760.00
Title I Part A: Parent Involvement	2,762.00

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
Elisa Perez	Principal
Flor Manzano	Classroom Teacher
Ana Tejada	Classroom Teacher
Annette Aghadjanians	Classroom Teacher
Maria Perez	Other School Staff
Atenea Tello Gutierrez	Parent or Community Member
Adela Flores	Parent or Community Member
Amanda Salazar	Parent or Community Member
Enedina Sedano	Parent or Community Member
Socorro Salinas	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/22/26.

Attested:

	Principal, Elisa Perez on 5/12/26
	SSC Chairperson, Atenea Tello Gutierrez on 5/13/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

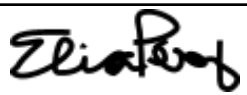
Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	Madison Elementary School	**Principal:**	Dr. Elisa Pérez
School Number:	626-396-5780	**Counselor:**	
Date Completed:	May 12, 2026	**Principal Signature:**	

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

2025-2026 Current Chronic Absentee Rate	2025-2026 Chronic Absentee End-Of-Year Goal	2026-2027 Chronic Absentee Goal
26.46%	25%	20%

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this date used to monitor student progress?	Yes, Madison uses school-wide attendance data to identify students who are chronically absent, truant, or struggling with regular attendance. Data sources include daily attendance records, teacher input, parent communication, and administrative monitoring. Attendance data is reviewed daily and discussed regularly	*Daily*	Success is measured by improved attendance rates, reductions in chronic absenteeism, and increased student engagement. Ongoing attendance reviews help monitor student progress, evaluate the effectiveness of interventions, and guide decisions to support student success.

	during student support and intervention meetings. Data is used to identify concerns early, monitor student progress, communicate with families, and provide interventions and supports to improve attendance.		
b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	Yes, our Attendance Improvement Team meets at least monthly and follows the current SPSA action plan to monitor data, remove attendance barriers, and track progress.	Informally on a daily basis. Formally on a monthly basis.	We measure the Attendance Team's success by tracking improved attendance rates, reductions in chronic absenteeism, and the effectiveness of interventions. Success is also reflected in how quickly we respond to concerns, follow through on action steps, and see students return to regular attendance.

GOAL 2: PREVENTION			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Prevention Strategies**: What prevention strategies are used to ensure that students are engaged at school and do	Madison implements a variety of prevention strategies to promote student engagement and consistent	Monthly	Success is measured by improved student attendance, increased engagement, and

not become at-risk due to poor attendance?	attendance, including fostering a positive and welcoming school environment, maintaining strong communication with families, and addressing attendance concerns early. The school also utilizes attendance incentives, student recognition, and access to social-emotional and mental health supports through programs such as PUSD Thrive and Sycamores to help students remain connected and successful at school.		reductions in chronic absenteeism. The school also reviews the effectiveness of interventions, family communication efforts, and ongoing attendance data to monitor progress and guide continued support for students and families.
b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	We provide regular outreach through weekly newsletters, phone calls, texts, social media posts, and attendance campaigns that highlight the importance of being at school every day. We also hold parent-teacher conferences, family workshops, and home visits to support families facing attendance challenges and reinforce the message that	Weekly Monthly	We measure the success of our outreach through improved attendance, increased family engagement, positive feedback from stakeholders, and data analysis of intervention outcomes. Regular review of these indicators helps us refine our strategies and strengthen our messaging.

	consistent attendance is key to student success.		

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Attendance Intervention**: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	Yes, Madison uses targeted attendance interventions to address the individual barriers and needs of students experiencing attendance challenges. Supports may include family meetings, counseling services, attendance contracts, student check-ins, academic and social-emotional support, positive incentives, referrals to community resources, and collaboration with families to improve student attendance and engagement.	Daily	Success is measured through improved attendance rates, increased student participation in support services, and reductions in chronic absenteeism. Attendance data, family communication, and ongoing progress monitoring help determine the effectiveness of interventions and guide adjustments to better support students.
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	We use mentoring, counseling, tutoring, behavioral interventions, positive reinforcement, and family engagement to help students re-engage and succeed in the classroom.	Daily	Success is measured by improvements in attendance, behavior, academic progress, retention, participation in support services, and feedback from students

	These strategies support students in overcoming challenges and staying on track academically.		and teachers. Regular data review helps us refine our re-engagement efforts.

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework (CA CS Framework), and the Capacity-Building Strategies: A Developmental Rubric. To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the *Capacity-Building Strategies: A Developmental Rubric.*

More information about these key concepts or community school components can be found at https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx and at https://www.acoe.org/Page/2461, including the CA CS Framework.

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed here, and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Madison Elementary
Pasadena Unified School District
Elisa Pérez, Principal
perez.elisa@pusd.us
(626)396-5780

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to Indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here):

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Madison is in the "Engaging" phase of developing a shared understanding of the Community Schools framework and its core commitments. Madison engages in communication via:

- **Meetings**: The Community School Initiative has been shared with various stakeholders at the school site by the Principal and the Community School Advocate (Coordinator), with the support of the CS Teacher Lead and the Teacher on Special Assignment for Community Schools. Informational presentations (Community School state video, informational flyers; all material in English and Spanish) with opportunities for questions and discussions were delivered at the School Site Council, ELAC, Staff meetings, student assemblies, award assemblies, PTSA, and various informal settings. Presentations are documented in the parent meeting or school site council agendas.
- **Publications:** The Principal, Office Manager, Community Assistant, and Advocate collaborate

and add updated activities and events through their weekly newsletters, and flyers (distributed online and on paper. Bulletin boards at the entrance have informational flyers and upcoming activities and events. Posters are displayed throughout the school site that identify Madison as a Community School. Flyers and posters are displayed and distributed throughout the school site. The digital calendar is on the website.

- **Surveys and Focus Groups:** The Community Assistant, the Advocate, and the TOSA ll met separately with English and Spanish-speaking families to share information and collect feedback and input from parents. Parents completed surveys in addition to participating in focus groups. The focus groups were led following the community circle model from Restorative Practices.
- **Events**: Madison hosted a Community Schools Kick-off event and a variety of school engagement events to welcome families, including a Harvest Festival, science night, and family literacy night. Madison builds relationships through the activities in addition to providing information about community schools. Additional events: Recognition events, attendance, Back 2 Back, Family Movie Nights, and parades in collaboration with the city. Madison participates in the city parades, clothing drives, and
- **Family Room:** Community Advocate and Community Assistant's space, where parents have access to resources and can make requests for services.

Core Commitments

- **Assets-Driven and Strength-Based Practice**: Madison provides an affirming school culture and views the needs and assets assessment as an opportunity to document the strengths of students, parents, staff, and community partners. Every child arrives to Madison with rich cultural capital and infinite potential.
- **Racially Just and Restorative School Climates**: Madison is committed to restorative practices and will provide training this summer in Capturing Kids Hearts in addition to implementing the anti-racism training provided districtwide.
- **Powerful, Culturally Proficient and Relevant Instruction**: Through CCSPP, Madison invests in the cultural capital of students, providing expanded learning opportunities through mariachi and Folklorico. Zumba classes are provided for student, parent, and staff participation. Madison's leadership seeks to expand on these experiences by providing more experiences that celebrate all student backgrounds and increasing culturally relevant instruction throughout the school day. Madison is exploring the Dual Language Heritage Program. Culturally representative murals around school campus.
- **Shared Decision-Making and Participatory Practices**: Madison's leadership team actively interacts with students, faculty, staff, parents, families, and the community making sure everyone's perspectives are acknowledged, valued, and appreciated, which has led to notable improvements in family engagement as exemplified by increased parental and community support and attendance in school functions and events, higher numbers of participating volunteers and active memberships in school site committees. New expanded learning programs including arts (folklorico and mariachi) and health activities for parents (Zumba with nutrition classes) have been added because of community interest and community and parent partnership.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Madison Elementary has implemented strategic structures for ongoing data analysis and continuous improvement.

- **Achievement data**- The Reading Intervention team directly supports students whose literacy scores are 2 or more grade levels below the students' enrolled grades. The team reviews monthly student assessment data (Leveled Literacy Intervention data) to monitor progress and hold Student Success Team meetings with the student's teacher and the family if the student is not making progress with the additional intervention support. The team also refers students whose literacy scores are 1 year below grade level for supports including reading intervention (Reading Partners) and small group tutoring (Sylvan Learning). Partners assess students at the beginning and end of the semester to monitor progress. All literacy intervention support providers (school staff and partners) meet monthly to monitor progress and continue providing targeted supports. Each teacher additionally monitors each student's growth using the same spreadsheet system.
- **Attendance Data**- Staff run daily and weekly attendance reports. Staff contacts all students whose absences have not been excused by the end of each school day and sends home weekly letters to parents of students who were absent to offer support. Outreach is from a point of parent and student advocacy- support is offered to mitigate barriers to attendance and empower families to improve their attendance, such as providing umbrellas to walking families who miss school on rainy days, alarm clocks to students who oversleep, and helping families with transportation challenges learn how to request and use their student Metro passes. The team monitors data and celebrates excellent attendance with incentives.
- **Wellness Data**- Madison's principal and MTSS Coach/Wellness Teacher collaborate with PUSD Mental Health, Sycamores, and THRIVE in monthly meetings that include Madison's. The team identifies students, monitors progress, and discusses services and resources to support student well-being. Students are assessed to receive dental and vision services that are provided by the Mobile Dental Clinic, Young and Healthy, and Vision to Learn.
- Pasadena Unified School District in partnership with Communities in Schools, supported the development of the **School Needs and Assets Assessment**. This entailed surveys, focus groups, meetings with faculty, data from the Single Plan for Student Achievement (SPSA), and the LCAP dashboard data. Madison's Leadership team (administration, instructional coaches, teachers, and classified staff) collaborated with the Community School District team to gather documentation and artifacts that demonstrate the school's strengths and areas of improvement. To complete the needs and assets assessment, the California Healthy Kids Survey and Panorama survey were additionally reviewed and analyzed to identify student strengths and challenges in social-emotional behaviors and skills, and mental and physical health. Neighborhood data was collected and reviewed to identify trends in demographics, social climate, basic needs, economic status, mental and physical health, and demographics.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	**Outcome/Indicators you aim to improve**
Increase proficiency scores by 3% for all grades in ELA and Math.	Through partnerships and collaboration, students received intervention services, including individualized tutoring and summer supports.
Reduce chronic absenteeism by 3% by the end of the 25/26 SY.	Tier I activities: Wellness Wednesdays, community building activities, check-ins, home visits, communication with families, and progress monitoring. Field trips as incentives and lunch with the principal.
Create a welcoming and engaging environment for parents, continue to strengthen communication and opportunities for parent feedback and interaction.	Guest speakers, informational meetings on CS, parent portal instructions/workshops, and communication through flyers, text, phone calls, and emails. Focus groups and presentations on school goals/data that provide parents opportunity to share feedback/input. Provide GED and ESL courses for parents.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Provide classroom learning experiences and expanded learning opportunities that represent different racial/ethnic backgrounds	Provide professional development and support for teachers to incorporate diverse mentor texts, artworks, etc., as they design lessons using the newly adopted curriculum
Grounding instruction in students' lived experiences and making space for cultural and intergenerational learning.	Provide a curriculum that integrates cultural experiences, language, and musical representation of the diversity of students. Integrate community members and families in the learning process.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Foster a culture of collective efficacy wherein teachers work collaboratively and believe in each other's abilities as they work together for student improvement .	Schedule weekly professional learning communities to discuss curriculum, professional development, data analysis, and lesson planning. Engage in data chats and reflective practices, empowering teachers to take ownership of their students' progress in ways that were previously unexplored
Expand the role of the existing advisory councils (school site council, magnet advisory council, ELAC) to identify and monitor the progress of community school priorities.	Share and gather feedback on the needs and assets assessment and community school implementation plan annually. Share identified needs and site priorities with community partners so that community partners can align their efforts, services, and programming to help Madison achieve its goals. Update needs and assets assessment and implementation plan based on input gathered. Monitor progress toward community school goals quarterly and work collaboratively to revise strategies as needed.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

In addition to leadership roles on existing school committees (PTSA, English Learner Advisory Committee), Madison has several key leadership structures for shared decision-making:

1. **Administrative Meetings**- Weekly admin. meetings include coaches, RtI/Wellness teacher, the intervention team, and the principal. This structure focuses on day-to-day operations.
2. **Instructional Leadership Team (ILT)**- ILT meets twice per month and includes teachers, instructional coaches, and the RtI/Wellness teacher. Discussion items and outcomes are disseminated to grade-level teams.
3. **School Site Council**- The School Site Council includes the Community Advocate, teachers, classified staff, principal, key partners, and parents. Serves as the school community's representative body for determining the focus of the school's academic instructional program and all related categorical resources. Develops and recommends approval of their respective school's School Plan for Student Achievement (SPSA); Provides ongoing monitoring of implementation; Revises plan as needed; Evaluates the SPSA's effectiveness on an annual basis; Seeks recommendations from advisory, standing and special committees regarding

focus of SPSA.

4. **Professional Learning Communities (PLCs)-** Teachers collaborate in PLCs weekly (in grade-level teams) to discuss data, go over any initiatives (such as the literacy pilot), and engage in common planning time.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Use CCSPP funds to develop capacity (training and structures) to be able to continue services when grant funds end.	Expand low and no-cost community partnerships Invest in one-time resources Provide training and follow-up support in AVID, LLI, restorative practices, and Capturing Kids Hearts. Document school policies, procedures, and norms Collaborate with the school community to develop the sustainability plan
Develop a sustainability plan	Document curriculum Documented outreach resources; Policies, procedures, and norms Collaborate with the school community and community partners to develop a sustainability plan

Key Staff/Personnel

Dr. Elisa Pérez, Principal	Provide leadership and support, participate in the advisory council, and support the alignment of initiatives
Guillermo Romero, Senior Community Advocate	Coordinate expanded community partnerships, conduct needs and assets assessment, and create support plan in collaboration with the school community, monitor and

	evaluate the needs of students and impact of integrated student supports, foster communication between parents/staff and community partners, maintain data/records related to community school activities
Maria Perez, Community Assistant	Engage families in parent involvement activities (volunteer processing, record-keeping of parent engagement activities, Parent Portal registration support, parent group support, communication between parents/community and staff)
Annette Aghadjanians, MTSS Coach	Conduct workshops, organize professional development, demonstrate strategies, assist teachers with curriculum differentiation, and provide and/or arrange coaching for teachers
Myrna Rodriguez, MTSS Coach	Use the multi-tiered systems of support framework to facilitate student learning, support all students through the development and implementation of Tier 1 schoolwide academic, behavior, and wellness interventions, including restorative practices/justice
Annette Aghadjanians, AVID Site Coordinator and 5th-grade teacher	Support professional development, progress monitoring, and data analysis for college readiness
Martin Dorado Jr. Community School Teacher Lead	Supports CS Model presentations including reporting, data, and survey results to SSC, parent groups, and staff.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Building Capacity
Madison is in the “Engaging” phase for designing sustainable systems. The Admin. Team, instructional coaches, and professional development partners provide teacher training in schoolwide practices (AVID schoolwide practices, Leveled Literacy Intervention), and Madison includes classified staff in professional development to build a positive schoolwide culture and implement restorative practices.

In addition to state and regional technical assistance webinars, the community school coordinator participates in biweekly training and biweekly office hours featuring Community Schools topics, including the needs and assets assessment and school support plan, data management, and restorative practices.

Documenting Program Components and Schoolwide Systems
The community school coordinator (Sr. Community Advocate) will document processes and systems for gathering community input and incorporating feedback, and work with Madison’s various leadership teams to institutionalize systems that promote coordinated and aligned student services.

Identifying Long-term Funding Streams
Madison is primarily using grant funding for one-time purchases and trainin,g and has successfully expanded partnerships that are low or no-cost to the school. There are, however, some anticipated ongoing expenses that will require long-term funding, such as expanded library services, summer programs, and tutoring services. Staff will identify a variety of funding sources and strategies to sustain these costs, including unrestricted and supplemental and concentration funds, gifts and grants, and in-kind services from community partners.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Nurture existing partnerships and expand partnerships through intentional communication and collaboration.	Attend community events to network with community partners and invite community partners to school events. Conduct regular check-in meetings with partners. Establish MOUs with partners.
Increase community partner participation in decision-making.	Engage community partners in the school's planning process.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Current Partnerships
Professional Development Partners

- AVID- College readiness instructional strategies and college-going culture
- Leveled Literacy Intervention- Powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching
- Flippen Group/Capturing Kids Hearts- Creating safe and effective relationship-based classroom environments
- Playworks- Recess Implementation to create an inclusive and healthy playground environment for students and staff
- PAX Good Behavior Game- Classroom-based universal preventive intervention implemented by expanded learning programs staff to teach students self-regulation
- Communities in Schools- Establishing community school practices (needs assessment, case management and data management, school support plan)
- Powerful Choices- Anti-racism training
- Western Justice Center- Training in restorative practices, circles
- Capturing Kids Hearts- curriculum and strategies for social emotional learning.
- Playworks curriculum and strategies for student leadership and positive behavior

Expanded Learning Partners

- Caltech- Provides regular visits to Madison classrooms engage students in STEM instruction
- Sylvan Learning- Sylvan Learning provides after-school tutoring in small groups (8:1) twice/week.
- Pasadena Educational Foundation- Summer enrichment program with literacy intervention
- City of Pasadena and PUSD Learns provide after-school programs on-site and offer local summer programs at reduced costs to PUSD students.
- Mathnasium Tutoring Services

Health & Wellness Partners

Led by PUSD Health Programs and Student Wellness and Support Services, Madison community partners include:

- Young and Healthy- Oral health screening and mobile dental clinic
- Vision 2 Learn- Vision screening and provision of glasses
- Rose Bowl Aquatic Center- Swim safety program for 3rd-grade students
- Sycamores, THRIVE- Mental health services
- Families in Transition- PUSD McKinney Vento program to provide resources and information to support students experiencing homelessness to thrive in school
- USC Medical Dental Mobile Services

To ensure that partnerships are responsive to the needs of the Madison community, school leadership will invite and engage community partners in relevant committees to share community school priorities and how the partner can align its efforts in support of established goals.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.





California Community School Partnership Program

Annual Progress Report

- Implementation- School Sites-

2025-2026

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Introduction

Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR:

- Serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process.
- Is designed to inform implementation, guide support, and strengthen sustainability efforts across the state.

The information submitted will be reported to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature.

Data for learning

The data collected through the APR helps Local Educational Agencies (LEAs), Consortia, County Offices of Education (COEs), Regional Technical Assistance Centers (RTACs), and state partners understand how community schools are progressing, where additional resources or supports are needed, and what promising practices are emerging. The APR encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. An APR Visualization tool and a summative report are developed and posted each year with APR findings for LEAs and RTACs.

Who should prepare the APR

The site-level report should be developed by each school's CCSPP shared decision-making team or council to ensure participation from students, staff, families and community partners. Keep in mind:

- Only one report is required per school site.
- If you are a single-school LEA grantee, you will need to complete both the site-level APR and the LEA-level APR.

Process to prepare the APR

We strongly recommend using the Google Doc version to COLLABORATIVELY draft your responses before completing in Qualtrics. Once your draft is complete, copy and paste your final responses into Qualtrics to submit. This helps prevent potential data loss if internet or browser issues cause progress not to save correctly. Keep in mind:

- In Qualtrics, you can complete the report over multiple sessions if needed, however, please use the same device and browser to pick up where you left off.
- All questions in this report have to be answered unless marked as [Optional].
- The APR is intended to align with the required annual update presentations on community school planning, including data and outcomes from the prior year at each school site.

If you need a copy of your site's APR response from last year, you may submit a request using this link. Please note that access to APR data is limited to authorized school personnel, and requests may only be made for your own site's data.

Resources to reference in the APR

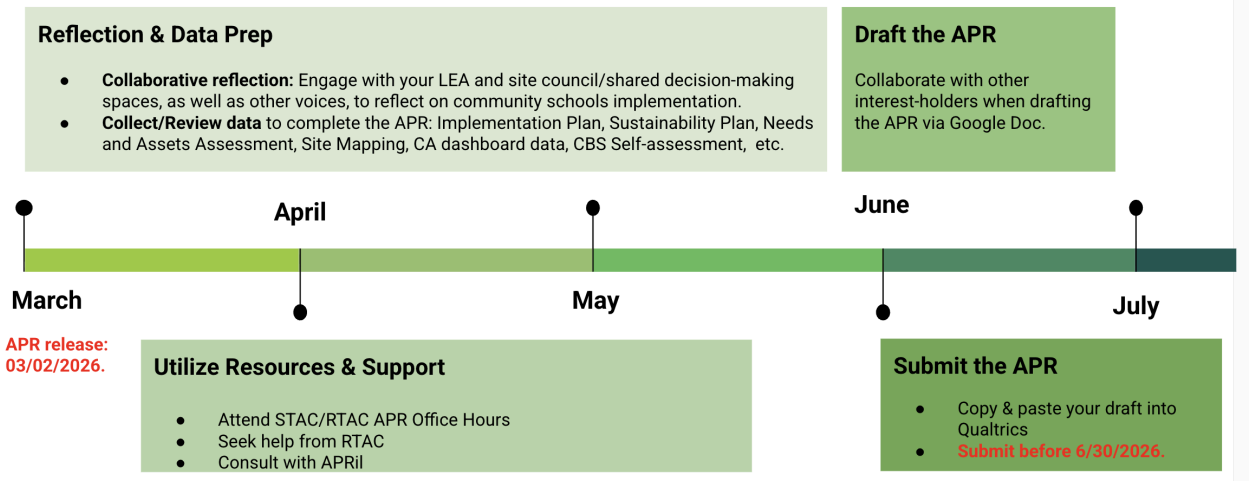
Please reference the following resources:

- CA School Dashboard as you consider and reflect upon your progress and CCSPP outcomes.
- Resources provided by the State Transformational Assistance Center (S-TAC) including the Community Schools Implementation Plan Template, the Community Schools Needs and Assets Assessment (NAA) Guide, the Whole Child and Family Supports Inventory and the Capacity Building Strategies: A Developmental Rubric.
- We have also provided links to the Capacity-Building Strategies self-assessment (Google Doc version here) – an optional tool aimed to assist grantees in identifying their phase of growth and development for each strategy.

Seeking support for the APR process

Please contact your Regional Technical Assistance Center (RTAC). If you do not know the region you are assigned to, please visit the Tracker spreadsheet on the "School tab (or click here). Or visit our AI-powered chatbot "APRil".

Suggested timeline



1. Site-level Program Narrative

School sites implementing the CCSPP must respond to the following prompts. This information will inform the completion of the LEA/Consortium-level APR, particularly their LEA/Consortium Program Narrative.

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "APRil" (click here). For additional support, please contact your Regional Technical Assistance Center (RTAC).

Here's a visual of the reflective process for schools:



Please provide your school name using the options below. Start by selecting your Region, Cohort, and LEA. If you do **not** know your region or cohort, please visit the Tracker spreadsheet and check the "Schools" tab (click here).

Region	▼Greater Los Angeles_____
Cohort	▼Cohort 1_____
LEA/Fiscal Agent	▼Pasadena Unified School District ____
School Name (CDS Code)	▼19 64881 6021679_____

If your LEA Name, School Name and CDS code is not in the dropdown list, please enter them here. If you do **not** know your CDS Code please find it here. If you are a School District or a County Office of Education, your School Code is seven zeros (0000000).

Please provide contact information for someone familiar with your school's community school practices in case clarification about APR responses is needed.

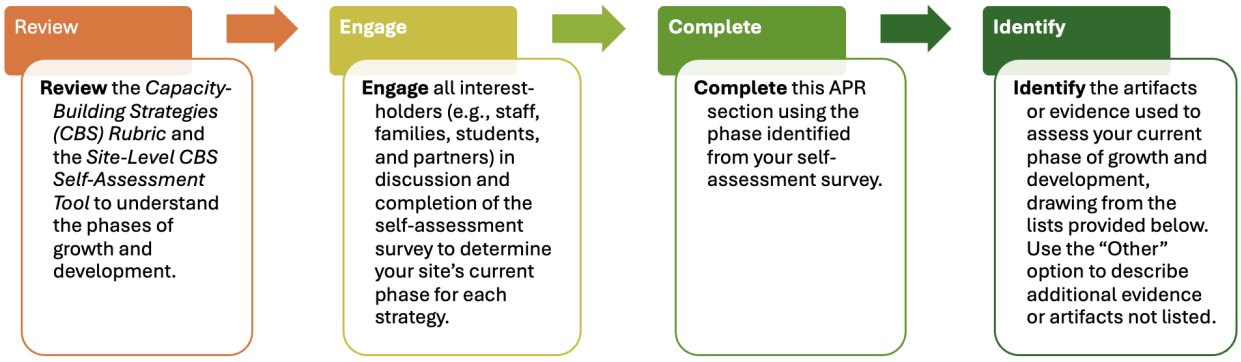
Name: Dr.Elisa Perez
Job Title: Principal
Email: perez.elisa@pusd.us
Phone number: (626)396-5780

1.1. CCSPP Capacity-Building Strategies

Please reflect on your team's progress for the 2025-2026 school year in strengthening and building the capacity of all interest-holders in implementing the community schools approach.

To answer this section about the five Capacity-Building Strategies we suggest that you:

1. **Review** the *Capacity-Building Strategies (CBS) Rubric* and the *Site-Level CBS Self-Assessment Tool* to understand the phases of growth and development.
2. **Engage** all interest-holders (e.g., staff, families, students, and partners) in discussion and completion of the self-assessment to determine your site's current phase for each strategy.
3. **Complete** this APR section using the assessment results from your self-assessment.
4. **Identify** the artifacts or evidence used to assess your current phase of growth and development, drawing from the lists provided below. Use the "Other" option to describe additional evidence or artifacts not listed. You are not required to attach any of the artifacts or evidence identified in this question



Shared Commitment, Understanding, and Priorities

Please indicate your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select one.)

- ☐ **Visioning:** We are beginning to develop a shared community schools vision at our site, with early efforts to involve students, families, staff, and partners and align plans.

- ☑ **Engaging:** We have engaged our school community in co-developing and communicating shared priorities, with stronger alignment between our CCSPP plan, SPSA, and needs and assets data.
- ☐ **Transforming:** We have established a widely shared and publicly communicated vision that guides our school's priorities, planning, and continuous improvement efforts, allowing us to celebrate growth and accomplishments together.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select all that apply.)

- ☑ Outreach materials
- ☑ Surveys
- ☑ Interview/focus groups data from school staff
- ☑ Interview/focus groups data from students and/or families
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☐ Protocols used to create vision/graphic representation of vision
- ☑ Needs and Assets Assessment tools/participation rates
- ☑ SPSA alignment crosswalk (shows integration).
- ☑ Findings Report and presentation materials from the needs and assets assessment (slides, summaries shared publicly).
- ☑ Baseline data dashboard or data snapshot showing initial metrics tied to priorities.
- ☑ Capacity-Building Strategies Self-Assessment Tool
- ☑ Other (Please specify):

  Community School Presentations (updates, data, action plans, and next steps) to ELAC, PTA, SSC, A Monday, Magnet/Community Schools Advisory Meetings. Update Community School Website and Academic Newsletter.

Centering Community-Based Learning

Please indicate your current phase of growth and development in "Centering Community-Based Learning". (Select one.)

- ☑ **Visioning:** We are beginning to explore community-based learning, with early professional learning and limited integration of community knowledge into instruction.

- ☐ **Engaging:** We have engaged educators and partners in designing and implementing community-based learning experiences supported by collaborative planning and varied

assessments.

- ☐ **Transforming:** We have embedded community-based learning into daily instruction, with culturally affirming practices, meaningful assessments, and regular public sharing of student work.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Centering Community-Based Learning". (Select all that apply.)

- ☑ Needs and Assets Assessment results
- ☐ A site-specific framework for community-based teaching that elevate community assets
- ☑ School climate surveys
- ☐ Unit plans, lesson plans
- ☐ Performance assessments that highlight classroom-community connections
- ☑ Student engagement or attendance rates
- ☑ Family and community engagement or attendance
- ☑ Community learning tours and/or home visits
- ☑ Professional development or training sessions
- ☐ Student exhibition rubrics or portfolios showing authentic assessments tied to community-based learning.
- ☐ Family or community feedback forms on learning exhibitions or showcases (evidence of reciprocity).
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

Posted flyers to encourage community-based learning experiences in the classroom and created a Google Form of Interest for teachers to fill out. Responses will be used to support CBL implementation.

Collaborative Leadership

Please indicate your current phase of growth and development for "Collaborative Leadership". (Select one.)

- ☐ **Visioning:** We are establishing site-level leadership structures, with emerging representation and early steps toward shared decision-making.
- ☑ **Engaging:** We have engaged diverse interest-holders in regular collaborative leadership, with clearer roles, improved accessibility, and growing influence over school decisions.

- ☐ **Transforming:** We embed shared decision-making across all structures, ensuring students, staff, families, and partners hold real influence in shaping school directions.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development "Collaborative Leadership". (Select all that apply.)

- ☐ Committee by-laws
- ☑ Team mapping
- ☑ Formal agreements
- ☐ Guiding documents, vision statements, decision-making protocols
- ☑ Team work plans and agendas
- ☑ Planning documents
- ☑ Survey data
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ School staff direct input (Interview/focus groups)
- ☑ Students and/or families direct input (Interview/focus groups)
- ☐
- ☐ Engagement with policymakers or external partners (e.g., LEA leaders, local government, advocacy groups)
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Sr.Advocate has the opportunity to share feedback on best practices, training topics, and participate in MTSS/Attendance meetings.

Sustaining Staff and Resources

Please indicate your current phase of growth and development for "Sustaining Staff and Resources." (Select one.)

- ☐ **Visioning:** We identify the mindsets, staffing, and resources needed for effective community school implementation and long-term success.
- ☑ **Engaging:** We recruit and support diverse staff through professional learning, improved working conditions, and planning for sustainable funding.
- ☐ **Transforming:** We sustain and grow our workforce by monitoring climate and retention data, securing ongoing funding, and aligning community school strategies across all site plans.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Sustaining Staff and Resources". (Select all that apply.)

- ☑ Community school-aligned job descriptions
- ☑ Roles and responsibilities document that includes a process for ongoing revision
- ☐ Processes for budget transparency
- ☐ Staff visioning documents (e.g., graphic representations, protocols for design)
- ☐ Data examining staff/teacher retention/vacancy rates
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ Professional development or training sessions
- ☑ Teachers and staff surveys (e.g., school climate surveys)
- ☐ Long-term funding plan or sustainability roadmap developed with LEA.
- ☑ Professional learning calendar and participation records specific to community school practices.
- ☑ Cross-plan alignment chart showing how the community school plan integrates into SPSA, MTSS, and LCAP.
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Classified staff (Sr. Advocate) participate in restorative practices, trauma-informed, first aid, attendance strategies, and PUSD Community School practices.

Strategic Community Partnerships

Please indicate your current phase of growth and development in "Strategic Community Partnerships". (Select one.)

- ☐ **Visioning:** We are identifying and documenting partnerships, with early efforts to align services to student and family needs.
- ☑ **Engaging:** We align partnerships with needs and assets findings, vet partners for quality and fit, and collaborate to improve coordination and access to services.
- ☐ **Transforming:** We have established strong, well-aligned partnerships that expand access to services, improve experiences for students and families, and are regularly reviewed for impact.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Strategic Community Partnerships". (Select all that apply.)

- ☑ Contract agreements/MOUs/Service Delivery Applications
- ☑ Service utilization rates
- ☑ School climate surveys
- ☐ Feedback from existing service providers and partners
- ☑ Partnership evaluations
- ☑ Partners participation in school events
- ☐ Partnership impact summaries or evaluation reports (showing service utilization, outcomes, satisfaction).
- ☐ Annual partnership reflection reports or improvement plans based on review data.
- ☐ Increased reports of student and family wellbeing
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

Partners are present monthly at the school site during lunch, sharing information and activities with students.

Please reflect on what you have accomplished, learned, or initiated this year with respect to one or more of the Capacity-Building Strategies and how that progress was made possible through the CCSPP. Please make sure to reference which of the five strategies your reflection relates to. We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Strategic Community Partnerships

This year, Madison continued to strengthen and expand strategic community partnerships that support the academic, social-emotional, health, and basic needs of our students and families. Through the CCSPP, we have moved beyond simply connecting families to services and have developed partnerships that are integrated into the daily life of our school community.

One successful partnership has been with the Food Bank, which provided regular food distributions for families experiencing food insecurity. This partnership strengthened relationships among community organizations, families, students, and staff while helping address a critical barrier to student well-being and academic success. We also expanded our partnership with Laundry Truck LA, providing families with free access to laundry services. This resource has helped reduce financial stress for families while promoting student attendance, confidence, and readiness to learn.

In addition, we continued to leverage partnerships that provide free vision screenings and eyeglasses, dental services, backpacks and school supplies, enrichment opportunities, and

family support services. Many of our partners participate in school events, family workshops, and resource fairs, allowing families to access multiple supports in one location and increasing awareness of available services.

Through this work, we learned that strong partnerships require ongoing communication, shared goals, and regular opportunities for collaboration. The CCSPP has provided the structure and resources necessary to cultivate these relationships and align services with the identified needs of our community. As a result, families report feeling more connected to the school, students have greater access to essential supports, and community partners are increasingly engaged as active contributors to student success and family well-being.

1.2. CCSPP Engaging Educational Partners

As part of establishing collective priorities for the CCSPP, schools engage the entire community in identifying their top community school priorities and vision. A community school is a "whole-child" school improvement strategy where the LEA and school(s) work closely with staff, students, and families.

Please reflect on your school's level of engagement this past year with various groups in developing your community school. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across groups. Your estimation should consider the seven types of engagement processes in the table below along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different school community groups.

	Estimate the percentage of individuals engaged in developing your community school at any time during the implementation process.	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)							If you selected ot processes, pleas specify: Other (Write-In)
		Surveys	One-on-one interviews	Focus groups	School council/ steering committee meetings	Other meetings and forums	School events	Other	
Administrators	• 0% • 1-24% • 25-49% • 50-74% • 75-100%	☐	☑	☐	☐	☑	☑	☐	

Certificated staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☐	☑	☑	☑	☐	☐	
Classified staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☐	☐	☑	☑	☐	☐	
Students	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☐	☑	☑	☑	☐	
Family members	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☐	☑	☑	☑	☐	
Community partners (school partners	• 0% • 1-24% • 25-49% • 50-74%	☐	☐	☐	☐	☑	☑	☑	

with an MOU or any other formal agreement to provide supports or services.)	• 75-100 %								

[Optional] Please use this space to provide any additional information regarding your engagement of educational partners.

Your word count is: 0

Please reflect on your school's level of engagement this past year with the perspectives, assets, and needs of historically marginalized students. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across student groups. Your estimation should consider the types of engagement processes in the previous item along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different student groups.

Note that you do not need to report on all of the groups listed below as they may not be applicable to your context. Also note that there might be overlap between groups.

	Percentage of individuals engaged in developing your community school in the past year.
English language learners	● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100%
Students with disabilities	● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100%

Socioeconomically disadvantaged students	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Racially marginalized populations	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Homeless youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Foster Youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Chronically absent students (students who were absent for 10 percent or more of the instructional days)	• 0% • 1-24% • 25-49% • 50-74% • 75-100%

How are you engaging individuals within the groups identified above?

Communication occurs through weekly/daily check-ins/phone calls, school events, restorative practices, tutoring, providing services and resources, and providing a safe space. Provide students/families with basic needs and tier II and III supports when needed. Various educational parent workshops are available year-round in Spanish. Fresh food distribution sessions after school and during meetings throughout the year. ESL Classes for parents courtesy of our Twilight Adult Education partnership. Free backpacks with uniforms provided to students in need.

1.3. CCSPP Whole Child and Family Supports Inventory

To make progress towards achieving CCSPP goals, grantees may offer a variety of supports that address the holistic needs of students and families (see Whole Child and Family Supports inventory).

For each potential support below, please identify if the support was part of your community schools implementation.

	Are these whole-child and family supports part of your Community Schools Implementation? (Select as many services that apply)	
	Yes	**No**
Health Screening and Services (vision, dental, hearing, neurological, physical health)	☑	☐
Mental Health Screening and Services	☑	☐
Nutrition Services and Support	☑	☐
Academic Support (tutoring, specialist, etc.)	☑	☐
Counseling Center	☑	☐
Multi-Tiered System of Support	☑	☐
Coordination of Services Team (e.g., COST team)	☑	☐

Before School (times/services)	☐	☐
After School (times/services)	☑	☐
Summer Programs	☑	☐
During School (learning pathways, differentiated instruction, lab times, etc.)	☑	☐
Teacher Leadership Development and Opportunities	☑	☐
Parent Leadership Development and Opportunities	☑	☐
Student Leadership Development and Opportunities	☐	☐
Shared Decision-Making Bodies that center the voices of students, families, and community	☑	☐
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	☑	☐
Home Visits	☑	☐
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	☑	☐
Positive Behavioral Supports	☑	☐
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	☑	☐
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	☑	☐
Project-Based Learning	☑	☐
Culturally-Sustaining and Responsive Curriculum and Pedagogy	☑	☐
Community-Based Curriculum, Pedagogy, and Projects	☑	☐
Personalized Learning Plans	☐	☐
Performance Assessments (e.g., capstones, portfolios, etc.)	☑	☐
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	☑	☐
Other: (Write in)	☐	☐

Other: (Write in)	☐	☐
Other: (Write in)	☐	☐

For each support you identified as part of your community schools implementation, please provide the following information:

1. Indicate when you started implementing this support: whether it is newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools' work.
2. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories (e.g., number of staff members in professional development; number of students in after-school programs, etc.)
3. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
4. (Optional) Provide brief examples of key activities conducted as part of implementing this support.

	When did you start implementing this support?	In the past year, how many individuals were served? Please enter an estimate number only in the applicable categories .				In addition to CCSPP, please select the main funding source you are using for this support.	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		Students	Staff	Parents/Family members	Other individuals		Other (Write-In)	
e.g.,Health Screening and Services (vision, dental, hearing, neurological,	Started im…					Learning…		

physical health)								
Tutoring services and academic intervention support in (Leveled Literacy)	Started im…	126	N/A			Learning…		
Coordination of services to provide health and wellness services to students and families	Previously…	423	N/A			Learning…		
Professional development in, positive school climate, college readiness instructional strategies	Started im…	N/A				Learning…		
Learning materials to support literacy intervention, family engagement in support literacy (e.g. take-home classroom	Started im…	423	N/A					

books), and extended school year programs								
After-school enrichment (folklorico, mariachi) and summer program	Previously…	204						

Note:

**please add rows as needed.*

1.4. CCSPP Goals and Actions

As part of the CCSPP application and implementation process, your school's shared leadership structure is expected to prioritize the key topics, goals, and challenges identified in the Needs and Assets Assessment. These areas should guide the initial focus of your community schools transformation work.

We recognize that for many grantees, this is still an early stage of implementation. It's natural for current efforts to focus on building processes, with measurable outcomes taking shape over time. Please respond honestly to help reflect on your school's progress and growth throughout the grant period.

In identifying goals and actions, consider the major components of the community schools approach, as outlined in the California Community Schools Framework and identified in the Whole Child and Family Supports Inventory in the previous page (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.), and your site-level implementation plan.

Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above.

	Cohorts 1-3 only: Was this goal submitted with the previous APR?	Select the category that is most closely related to your goal:	Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2024-2025 to meet this goal

Goal 1:	☑ Yes ☐ No	☐ Social-Emotional Well-Being & Mental Health ☑ ~~Attendance & Absenteeism Reduction~~ ☑ ~~Family & Community Engagement~~ ☑ ~~Academic Achievement & Student Learning~~ ☐ School Climate ☐ Collaborative Leadership and practices ☐ Community School Framework & Whole-School Implementation ☐ Integrated Student Supports ☐ Student Behavior & Discipline ☐ Data, Monitoring & Accountability ☐ Health & Wellness Services ☐ College & Career Readiness ☐ Expanded Learning & After School ☐ Professional Development & Staff Capacity ☐ Parent Education & Resources ☐ Equity & Inclusion ☐ Community-based Curriculum and Pedagogy ☐ Other (Write-in)	Increase proficiency scores by 3% for all grades in ELA and Math.	Through partnerships and collaboration, students received intervention services, including individualized tutoring and summer supports.
Goal 2:	☑ Yes ☐ No		Reduce chronic absenteeism by 3% by the end of the 25/26 SY.	Tier I activities: Wellness Wednesdays, community building activities, check-ins, home visits, communication with families, and progress monitoring. Field trips as incentives and lunch with the principal.

Goal 3:	☑ Yes ☐ No		Create a welcoming and engaging environment for parents, continue to strengthen communication and opportunities for parent feedback and interaction.	Guest speakers, informational meetings on CS, parent portal instructions/workshops, and communication through flyers, text, phone calls, and emails. Focus groups and presentations on school goals/data that provide parents opportunity to share feedback/input. Provide GED and ESL courses for parents.

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation.

As you fill in this question, please identify how each goal and action influences the CCSPP outcome areas listed in the Request for Applications. Please reference the CA School Dashboard and/or DataQuest in filling out this section.

- School attendance rates

- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- Proficiency scores, English Language Arts and Mathematics, if available
- High school graduation rates
- Pupil suspension rates
- Pupil expulsion rates
- School climate measures (e.g., survey results)
- Other locally determined measures

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2025-2026 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group.

	Metric(s)	Please provide a description or definition of the metric you are using (e.g., % increase in graduation rate for English Learners)	SY 2022-2023 (report numeric values only)	SY 2023-2024 (report numeric values only)	SY 2024-2025 (report numeric values only)	Desired Outcome Year 4 (SY 2025-2026)
Goal 1: If you have more than one metric for Goal 1, please add here.	☐ Proficiency scores, English Language Arts and Mathematics	Increase proficiency scores by 3% for all grades in ELA.	17.5%	16.75%	19.9%	GOAL: 22.9% ACTUAL: TBD

Goal 1: If you have more than one metric for Goal 1, please add here.	☐ Proficiency scores, English Language Arts and Mathematics	Increase proficiency scores by 3% for all grades in Math.	16.42%	17.15%	17.31%	GOAL: 20.31% ACTUAL: TBD
Goal 2: If you have more than one metric for Goal 2, please add here.	☐ Chronic absenteeism rates	Reduce chronic absenteeism	41.9%	25.5%	31.7%	GOAL: 28.7% ACTUAL: 28.57%
Goal 3: If you have more than one metric for Goal 3, please add here.	☐ School climate measures (e.g., survey results)	Increase parent engagement: Increase the percentage of parents who agree or strongly agree that parents feel welcome to participate at this school (“I feel welcome to participate at this school Panorama Survey)	NO DATA	83%	100%	GOAL: 100% ACTUAL: 86%

Goal Analysis

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2026-2027) based on reflections on prior practice. Your response may include:

1. Adjustments made in response to differences between planned and actual implementation
2. Insights into the effectiveness of specific actions in advancing your goals
3. Identified areas for growth and the strategies you’ve developed to address them

Please reference the three goals you entered above and provide a narrative of up to 300 words.

Your word count is: 0

While we have seen progress across our three CCSPP goals, our reflection on implementation has highlighted several areas for refinement and growth as we move into SY 2026–2027.

For Goal 1, increasing ELA and Math proficiency, we will continue to prioritize academic achievement while strengthening culturally responsive instructional practices that recognize and build upon the cultural assets our students bring to school. We plan to provide more intentional professional learning opportunities focused on supporting diverse learners, implementing evidence-based instructional strategies, and increasing student engagement. We will also continue to leverage community partnerships and enrichment opportunities that support academic success and whole-child development.

For Goal 2, reducing chronic absenteeism, we recognize that attendance remains an area requiring focused attention. Moving forward, we will strengthen our attendance monitoring systems, increase family outreach efforts, hold additional parent meetings focused on attendance awareness, and connect families to resources that address barriers to regular school attendance. We will continue to collaborate with community partners to provide supports that promote student engagement and school connectedness.

For Goal 3, increasing parent engagement, survey results showed a decline from 100% to 86% agreement that parents feel welcome at school. However, the survey response rate increased significantly from 27 to 72 parents, providing a more representative picture of family perceptions and demonstrating increased participation in feedback opportunities. In addition to survey data, we will utilize multiple measures of family engagement, including attendance at school events, workshops, parent conferences, and leadership meetings. These additional data points will provide a more comprehensive understanding of family engagement and help us continue building strong partnerships between home and school.

School Climate Measure

As part of the CCSPP implementation process, grantees are asked to elevate the assets and meet the needs of students by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life. Establishing a positive and nurturing school climate is one of the long-term program outcomes of the CCSPP and it is expected to result in improved student outcomes. To understand how grantees are tracking school climate, please answer the following questions.

Does your school currently collect data and track progress on school climate?

- ☑ Yes
- ☐ No

Please rate your agreement with the following statement:
“Our school climate has improved since we started implementing the CCSPP “

Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
☐	☐	☐	☐	☑

[If Agree or Strongly Agree above] What improvements in school climate have you observed since the implementation of your CCSPP grant that you believe are connected to CCSPP activities? Please describe. Provide a narrative of up to 300 words.

Your word count is

Our school climate at Madison has improved significantly since the implementation of CCSPP activities. One of our primary goals was to ensure that families felt connected to the school and viewed Madison as an extension of their community and a place where they felt welcomed, valued, and supported. Before CCSPP implementation, family participation at events such as Back to School Night, Open House, parent conferences, and schoolwide activities was limited. Today, families attend school events in the hundreds and actively participate in a wide variety of educational, cultural, and community-building opportunities.

Through CCSPP funding and partnerships, we have been able to provide meaningful family engagement activities, workshops, student showcases, resource fairs, and community events that bring families onto campus in positive and supportive ways. Families are no longer viewed simply as attendees but as true partners in their children's education. As a result, trust

and communication between home and school have strengthened considerably.

In addition, students have benefited from increased access to academic, social-emotional, health, and enrichment supports provided through our community school partnerships. These services have helped create a more inclusive and supportive learning environment where students feel safe, connected, and valued. We have observed stronger relationships among students, staff, and families, increased participation in school activities, improved attendance, and a greater sense of belonging throughout our school community.

CCSPP has transformed Madison into a community hub where families, staff, students, and partners work together to support student success and well-being. These improvements have had a meaningful and lasting impact on our overall school climate.

1.5. CCSPP Feedback and Improvement

To form the improvement of the CCSPP grant program and inform future technical assistance priorities, please select the three areas below you would be most interested in receiving technical assistance on to support your CCSPP goals and activities.

- ☐ Strategic Partnerships and Cross-Systems Coordination
- ☐ Community School Planning and Implementation
- ☐ Integrated Student Supports and Services
- ☐ Student Learning Supports and Environment
- ☐ Centering Community-based Learning
- ☐ Monitoring Progress and Developing Data Collection Tools
- ☐ Family and Community Engagement
- ☐ Collaborative Leadership Practices for Educators and Administrators
- ☑ ~~Community Schools Sustainability~~
- ☐ Engaging Communities, Policymakers & Educators in Shared Understanding
- ☐ Other instrument or process:

  _____

[Optional] Please use this space to share how your LEA has assisted you in implementing your community schools strategy. Describe specific LEA policies, practices, structures, or resources/supports that have enabled implementation. How can LEA support be strengthened to better support your site's implementation efforts?
We suggest you provide a narrative of up to 300 words.

Note: This question is designed to better understand the role of LEA-level leadership, policies, and systems in supporting site-level community school implementation. Your response will help identify effective district practices and areas for growth, informing technical assistance and continuous improvement efforts statewide.

Your word count is: 0

[Optional] Please use this space to share your effective practices and subsequent successes related to any of the sections above (capacity-building strategies, engaging educational partners, whole child and family supports inventory or CCSPP goals). We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Please check the box to indicate interest-holders that have been involved in preparing your Annual Progress Report. (check all that apply)

- ☑ ~~Principal~~
- ☐ Assistant Principal (if applicable)
- ☑ ~~Community Schools Coordinator(s)~~
- ☐ School Counselor/Social Worker/Psychologist
- ☑ ~~Teacher(s)~~
- ☐ Instructional Coach(es) (if applicable)
- ☐ Other staff
- ☐ Student(s)
- ☐ Parent/guardians(s)
- ☐ Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)
- ☐ Other (please specify):
- ☐ _____

[Optional] Please add any additional details about the involvement of the community school groups listed above in your APR preparation process.

Your word count is: 0

How useful was the APR process in assessing your CCSPP implementation and outcomes?

- ☐ Very useful
- ☑ ~~Useful~~
- ☐ Somewhat Useful
- ☐ Not Useful
- ☐ Not at all useful

[Optional] What suggestions do you have for improving the APR process to make it a more meaningful and useful reflection tool for your CCSPP implementation?

Your word count is: 0

2. Site Level Additional Documents and Evidence

The following documents were added in the 2022 Legislative Update about the CCSPP.

CCSPP implementation plan (2025-2026) for your school site

Please submit or resubmit your most current implementation plan as a PDF using this link to a Box folder. You can use the CCSPP Implementation Plan template. **Include your school name and CDS code in the name of the file. (***Example: ShadowUSD_12123451234567.pdf.)* **This is a required upload for all grantees.**

Evidence that the CCSPP implementation plan was posted to share with your school community.

Please include the online link (URL) where the plan was posted on your school website below.

https://madison.pusd.us/about/general-information/community-school

Was your CCSPP Implementation plan presented to your school community in 2025-2026?

- ☑ ~~Yes~~
- ☐ No

Was your CCSPP Implementation plan presented to a meeting of the governing board of the school district, county board of education, or the governing body of the charter school in 2025-2026?

- ☑ ~~Yes~~
- ☐ No

Cohort 1, Cohort 2 and Cohort 3 ONLY: Sustainability plan

Please submit your sustainability plan by clicking this link. This plan is a required submission starting in year two of your implementation grant cycle. It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your efforts. Additionally, it encourages reflection as part of an ongoing process of continuous improvement. The online

survey will remain open through 11:59 p.m. (Pacific Daylight Time) on **Tuesday, June 30, 2026**. A google doc version of the sustainability survey is available here.

If you have technical difficulty completing the survey, please contact Lisa Clark-Devine at LClark-Devine@cde.ca.gov for assistance.

https://docs.google.com/spreadsheets/d/1Wij0sRLJ5-ZRy0qNnda4bCrTwUOV8Ap2/edit?gid=1378702641#gid=1378702641

PASADENA UNIFIED SCHOOL DISTRICT

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

April 22, 2026 / ***22 de abril 2026***

Location/***LUGAR:*** A126

SSC Meeting Agenda/*Agenda de Junta SSC*

Legal Requirements (Check topics to be covered at this meeting) *Requisitos Legales (Marque los Temas que se Tratarán en Esta Junta):*			
SSC Business/ *Temas SSC*		**SPSA**	
	Title I Parent Involvement Policy, Home School Compact ***Póliza Título I de Participación de Padres, Acuerdo de Escuela y Hogar***	**X**	SPSA Goal Review ***Repaso de Objetivos SPSA***
	SSC Bylaws ***Estatutos SSC***	**X**	SPSA Target Progress ***Progreso de Metas SPSA***
X	DAC, ELAC Merger ***DAC, ELAC***		Modifications for SPSA Goals, Strategies, Funding ***Modificaciones de Objetivos, Estrategias, y Fondos SPSA***
	Uniform Complaint Procedures ***Procedimientos Uniformes de Queja***		Assessment and Evaluation Survey for SPSA ***Encuesta de Asesoramiento y Evaluación del SPSA***
	Attendance ***Asistencia***	**BUDGET/*PRESUPUESTO***	
	Parent Education Opportunities ***Oportunidades de Educación para Padres***		Funding Updates (District Information) ***Actualizaciones Financieras (Información del Distrito Escolar)***
	SSC Survey (end of year) ***Encuesta SSC (Fín de Año)***		Modifications to Categorical Funding based on Target Updates ***Modificaciones a los Fondos Categóricos basados en Reporte de Metas***
Data Review/*Revisión de Datos*		**DAC & ELAC**	
X	Site Developed Data ***Datos Desarrollados por la Escuela***	**X**	EL Program ***Programa de Aprendices de Inglés***
	District Benchmark Data ***Datos de Referencia del Distrito Escolar***	**X**	Reports ***Reportes***
	Quarterly Target Data Review ***Repaso Trimestral de Datos sobre Metas Escolares***		Training ***Entrenamiento***

ITEM/*ARTICULO*	DESCRIPTIONS/ *DESCRIPCIONES*	ACTION REQUIRED OF SSC MEMBERS/ *ACCIÓN REQUERIDA DE LOS MIEMBROS SSC*
1. Call to Order / ***Llamada al Orden***	Ateneo Tello Gutierrez: SSC Chairperson ***Presidenta del SSC***	Informational / ***Informativo***
2. SSC Business / ***Temas SSC*** Approval of Minutes / ***Aprobación de actas***	• Action Item/ ***Elemento de Acción***: • 3/25/2026 • Atenea Guittierez, SSC Chairperson, ***Presidenta del SSC***	Voting / ***Votación***
3. Principal's Report / ***informe de la directora***	Informational/***Informativo:*** Presented by Dr. Perez	Informational / ***Informativo***
4. SPSA Goals Review & SPSA Budget Approval / ***Revisión de metas del SPSA y aprobación del presupuesto del SPSA***	Informational/***Informativo:*** Presented by Dr. Perez	Voting / ***Votación***
5. ELAC Recommendations / ***Recomendaciones del ELAC***	Informational/***Informativo:*** Presented by Mrs. Rodriguez	Informational/***Informativo***
6. Voting for SSC / ***Votación para el SSC***	Informational/***Informativo:*** Presented by Dr. Perez	Voting / ***Votación***
7. *SSC Nominations* / ***Nominaciones para el SSC***	Informational/***Informativo:*** Presented by Dr. Perez	Informational / ***Informativo***
8. Community Schools / ***Escuelas Comunitarias***	Informational/***Informativo:*** Presented by Mr. Romero/Mr. Dorado	Informational / ***Informativo***
9. Public Comment/ ***Comentario Público***	Informational/***Informativo:***	Informational / ***Informativo***

Next Scheduled SSC Meeting Date/***PROXIMA JUNTA PROGRAMADA DE SSC: 2/25/2026***

Time/***HORA*:** 2:30-3:30PM Location A126 / **LUGAR:** In Person/ ***En Persona Salon A126***

05/24/23 SSC Minutes
09/27/23 SSC Minutes
10/25/23 SSC Minutes
11/29/23 SSC Minutes
1/24/24 SSC Minutes
1/24/2024 SSC Minutes
2/28/24 SSC Minutes
3/27/24 SSC Minutes
4/24/24 SSC Minutes
5/22/24 SSC Minutes
9/25/24 SSC Minutes
10/23/24 SSC Minutes
11/21/2024 SSC Minutes
2/26/25 SSC Minutes
3/26/25 SSC Minutes
5/28/2025 SSC Minutes
9/24/2025 SSC Minutes
10/22/25 SSC Minutes
11/12/25 SSC Minutes
1/28/2026 SSC Minutes
2/25/2026 SSC Minutes
3/25/2026 SSC Minutes

SSC & ELAC Principal's Report

PASADENA UNIFIED SCHOOL DISTRICT

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

May 27, 2026 / ***27 de mayo 2026***

Location/***LUGAR:*** A126

SSC Meeting Agenda/*Agenda de Junta SSC*

Legal Requirements (Check topics to be covered at this meeting) *Requisitos Legales (Marque los Temas que se Tratarán en Esta Junta):*			
SSC Business/ *Temas SSC*		**SPSA**	
	Title I Parent Involvement Policy, Home School Compact ***Póliza Título I de Participación de Padres, Acuerdo de Escuela y Hogar***	**X**	SPSA Goal Review ***Repaso de Objetivos SPSA***
X	SSC Bylaws ***Estatutos SSC***	**X**	SPSA Target Progress ***Progreso de Metas SPSA***
X	DAC, ELAC Merger ***DAC, ELAC Recommendations***		Modifications for SPSA Goals, Strategies, Funding ***Modificaciones de Objetivos, Estrategias, y Fondos SPSA***
	Uniform Complaint Procedures ***Procedimientos Uniformes de Queja***		Assessment and Evaluation Survey for SPSA ***Encuesta de Asesoramiento y Evaluación del SPSA***
	Attendance ***Asistencia***	**BUDGET/*PRESUPUESTO***	
	Parent Education Opportunities ***Oportunidades de Educación para Padres***		Funding Updates (District Information) ***Actualizaciones Financieras (Información del Distrito Escolar)***
	SSC Survey (end of year) ***Encuesta SSC (Fín de Año)***		Modifications to Categorical Funding based on Target Updates ***Modificaciones a los Fondos Categóricos basados en Reporte de Metas***
Data Review/*Revisión de Datos*		**DAC & ELAC**	
X	Site Developed Data ***Datos Desarrollados por la Escuela***	**X**	EL Program ***Programa de Aprendices de Inglés***
	District Benchmark Data ***Datos de Referencia del Distrito Escolar***	**X**	Reports ***Reportes***
	Quarterly Target Data Review ***Repaso Trimestral de Datos sobre Metas Escolares***		Training ***Entrenamiento***

ITEM/*ARTICULO*	DESCRIPTIONS/ *DESCRIPCIONES*	ACTION REQUIRED OF SSC MEMBERS/ *ACCIÓN REQUERIDA DE LOS MIEMBROS SSC*
1. Call to Order / ***Llamada al Orden***	Ateneo Tello Gutierrez: SSC Chairperson ***Presidenta del SSC***	Informational / ***Informativo***
2. SSC Business / ***Temas SSC*** Approval of Minutes / ***Aprobación de actas***	• Action Item/ ***Elemento de Acción***: • 4/22/2026 • Atenea Guittierez, SSC Chairperson, ***Presidenta del SSC***	Voting / ***Votación***
3. Principal's Report / ***informe de la directora***	Informational/***Informativo:*** Presented by Dr. Perez	Informational / ***Informativo***
4. SPSA Goals Review & SPSA Budget Approval / ***Revisión de metas del SPSA y aprobación del presupuesto del SPSA***	Informational/***Informativo:*** Presented by Dr. Perez	Voting / ***Votación***
5. ELAC Recommendations / ***Recomendaciones del ELAC***	Informational/***Informativo:*** Presented by Mrs. Rodriguez	Informational/***Informativo***
7. *SSC Nominations* / ***Nominaciones para el SSC***	Informational/***Informativo:*** Presented by Dr. Perez	Informational / ***Informativo***
8. Community Schools / ***Escuelas Comunitarias***	Informational/***Informativo:*** Presented by Mr. Romero/Mr. Dorado	Informational / ***Informativo***
9. Public Comment/ ***Comentario Público***	Informational/***Informativo:***	Informational / ***Informativo***

Next Scheduled SSC Meeting Date/***PROXIMA JUNTA PROGRAMADA DE SSC: 2/25/2026***

Time/***HORA*:** 2:30-3:30PM Location A126 / **LUGAR:** In Person/ ***En Persona Salon A126***

05/24/23 SSC Minutes | 09/27/23 SSC Minutes | 10/25/23 SSC Minutes

11/29/23 SSC Minutes | 1/24/24 SSC Minutes | 1/24/2024 SSC Minutes | 2/28/24 SSC Minutes

3/27/24 SSC Minutes | 4/24/24 SSC Minutes | 5/22/24 SSC Minutes | 9/25/24 SSC Minutes

10/23/24 SSC Minutes | 11/21/2024 SSC Minutes | 2/26/25 SSC Minutes | 3/26/25 SSC Minutes

5/28/2025 SSC Minutes | 9/24/2025 SSC Minutes | 10/22/25 SSC Minutes | 11/12/25 SSC Minutes

1/28/2026 SSC Minutes | 2/25/2026 SSC Minutes | 3/25/2026 SSC Minutes | 4/22/26 SSC Minutes

SSC & ELAC Principal's Report

SC Meeting Minutes/Minutos de junta del Concilio Escolar

School Site/**Sitio escolar**: Madison Elementary
Meeting Date/**Fecha de la reunión:** Wednesday/Miércoles, April/abril 22, 2026

Members Present:

√	Quorum was met/**se cumplio el quórum**

	Name/Nombre	Position/Posicion		Name/Nombre	Position/Posicion
X	Elisa Perez	Principal/**Directors**	X	Amanda Salazar	Parent/**Madre**
X	Annette Aghadjanians	Classroom Teacher/**Maestra** Secretary/**Secretaria**	X	Adela Flores	Parent/**Madre** DAC/**DAC**
X	Flor Manzano (Absent)	Classroom Teacher/**Maestra**	X	Enedina Sedano	Parent/**Madre** ViceChair/ **Vice presidents**
	Ana Tejada	Classroom Teacher/**Maestra**		Socorro Salinas	Parent/**Madre** DAC/**DAC**
X	Maria Perez	School Employee		Atenea Tello Gutierrez	Parent/**Madre** Chairperson/ **Presidenta del SSC**
Guest Name(s) / Nombre de invitados					Ana Portillo
					Cynthia Munox

ITEM/ARTÍCULO	DESCRIPTIONS/DESCRIPCIÓN	ACTION REQUIRED OF SSC MEMBERS/ACCIÓN REQUERIDA DE LOS MIEMBROS DEL SSC
1. Call to Order ***Llamada al Orden***	• SSC Chairperson/ ***Presidenta del SSC Atenea Tello***	• **The meeting was called to order at 2:41 p.m.** • La reunión se convocó a las 2:41 PM • Motion to open by __Ms. Aghadjanians_. • Seconded by ___Anna Portillo__.
2. SSC Business/ ***Temas SSC*** Approval of Minutes/ ***Aprobación de minutos***	• Action Item/***Elemento de Acción***: • 3/25/2026 Minutes • Atenea Tello Gutiérrez, SSC Chairperson/ ***Aprobación del acta del 25 de marzo de 2026.***	• **Reading of 3/25/2026 SSC Minutes by Ms. Gutierrez.** • Lectura del acta del SSC del 25/3/26 por la Sra. Gutierrez. • **Meeting minutes approved without corrections: Motioned to approve by _Ms. Manzano_and seconded by_Ms. Quintero__.** • Los minutos fueron aprobados por la Maestra Manzano y segundo por la Señora Quintero .

3. Principal's Report/ ***informe de la directora***	● Informational/ ***Informativo:*** Presented by Dr. Perez	**Important Dates** ● Wednesday, May 6 - Open House Night (Minimum Day Dismissal @ 11:30AM ● Monday, May 25 - Memorial Day Holiday ● Tuesday, June 2 - 5th Grade Promotion (8:30 - 9:30AM) ● Wednesday, June 3 - Kinder Promotion (12:30 - 1:30PM) ● Thursday, June 4 - Last Day for Students (Early Dismissal @ 12:10PM) **Student of the Month Assembly** ● Thursday, April 30th @ 8:15AM **State Testing** ● ELPAC started in February 2026, and we are still testing 1st and Kinder students. ● SBAC / CAASPP is this week and next. Students receive incentives for coming to school on time and daily. **Open House** ● Wednesday, May 6th ● Dismissal at 12:10 **Promotion** ● 5th Grade Promotion: Tuesday, June 2 @ 8:30AM ● Kinder Promotion: Wednesday, June 3 @ 12:30PM **Summer School at Madison** ● @Madison Elementary School ● Space is limited! ● Application Fee ($50) **Math Summer Challenge** ● ALL students are encouraged to participate! **Madison Modernization** ● Community Meeting Results ● Our move to Franklin will be postponed until June 2027 **Community and Family Engagement** ● USC Dental Clinic ● Vision 2 Learn ● Vaccine Clinic ● Walking School Bus ● GED / ESL Courses for Families ● Zumba for Moms (& Dads) ● Laundry Services **ELAC Collaboration** ● Recommendations **Heritage Speakers Program** ● Please take a survey. **Budget Cuts & School Consolidations**

4. SPSA Goals Review & SPSA Budget Approval / ***Revisión de metas del SPSA y aprobación del presupuesto del SPSA***	• Informational/ ***Informativo:*** Presented by Dr. Perez	**SPSA:** 1) Goal 1: Math Focus- Increase by at least 3% on iReady assessment. 2) Goal 2: English Language Arts Focus- Increase by at least 3% on iReady assessment. 3) Goal 3: English Learner Focus- Increase in math, ELA, and EL reclassification. 4) Goal 4: School Safety, Climate, & Culture- Increase attendance rates, decrease chronic absenteeism, decrease suspensions, and increase family engagement. 5) Goal 5: Improving Teacher and Support Quality- Teachers will engage in PD & Instructional Coaching Support. **New Budget for 26-27** Title 1 Funds: **$127, 200** Family Engagement Allocation: **$2,333** LCAP: **$76, 680** **School Budget Review 2026-2027** Title 1: Upcoming Year (26-27) $127,200.00 LCAP: Upcoming Year (26-27) $76,680.00 **Motion for approval or denial of 26-27 school year SPSA goals and SPSA budget.** **Motion to Approve: Annette Aghadjanians** **Second Motion: Amanda Salazar**

5. ELAC Recommendations / ***Recomendaciones del ELAC***	• Informational/ ***Informativo:*** Presented by Mrs. Rodriguez	• Mrs. Rodriguez • Madison Elementary Needs Assessment • Motion to Approve: Enedina Sedano • Second Motion: Flor Manzano
6. Voting for 25-26 Members / **Votación para los miembros 2025-2026"**	• Informational/ ***Informativo:*** Presented by Dr. Perez	• Voting on 25-26 officers by slate • Passed out ballots • One person per office • Election Results: (ballot) • Atenea Tello Gutierrez (Chair / ***presidenta***) • Enedina Sedano (Vice Chair / ***vice presidenta***) • Annette Aghadjanians (Secretary / ***secretaria***) • Adela Flores (Parent Member / ***miembro madre***) • Socorro Salinas (Parent Member / ***miembro madre***) • Amanda Salazar (Parent Member / ***miembro madre***) • Motion to Approve: Ms. Cynthia • Second Motion: Ms. Manzano
7. *SSC Nominations* / ***Nominaciones para el SSC***	• Informational/ ***Informativo:*** Presented by Dr. Perez	• Nominations are online and by paper
7. Community Schools/ ***Escuelas Comunitarias***	• Informational/ ***Informativo:*** Presented by Mr. Dorado & Romero	• There was further discussion regarding the budget and its impact on community schools.
8. Public Comment/ ***Comentario Público***	• Informational/ ***Informativo:***	• Concerns regarding budget cuts and removal of community assistant.

Meeting Adjourned At/***La reunión concluyó a las:*** ***__3:50__***

Motion to Adjourn: Enedina Sedano_____

Action Item/***Elemento de Acción***: _Annette Aghadjanians_____

Minutes Recorded By/***Minutos tomados por:*** Annette Aghadjanians

Next Scheduled SSC Meeting Date/***Próxima reunión del SSC programada para:*** 5/27/2026 / ***27/5/2026***

SC Meeting Minutes/Minutos de junta del Concilio Escolar

School Site/**Sitio escolar**: Madison Elementary
Meeting Date/**Fecha de la reunión:** Wednesday/Miércoles, May/mayo 27, 2026

Members Present:

X	Quorum was met/**se cumplio el quórum**

	Name/Nombre	Position/Posicion		Name/Nombre	Position/Posicion
X	Elisa Perez	Principal/**Directors**	**A**	Amanda Salazar	Parent/**Madre**
X	Annette Aghadjanians	Classroom Teacher/**Maestra** Secretary/**Secretaria**	**X**	Adela Flores	Parent/**Madre** DAC/**DAC**
A	Flor Manzano (Absent)	Classroom Teacher/**Maestra**	**X**	Enedina Sedano	Parent/**Madre** ViceChair/ **Vice presidents**
X	Ana Tejada	Classroom Teacher/**Maestra**	**X**	Socorro Salinas	Parent/**Madre** DAC/**DAC**
X	Maria Perez	School Employee	**A**	Atenea Tello Gutierrez	Parent/**Madre** Chairperson/ **Presidenta del SSC**
Guest Name(s) / Nombre de invitados					Emma Cortes
	Ana Portillo		**X**	Auxy Gomez	Imelda Quintero
Claudia Figueroa	Cynthia Munoz		**X**	Laura Pietro	Idania Zamorono
Patricia Garcia	Luz Tamajo		**X**	Zenaida Avila	Keivili Media Eniguez

ITEM/ARTÍCULO	DESCRIPTIONS/DESCRIPCIÓN	ACTION REQUIRED OF SSC MEMBERS/ACCIÓN REQUERIDA DE LOS MIEMBROS DEL SSC
1. Call to Order ***Llamada al Orden***	• SSC Vice Chairperson/ ***Vice Presidenta del SSC*** ***Enedina Sedano***	• **The meeting was called to order at _2:40_p.m.** • La reunión se convocó a las __2:40___ PM • Motion to open by __Mrs. Tejada_. • Seconded by _____Ms. Aghadjanians_____.
2. SSC Business/ ***Temas SSC*** Approval of Minutes/ ***Aprobación de minutos***	• Action Item/***Elemento de Acción***: • 4/22/2026 Minutes • Enedina Sedano, SSC Vice Chairperson/ ***Aprobación del acta del 22 de abril de 2026.***	• **Reading of 4/22/2026 SSC Minutes by Ms. Sedano.** • Lectura del acta del SSC del 22/4/26 por la Sra. Sedano. • **Meeting minutes approved with corrections: Motioned to approve by ____Mrs. Tejada___and seconded by___Ms. Aghadjanians_____.** • Los minutos fueron aprobados por la Maestra __Tejada___ y segundo por la ____Annette Aghadjanians__ .

3. Principal's Report/ ***informe de la directora***	● Informational/ ***Informativo:*** Presented by Dr. Perez	Important Dates ● Tuesday, June 2 - 5th Grade Promotion (8:30 - 9:30AM) ● Wednesday, June 3 - Kinder Promotion (12:30 - 1:30PM) ● Thursday, June 4 - Last Day for Students (Early Dismissal @ 12:10PM) Promotion ● 5th Grade Promotion: Tuesday, June 2 @ 8:30AM ● Kinder Promotion: Wednesday, June 3 @ @ 12:30PM Summer School at Madison ● @Madison Elementary School ● Space is limited! ● Application Fee ($50) Math Summer Challenge ● ALL students are encouraged to participate! ● Earn a FREE Madison T-shirt Madison Modernization ● Community Meeting Results ● Our move to Franklin will be postponed until June 2027 ● District consultants met with a small group of staff, teachers, and families to discuss building improvements. Community and Family Engagement ● USC Dental Clinic ● Vision 2 Learn ● Vaccine Clinic ● Walking School Bus ● GED / ESL Courses for Families ● Zumba for Moms (& Dads) ● Laundry Services ELAC Collaboration ● Recommendations Heritage Speakers Program ● Please take the survey.

4. SPSA Goals Review & SPSA Budget Approval / ***Revisión de metas del SPSA y aprobación del presupuesto del SPSA***	• Informational/ ***Informativo:*** Presented by Dr. Perez	**SPSA:** 1) Goal 1: Math Focus- Increase by at least 3% on iReady assessment. 2) Goal 2: English Language Arts Focus- Increase by at least 3% on iReady assessment. 3) Goal 3: English Learner Focus- Increase in math, ELA, and EL reclassification. 4) Goal 4: School Safety, Climate, & Culture- Increase attendance rates, decrease chronic absenteeism, decrease suspensions, and increase family engagement. 5) Goal 5: Improving Teacher and Support Quality- Teachers will engage in PD & Instructional Coaching Support. **New Budget for 26-27** Title 1 Funds: **$127, 200** Family Engagement Allocation: **$2,333** LCAP: **$76, 680** **School Budget Review 2026-2027** Title 1: Upcoming Year (26-27) $127,200.00 LCAP: Upcoming Year (26-27) $76,680.00 **Motion for approval or denial of 26-27 school year SPSA goals and SPSA budget.** **Enedina Sedano Opened the motion to vote on the budget.** **Motion to Approve: Ms. Socorro Salinas** **Second Motion: Enedina Sedano** **Vote: Voting members voted unanimously to approve the goals and SPSA budget for the 26-27 school year.**

5. ELAC Recommendations / ***Recomendaciones del ELAC***	• Informational/ ***Informativo:*** Presented by Mrs. Rodriguez (Absent)	• Madison Elementary Needs Assessment • Reviewed
7. *SSC Nominations* / ***Nominaciones para el SSC***	• Informational/ ***Informativo:*** Presented by Dr. Perez	• Nominations are online and by paper
8. Community Schools/ ***Escuelas Comunitarias***	• Informational/ ***Informativo:*** Presented by Romero	• There were no updates.
9. Public Comment/ ***Comentario Público***	• Informational/ ***Informativo:***	• Mrs. Portillo brought up her concerns regarding ELPAC and how to address our school's low performance as well as low number of students reclassifying. There were suggestions regarding using money for tutoring students who are at risk. There were discussions regarding the viability as those who are level 3 receive intervention, newcomers receive Sylvan. • Concerns regarding budget cuts and removal of community assistant. • Suggestions were made

Meeting Adjourned At/***La reunión concluyó a las:*** ***_4:21_***

Motion to Adjourn: ___Enedina Sedano___

Action Item/***Elemento de Acción***: ***___Adela Flores___***

Minutes Recorded By/***Minutos tomados por:*** Annette Aghadjanians

Next Scheduled SSC Meeting Date/***Próxima reunión del SSC programada para:*** 2026-2025

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2026-27, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of $2,405,280.00:

a. Roving MTSS Coaches paid by the District who work at school sites, providing direct services/supports to teachers and students to increase the unduplicated group's academic achievements;
b. Contracted services to provide intensive direct academic support at the elementary / middle school level and to provide academic and graduation support at the secondary level;
c. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
d. Families in transition/ Foster Youth support staff and services including transportation;
e. Parent and Community Engagement;
f. District staff to support sites with intensive programmatic support and monitoring of student achievement

Title I guidelines require consultation and input from School Site Councils, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2026-27 is as below:

School: Madison Elementary

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	$2,405,280	7,447	$322.99	384	$124,028.16