



# School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:  
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:  
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Madison Elementary	39686766042683	11/07/2024	12/17/2024

## Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Madison's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

## Educational Partner Involvement

How, when, and with whom did your 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 staff meet regularly with our School Site Council (SSC) to review CA Dashboard, I-Ready, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Madison's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- May 23, 2024
- May 30, 2024
- October 3, 2024
- October 24, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting this year - August 15, 2024
- Title I Parent Meeting last year - August 17, 2023
- Monthly Coffee Hour 2nd Friday of each month September 13, 2024 and October 18, 2024
- English Language Advisory Committee on October 4, 2024
- English Language Advisory Committee on October 17, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on October 22, 2024

- Leadership Meeting on October 22, 2024
- Faculty Meeting on October 1, 2024
- Leadership Meeting on October 17, 2024

## Resource Inequities (CSI and ATSI Only)

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

**Differentiated Assistance:** Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Madison, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
<b>English Learner</b>	75.8 students below standard (red)	100.7 points below standard (red)	X	X	X	N/A
<b>Foster Youth</b>	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
<b>Homeless Youth</b>	X	X	3.8% suspended at least one day (yellow)	X	X	N/A
<b>Students with Disabilities</b>	95.1 points below standard (red)	110.9 points below standard (red)	1.1% suspended at least one day (green)	X	N/A	N/A

<b>American Indian/ Alaskan Native</b>	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

African-American Stakeholders - Traditionally, funding was not available for targeted support for AA, without adequate resources, students may not have access to the necessary materials for learning.

Special Ed Stakeholders - Lack of qualified paraprofessionals and teachers, training, and support.

ELs-lack of training with bilingual assist and consistent use of best practices using visual, vocabulary and sentence stem supports.

All students receive Tier 1 Core. Students who exhibit additional support receive assistance depending upon area of need. Tier 2 Supplemental Assistance includes SIPPS grades K-3 and new for 24-25, grades 4-6 PLUS. Students also receive "push-in" into the classroom to provide support during instruction and "pull-out" students for small group interactions and one-on-one targeted intervention from Instructional Assistants for K-8 in Reading and Math. While EL learners receives Tier II support from our Bilingual Assist. All students are offered after school tutoring through the ELOP program and Extended Year Program. Students in need of Tier III support receive an SST referral through the CARE Team which provide interventions\strategies to be monitored for 4-6 weeks. If strategies are not effective a Follow-Up SST will occur which may include a referral for psychological consult. Students who demonstrate chronic absentee rates are referred to the CARE Team along with support staff such as CWA and school counselors who make home visits to find solutions to improve attendance. This may include reimbursement for transportation costs, administrative CWA conferences, bus passes for older students and referral to Students in Transition. Behavior supports to decrease suspension rates include student mentoring, PBIS, CARE Team, home visits, on-site counseling services in both guidance and mental health, afterschool activities to motivate positive behavior, and awards assemblies for Character Trait recognition.

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students		100.9 points below standard (orange)		45.9% chronically absent (red)		
Foster Youth						
English Learner	75.8 points below standard (red)	100.7 points below standard (red)		43.5% chronically absent (red)		
Long Term English Learner						
Homeless Youth				60.4% chronically absent (orange)		
Socioeconomically Disadvantaged		107.1 points below standard (red)		48% chronically absent (red)		
Student with Disabilities	95.1 points below standard (red)	110.9 points below standard (red)		53.4% chronically absent (red)		
African American	94.8 points below standard (orange)	121.1 points below standard (orange)		48.3% chronically absent (orange)		
American Indian/ Alaskan Native						
Asian				36.5% chronically absent (orange)		
Filipino						
Hispanic		108 points below standard (red)		46.3% chronically absent (red)		

<b>Two or More Races</b>			7% suspended at least one day (red)	54.8% chronically absent (red)		
<b>Pacific Islander/ Native Hawaiian</b>						
<b>White</b>				40.3% chronically absent (orange)		

Multiple major gaps were observed between student groups on the CA Dashboard Indicators for Madison School: With the exception of our Asian and Filipino population, all subgroups are chronically absent and need more initiatives that build belonging and connectedness.

Trend data was also reviewed year over year, which resulted in a slight up-and-down trend in ELA and a downward trend in math, with the exception of one significant spike in math growth before COVID. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified Students with Disabilities, ELs, Homeless Youth, African American, and Students with Two or More Races as the area of focus for this 2024-2025. When using the 5 Whys technique to analyze why students don't feel safe, disconnected or unintentionally invited to school, we discovered the following strategies to support schoolwide improvement:

- Build a Restorative PBIS culturally responsive culture and climate that lifts everyone up with intentionality
- A2Z Math/ELA and Leadership Training Coaching on site to shift teacher team competencies with supports
- PLC lesson design to build capacity to analyze steps to connect information with current cognitive level of students and systematically build it up to grade level.
- Improved implementation of AVID strategies
- Utilized writing Common Formative Assessments and I-Ready assessments with fidelity to guide PLC work.
- Utilize more community resources to support Tier 2 and 3 student behaviors

Our Comprehensive Needs Assessment process was thus ongoing throughout the year. Several committees or teams developed problem statements, root causes, and solutions to our priority needs statements. We used several tools created by the site to analyze staff, parent and student feedback. Some to mention here are: AVID Classroom Action Walks, other informal classroom visitations (with or without district personnel) including in our afterschool extended education setting, and surveys such as: the CA Community School Readiness, SPSA Pulse Check, Parent Needs Assessment/SPSA Recommendations and specific student-centered questionnaires (Challenge Day, Healthy School Climate, and Panorama surveys) to help determine future goals and budget expenditures.

I-Ready and SBAC data, as well as a review of SPSA Goals, Strategies, and LCAP funding, was reviewed with staff and parents at Back to School Nights, August 17, 2023, and August 15, 2024. In January, 2024, a re-visitation of IReady progress and SBAC data was analyzed during our Academic Conferences. Academic Conferences Teachers and administrators reviewed grade level SMART goals, SBAC data to determine whether our SPSA strategies were effective. Additional collaboration dates and academic conferences were provided in April for grade-level vertical team articulation. Teachers identified strengths and weaknesses based on current data and trends in the classroom as well as curriculum. Conversations pertaining to Heggerty vs. Benchmark and SIPP for Kindergarten was discussed in the primary grades. We discussed elements pertaining to SPSA such as Staffing, Teaching and Learning, School Culture and Climate. We identified problem statements and possible root causes. For the most part, teachers as well as parents stated that students do not possess the reading skills necessary to be successful, in other content areas, such as Math, at their grade level. This was due to students moving up in the grades without mastering phonics, phonemic awareness and vocabulary. In addition, due to lack in reading fluency, our students in grades 3-8 do not comprehend what they read. As per our CA Dashboard, students at Madison showing extreme deficiencies in ELA, Math and chronic absenteeism.

The Leadership Team determined our progress aligned with our AVID certification goals. This team evaluated, created, and designed activities related to the AVID mission. We are setting a goal to complete 3 formal AVID Action Walks and share the results with staff throughout the year, and parents at designated ELAC and SSC meetings. The focus on AVID instructional strategies pertains to collaboration in order to complete a written essay was determined per each grade level.

This year (2024-2025), we decided to strategically structure our minimum days based on 4 teams AVID/Leadership, PLC Guiding Coalitions, Literacy, and the recreation of our PBIS Team. The team was made up of members who attended the most conferences subject related. After spending a considerable amount of time in professional development about effective PLCs, with 5 staff members experiencing training deep dives with up to 16 hours of training, we also spent the bulk of the year focusing on PLC pathways and understanding the true essence of what a PLC is and how it functions successfully. The Pulse Check was created as a Needs Assessment tool to be analyzed.

On October 3, and 24th and again on November 7, 2024, both ELAC and SSC were introduced to 3 additional LCAP Goals. These committees, in addition to our staff leadership committees, were given the opportunity to provide feedback and recommendations to the new goals aligned to Centering Around the Whole Child, Passions, Interests, and Talents of the Modern Student, Success for Students with Disabilities/Students with Different Abilities and African American/Black Students Thrive.

In general, to address student achievement, the adopted curriculum (Benchmark) does not provide a rigorous opportunity for mastery of foundational reading skills in grades TK-3; the adopted curriculum doesn't address vocabulary nor the writing process in depth. Thus, struggling readers in grades TK-8 continue to impact their overall understanding of core

content in ELA, Math, Social Studies and Science. Professional development in this area continues to be a need. Furthermore, other continuous root causes were discussed: Full implementation of AVID strategies aligned to Depth of Knowledge was not prevalent in all grades throughout the day. Full implementation and planning of district adopted curriculum was not consistently evident in all grades. We continue to experience an ongoing need for deeper understanding of how data drives instruction, how to collaborate effectively, and how to create common formative assessments for data analysis.

To address school culture, climate, connectedness, and building belonging for all students, we shifted our focus to Tier 1 inputs and whole school changes. Our numbers were higher than expected and closely exceeded last year's chronic absenteeism rate. We brought in two new counselors from outside the district and struggled to maintain past practices that stabilized the school site. After rebuilding our Tier 1, 2, and 3 systems, re-engineering site culture and climate systems with instruction, monitoring, and incentive systems. We were able to establish some consistency with procedures and practices. We also worked to establish consistency with classroom management systems that built belonging and restorative cultures, followed through with other possible intervention documentation, and established a rapport with the families we serve. We struggled with 8th and 6th-grade students' extreme behavior; one caused by a long-term vacancy in 6th grade for the entire year. A few root causes for behaviors such as disruption, defiance and causing or attempting to cause injury on another student was provided: kids act out when substitutes covered for the general educator, boredom, mental health disparities, and lack of follow through of training in violence prevention, trauma and classroom management.

Staff and parent groups both indicated that students need to have a fun reason to come to school. They all felt that more field trips and other incentives would entice students to want to be here more often. Chronic absent students are most likely responding to some kind of trauma. School Climate survey in October still indicated that students were being bullied. A couple of anti-bullying presentations were conducted with our parent committees. Parents explained students didn't want to come to school because someone was preventing them from feeling comfortable and safe. Discussions about why students were mistreating one another when they didn't have structured play time in the yard. In the upper grades, a possible root cause for was not knowing how to do the academic work. Parents and staff also stated that students lacked social skills and self-management. According to the CA Dashboard, our chronic absenteeism increased.

Also, after finding out about Sown to Grown funding coming our way in January, a site survey was created to determine staff and parent recommendations. Results indicated that we need reading intervention, behaviorists and updated classroom technology. Later on, when specifics came back regarding the CA Community School Readiness grant, we realized we would be able to support behaviorists and the updated technology through those funds; leaving us with a need to address reading invention through our LCAP.



# Goals, Strategies/Activities, and Expenditures

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

## Goal 1.1

Goal #	Description
Goal 1.1	<p>ELA: All students will increase percentage of met/exceed from 22% to 25% on SBAC. By EOY 2025, Per I-Ready Diagnostic 3 Results Report, the total number of students performing at proficiency will increase from 30% to 40%. Per I-Ready Diagnostic 3 the number of students performing 2 or more grade levels below will decrease by 12.</p> <p>EL: By EOY 2025, per ELPAC, increase the number of students who reclassify by 15 to 20 students.</p> <p>Math: All students will increase percentage of met/exceed from 10% to 15% on SBAC. By EOY 2025, Per I-Ready Diagnostic 3 Results Report the total students performing at proficiency will increase from 24% to 28%. Per I-Ready Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 12 students.</p>

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

PLCs- Professional Learning Communities need more one to one support to operationalize fidelity in addressing the complicated site needs caused by stressors/ triggers of will/norming and developing a solid plan for instructional rebounding, addressing learning loss effectively and internalizing roles/needs.

PLC and site instructional focus was disrupted resulting in lack of teacher support with their understanding of the principles of high leverage instructional methodology - teacher clarity, surface, deeper, and transfer learning - learning systems well enough to implement them independently.

Teachers unable to implement learned strategies and produce the effect size of .4 and above gains as promised by the researchers.

Staff Professional development in the PLC process is needed to build high-functioning and highly effective teams, continued and ongoing development of school-wide, grade-level, and vertical professional learning communities is needed.

Professional Development, team planning, and project training is necessary for Madison teachers to implement school-wide writing strategies and literacy systems effectively with high impact

Teachers were not able to fully actualize instruction to close foundational learning gaps in ELA and Math. Instructional practices unaligned with vision critical aspirations. Daily grade level instructional practices were inconsistent in several classes.

ATSI Student subgroups improvement in two areas out of five. Not all students are growing equitably with current access to the curriculum. Instructional practices are unaligned with vision critical outcomes. More training in Tier 1 instructional learning design is necessary.

Effective systems for support of students struggling with Reading and Math were not adequately developed for all subgroups including English Learners and SPED students. Instructional practices unaligned with vision critical outcomes.

No time for follow for academic support and deeper training for ELD instruction.

Managing Middle school behaviors in new building with lack of staff became the focus for site operations. New personnel in 4 support areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Student Growth Goal Met	ELA 48% Math 43%	ELA 58% Math 53%
# of students reclassified	15	25
% of Students Performing Grade level or Above	ELA 30% Math 24%	ELA 40% Math 30%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career &amp; Technical Education</p> <p>Madison students participate in XELLO college planning. Teachers will facilitate agency projects each trimester that build self-awareness of skills, dreams, interest, and research reports on a potential dream/integrating XELLO data, service project, and political issue. This strategy will build short- and long-term pathway trajectory building concepts, goal setting and progress monitoring practices. School Counselors can help students explore their interests, strengths and connect them with career fields that match those attributes. The school counselor will increase students' early exposure to CTE pathways by leveraging Xello's career exploration tools. By incorporating Xello into the counseling program, students will gain insight into various career options and begin setting academic and personal goals aligned with their future aspirations. This will promote a school culture that values career readiness from an early age, supporting students' long-term success. The career interest inventories will provide students with college and career discovery, self-exploration, and planning programs that help people of all ages achieve their potential in career and life.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career &amp; Technical Education: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

1.1.2	<p>College Readiness</p> <p>Teachers will utilize AVID college and Career readiness strategies by incorporating strategies that teach students how to study and use collaborative routine structures and discussions. We are embedding AVID strategies that promote self-management, projects, collaborative activities, research skills, goal setting, and a growth mindset. Block Conferences for all 8th-grade is scheduled annually to orient with our students with an immersive socialization experience. UOP mentoring program and IYT will provide the wrap around services that build relationships to support the importance of lifelong learning, personal leadership and college readiness skills. Teachers will also embed college readiness strategies in electives, core subjects, self-management, research skills, goal setting, and emotionally intelligent mindsets. Xello continues to be utilized to support college and career preparation and trajectories as well.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
1.1.3	<p>A-G High School Courses</p> <p>Counselors will create high school pathways plans for all 8th-grade students. Agency projects will be supported by Counselor input as it relates to the ACSA standards for student achievement. Essential standards for mindsets such as belief in self, healthy balance and physical wellbeing. Mindsets standards such as acceptance, respect, support, inclusion, positive attitude towards work and learning, self-confidence in ability to succeed, belief in using abilities to their fullest to achieve high quality result and outcomes and understanding the importance of becoming a life-long learner necessary for long-term success. The behavior standards that include learning strategies, self-management, and social skills. Additional time of Counselors to prepare circles and conferences with parents will be scheduled. Student academic conferences are set up three times a year to support A-G awareness along with the AVID elective course.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

1.1.4	<p><b>Bilingual Instructional Support</b></p> <p>Bilingual Assistant (District Funded) Supports K-8th Students: Tier 1 supports encompass small group instruction, 1 to 1 feedback checks and repetitious reinforcement during lessons.</p> <p>Specific duties include:</p> <ol style="list-style-type: none"> <li>1. RTI/SIPPs/WIN -supports with translation for ELPAC level 1 students during SIPPS instruction</li> <li>2. Tier I - instructional assistance with newcomers K-5th - Newcomer Curriculum is being utilized called - Go Newcomers, Benchmark and writing.</li> <li>3. Instructional support for English Learner students, bilingual instructional support, and translation services is the goal.</li> </ol> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		

<p>1.1.5</p>	<p>English Learner Professional Development</p> <p>Teachers will observe Master Teachers deliver Designated and Integrated ELD instruction using more visual, word banks and sentence stems to increase language supports. LDO will provide PD in optimal research-based effective instructional strategies. Substitute Teachers will cover classes of the observing teachers.</p> <p>Site PD will be facilitated by Program Specialist by providing targeted instructional support. Teaching and learning cycle of providing essential training on essential instructional inputs at every level of delivery is the goal - SCJOE will support instruction an analyzing ELD standards. Professional development and implementation for learning supports of the District's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement.</p> <p>ELPAC interim practice test to support preparation for proficiency success.</p> <p>EL Collaboration: PS, Administration, and lead teacher will facilitate monthly collaboration with ELD teachers to review student work samples, discuss student progress, develop vertical teaching strategies (life levels), analyze student work, prioritize standards and establish benchmark goals. During the collaboration with the Program Specialist, teachers will create EL SMART Goals that mirror school-wide goals and make a plan to meet those goals utilizing ELD instructional norms. ELD with partner site to truly understand what success looks like- exemplar - AVID EL.</p> <p>EL Site Coordinator will administer local assessment &amp; ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.</p> <p>EL Collaboration/Summer Institute: PS, Administration, and lead teacher will facilitate monthly collaboration with ELD teachers to review student work samples, discuss student progress, develop vertical teaching strategies (life levels), analyze student work, prioritize standards and establish benchmark goals. During the collaboration with the Program Specialist, teachers will create EL SMART Goals that mirror school-wide goals and make a plan to meet those goals utilizing ELD instructional norms. ELD with partner site to truly understand</p>	<p>English Learners</p>	<p>\$5,000</p> <p>\$3,000</p> <p>\$10,000</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p>
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	<p>what success looks like- exemplar - AVID EL.</p> <p>Metrics for Progress Monitoring:  ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners).</p> <p>Title I Funding Allocation:  Consultants Compensation: \$10,000</p> <p>LCAP 1.5 English Learner Professional Development:  Additional Substitute Teacher Compensation: \$5,000  Additional Teacher Compensation: \$3,000</p>			
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<p>1.1.6</p>	<p>English Learner Programs and Supports</p> <p>Ongoing instructional support from ELLs and program specialist will model the use of core curriculum that consists of varied multimedia materials teachers will use during instruction. The PS will model instructional integration and accessibility, troubleshooting and report monitoring. ELD monitors and discussions on EL student progress with each teacher. The Program Specialist develops the schedule for EL Designated time with teachers and has monthly check-ins to monitor student progress. The goal is to ensure fidelity to the new ELD curriculum school wide. ESL Classes are offering parent support and ELAC meetings are building parent capacity for supports.</p> <p>Teachers will receive PD for ELD Instruction through the LDO department and district/county PD opportunities SJCOE. EL Site Coordinator will administer local assessment &amp; ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.</p> <p>Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (Reading, Writing, Math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary Science Camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>After-School Tutoring- Identify, make, and distribute permission slips for tutoring. Recruit and organize teachers, establish a schedule, and complete planning and prep. Gather materials as needed.</p> <p>Tier 1 and 2 After School Support for English Learners and Tier 2/3 learners: Utilizing a current school teacher to assist underachieving English Learners in ELA and Math. The focus will be on current English learners considered far below grade level. Students will work with a fully credentialed teacher on-site in a small group for 2-12 weeks, two days per week, 1.5 hours per day. English Learners who are also Students with Disabilities will receive priority placement.</p> <p>Tier 2 After School Support/Tutoring/Saturday School Zoom Support: Utilizing a</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$5,000</p> <p>\$5,000</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p>
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	<p>current school teacher to assist underachieving students in Math/I-Ready domain focus. The focus will be on students who are considered far below grade level. Support will also focus on the learning loss of students and instructional deficiencies using an I-Ready tier 2 system and Khan Academy. Students will be working with a fully credentialed teacher on-site in a small group at their level for a 12-week cycle two days per week, 1.5 hours a day. The after-school teacher will have 1 hour of prep time every 2 weeks of tutoring. African American, ELs, and Two or more races - ATSI Students and Students with Disabilities will receive priority placement. Support will be offered for 3 groups: Tk-2nd, 3rd-5th, 6th-8th.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: Consultants: \$5,000 Additional Teacher Compensation: \$5,000</p>			
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1.1.7	<p data-bbox="254 155 1108 188">Teacher Collaboration, Professional Development, &amp; Academic Support</p> <p data-bbox="254 220 1209 464">Building capacity to increase team agency and collective efficacy will improve PLC collaboration training with an AVID focus on writing, focus notes, collaborative structures/rigor/questioning, SIPPs, writing across the curriculum, conceptual Math design with A to Z coaches, SCJOE, Cathy Collier Writing Consultant Conferences/Training Workshops/Webinars (Virtual/In Person)- Staff Members will attend conferences and workshops that will support instructional practices such as AVID/ELD Institute/Unbound Ed Solution Tree/Corwin/Get Your Teach On.</p> <p data-bbox="254 496 1209 740">Staff will be provided opportunities to attend conferences and workshops focused on improved instruction in ELD, Math, Reading, Science, History, teacher pedagogy, and implementation of supplemental programs. In addition to conferences, staff will participate in professional development offered by the Curriculum Department, Language Development Office, and Ed Services to support district level initiatives and improvement. Teachers will be compensated for professional development and collaboration that happens outside of contractual time</p> <p data-bbox="254 773 701 837">Title I Funding Allocation: Conferences &amp; Workshops: \$20,000</p> <p data-bbox="254 870 1129 959">LCAP 1.7 Teacher Collaboration, Professional Development, &amp; Academic Support: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$20,000	3010 - Title I
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1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>All support staff will attend capacity building leadership training via conferences such as Mastermind Groups, Compass Learning Leadership Executive Coaching, Breakthrough Coaching, SAM, ASCD Mindsetinc/Builders Lab 360 Experience/Buildership University, ACSA Institute, CAAASA, Get Your Teach On Conference, Solution Tree, NewFrontier21, and other continuous support or coaching conferences to build professional capacity and knowledge around school and team leadership operations - with goals to upskill technical and adaptive team and institutional navigation, AVID Leadership Conference, Solution Tree, New Frontier21, Both the Principal and Assistant Principal will attend all district professional development opportunities including those offered during STA PD non-student contact days.</p> <p>Title I Funding Allocation: Conferences &amp; Workshops: \$20,000</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$20,000	3010 - Title I

<p>1.1.9</p>	<p>Professional Learning Community &amp; Curriculum Implementation</p> <p>Professional development for school site administrators and teachers will focus on instructional norms and collective delivery of instructional best practices. Training will focus on instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement. Teachers will participate in weekly in-depth professional development that focuses on increasing schoolwide understanding of the Professional Learning Communities (PLC) process and aligning all meetings around the four questions - What do I want students to learn? (priority standards), How do I know they have learned them? (CFAs for reteaching), What do I do if they haven't learned them? (RTI, differentiated assistance), What do I do if they have learned them? (Rigorous, Teach Backs, Fish Bowls, PLC Lessons, modeled in front of class, project-based opportunities). Solution Tree Consultants 3 days at Title I \$ 24,000 from Eric Twadell and four additional days for District assigned coach.</p> <p>Guiding Coalition will facilitate collaboration, aligning the rigor trajectory with all curriculums and processes during Staff Professional Development to engineer rigorous learning. The Minimum day, Tuesdays, will allow for weekly PLC development, and the PLC guidebook and master schedule will be aligned. Staff members (Certificated &amp; Classified) will be compensated for participating in professional development (PD) and collaboration outside their contracted time which includes on-site PD provided by district staff, workshops and training provided by outside agencies. Professional development will focus on evidence-based instructional strategies for reading RTI/SIPPS/AVID instructional norms for interventions for tier 2/3, implementing the standards for mathematical practice, and utilizing the district-adopted curriculum for high-quality tier 1 instruction.</p> <p>Guiding Coalition will facilitate monitoring systems that will inform immediate needs for PD for growth in the planning process and evolve into learning systems. Teachers will conduct peer classroom walk-throughs to provide peer coaching and support to each other on lesson delivery and curriculum implementation. Feedback on novice (missing steps in practice/lack understanding of prerequisite skills/lack content/lack knowledge of appropriate instructional strategies), apprentice (inconsistent/incomplete/doesn't understand conceptual relationships), practitioner (gaps - solid knowledge of content and strategies, relationships among concepts/anticipates learning pitfalls), and master teacher (best practice, content across grade/disciplines, empowers student ownership)level matrix will be developed. Framework for diagnosing students and teachers - self-reflection of stage. Coherent pacing, monitoring to close knowing but doing gap and assessing of the 4 questions will always be</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$21,000</p> <p>\$2,000</p> <p>\$1,000</p> <p>\$2,000</p> <p>\$6,000</p> <p>\$40,000</p> <p>\$49,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
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facilitated. Master schedule for RTI for both academic/behavior intervention on Tuesdays. Staff Collaboration PLC Rigor- Common Formative Assessments: Staff will be guided through the data analysis process, lesson design and planning. Staff will identify priority standards and create a system for tier 2 support using common formative assessments that are aligned to the priority standards. Collaboration Interventions will also focus on RTI Systematic Instruction on Phonics (SIPPS) for K-5, Step Up to Writing and Designated ELD Instruction for 3-5, and Advancement Via Individual Determination (AVID) for 6-8.

PLC Teams will develop feedback systems/architecture to guide learning walks and provide teacher feedback for will/skill and lesson studies (Danielson Rubric/ CSTP)- providing strategic and deliberate feedback teams to improve instructional impact. Site based instructional impact. Long-term substitutes will be compensated for PD training after hours.

Math PLC Team Agency: Madison will work with Solution Tree/NewFrontier21 to facilitate PLCs and AVID Math - District tools and PowerPoints with core instruction will be utilized and mapped backward. The PLC will focus on Math frameworks, procedural fluency, I-Ready support systems, and team infrastructure. The team will participate in 15-day challenges led by a Math peer lead/8th-grade that focuses on RTI/response to interventions, monthly Math common formative assessments, and Math tutoring. The team will establish more engagement, Math anxiety strategies, Math Clubs, and Coding after-school opportunities. The development of lunchtime Math centers that focus on mastering one particular operation and Math competitions between students and other schools. SPED Touch Math will be supplemented for Tier 3 or 2 Math intervention for grades K-4--lesson Plan books . SJCOE/A to Z will conduct Math-focused lesson studies, observe each other's teaching and receive feedback to improve teachers' ability to provide high-quality first instruction in Math. Teachers and Program Specialists will participate in Science-based training at SJCOE.

Title 1 Funding Allocation:

Additional Teacher Compensation: \$21,000

Additional Classified Teacher Compensation: \$2,000

Instructional Materials Books and Supplies: \$1,000

Additional Program Specialist Compensation: \$2,000

Consultants: Title I \$49,000

Library Agreements / Resources: \$6,000

Additional Substitute Teacher Compensation: \$40,000

Professional Learning Community Implementation, Professional Learning & Curriculum Implementation:

No additional site LCFF is being allocated for this strategy.

1.1.10	<p><b>Data Analysis and Evaluation</b></p> <p>All teachers will utilize data analysis of current student performance prior to each collaboration, academic conference, and identification of students in need of Tier 2 and Tier 3 interventions. The Program Specialist will monitor student placement into SIPPS and identify teachers who need additional support in data analysis based upon program recommendations to address student academic needs.</p> <p>Summative, Formative, and Exit Ticket Assessments will be utilized assess standards mastery via daily, weekly and monthly data cycles -and state-mandated testing for all qualifying students, including CAASPP, ELPAC, Interim Assessments, and I-Ready.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p>	All Students		
1.1.11	<p><b>Access to Foundational &amp; Outdoor Learning Spaces</b></p> <p>School gardens will be added to effect math and science achievement. Working in gardens integrates various subjects, making learning relevant, reduce stress and anxiety and enhance critical thinking skills. Materials and furniture from for courtyard will be purchased to support an outdoor learning space for collaborative instruction. Acoustics in the auditorium and cafeteria will be purchased for improved capacities to hear information.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational &amp; Outdoor Learning Spaces No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

1.1.12	<p><b>Acceleration of Learning</b></p> <p>Intervention teacher will provide intimately tailored self-awareness agency projects focused on building self-efficacy and personalized growth projects during electives for 7th/8th. Student-led teaching projects use differentiated Instruction to tailor lessons to help with engagement and self-regulation. Students are grouped by ability for targeted instruction, providing more challenging and relevant texts and tasks to support productive struggle and more rigorous growth levels of learning. Lessons should offer support for struggling readers as well. Explicit Instruction: will use clear, direct teaching methods to model skills, such as reading comprehension strategies and writing techniques. This includes demonstrating think-aloud, providing guided practice, and gradually releasing responsibility to students. Interactive Read-Aloud: Engage students with complex texts read aloud by the teacher. This exposes them to rich vocabulary and diverse genres while providing opportunities for discussion, prediction, and questioning. Text Complexity: Introduce texts that are slightly above students' current reading levels to promote growth. Use the gradual release model to support students in tackling more challenging text.</p> <p>Print Rich Environment &amp; Learning Instructional Materials &amp; Supplies: Resources: Copy machines, color printers, laminator, doc cameras, interactive projectors, poster maker, butcher paper to ensure student-led projects instructional materials that support a print-rich environment such as chart paper, markers, laminate to make posters, and large colored paper to make signs and posters. Instructional materials that help students with writing and speaking include sentence strips, tape, pencils, and crayons--personalized whiteboards and markers to support students when practicing spelling and writing and quick checks for understanding. Planners to help students stay organized. Maintenance agreements to cover the maintenance cost on machines used to support a print-rich environment throughout the school year. Folders, Sleeves, and Binders to support student organization and AVID. Notebooks, student manipulatives, and other interactive resources. Flexible learning resources such as clipboards and easels. Duplos and copiers are essential for supporting core instruction and providing acceleration material/resources/ILPs for students in need.</p> <p>Flocabulary license will be used to to decrease academic word poverty and increase vocabulary proficiency domains on I-Ready in both reading and math. Maintenance Agreement TPT, AVID/FLOCABULARY vocabulary Site licensing. TPT and Step-Up to Writing, RTI Key curriculum press</p> <p>AVID strategies are implemented school wide. Students in grades 7th and 8th have an opportunity to select AVID as an elective course. Students in grades</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$10,000</p> <p>\$5,000</p> <p>\$5,000</p> <p>\$10,000</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p>
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Kindergarten through 6th are learning AVID strategies as they are integrated into all subject matter and instructional delivery. As a result, applicable supplemental supplies are needed such as: Nicky folders, binders, binder dividers, pencil pouches, highlighters, pencil boxes, pocket folders, sticky notes, pencil sharpeners, crayons, markers, colored pencils, envelope folders, three prong folders, giant sticky note pads, and etc. The effectiveness of this strategy will be monitored by the monthly AVID meetings and instructional walkthroughs. Madison will provide students with access to additional instructional materials to improve lessons within the core curriculum and supplemental programs. Applicable supplemental instructional materials include but are not limited to math manipulatives, paper for graphic organizers, writing tools - whiteboards/ chart paper, STEAM specific materials, science specific project materials, and 3D printers. These materials will support ELA, Math, and Science lessons in various grade levels. Additional supplemental instructional materials include: novels/books, white boards, clipboards, dry erase markers, flashcards, games, TPR, copy paper, folders/ sleeves, pencils, construction paper, color printer, color printer ink, printer paper, Post It chart paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, paint, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, and composition books. K-8 students will utilize binders and dividers to incorporate organizational skills as part of AVID instruction. These binders will allow students to organize instructional resources, notes, and assessment data for study and reflection. Classroom printers will also need ink so that student materials can be printed. Phonics instructional materials/supplies such as phonics phones, headphones, flip charts, clipboards, paper, pencils, reading certificates, puzzles, pocket charts, literacy based games, alphabet stamps, ink pads for the alphabet stamps, chair pockets for housing AVID/Writing binders and SIPPS materials schoolwide, class crayon sets for younger grades to color code sight words on specific sight word coloring pages, pencils, paper for writing, sentence strips, glue for gluing writing strips for organization of topic sentence, transitions and conclusion, pocket chart stands, and various phonics tools. The material effectiveness to student achievement will be measured by organization at weekly binder checks and Spring and Fall showcases. Incentives - College pennants, banners, banner poles backpacks, sweatshirts, T-shirts.

Title I Funding Allocation:  
Instructional Materials & Supplies: \$10,000

LCAP 1.12 Acceleration of Learning:  
Instructional Materials & Supplies: \$10,000  
Maintenance Agreements: \$5,000



	License Agreements: \$5,000			
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1.1.13	<p>Literacy and Library Supports</p> <p>Literacy Student Agency - Intervention Teacher - This strategy focuses on improving literacy proficiency for all students using volume reading and incentives for teachers, students, and parents. Madison students will increase proficiency in literacy standards as critical thinkers by internalizing reading routines, comprehension strategies, and goal setting to double reading volume, partnering with student leader/reader mentor/buddies, and featuring reader of the month character during the monthly assemblies. They will become familiar with authors, focusing monthly on hearing an influential role model read/or student serving to build academic vocabulary, fluency, and passion for Reading.</p> <p>Volume/partnered Reading Book Buddies will be implemented schoolwide for 5th/K, 6th/1st, 7th/2nd, 8th/3rd, and 4th grades and will be focused on 100% standards reading proficiency systems and wrap-around services. School-wide students will participate in goal setting based on minutes being read, and the volume of books read with significant incentives. A key component is ensuring that all students have access to the literacy support and books they are interested in. Library book investment for relevant and high-interest authors will be the focus. Library word walls and reading incentives will be posted. 5000 new books per year is the annual literacy standard for targeted subgroups underperforming AA, EL, and SPED; new books will be purchased to update the library. UOP consultant services with the Book Buddies program will be purchased for consultant services.</p> <p>Supplemental Programs and Resources</p> <p>RTI - Reading acceleration systems of support will be developed and added to the Master Schedule:</p> <ul style="list-style-type: none"> <li>* Primary K/1 uses Heggerty</li> <li>* Primary 2/3 uses SIPPS</li> <li>* 4th-8th/SPED uses PLUS and Writing Instructional Norms and Flocabulary</li> <li>* Differentiated Assistance will be provided to students with low achievement patterns based on SBAC scores. ILP - Individualized Learning Programs will be developed for each student with incentives and culturally responsive individualized projects.</li> </ul> <p>A to Z, Writing instructional norms for building supplemental support for writing structure and routines: 2 Teacher Peer Lead will be trained as writing coaches to facilitate writing initiatives/monthly benchmarks. Staff will enhance and align all instruction on campus to utilize the Step-Up to Writing strategies as a supplemental instructional resource. Staff will use color coding strategies when writing paragraphs to illustrate the different purposes of sentence structure - main idea, supporting details, and closing sentences. Each life level will create</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$36,902</p> <p>\$2,500</p> <p>\$3,000</p> <p>\$10,000</p> <p>\$2,700</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
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SMART goals for the three writing genres during . Writing Academic Conferences for students will be scheduled, and staff will be trained on effective feedback systems. Teams will vertically align to determine rubric guidelines and calibrate writing expectations. Writing will be celebrated on the school's website with featured projects and prizes. Step-up to writing will be used to assist teachers and students in reaching school-wide writing expectations. AA, EL and Student with disabilities will be targeted for writing support.

Library Media Assistant (.4375 FTE Library Media Assistant Salary and Benefits / Site Funded): 1st FTE Library Media Assistant (District Funded / .065 Site Funded). Organizes the library so students can easily find books at their Lexile level, makes sure books are correctly labeled, orders books that go along with the Lexile levels, and schedules times for each class to visit the library. The Library Media Assistant will support literacy at the school site through:

- \* Working directly with teachers and students to support students in finding good fit books.
- \* Reading to all classes K-2 using elements from common core standards and LETRS reading strategies.
- \* Organize the library so students can easily find books on their Lexile.
- \* Support students in developing and meeting reading goals through progress monitoring and modeling using a growth mindset.
- \* Schedule times for each class to visit the library to check out books and participate in read-aloud, where students can practice the LETRS strategies and connect to various text genres.
- \* Provide teachers with lists of individual and class sets of books sorted by Lexile levels to support the core curriculum.
- \* Run and organize the book fair
- \* Participate in family nights - Parent Agency with literacy goals based on exemplar
- \* AVID - Critical Reading
- \* Reading Assessment - BPST

Library Media Assist. Additional Duties: Additional compensation for duties completed outside normal working hours, such as preparing the library for the new year, extending the library hours, checking out textbooks to students, participating in family nights, preparing school-wide goal setting, opening the library before and after school culturally responsive book clubs and managing the book fair.

Title I Funding Allocation:

Books & References: \$10,000.

1st Library Media Assistant Compensation (.065 ): \$2,700

Literacy and Library Supports:

Library Media Assistant Additional Compensation: \$2,500

2nd Library Media Assistant Salary & Benefits Compensation: \$36,902

	Consultants: \$3,000			
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<p>1.1.14</p>	<p>Advancement Via Individual Determination (AVID)</p> <p>Madison will implement the supplemental program Advancement Via Individual Determination (AVID). To support the implementation, an AVID Leadership Team will meet once a month or more as needed to discuss and analyze student data and the instructional strategies and activities that support and extend student learning through AVID implementation. The team will determine the effectiveness of AVID instructional strategies through AVID walks and evaluation of student work. Supplemental instructional materials and resources to support the implementation of AVID curriculum. Instructional materials to support executive functioning and organizational instructional strategies both of materials and thought processes. AVID materials support students in identifying text structure, dissecting/deconstructing parts, analyzing writing methods, inquiry, and collaboration. Duplicating of instructional materials for students to use such as graphic organizers and other learning tools. Students will attend field trips to colleges to gain knowledge about college expectations and build interest in attending college and supporting students who would be first generation college students.</p> <p>Student agency for rigorous/deeper thinking trajectory- and high impactful EL strategies This strategy supports team needs for direction for the specific needs for each life level - primary, intermediate, and middle. AVID Coordinator coordinates with the district to secure tutors and collect documentation for AVID certification. The AVID focus will go schoolwide - AVID walkthroughs to review strategies and walkthrough data. AVID PLC/partner school, AVID Team, and AVID Leadership Team will meet monthly with district AVID coaches for checking and site learning. The AVID site leadership team will meet weekly for the first month of the 2024-2025 school year and then monthly or as needed. Professional development will address the following: Alignment of AVID and PLC process. Developing and implementing the goals in the Site Plan and creating individual commitment statements aligned to the objectives. Collecting evidence to support student access to and success in a rigorous curriculum. Modeling and sharing effective WICOR strategies and academic success skills across content areas. Analyzing school and student data to provide relevant professional learning at their site. Setting high expectations for all students, faculty, and parents regarding student achievement and college readiness. Addressing equity issues/barriers on campus. Supporting the needs of the AVID Elective (e.g., recruitment, tutor training, student support, college readiness, and awareness).</p> <p>AVID Instructional Coaching Support or Mentor School: The instructional team will receive reports that indicate student progress, including academic levels, areas of need, and areas of improvement, to be</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
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	<p>shared with teachers at specific times throughout the year. The PS also supports the evaluation of the data to create SMART goals for teachers and students.</p> <p>Academic Conferences - The PS will participate and assist the Principal in Teacher academic conferences, with data analysis directly related to instructional use within the classroom. AVID goals for SWD will be targeted for 15 students for focused notes and student agency projects.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy.</p>			
1.1.15	<p>Recapturing Learning Loss</p> <p>Intervention Teacher will add additional literacy strategies with Tier 2 pull outs. Individual literacy conferences will be added to student routines and task along with a monthly progress monitoring system. Pullouts for Tier 2 for 8th/7th/6th with individualized learning programs are being developed. Training on analyzing reading difficulties will also be added. An Intervention Teacher (1.0 FTE Centralized Funded) has been provided by the district to supports students who have suffered learning loss. The Intervention teacher forms small group instruction based upon student data indicating such a need. Sources of data are i-Ready, ELPAC, SBAC, and Teacher Recommendation based upon End of Unit assessments. Groups are fluid and rotate once students have mastered their individual goal. Differentiation of instruction is provided in both Reading, Mathematics, and Writing. The Intervention Teacher also provides SIPPS and PLUS instruction.</p> <p>Title I Funding Allocation: Instructional Materials: \$1,000</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$1,000	3010 - Title I

1.1.16	<p>Outdoor Education/Science Camp</p> <p>Outdoor Education/Science Camp: Students from all SUSD schools have the opportunity to attend Science Camp either at Sky Mountain Science Camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of Science Camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend Science Camp and participate in the same experiences as the rest of our students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>	All Students		

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

1: PLC/mission/vision training goals and SIPPS/RTI were fully implemented with grades K-5 with statistical proof of improvement based on I-Ready scores and SIPPS mastery training. Teacher Collective efficacy 1. 2: Volume Reading initiative fully implemented and promoted via library circulation - Step-up to writing student led conferences not implemented until after testing. Self-reported grades 1.33 effect size and repeated Reading programs .75. 3: AVID implementation partially improved training and coaching support did effectively improve meeting frequency and quality evidence. ELD monitoring was partially supported but was challenged by high staff absences. 4: Partial implementation of Math goals was implemented -A to Z offered training on emotional Math. Not enough days to create CFA was scheduled. 5: Experiential learning effectively engaged all site grade levels with sensory experience and background/prior knowledge for science and

informational text units. 6: Technology purchasing updates supported increased student engagement and student work samples.

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

Reallocations were necessary for all conferences and substitutes due to staff shortages and chronic absenteeism.

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.

Seven strategies will be minimized to 3 goals for greater focus, depth of knowledge, and implementation effectiveness. The focus areas will be PLCs/SIPP/RTI, Reading/Writing/Step Up/AVID, and Math support.



## Goal 2.1

Goal #	Description
Goal 2.1	<p>School Goal for Suspension: (Must be a SMART Goal)</p> <p>By June 30, 2025, reduce suspension for All Students by 10%</p> <p>By June 30, 2025, reduce suspension for Students with Disabilities by 10%</p> <p>By June 30, 2025, reduce suspension for African American students by 10%%</p> <p>By June 30, 2025 reduce suspension for White students by 10%</p> <p>School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)</p> <p>By June 30, 2025, reduce chronic absenteeism for All Students by 2%</p> <p>By June 30, 2025, reduce chronic absenteeism for English Learners by .5%</p> <p>By June 30, 2025, reduce chronic absenteeism for Students with Disabilities by .5%</p> <p>By June 30, 2025, reduce chronic absenteeism for African American students by .5%</p> <p>By June 30, 2025, reduce chronic absenteeism for Whites by .5%</p>

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ATSI Student subgroups improvement in two areas out of five. Not all students are growing equitably with current access to the curriculum. Instructional practices are unaligned with vision critical outcomes. More training in Tier 1 instructional learning design is necessary.

Effective systems for support of students struggling with Reading and Math were not adequately developed for all subgroups including English Learners and SPED students. Instructional practices unaligned with vision critical outcomes.

Managing Middle school behaviors in new building with lack of staff became the focus for site operations. New personnel in 4 support areas.

Extreme student behaviors risk safety of students/staff.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy Reports	38% chronically absent	26%
Synergy Reports	31 Suspension Days	25 Days

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>All staff will receive professional development through district-sponsored activities (STA PD Days), culturally responsive teaching, the California Community Schools Partnership Grant, Restorative Schools, and Literature provided during staff meeting reads.</p> <p>Madison supports equity, diversity, and inclusion by providing regular assemblies and opportunities to celebrate student/staff diversity. Madison hosts inclusion events throughout the year to foster a campus culture that appreciates all students. Every year, two carnivals are scheduled for family-positive events. Madison hosts a diversity fair where families share their cultural backgrounds as a community through food, music, dress, and fun. This is a big event for Madison to celebrate diversity. MLK Oratorical Contest in February, Cinco De Mayo in May assembly, Native American Heritage in November, and Poetry Slam in January.</p> <p>Title I Funding Allocation: Assemblies Materials/ Supplies &amp; Consultant: \$16,000</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$16,000	3010 - Title I
2.1.2	<p>Ethnic Studies Program</p> <p>Madison staff will have the opportunity to attend district and site PD for Ethnic Studies for feedback on pipeline preparation for thinking via different perspectives.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Culturally Responsive assemblies and guest speakers will offer perspective and build teachers/students knowledge base in cultural proficiency. Staff will receive opportunities to attend Unbound Ed and receive training on Equity and Inclusion in the educational setting. Teachers will learn about their own biases and how such biases have stagnated opportunities for students of color, low socio-economic status, students with disabilities, gender identity, via lack of high expectations/warm demanding. A historical look at where acts of discrimination began is an important part in understanding how to achieve lesson depth and relevancy building designing curriculum that is more Equitable and Inclusive.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		

<p>2.1.4</p>	<p>Cultural Relevance, Outreach, and Support</p> <p>Culturally responsive: Admin Team and ELD teachers will complete - Soluciones: Teaching Latino English Language Learners Portable Event Package form Solution Tree on line training - This training will support our cultural proficiency with our Hispanic population - It will help us to be the difference our Hispanic and Latino students need English learners (ELs) come to school with diverse talents, experiences, emotional needs, and levels of family support. Now more than ever, in the wake of learning disruptions and opportunity gaps magnified, many of our ELs need a skilled, intentional approach to accelerate learning. Join us at Providing Soluciones to empower your leaders, teachers, parents, and community partners to champion academic achievement among this ever-growing student population.</p> <p>Top educational thought leaders share specific, practical ways to connect with students from diverse backgrounds, ensure they feel safe and welcome, and help them overcome the barriers they often face. This virtual institute includes a unique combination of research-based strategies and practices you can use right away, as well as the schoolwide knowledge and tools that will be essential to developing an actionable plan for serving ELs and creating a level playing field where they can excel in all academic areas.</p> <p>Student groups/families will be provided support by referrals to relevant advisory teams made possible by the Family Resource Center. Parents Advisory Committees include -African American/Black Parent Advisory Committee, Latino Parent Advisory Committee, Parent Advisory Committee, Native American. Additional resources include Food Distribution, Family Tips, Foster Youth, Parent Liaisons, Child Abuse Prevention Council and more</p> <p>LCFF Funding Allocation: License Agreements: \$2,330</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$2,330</p>	<p>0100 - LCFF/S&amp;C (site)</p>
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<p>2.1.5</p>	<p><b>Positive Behavior Interventions and Support (PBIS)</b></p> <p>The PBIS Team is reconvening to monitor student participation and progress in social/behavior and mindset skills, building teams, sense of community and connectedness to the school. The school has adopted street signs that promote positive characteristics and label each building. 7th &amp; 8th grade students mentor students in younger grades and those students with special needs. Students participate in fun, social supportive activities such as Field Days, No one Eats Alone, Friendship Weeks, Daily Check-In, Check-Out with Mentors, and other Character Recognition Activities. Monthly assemblies recognize students for Character Trait of the Month - PBIS incentives are board approved to increase positive behavioral and attendance. Fun Fridays also provide music, dance, and popcorn during all student lunches.</p> <p>Developing and sustaining Student/Adult agency to engage in mindsets and behaviors that produce healthy learning environments. This goal focuses on building a culture where high levels of learning can take place to support rigorous learning/developing relational capacity. Madison will continue to emphasize internalizing a positive, respectful, responsible, and safe culture- with strong student self-efficacy and a growth mindset. The school will utilize restorative circles embedding SEL and Mental Health tools into the circles to build a positive community. Culture and climate will continue to be the focus, building it into the master schedule/utilizing systems and incentives. College Houses/teams/themes will build grade-level relational capacity/strong core values/a sense of belonging/personal resilience/student voice. The morning formation/announcement will focus on character traits/mindfulness, acknowledgments of kindness, bonding for teachers, House traits, and the school pledge. Student goal setting for will and skill, learning vision for agency, personal "Why", advocacy, and relational capacity/AVID are the focus. Growth mindset teachers will continue their training, collaboration, and modeling during faculty meetings to emphasize effective ways to strengthen social and emotional growth during restorative circles using the district's Second Step Curriculum. A culture and climate audit will be conducted. All staff will work towards tying all behavior back to our mission/vision.</p> <p>PBIS Lead teacher will develop a plan of action to focus on discipline/ attendance/PBIS Leadership Team/AVID College and Career Agency Goals/ PBIS horizontal collaboration with exemplary school - The team will develop Positive Behavior Interventions and Supports (PBIS) school-wide plan for Tier 1, Tier 2, and Tier 3 behaviors for classroom procedures and protocols. PBIS Rewards will align points with Expected Schoolwide Learning Expectations Results (ESLERS) pre-established with teachers and staff members. The team will establish the vision for students to model and the systems that must be in</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
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<p>place to build students with solid character, resilience, healthy self-esteem, and a growth mindset. PBIS Tier 1 practices will be taught through a range of modalities/PBIS/Restorative escape rooms for conflict mediation and activities.</p> <p>Teacher Professional Development: Teachers will receive explicit training and professional development on trauma-informed teaching, restorative practices, cultural proficiency, equity, executive functions, and attendance incentives. Restorative school leadership training for the leadership team to build capacity to transform culture strategically. Pre-planning a retreat will focus on backward mapping restorative and 2nd Step curriculum.</p> <p>PBIS/PAWs: Provide Tier 3 intervention through a running club focusing on proactive discipline and morning routines. PE Agency/FIT Factory Institute of Training will work to train students during lunchtime to demonstrate a positive, respectful, responsible, and safe attitude during unstructured safe play.</p> <p>Tier 3 Differentiated Assistance for ATSI groups/attendance and suspension goals - This goal supports deeper levels of connectivity for subgroups with extreme learning gaps. Differentiated Assistance - Subgroup targeted intervention for African-Americans, ELs, and SPED - Mentoring for identity work with personal self-efficacy and affirmations will be the focus to build the student's "will and confidence" to navigate their academic pathway. This strategy will provide struggling students with equitable access to the curriculum. Mentoring programs such as King Makers, AAAWLC will target multi purpose support.</p> <p>Classified Agency Support Staff Training: Classified support staff will be provided training on the implementation of the PBIS school incentives and interventions and restorative circles. The focus will be on developing staff capacity to work as a team and increase the number of positive interactions they have with students daily to decrease the escalation of student behaviors. Classified staff will also be trained on how to support the flow of traffic in the morning to ensure all students and staff are safe. Noon Duty will be trained by counselor/mental health clinician/administration - building belonging/Kelsoe's choices, and conflict mediation.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p>			
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2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>The CARE Team will receive student referrals for guidance for appropriate interventions for Tier II and Tier III needs affecting student academics, behavior, social-emotional needs, inclusive practices, and basic needs. Interventions will run a minimum of 4 weeks and then reviewed. If interventions are not affective, the next step will be to refer for a Student Study Team Meeting Madison holds SAP meetings three times a month to support student needs. These meetings consist of teachers, site administration, counselors, and support staff.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
2.1.7	<p>Behavior Support Services</p> <p>All students will receive opportunities to learn socially appropriate behaviors through classroom and schoolwide presentations. Students who are identified in need of additional support will be referred to the CARE Team. Parents will be incorporated into the process of intervention through Behavioral Support processes that would come as a Tier 1 source. Tier 2 Interventions are in place to support student achievement by one grade level. PBIS training, restorative circles, and BCBA training.</p> <p>PAWS Tier 3 mindfulness walks with CSAs are implemented in three touch point cycles to help students with self-regulation and self-management skills. IYT is also offering services to 25 male students who need wrap around services for a 3-year cycle.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

2.1.8	<p><b>New Teacher Training and Support</b></p> <p>All new teachers will receive instructional support with a mentor teacher, induction teacher, program specialist and administration. All new teachers will attend recommended PD to support their instructional needs. New teacher meetings are scheduled twice yearly for check-in and different peer pairings for additional support.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
2.1.9	<p><b>Social Service Supports for Families in Transition</b></p> <p>Madison has an assigned social worker in place who works with 6 Tier 3 students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
2.1.10	<p><b>Central Enrollment Direct Services to Families</b></p> <p>Parents wishing to enroll students in our school are sent to Central Enrollment. Parents requesting transfers due to relocation or hardships within the district are referred to Central Enrollment. A waiting list is provided for students at the site when a family must be split among sites as the goal is to have entire families attend the same school site.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		



2.1.11	<p><b>Student Attendance and Truancy</b></p> <p>Truancy letters generate a student conference with the CWA and school counselor. Chronic absenteeism is referred to the CARE Team for strategies to be implemented. Such strategies may include home visits, student/parent conferences, counseling, referrals to Families in Transition, Check-In and Check-Out with a mentor staff member, and incentives for improved attendance.</p> <p>Attendance conferences - Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due to attendance, with contributing factors such as trauma, mental health concerns, nutrition, and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help address underlying factors contributing to absenteeism</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
2.1.12	<p><b>Health and Wellness Services and Supports</b></p> <p>Madison students receive free of charge flu vaccinations, eye exams, dental exams and dental work, hearing assessments through district, county, and local colleges/universities. Families can also qualify for free Tdap vaccinations for their students entering 7th grade. Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic &amp; social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

2.1.13	<p><b>Mental Health Resources and Supports for Students</b></p> <p>Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic &amp; social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience. Care attendance teams will need to target chronically absent students. The counselor and/or mental health clinician will offer counseling support to those students who demonstrate a need for emotional support dealing with the loss of family members, signs of depression, and/or anxiety, including the latent effects of past trauma. The mental health clinician provides specialized services and can diagnose emotional disorders, referring students (via parents) to their physicians for possible next steps in treatment.</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide .</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
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<p>2.1.14</p>	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>PBIS Lead teacher will develop a plan of action to focus on discipline/ attendance/PBIS Leadership Team/AVID College and Career Agency Goals/ PBIS horizontal collaboration with exemplary school - The team will develop Positive Behavior Interventions and Supports (PBIS) school-wide plan for Tier 1, Tier 2, and Tier 3 behaviors for classroom procedures and protocols. PBIS Rewards will align points with Expected Schoolwide Learning Expectations Results (ESLERS) pre-established with teachers and staff members. The team will establish the vision for students to model and the systems that must be in place to build students with solid character, resilience, healthy self-esteem, and a growth mindset. PBIS Tier 1 practices will be taught through a range of modalities/PBIS/Restorative escape rooms for conflict mediation and activities.</p> <p>Teacher Professional Development: Teachers will receive explicit training and professional development on trauma-informed teaching, restorative practices, cultural proficiency, equity, executive functions, and attendance incentives. Restorative school leadership training for the leadership team to build capacity to transform culture strategically. Pre-planning a retreat will focus on backward mapping restorative and 2nd Step curriculum.</p> <p>Proactive Counselors/Mental Health Clinician/Wellness Team: School safety/ student support/teacher/staff/student support with program development to support a positive student culture - chronically absent (CA School Dashboard) This was a significant basis for our goal this year. This year, the school counseling program will focus on achievement, attendance, behavior, and/or school safety goals. The School Counselor Program will focus on decreasing the chronic absenteeism rate via the attendance team. The attendance team will monitor, connect, and develop support plans and PLUS. Counselors will implement school-wide initiatives to promote daily attendance. This will include PBIS, Tier 2 Closing the Gap Action Plans for small group support for chronic attendance students school-wide, including a results report, school-wide competitions (bragging rights posters, classroom parties, 100% day challenges), student attendance workshops in collaboration with CWA where students will complete "Most common reasons survey" p.25 of Hatching Results Implementing Data textbook.</p> <p>Afterschool training will be provided to the staff during parent meetings.</p> <p>Conferences teachers and support staff will participate in the following professional developments American School Counselor Association (ASCA) 2025 to discover best practices, resources and evidence-based materials for our school, and PBIS Rewards Program virtual training session and summer conference to further support leadership, strengthen relationships and</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$2,634</p>	<p>3010 - Title I</p>
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	<p>implement PBIS in our school. We plan to participate in the following professional development based on annual student outcome goals and our School Counselor's Professional Standards and Competencies and self-assessment. Counselors will facilitate and build capacity with antiracist equity work and suggested training through participation in California Association School Counselors. Funds will be used to attend the PBIS conference or Counselor California Association School Counselors (CASC) Conference 2025 or Compass Camp for Restorative Circles Training for 3 years is also targeted for care team.(CASC)/CPSELS Conference 2025.</p> <p>Title I Funding Allocation: Additional Counselors Compensation: \$2,634</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.</p>			
2.1.15	<p>School Connectedness</p> <p>Students will participate in school wide surveys created by the site at the beginning and end of year to gauge sense of school connectedness. Students in grades 3-8 will engage in weekly social-emotional surveys through Sown to Grow. Teachers and members of the site safety team will receive immediate notification to act upon from the Sandy Hook, Say Something Anonymous Reporting System. Early intervention will occur in a timely manner. Madison students will participate in various on-campus assemblies, leadership teams, student council, and PLUS promoting social-emotional well being, anti bullying, and keeping students motivated to increase school connectedness.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		

2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Assistant Principals will help with the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement. The Assistant Principal will attend all Leadership Academy, Restorative PD, PBIS, and supervise the implementation of restorative practices schoolwide.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
2.1.17	<p>Additional School Site Support</p> <p>One Instructional Assistants (0.75 FTE - Site Funded) will work in small groups with students to support ELA and Math core instruction. The Instructional Assistants will support small group Tier 2 instruction for ATSI targeted groups to increase academic performance. The Instructional Assistants will support the implementation of supplemental programs such as AVID, SIPPS, and PLUS. If funds are not spent on this initiative, they will be utilized towards library books that represent the diverse population of students on campus.</p> <p>Madison Teachers want to Maintain one part-time Instructional Assistant to provide support to students in K-3 SIPPS and 4-6 SIPPS PLUS. Possible additional compensation for instructional assistants to be able to collaborate with Teachers after hours to ensure seamless support for students. Teachers will collaborate with the instructional assistants on daily lesson plans for small group instruction using logs.</p> <p>Title I Funding Allocation: Instructional Assistant (0.75 FTE) Salary and Benefits Compensation: \$38,000</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$38,000	3010 - Title I

2.1.18	<p>Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning</p> <p>Preschool Transition to Kindergarten provide students opportunities to:</p> <ul style="list-style-type: none"> <li>*Interact with their peers who will attend their Kindergarten class promoting social skills,</li> <li>*Establish a connection between the Kindergarten teacher and preschooler,</li> <li>*Practice Kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and</li> <li>*Attend the district's one-week Summer Bridge Program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.</li> </ul> <p>Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary Science Camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students. Those students identified as Tier 3 Intensive will participate in Learning Centers and/or after school tutoring in addition to Tier 1 &amp; Tier 2 Instruction. Student groups identified as a state identified target group in need of specific interventions (ATSI) will receive purposeful tailored intervention. This includes Tier 2 and Tier 3 interventions. Such interventions will include supplemental materials to support instruction for Reading, Writing, and Mathematics. Students will be offered after school tutoring as well as, extended learning opportunity program (ELOP).</p> <p>After-School Tutoring- Identify, make, and distribute permission slips for tutoring. Recruit and organize teachers, establish a schedule, and complete planning and prep. Gather materials as needed.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>	All Students		
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<p>2.1.19</p>	<p><b>Technology and Innovation Support</b></p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.</p> <p>Student Intervention for safety nets through Technology: Future proofing our instructional program created a need for new technologies to provide the best possible first instruction. Teachers rely on their doc cameras, projectors, bulbs, student chrome books, and printers now more than ever. Funding is being allotted to replace, repair or update current technology tools used by students and teachers during high quality first instruction. Replacing the duplos and copiers are necessary to produce instructional materials that support Tier I instruction.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
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2.1.20	<p><b>Instructional Technology</b></p> <p>Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/ cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components (sound systems), and other instructional ancillary devices. Technology will be replaced/updated to meet student needs for academic achievement. Supplemental materials, resources, and technology will support core instruction such as project materials (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/ equipment (e.g. printer, smart board, projectors, computers, etc.). Maintenance Agreements are necessary to keep copiers and Duplo in working condition and to provide materials necessary for duplication that support student academics in the common core</p> <p>Flocabulary--Culturally Responsive and relevant vocabulary resources are funded as a safety net to support vocabulary and skill gaps for all students. I-Ready is a school-wide individualized instructional support system for all students in both ELA and Math.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.20 Instructional Technology: Non-Instructional Materials/Supplies: \$20,000</p>	All Students, English Learners, Low Income, Foster Youth, Students with Disabilities	\$20,000	0100 - LCFF/S&C (site) Account Code: 4400 NonCapitalizedEquipt ment
2.1.21	<p><b>Instruction and Teacher Staffing</b></p> <p>All students will receive high-quality instruction in the district's adopted core and intervention materials. When teacher absences occur a substitute teacher will be utilized. If substitute teachers are not available, classes may be split among other teachers on a voluntary base, or the Program Specialist or credentialed staff member may cover the class. If none of the above options are available, administration will take shifts in covering the class</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>	All Students		



2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Site Administration will attend district and county recruitment fairs in order to fill site vacancies. Long-term substitutes that demonstrate high quality instruction will be encouraged to apply through the Human Resource Department. Administration will continue to support all staff with recognition, motivation, and encouragement to remain at their assigned site</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>	All Students		
2.1.23	<p>School Facilities</p> <p>All site facilities will be kept in consistently clean, safe, and sanitized conditions. All areas in need of repair will be reported and a work order will be placed. Monthly meetings will be held with custodial staff. The cafeteria floor may need repair from tile damage caused by weathering and wear.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p>	All Students		

<p>2.1.24</p>	<p><b>Student and Campus Safety</b></p> <p>The Campus Security will maintain student and premise supervision for safety. Potential site incidents will be immediately reported to Administration. The CSA will also initiate Catapult for threats to student, staff, and site safety as identified through Catapult and REMS Trainings. Training for CSA and Noon on PBIS, conflict mediation, Kelsoe's choice, and CPI will be scheduled for entire staff training. outside consultant to provide structured lunch recess enhancement where coaches facilitate a safe inclusive environment for all students through culturally relevant practices and motivation techniques. There is a focus on student leadership and character development, as students gain knowledge in structured games, learn sportsmanship and collaboration. The benefit of a structured sports program for lunch recesses is a reduction in bullying, verbal and physical conflicts, a reduction in student discipline referrals and suspensions, an increase in student safety and an increase in a positive school culture. Lastly, students will be able to return to class without bringing conflict from the playground thus increasing instructional time and academic success. We are taking data on the number of discipline referrals that are submitted during lunch recess that removes a student from class which impedes learning. We are also taking data on the increased class time as a result of students resolving issues on the yard and not during class time. This has led to an increase in student achievement in math as math MTSS follows lunch and students are in class.</p> <p>PBIS/PAWs: Provide Tier 3 intervention through a running club focusing on proactive discipline and morning routines. PE Agency/FIT Factory Institute of Training will work to train students during lunchtime to demonstrate a positive, respectful, responsible, and safe attitude during unstructured safe play.</p> <p>Classified Agency Support Staff Training: Classified support staff will be provided training on the implementation of the PBIS school incentives and interventions and restorative circles. The focus will be on developing staff capacity to work as a team and increase the number of positive interactions they have with students daily to decrease the escalation of student behaviors. Classified staff will also be trained on how to support the flow of traffic in the morning to ensure all students and staff are safe. Noon Duty will be trained by counselor/mental health clinician/administration - building belonging/Kelsoe's choices, and conflict mediation.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety:</p>	<p>All Students</p>	<p>\$5,000</p>	<p>0100 - LCFF/S&amp;C (site)</p>
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## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

1. Partial implementation was achieved for goal 2 strategy 1 - PBIS conference was attended to revise policy and vision for ESLERs. The site policy was initially introduced with instructions for common areas, PBIS rewards, incentives for behavior, and attendance. ESLERs are repeated daily during announcements and used in the language during the discipline cycle. PBIS lead teacher attended the conference the PBIS conference. The team will establish the vision for students to model and the systems that must be in place to build students with solid character, resilience, healthy self-esteem, and a growth mindset. FIT-supported recess models 2. Mentoring from UOP, PLUS mentorship was fully implemented. 3. Parital implementation of grade-appropriate planned school counselor Core Curriculum (SCCC) promoting executive functioning skills, knowledge, and attitudes through instruction in college/career readiness, academic, and social-emotional growth (growth mindset, self-regulation, and self-efficacy. counselors will give a minimum of 9 Intentional School Counselor Classroom Lessons by the end of April 2022 to all K-8 students.

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

A parent liaison and community assistant were budgeted but not approved at the district leadership level. As new CSAs, VPs, Noon Duty, and Counselors were added, more site training and onboarding are necessary. Onboarding systems are essential for sustained systems.

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 goals will be revised to focus on foundational training for success, with a training plan for tiers 1, 2, and 3.

## Goal 3.1

Goal #	Description
Goal 3.1	<p>School Goal for Meaningful Partnerships: (Must be a SMART Goal)</p> <p>By June 2025, Madison will increase the number of parents attending orientations, Back to School Night, Parent Coffees, and Parent Conferences by 50 parents. The Parent Liaison position is being added to support parent involvement and empowerment to foster students' success with more excellent connectivity.</p> <p>By June 2025, Madison will increase its partnership with community organizations and Improve parent attendance at Parent Conferences three times a year, in conjunction with Literacy and Math Night.</p> <p>By June 2025, Madison will increase parent volunteers in school by 5% using three pathways - room parents, parent techs, and PTA involvement. Room parents will support classroom activities targeting 1 parent per grade level for six parent volunteers on site.</p> <p>By June 2025, double the number of parents attending parent meetings via Honor Roll assemblies, Mandatory Parent 8th, 5th, 6th, and 3rd, parent/teacher conferences, orientation, back-to-school night, open house, and 2 literacy nights--Fairytale/Film Festival, Harvest Carnival, Spring Carnival, Valentine's Dance, and Turkey Trot. All events will have a language translation person upon entry available for support--ELAC recommendation.</p> <p>Madison will build/maintain community relationships with UOP, Stockton Scholars, Community Foundation of San Joaquin, Madison Park governing Board/Western League and local businesses High school alignment with Chavez Music drumming program, Lutheran Church - Comfort Dogs, AAAWLC Parent Empowerment, Victor wrap-Around Services, and Restorative Circles \$1000</p>

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Teachers were not able to fully actualize instruction to close foundational learning gaps in ELA and Math. Instructional practices unaligned with vision critical aspirations. Daily grade level instructional practices were inconsistent in several classes.

ATSI Student subgroups improvement in two areas out of five. Not all students are growing equitably with current access to the curriculum. Instructional practices are unaligned with vision critical outcomes. More training in Tier 1 instructional learning design is necessary.

Effective systems for support of students struggling with Reading and Math were not adequately developed for all subgroups including English Learners and SPED students. Instructional practices unaligned with vision critical outcomes.

Managing Middle school behaviors in new building with lack of staff became the focus for site operations. New personnel in 4 support areas.

Extreme student behaviors risk safety of students/staff.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance for Back to School Night	200	300
Attendance for Parent Conferences	250	350

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>Student agency is facilitated through the PLUS, Student Council/Leadership Team: Increase and/or improve unduplicated pupil access to leadership experiences, career &amp; technical student organizations, student clubs &amp; activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>Student Leadership &amp; Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Elective Classes: We will continue to build time into the daily schedule to provide 6th-8th grade students with the opportunity to participate in mentoring and leadership programs. Peer Leaders Uniting Students (PLUS) will create structures and opportunities for students to teach other students and serve as role models and peer mediators. PLUS students will hold grade level forums allowing student modeling and teaching of social responsibility and other skills to students such as "No Child Eats Alone". PLUS and Leadership students will participate in peer mentoring programs such as attendance buddies. Students Council will be established to provide the student body with a voice to make a change. Students and teachers will participate in the BLOCK Conference, NAACP Delta College Conference, and training offered at UOP. Student Council and AVID leadership</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$3,000</p> <p>\$2,000</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p>

	<p>will also work to provide student support during unstructured time.</p> <p>Madison's goal is to increase and/or improve unduplicated pupil access to leadership experiences, career &amp; technical student organizations, student clubs &amp; activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures. Student Leadership &amp; Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities Additional Counselors Compensation: \$3,000 Additional Teachers Compensation: \$2,000</p>			
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>All students have the opportunity to participate in field activities during lunch recesses and after school through the Extended Learning Opportunity Program. Students participate in flag football, basketball, volley ball, and soccer. Grades 7 &amp; 8 compete at the Stockton Parks and Recreational Center. Other activities include the arts: MESA, gaming, music, dance, and technology PLUS forums are scheduled for targeted grade levels. Madison runs an after school, fall break, spring break, summer camp where students participate in various athletic programs such as football, pickleball, tennis, basketball, cheer, volleyball, hula hoop activities, core circuit training and conditioning, and soccer. Through these sports, students are engaged in activities that would otherwise be inaccessible to them throughout the standard school day.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p>	All Students		

3.1.3	<p><b>Arts Programming</b></p> <p>Madison has a district funded, full-time music teacher who provides vocal music classes, strings classes, and mariachi offerings to Madison students. This addition of arts programs at Madison has been a contributor to students' overall success at school. Arts education can help students engage with school and reduce stress, develop social-emotional and interpersonal skills, enrich their experiences, handle constructive criticism and bolster academic achievement - Two concerts per year, both holiday and spring concerts are offered during the day and evening. Music students and Drama students will attend plays that demonstrate various culturally relevant topics that students are interested in- Lion King, Wizard of Oz, or Hamilton.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p>	All Students		

<p>3.1.4</p>	<p>Expanded Learning and Enrichment Opportunities</p> <p>Small Group Tutoring by Certificated Teachers: This strategy focuses on intervention activities to help students master and overcome foundational deficits. 2nd - 5th grade students identified as needing Tier 3 intervention supports ELA/Reading will have access to small group tutoring provided by classroom teachers outside of the instructional day - before or after school. Tier 3 - At Risk is identified as a student scoring 2 or more levels below grade level on the I-Ready assessment. Students receiving services will be chosen each trimester following I-Ready testing is completed. The bottom 10 per grade level in reading from 2nd-5th grade class will be offered these spots. When a student cannot or will not attend the tutoring, the next lowest student will be offered the spot. Also, focusing on K-3 Literacy.</p> <p>Extended Learning Opportunities: Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (Reading, Writing, Math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students. After-School Tutoring- Identify, make, and distribute permission slips for tutoring. Recruit and organize teachers, establish a schedule, and complete planning and prep. Gather materials as needed.</p> <p>Tier 1 and 2 After School Support for English Learners and Tier 2/3 learners: Utilizing a current school teacher to assist underachieving English Learners in ELA and Math. The focus will be on current English learners considered far below grade level. Students will work with a fully credentialed teacher on-site in a small group for 2-12 weeks, two days per week, 1.5 hours per day. English Learners who are also Students with Disabilities will receive priority placement.</p> <p>Tier 2 After School Support/Tutoring/Saturday School Zoom Support: Utilizing a current school teacher to assist underachieving students in Math/iReady domain focus. The focus will be on students who are considered far below grade level. Support will also focus on the learning loss of students and instructional deficiencies using an iReady tier 2 system and Khan Academy. Students will be working with a fully credentialed teacher on-site in a small group at their level for a 12-week cycle two days per week, 1.5 hours a day. The after-school teacher will have 1 hour of prep time every 2 weeks of tutoring. African American, ELs, and Two or more races - ATSI Students and Students with Disabilities will</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>\$2,000</p>	<p>0100 - LCFF/S&amp;C (site)</p>
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	receive priority placement. Support will be offered for 3 groups: Tk-2nd, 3rd-5th, 6th-8th.  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 3.4Expanded Learning and Enrichment Opportunities: Additional Teachers Compensation: \$2,000			
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Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Significant percentages of this goal were met. Parent conferences/Back to School Night--Three times a year, in conjunction with literacy and math night, provide parents with support and resources that empower them to be engaged in their students' learning. Parent Mandatory meetings, parent cafe, parent coffee, SSC, PTA, ELAC, and consistent scheduling. Two parent AVID nights were conducted to support student agency and empowerment.

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

Parent support group and guided work of Dr. Karn Mapp and training was not implemented due to a shift in focus because of new counselors. Onboarding needed to focus on the basics

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.

Initiatives and funding will remain the same. Additional site support will be provided by a Parent Liaison position.

## Goal 4.1

Goal #	Description
Goal 4.1	Increase the number of parent meetings/events from 20 -25 by June 2025. By the end of the 2024 school year, parent completion of the Parent Needs Assessments will increase by 50% Accessible resources for Parents and Families to fulfill basic needs. Parents need to be able to support their students and themselves with resources for emotional well-being. Students need socio-emotional support to interact maturely and positively with their peers. Parents, students, school and our community need to strengthen relationships to provide appropriate services with continuity.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parents are missing skills/techniques to be Reading and Math instructional coaches at home.

Madison was not able to recruit a significantly high enough number of SPED, AA and EL parents to significantly improve instruction.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Agendas & Sign-In Sheets # Completed Needs Assessments		

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement  Parent Agency will be guided by the work of Parent University providing information and resources to support their child's journey from elementary school to high school and beyond to college. Dr. Karn Mapp will guide the training pathway for parent and family engagement in education.  Parent Liaison will partner with local agencies to provide resources to parents in the form of contact information for resources and to bring resources on to site in the form of resource fairs. Fostering educational partnerships that target student	All Students	\$3,000  \$1,153	3010 - Title I - Parent  3010 - Title I - Parent

and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community is our goal. We want to provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. Madison parent liaison will conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership. Madison Parent Support Group- offers training that builds capacity for parenting efficacy. Increased parenting efficacy will lead to greater belief and confidence to respond to and engage with their children and to cope with stressful, challenging situations. The first 4 meetings focused on healing your children from traumatic experiences. Additional topics included new graduation requirements, bullying, etc. Parents will be provided books with current strategies around parenting and supporting students in ELA and Math at home.

Parent Training: Parents will receive information and resources to support their child's journey from elementary school to high school and beyond to college. Madison will have 2 AVID parent nights to provide parents with valuable information to prepare their children for college and career support.

The primary goal is to improve attendance to Parent Conferences/Back to School Night, EL ESL parenting classes - 3 times a year in conjunction with Literacy and Math Night. We will provide parents with support and resources that empower them to be engaged in their students' learning, such as parent/teacher conferences, communication, and after-school and academic-focused activities. Materials will be used to show parents how they can support their child's academic success through make-and-take math and ELA games/activities that parents can play with their children at home. Madison will provide parents with an opportunity to join the PTA/PTO and attend ESL classes, ELAC, and parent coffees. ESL class will offer parent retreat/field trip to model SEL best practice parenting techniques.

Parent Meetings: Provide additional support staff for meetings outside normal working hours to help monitor students at the meetings. Provide parents with meaningful topics during Parent Coffee/Cafe Hours and supportive resources that empower them to be engaged in their student's learning such as parent/ teacher conferences (including student academic-focused resources), communication, after-school, and academic-focused activities. Light snacks and refreshments will be provided. Materials such as chart paper, markers, whiteboard markers, toner, paper, etc. will be used to support student engagement activities through strategies such as gallery walks and other take-and-make activities. Parent meetings will include SSC, ELAC, PTA meetings and events, and Parent Coffee hours. Translation needs to be available at all

	<p>events.</p> <p>Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, parent volunteering, etc.), SART, SSC, ELAC, parent engagement events, etc. Kindergarten teachers provide a Kinder Bridge Summer Meeting for Preschool and incoming Kindergarten, so students become familiar with the school environment. Teachers inform parents of Common Core standards and pre-test students. Parent Meeting: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.</p> <p>Books: Will be utilized to provide parents with current strategies around positive parenting, ELA &amp; Math strategies to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning. Materials for parent and student involvement activities, such as literacy night, Science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.</p> <p>Title I Funding Allocation:  Parent Conferences: \$3,000 - Title 1 Parent  Materials &amp; Supplies: \$1,153 - Title 1 Parent</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement:  No additional site LCFF is being allocated for this strategy.</p>			
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4.1.2	<p>District Strategic Planning and Communication</p> <p>All parents will receive communication via the school site of District Events through Flyers, LCAP Surveys, CWA, Volunteer Opportunities via Be A Mentor, Blackboard Communication, and Opportunities for SSC, ELAC, and Parent Committees. LCAP Meeting communications will be supported by the school site and district messaging.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>	All Students		
4.1.3	<p>Community Schools Supports and Resources</p> <p>Through the California Community Schools Partnership Grant, Madison will be able to support a Parent Liaison to build relationships between the school and community. Madison aims to have a wonderful Parent Advisory Committee to support counseling goals to transform culture and climate. Many of Madison's PAC members are in need of English Language supports in order for them to feel successful participating on the school campus and increase involvement. For this reason, Madison Parents will engage in English Classes taught by a Madison bilingual parent liaison. Learning English will help parents to be career ready and to engage/support their children in all academic areas.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.1 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		

4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>The Parent Advisory Committee will be formed to participate in advisement for the California Community Schools Partnership grant.</p> <p>Madison Parent Support Group- offers training that builds capacity for parenting efficacy. Increased parenting efficacy will lead to greater belief and confidence to respond to and engage with their children, and to cope with stressful challenging situations. The first 4 meetings focused on healing your children from traumatic experiences. Additional topics included new graduation requirements, bullying, etc. Parents will be provided books with current strategies around parenting and supporting students in ELA and Math at home.</p> <p>Madison will have 2 AVID and CAFE parent night that will provide parents with valuable information they need to prepare their children for college.</p> <p>Title I Funding Allocation: Conferences &amp; Workshops / Meetings: \$6,000</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$6,000	3010 - Title I

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

## Goal 5.1



Goal #	Description
Goal 5.1	<p>Madison is in need of highly skilled/credentialed teachers.</p> <p>Numerous sub groups are underperforming in their CORE subject areas and need additional supports and supplemental materials. We were unable to do instructional rounds and need them to improve instruction.</p> <p>Madison needs PD from EAI Math, CORE, Solution Tree , GLAD and Step Up to Writing to increase teacher proficiency.</p> <p>Madison needs additional mentorship/SEL programs specifically for our middle school students to support with SEL, academics, and attendance/connectedness.</p> <p>Madison needs an RTI teacher to support with SIPPS and Math.</p> <p>Madison needs parents to engage in their child's academic progress as homework return is low and test performance is low.</p> <p>Parents have expressed a desire to learn English so they are better able to support their child.</p> <p>Madison needs additional technology for our Parent Liaison to use to set up help for parent volunteers to complete their paperwork on campus with staff support.</p> <p>Madison needs to engage and reward parents who get their child(ren) to school regularly as we continue to focus on attendance improvement. Therefore, Madison needs parent rewards.</p> <p>Madison needs Arts programs to engage students and make them feel connected to school.</p> <p>By June 30th, 2027, provide access and opportunities for students with disabilities/different abilities to ensure success through high expectations, inclusive practices, and multi-tiered systems of support (MTSS), by providing necessary resources, supports, and levels of services based on individual student needs, as measured by CA Schools Dashboard and local data.</p> <p>School Goal 1: By May 2025 Madison staff will be trained in MTSS to identify appropriate resources, supports, and services for students based on their individual needs as measured by CA Schools Dashboard and district data.</p> <p>By May 2025 Madison will increase General Ed. elective classes for Special Day students, as deemed appropriate in their IEP's, an opportunity to transition to the least restrictive environment.</p> <p>By May 2025 Madison teachers will have training in Cultural Linguistic Responsiveness to provide effective instructional strategies for all students including Special Education students experiencing trauma and other needs</p> <p>Professional development to address student learning loss.</p> <p>Limited opportunities for teachers to observe master teachers at the site and neighboring sites with similar demographics.</p> <p>Lack of experience and knowledge of the cultures for students of color as well as, biases that continue to contribute to the educational gap.</p> <p>Limited Professional Development for instructional practices that are Equitable and Inclusive for all student populations have contributed to an inability to meet academic and social-emotional needs.</p> <p>Madison has an unfilled vacancy in Special Education and must fill it with substitute teachers until a permanent and qualified applicant can be hired.</p> <p>Accessible resources for Parents and Families to fulfill basic needs.</p> <p>Parents need to be able to support their students and themselves with resources for emotional well-being.</p> <p>Students need socio-emotional support to interact maturely and positively with their peers.</p> <p>Students need access to extra-curricular activities that challenge their skill sets and promote student sense of belonging.</p> <p>Parents, students, school and our community need to strengthen relationships to provide appropriate services with continuity.</p> <p>Lack of exposure to opportunities for higher learning with focus on college and career.</p>

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Madison was not able to recruit a significantly high enough number of SPED, AA and EL parents to significantly improve instruction.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Multi-Tiered System of Supports (MTSS) provides academic, behavioral, and social-emotional resources that directly support students and help reduce achievement gaps, particularly for historically underserved populations. Teachers and Program Specialist will ensure that Tier 1 instruction is inclusive, engaging, and differentiated to meet the needs of all students and focus on evidence-based instructional strategies that address the diverse needs of learners, particularly in literacy and Math. Teachers will conduct school-wide screenings using I-Ready and SIPPS at least three times a year to identify students needing additional academic or behavioral support. These screenings should assess reading, Math. During MTSS implementation, a 30-minute intervention block daily for Tier 2 students, where they receive personalized support in either academic or behavioral areas, teachers provide small group support and use data to group students by specific needs and adjust based on progress.</p> <p>Multi-Tiered System of Supports (MTSS) provides academic, behavioral, and social-emotional resources that directly support students and help reduce achievement gaps, particularly for historically underserved populations. Teachers and instructional specialist will ensure that Tier 1 instruction is inclusive, engaging, and differentiated to meet the needs of all students and focus on evidence-based instructional strategies that address the diverse needs</p>	All Students		

	<p>of learners, particularly in literacy and Math. Teachers will conduct school-wide screenings using I-Ready and SIPPS at least three times a year to identify students who may need additional academic or behavioral support. These screenings should assess Reading, Math. For students needing comprehensive support, collaborate with social workers, counselors, and community organizations to provide wraparound services, including mental health counseling, family support services, and tutoring.</p> <p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Weekly CARE TEAM, and Monthly PBIS meetings will ensure students are monitored for attendance, academic needs of support, socio-emotional support and referrals for families to agencies that can help with providing basic needs. School counselors will provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address specific academic and behavioral needs. Students will be integrated into general education during SIPPS and areas where specific academics are align with near or at grade level performance. Small learning communities will support students with areas in need of intensive focus. Students will move in and out of small learning communities once academic gains are evidenced.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p>			
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5.1.2	<p data-bbox="254 155 810 188">Developing Student Individual Transition Plans</p> <p data-bbox="254 220 1192 529">SAP team will support students, especially those with special education needs, as they transition from one educational setting to another (e.g., elementary to middle school, middle school to high school, or postsecondary settings). SAP team will help students set goals, develop skills, and access resources that ensure a successful transition into future education, employment, or independent living. Actively engage families throughout the transition planning process. Parents and guardians can provide valuable insight into the student's interests and goals while offering support at home. Offer resources and training to families so they understand the transition process and how to support their child.</p> <p data-bbox="254 561 1203 683">Madison has a schedule in place that allows for more opportunities for SPED students in SDC classes to take elective classes in a General Ed setting. Madison is implementing an MTSS planning system to ensure that interventions and strategies are systematic and consistent as students move from site to site.</p> <p data-bbox="254 716 1062 773">Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p data-bbox="254 805 947 862">LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p>	All Students		
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<p>5.1.3</p>	<p><b>Accelerate Learning for all SPED Students</b></p> <p>All students with IEPs receive a transitional educational plan from Pre-K to K, and 8th grade to H.S. The plan reviews IEP goals and progress and identifies supports that may need to be continued or changed before transitioning to Primary and High School. SAP team will ensure that all special education students receive targeted, effective instruction that accelerates their learning and helps close the achievement gap, while meeting their individualized needs as outlined in their Individualized Education Programs (IEPs). Intensive Intervention Teacher and teacher will collaborate and use formative assessments, progress monitoring tools, and adaptive learning software to gather data on student performance regularly. They will use this data to inform and adjust instruction, ensuring that it meets the student's evolving needs. SAP Team, Intensive Intervention Teacher and teachers will utilize RTI strategies within the MTSS framework to identify students who need Tier 2 and Tier 3 interventions. This allows for more immediate, targeted interventions that prevent students from falling further behind.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students</p>		
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5.1.4	<p><b>Culturally Responsive Professional Development</b></p> <p>All teachers will participate in district and site-based PD addressing the needs of students with IEPs. They will learn cultural sensitivity, address myths that can bias individual concepts, actions, and behaviors. Conferences for Inclusion Practices and Small Learning Communities. Foundation Institute.</p> <p>Administrator will equip teachers and instructional specialist with the skills and knowledge to implement culturally responsive teaching practices that reflect the diverse cultural, linguistic, and socioeconomic backgrounds of students, thereby improving academic outcomes and fostering a more inclusive school environment. During Professional Learning Communities teachers work together to share best practices, resources, and strategies for implementing culturally responsive pedagogy. These PLCs are focused on improving instruction and fostering culturally inclusive learning environments. During staff and leadership meetings teachers will use disaggregated student achievement data (e.g., by race, ethnicity, language proficiency) to identify achievement gaps and develop culturally responsive instructional strategies to close those gaps.</p> <p>Solution Tree Consultants will focus on building site and parent knowledge base of Hispanic and EL culture based pathways training,</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>	All Students		

<p>5.1.5</p>	<p><b>Meaningful Student Experiences and Opportunities</b></p> <p>Elementary will increase the number of students with special needs to participate in school activities (morning presentations, mainstreaming into general education settings within IEP goals, increase pre-school enrollment blending students with specials needs and students without special needs.</p> <p>Administrator, Counselor, and CWA will use early warning reports to identify students with chronic absenteeism or emerging attendance issues, regularly review attendance data for students with disabilities and involve their IEP team in developing strategies to improve. Engage families as partners in addressing attendance challenges by involving them in regular discussions about their child's progress, identifying barriers to attendance, and developing strategies to support regular attendance. Teachers will use culturally relevant and linguistically inclusive teaching strategies to create a sense of belonging for students from diverse backgrounds, including students with disabilities and ensure that instructional materials reflect the diversity of the school community. Teachers will ensure that students with disabilities are fully included in extracurricular activities, school events, and leadership opportunities. A positive school climate where all students feel valued and included can improve attendance by fostering a sense of belonging and connection to the school community.</p> <p>Madison students will engage in field trips to have meaningful experiences and opportunities related to STEM, AVID, college exposure, and the sciences. Field Trips: K-2 opportunities for students will include: Fog Willow farms in the fall where they will learn about the life cycle of various plants and animals. Hilmar Cheese factory in the winter where students learn about how cheese is manufactured. WOW Museum in Lodi to practice STEM lessons. Zoo field trip will be scheduled for primary grades in Lodi/Sacramento/Oakland. Other Science and/or Social Studies-related places might become available for students. 3rd-8th opportunities for students will include Exploratorium and Steinhart Aquarium in the spring where students can experience science through hands-on experiences and observations. Washington D.C. Worldstrides where students become a part of colonial life. Lawrence Livermore Labs to participate in Science experiments with real scientists and observe what real scientists and labs look like.</p> <p>Drama students will attend plays that demonstrate various culturally relevant topics that students are interested in- Lion King, Wizard of Oz, or Hamilton. AVID students will visit local colleges to become familiar with college campuses and learn about the process and expectations that colleges have of their students. Madison Gents and Girl Empowerment will be facilitated by</p>	<p>All Students</p>		
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	<p>Community partnerships and Wellness Team</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>			
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Site Administration will attend district and county recruitment fairs in order to fill site vacancies. Long-term substitutes that demonstrate high quality instruction will be encouraged to apply through the Human Resource Department. Administration will continue to support all staff with recognition, motivation, and encouragement to remain at their assigned site. Agencies and staff will receive CPI training as a priority.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>	All Students		



<p>5.1.7</p>	<p><b>Parent and Family Supports and Resources</b></p> <p>Parents will be invited to attend district and site informational meetings, referrals to obtain resources from Student Support Services, Family Resource and Referral, Families in Transition, Parent Organizations and the Special Education Department. Additional county resource information will also be included.</p> <p>Madison Parent Liaison will partner with local agencies to provide resources to parents in the form of contact information for resources and to bring resources on to site in the form of resource fairs. Fostering educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community is our goal. We want to provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. Madison parent liaison will conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students</p>		
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<p>5.1.8</p>	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Madison will provide student incentives, and student recognition awards assemblies for improved and/or perfect attendance. Administrator, Counselor, and CWA will use early warning reports to identify students with chronic absenteeism or emerging attendance issues, regularly review attendance data for students with disabilities and involve their IEP team in developing strategies to improve. Engage families as partners in addressing attendance challenges by involving them in regular discussions about their child's progress, identifying barriers to attendance, and developing strategies to support regular attendance. Teachers will use culturally relevant and linguistically inclusive teaching strategies to create a sense of belonging for students from diverse backgrounds, including students with disabilities and ensure that instructional materials reflect the diversity of the school community. Teachers will ensure that students with disabilities are fully included in extracurricular activities, school events, and leadership opportunities. A positive school climate where all students feel valued and included can improve attendance by fostering a sense of belonging and connection to the school community.</p> <p>PLCs for SPED group will be developed to study Julie Schmidt 's work with academic goal setting and closing the gaps for our Special Ed students. For engagement we are planning to restart Circle of Friends and plan a Madison Olympics.</p> <p>Title I Funding Allocation: Additional Teacher Classified Compensation: \$3,000</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p>	<p>Students with Disabilities</p>	<p>\$3,000</p>	<p>3010 - Title I</p>
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## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

## Goal 6.1

Goal #	Description
Goal 6.1	<p>By June 30th, 2027, SUSD will reduce the achievement gap between all students and African American/Black students by providing positive learning conditions and experiences through time, attention and resources that disrupt and remove instructional, institutional, and cultural barriers for African American/ Black student groups, as measured by the CA Dashboard Data.</p> <p>School Goal 1: By May 2025 Madison will decrease suspensions of African American/ Black students by providing alternative interventions for suspensions and a reflection center for a focus on restorative practices and teaching appropriate behaviors.</p> <p>By May 2025 Madison will provide African American/ Black students the opportunity to attend leadership conferences, participate in groups, and cultural experiences to strengthen the connection between the school and the community.</p> <p>Professional development to address student learning loss.</p> <p>Limited opportunities for teachers to observe master teachers at the site and neighboring sites with similar demographics.</p> <p>Lack of experience and knowledge of the cultures for students of color as well as, biases that continue to contribute to the educational gap.</p> <p>Limited Professional Development for instructional practices that are Equitable and Inclusive for all student populations have contributed to an inability to meet academic and social-emotional needs.</p> <p>Limited opportunities for teachers to observe master teachers at the site and neighboring sites with similar demographics.</p> <p>Not all teachers followed curriculum suggested pacing guides to expose all students to Grade Level Core Content.</p> <p>Some grade levels participated in collaboration instead of focusing on the 4 questions of a true PLC.</p> <p>Parents need to be able to support their students and themselves with resources for emotional well-being.</p> <p>Students need socio-emotional support to interact maturely and positively with their peers.</p> <p>Students need access to extra-curricular activities that challenge their skill sets and promote student sense of belonging.</p> <p>Parents, students, school and our community need to strengthen relationships to provide appropriate services with continuity.</p> <p>Lack of exposure to opportunities for higher learning with focus on college and career</p>

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy	Chronic Absenteeism 39%	29%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>All African American/Black Students will receive high quality instruction in the use of District Adopted CORE Curriculum and Supplemental Materials across all in all CCSS. Administration will continuously review achievement data (grades, test scores, attendance, disciplinary referrals) specifically for African American students to identify gaps in performance. Develop systems to identify students who are struggling academically or behaviorally and intervene early with personalized supports. Madison will support African American student achievement in the following manners:</p> <ol style="list-style-type: none"> <li>1. Advocating for inclusion</li> <li>2. Educating all participants in the leadership process</li> <li>3. Developing a critical consciousness in members of our school community</li> <li>4. Promoting dialogue within our school community surrounding African American student achievement</li> <li>5. Emphasizing student learning and classroom practices through culturally responsive teaching and learning</li> <li>6. Adopting inclusive policy making processes and ensuring voices of our African American parents are heard and valued when making these decisions</li> <li>7. Incorporating alternative interventions to suspension when working to decrease the rate at which our African American students are suspended</li> <li>8. Ensuring meaningful inclusion of our African American students</li> </ol> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p>	All Students		

<p>6.1.2</p>	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>The site will ensure African American/Black Students receive high quality instruction by highly qualified teachers who support students to see their:</p> <ul style="list-style-type: none"> <li>* Graduation rate increase</li> <li>* Attendance and chronic absenteeism rate decrease</li> <li>* Increase enrollment in Advanced Placement and honors courses</li> <li>* Increase proficiency in Math and ELA</li> <li>* Increase number of students on track in A-G requirements</li> <li>* Increase number of students at or above benchmark in literacy skills</li> <li>* Decrease 1st time referrals for Special Education services</li> </ul> <p>We will focus on both recruitment and retention of diverse, culturally competent educators, as well as ensuring that African American students have access to high-quality instruction. will ensure that funds are aligned in our SPSA to support African American/Black students with decreasing chronic absenteeism, decreasing suspension, and increasing ELA and Math performance.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p>	<p>All Students</p>		
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6.1.3	<p><b>Educator Gap Equity Plan</b></p> <p>We will focus on both recruitment and retention of diverse, culturally competent educators, as well as ensuring that African American students have access to high-quality instruction. Madison will attend diversity-focused recruitment fairs, monitor and address disparities in school site level hiring practices.</p> <p>Teachers will attend PD as offered by the site and district for: Developing and improving effective pedagogical practices that center on Black people's history and current lived experiences. Expanding understanding of anti-black racism and examining how it exists and continues to impact Black students' and their families' material conditions Facilitating self-reflection and personal growth toward empathy and value for Black students and their families.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>	All Students		
6.1.4	<p><b>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy</b></p> <p>Teachers will attend PD as offered by the site and district for:</p> <ol style="list-style-type: none"> <li>1. Developing and improving effective pedagogical practices that center on Black people's history and current lived experiences.</li> <li>2. Improve collaboration practices to focus on student needs and skillsets to build upon in academics and socio-emotional needs.</li> <li>3. Facilitating self-reflection and personal growth toward empathy and value for Black students and their families .</li> <li>4. Provide students a voice in their educational journey.</li> </ol> <p>Madison will provide CAAASA and Culturally Responsive PD for AA students and library books and class sets.</p> <p>Title 1 Funding Allocation: Conferences, Books &amp; Resources: \$3,000 LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$3,000	3010 - Title I

6.1.5	<p><b>BSAP Community Partnerships</b></p> <p>The Parent Liaison will work the district's African American\Black Parent Advisory Committee. Improving African American/ Black student performance is a responsibility shared among Black families, community partners, and the District. Through our shared partnership, we will leverage the assets of each to provide comprehensive support for Black students, honoring the voices of Black students and their families. Strengthen relationships with Black families by partnering with community organizations to offer resources, support, and educational opportunities that empower families to engage in their children's academic journey. Partner with local organizations such as NAACP, BEA, UBSUC, AAAWLC, and My Brothers Keeper, BSU to host cultural events and celebrations at the school, such as Black History Month programs, African cultural festivals, or Juneteenth celebrations. These events provide opportunities for students and families to celebrate their heritage and strengthen the connection between the school and the community. Effective community partnerships can help schools provide additional resources, mentoring, academic support, cultural enrichment, and social-emotional support that can significantly impact the success of Black students.</p> <p>Madison will partner with consultants such as Improve Your Tomorrow to increase student Success and achievement for our boys of color experiencing trauma and needing social/ emotional support to help them succeed in and out of the classroom environment.</p> <p>Title I Funding Allocation: Parent Trainings / Workshops: \$4,000</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$4,000	3010 - Title I



6.1.6	<p>Development of an African American Studies Course</p> <p>Staff will work with the curriculum department to explore current Ethnic Studies Curriculum and begin with students in 7th and 8th grade. Increase the integration of culturally responsive curriculum and instruction in the classroom setting.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>	All Students		
6.1.7	<p>BSAP School Climate &amp; Wellness Personnel Support</p> <p>Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, counseling, structured student engagement activities, student forums, alternative educational setting to accommodate students' needs, and to improve student behavior and attendance. Student surveys will keep the school apprised of student sense of belonging and connectedness to peers and staff. School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs through district trainings ensure that wellness personnel, such as counselors, and mental health providers, reflect the diversity of the student population and are trained in culturally responsive practices. School counselors and mental health providers offer counseling that addresses the cultural, social, and emotional needs of Black students. This includes understanding racial stress, identity development, and systemic inequities that may impact students' well-being. Shift from punitive disciplinary measures to restorative justice approaches that focus on relationship-building, conflict resolution, and community within the school. Reduction in suspensions, expulsions, and other exclusionary disciplinary measures that disproportionately impact Black students. Improved relationships between students, staff, and peers, contributing to a more inclusive and supportive school climate.</p> <p>Title I Funding Allocation: Consultants: \$4,000</p> <p>LCAP 6.7 BSAP School Climate &amp; Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$4,000	3010 - Title I

<p>6.1.8</p>	<p><b>BSAP Community -Based Safety Pilots</b></p> <p>The BSAP is founded upon five central tenets: Culturally and Linguistically Responsive Pedagogy and Curriculum, Multi-tiered Individual Student Support, Rigorous Standards Aligned Education, Black Excellence Experience, and Black Families, Community Partners, and District Together as One. Madison is designated to receive the California Community Schools Partnership Grant. The grant will support the financial costs of resources, materials, school wide activities, and a 1.0 FTE Parent Liaison. We will align with district-wide BSAP initiatives and ensure equity in safety, academic achievement, and family engagement. We will foster a positive school climate that supports the social-emotional well-being of Black students. Implement safety audits to identify and address safety concerns for Black students in order to create a safer, more inclusive school environment. Work with SUSD safety pilot programs to implement de-escalation and conflict resolution training. This strategy is aligned with district-wide BSAP initiatives to ensure equity in safety, academic achievement, and family engagement Increased the proficiency rates in core subjects such as literacy and math among Black students. Reduce incidents of violence and suspensions involving Black students. Outside consultants specializing in providing safety and engagement supports to students of color, will come to El dorado to provide structured lunch recess enhancement where coaches facilitate a safe inclusive environment for all students through culturally relevant practices and motivation techniques. There is a focus on student leadership and character development, as students gain knowledge in structured games, learn sportsmanship and collaboration. The benefit of a structured sports program for lunch recesses is a reduction in bullying, verbal and physical conflicts, a reduction in student discipline referrals and suspensions, an increase in student safety and an increase in a positive school culture. Lastly, students will be able to return to class without bringing conflict from the playground thus increasing instructional time and academic success. We are taking data on the number of discipline referrals that are submitted during lunch recess that removes a student from class which impedes learning. We are also taking data on the increased class time as a result of students resolving issues on the yard and not during class time. This has led to an increase in student achievement in Math as Math MTSS follows lunch and students are in class.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students</p>		
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# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

## Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

### Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$275,487.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$390,219.00

### Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
3010 - Title I	\$271,334.00
3010 - Title I - Parent	\$4,153.00

Subtotal of additional federal funds included for this school: \$275,487.00

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

State or Local Programs	Allocation (\$)
0100 - LCFF/S&C (site)	\$114,732.00

Subtotal of state or local funds included for this school: \$114,732.00

Total of federal, state, and/or local funds for this school: \$390,219.00

# Addendums

# 2024-25 School Plan for Student Achievement

## Recommendations and Assurances

Site Name: \_\_\_\_\_

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

\_\_\_\_\_  
Date of Meeting

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

English Learner Advisory Committee

\_\_\_\_\_  
Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on \_\_\_\_\_.  
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

\_\_\_\_\_  
Committee

\_\_\_\_\_  
Date of Meeting

Attested:

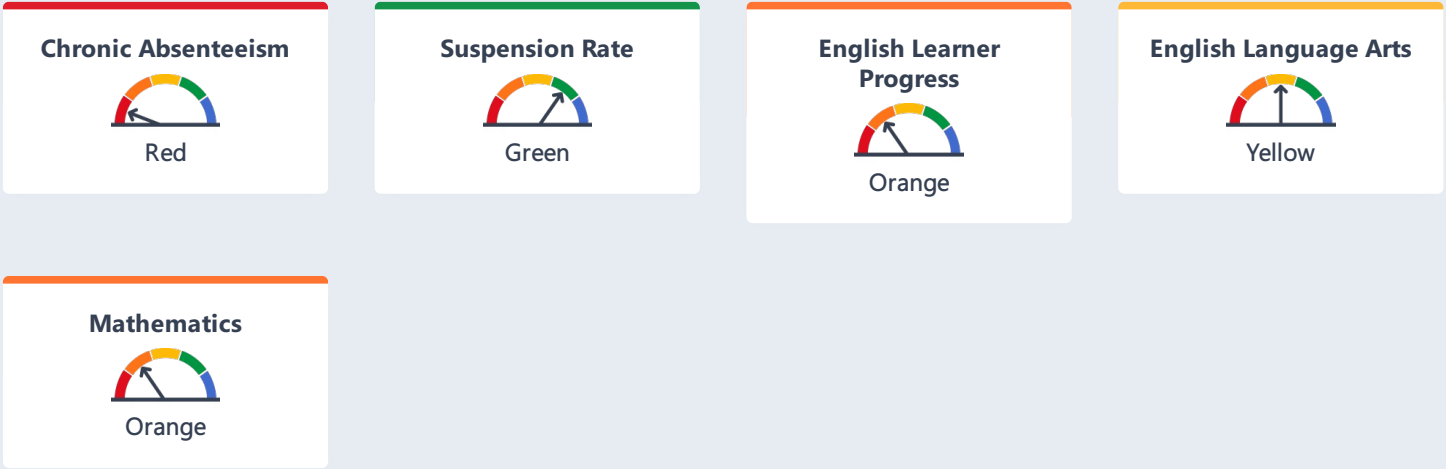
\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

# Madison Elementary

Explore the performance of Madison Elementary under California's Accountability System.



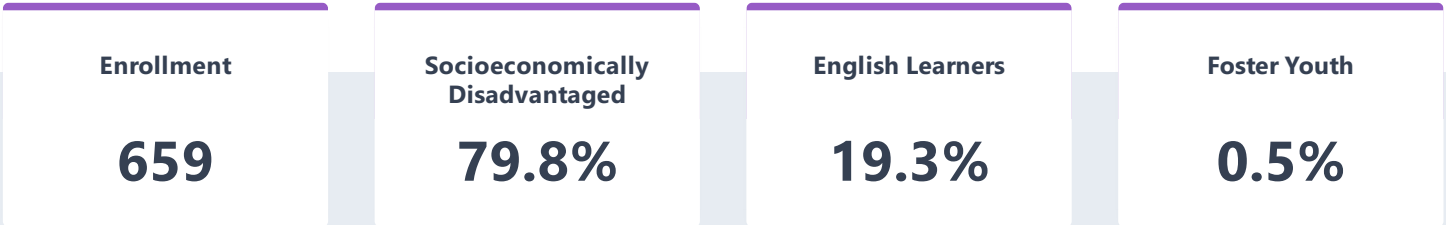
## School Details

<div>NAME</div> Madison Elementary	<div>ADDRESS</div> 2939 Mission Road Stockton, CA 95204-4150	<div>WEBSITE</div> N/A	<div>GRADES SERVED</div> P-8
<div>CHARTER</div> No	<div>DASHBOARD ALTERNATIVE SCHOOLS STATUS</div> No		

MADISON ELEMENTARY

## Student Population

Explore information about this school's student population.




# Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Yellow

65 points below standard

Increased 6.5 Points ▲

EQUITY REPORT

Number of Student Groups in Each Level

2  
Red

1  
Orange


3  
Yellow

0  
Green

0  
Blue

LEARN MORE

Mathematics



Orange

100.9 points below standard

Increased 3.6 Points ▲

EQUITY REPORT

Number of Student Groups in Each Level

4  
Red

1  
Orange


1  
Yellow

0  
Green

0  
Blue

LEARN MORE

English Learner Progress



Orange

47.9% making progress


Declined 8.2% ▼

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Red

45.9% chronically absent

Increased 1.3% ▲

EQUITY REPORT

Number of Student Groups in Each Level

5  
Red

4  
Orange

0  
Yellow

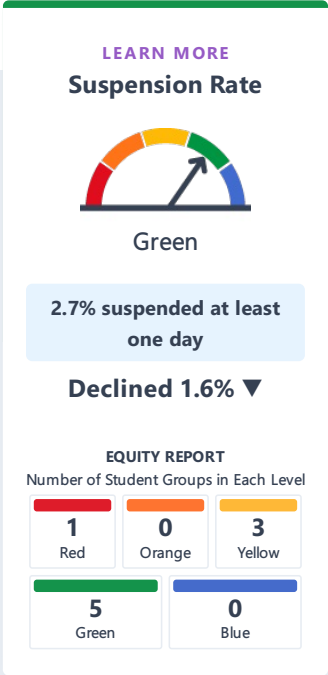
0  
Green

0  
Blue



# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



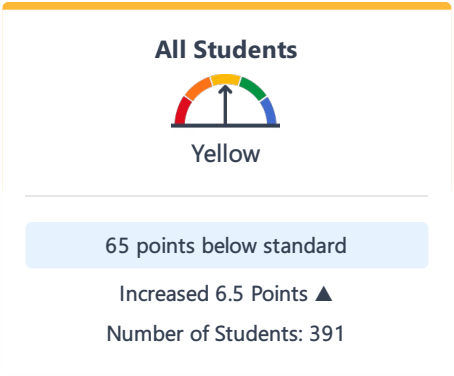
# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

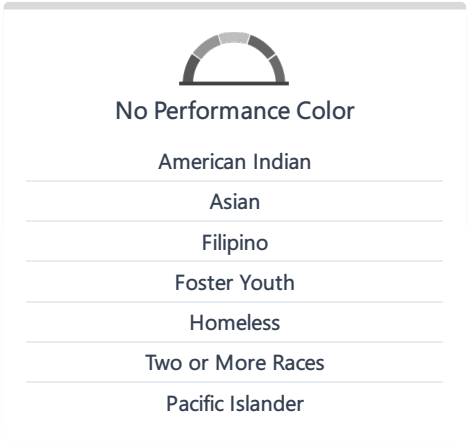
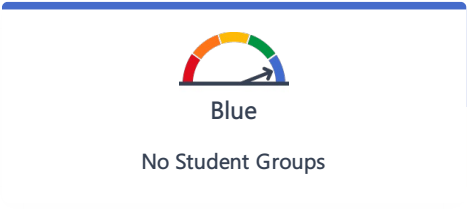
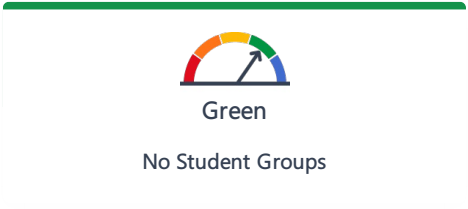
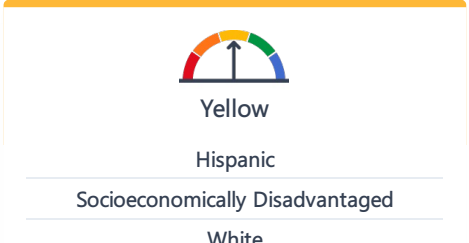
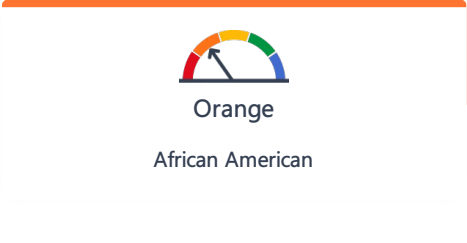
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

35.7 points below standard

Increased 12.2 Points ▲

Number of Students: 21

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Homeless



No Performance Color

94.9 points below standard

Increased 41.7 Points ▲

Number of Students: 20

### Two or More Races



No Performance Color

46 points below standard

Maintained -2.3 Points

Number of Students: 26

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### English Learners



Red

75.8 points below standard

Maintained -2.2 Points

Number of Students: 85

### Students with Disabilities



Red

95.1 points below standard

Declined 9.5 Points ▼

Number of Students: 83

### African American



Orange

94.8 points below standard

Increased 8.5 Points ▲

Number of Students: 50

### Hispanic



Yellow

63.4 points below standard

Increased 6.2 Points ▲

Number of Students: 248

### Socioeconomically Disadvantaged



Yellow

70 points below standard

Increased 5.5 Points ▲

Number of Students: 312

### White



Yellow

59.1 points below standard

Increased 31.7 Points ▲

Number of Students: 37

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	71.4 points below standard	65 points below standard

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

### Current English Learners

112.7 points below standard

Declined 23.9 Points ▼

Number of Students: 58

### Recently Reclassified English Learners

3.6 points above standard

Increased 27.1 Points ▲

Number of Students: 27

### English Only

70.2 points below standard

Increased 6.4 Points ▲


Number of Students: 271

## Mathematics

### All Students

Explore 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.

#### All Students

  
Orange

100.9 points below standard


Increased 3.6 Points ▲


Number of Students: 391


### Student Group Details

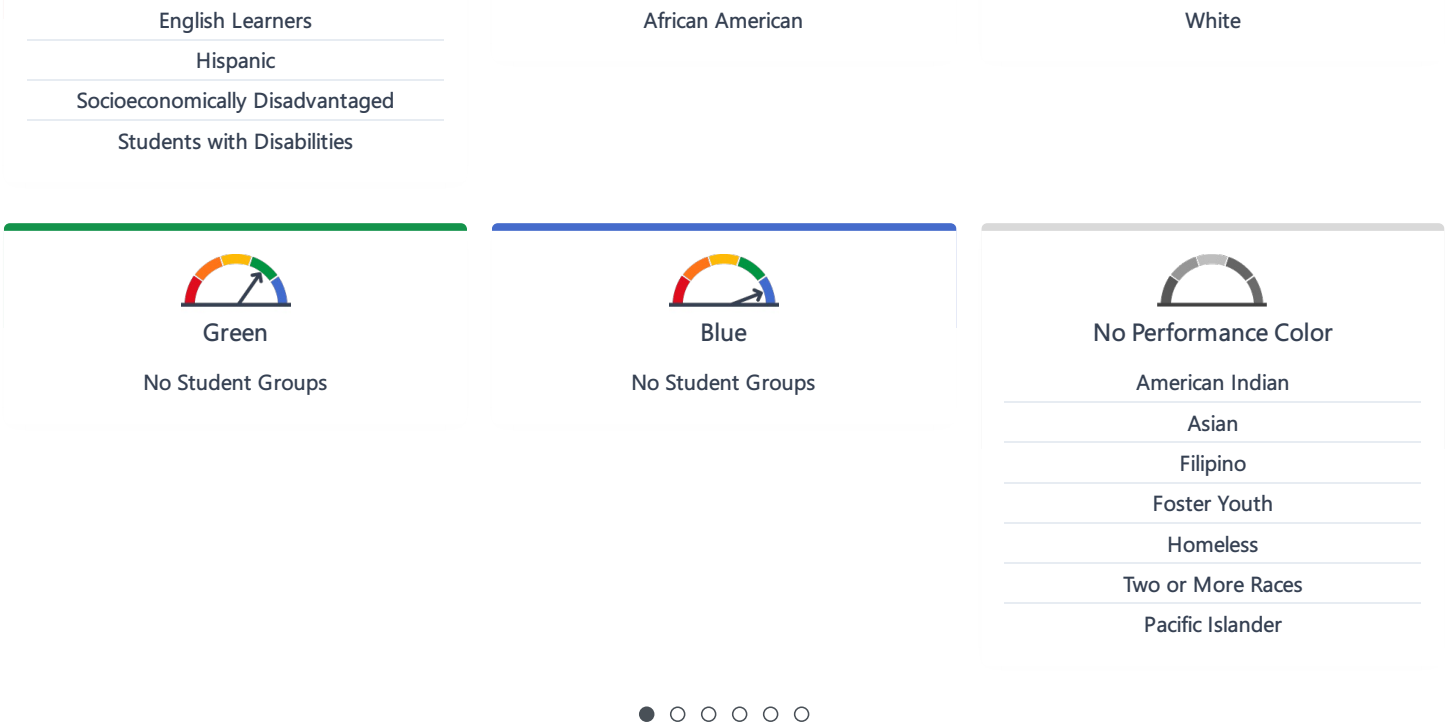
#### All Student Groups by Performance Level

13 Total Student Groups

  
Red

  
Orange

  
Yellow



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

49.2 points below standard

Increased 22.1 Points ▲

Number of Students: 21

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Homeless



No Performance Color

137.4 points below standard

Increased 6.9 Points ▲

Number of Students: 20

### Two or More Races



No Performance Color

82.7 points below standard

Maintained -2.7 Points

Number of Students: 26

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### English Learners



Red

100.7 points below standard

Maintained -1.4 Points

Number of Students: 85

### Hispanic



Red

108 points below standard

Declined 3.5 Points ▼

Number of Students: 248

### Socioeconomically Disadvantaged



Red

107.1 points below standard

Maintained 2.4 Points

Number of Students: 312

### Students with Disabilities



Red

110.9 points below standard

Declined 4.2 Points ▼

Number of Students: 83

### African American



Orange

121.1 points below standard

Increased 19.9 Points ▲

Number of Students: 50

### White



Yellow

67.8 points below standard

Increased 47.3 Points ▲

Number of Students: 37

## Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	104.4 points below standard	100.9 points below standard

## Mathematics Data Comparisons: English Learners


Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
127.7 points below standard Declined 17 Points ▼ Number of Students: 58	42.6 points below standard Increased 19.9 Points ▲ Number of Students: 27	102.3 points below standard Increased 7 Points ▲ Number of Students: 271

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)  
**English Learner Progress**  
  
Orange

47.9% making progress towards English language proficiency  
Declined 8.2% ▼  
Number of EL Students: 96

## Student English Language Acquisition Results Summative ELPAC

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.

### Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.



# Academic Engagement


View data about academic participation.

## Chronic Absenteeism

### All Students

Explore 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. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevelevel=School&cde=39686766042683&year=2022-23>

All Students



Red

45.9% chronically absent


Increased 1.3% ▲

Number of Students: 772

### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



Red


English Learners

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities




Orange

African American

Asian


Homeless

White




Yellow

No Student Groups




Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Filipino



No Performance Color

38.9% chronically absent

Increased 3.9% ▲

Number of Students: 18

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### English Learners



Red

43.5% chronically absent

Increased 1.4% ▲

Number of Students: 170

### Hispanic



Red

46.3% chronically absent

Increased 3.3% ▲

Number of Students: 505

### Two or More Races



Red

54.8% chronically absent

Increased 4.8% ▲

Number of Students: 42

### Socioeconomically Disadvantaged



Red

48% chronically absent

Increased 1.8% ▲

Number of Students: 625

### Students with Disabilities



Red

53.4% chronically absent

Increased 10% ▲

Number of Students: 163

### African American



Orange

48.3% chronically absent

Declined 3.7% ▼

Number of Students: 89

### Asian



Orange

36.5% chronically absent

Declined 3.8% ▼

Number of Students: 52

### Homeless



Orange

60.4% chronically absent

Declined 3.4% ▼

Number of Students: 48

### White



Orange

40.3% chronically absent

Declined 5.2% ▼

Number of Students: 62

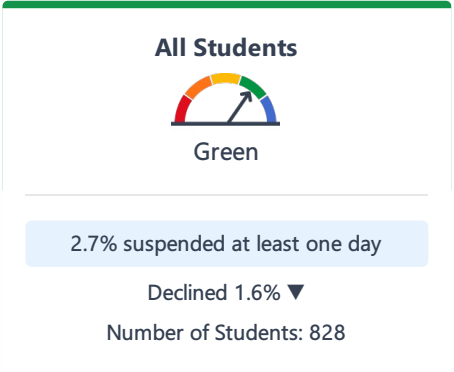
# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

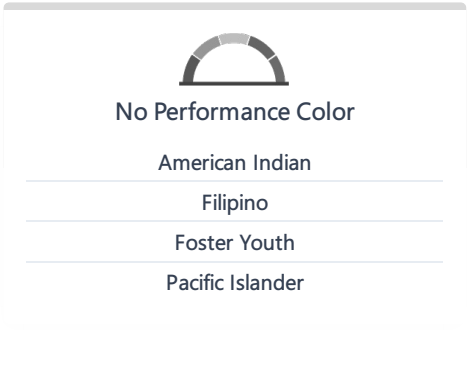
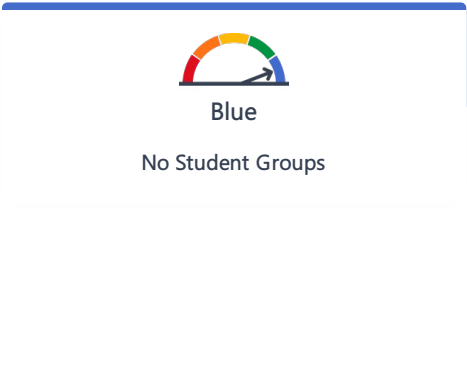
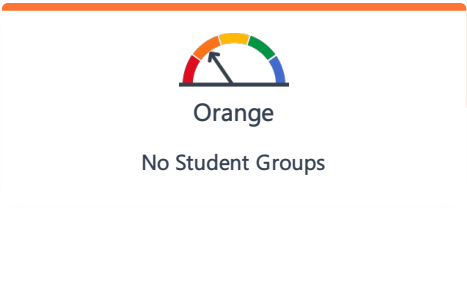
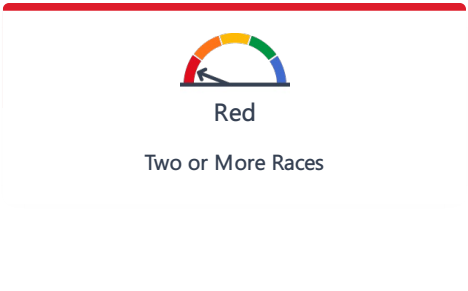
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Filipino



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 20

### Foster Youth



No Performance Color

0% suspended at least one day

Number of Students: 15

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Two or More Races



Red

7% suspended at least one day

Increased 2.4% ▲

Number of Students: 43

### African American



Yellow

4.1% suspended at least one day

Declined 2.1% ▼

Number of Students: 98

### Homeless



Yellow

3.8% suspended at least one day

Declined 5.8% ▼

Number of Students: 53

### White



Yellow

4.2% suspended at least one day

Declined 0.5% ▼

Number of Students: 71

### Asian



Green

1.9% suspended at least one day

Declined 1.3% ▼

Number of Students: 52

### English Learners



Green

1.1% suspended at least one day

Declined 1.3% ▼

Number of Students: 179

### Hispanic



Green

2% suspended at least one day

Declined 2% ▼

Number of Students: 540

### Socioeconomically Disadvantaged



Green

2.8% suspended at least one day

Declined 1.7% ▼

Number of Students: 671

### Students with Disabilities



Green

1.1% suspended at least one day

Declined 2.2% ▼

Number of Students: 175

# Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	4.3%	2.7%

# Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

## A

Acronym	Description
AB	Assembly Bill
ACE	<a href="#">American Council on Education</a> (Outside CDE Source)
ACSA	<a href="#">Association of California School Administrators</a> (Outside CDE Source)
ACT	<a href="#">American College Testing</a> (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	<a href="#">Audits and Investigations Division</a> – CDE
AIECE	<a href="#">American Indian Early Childhood Education</a>
AMARD	<a href="#">Analysis, Measurement, and Accountability Reporting Division</a> – CDE
AP	<a href="#">Advanced Placement</a>
API	<a href="#">Academic Performance Index</a>
ARP	<a href="#">American Rescue Plan Act of 2021 (Stimulus 3)</a>
APR	<a href="#">Accountability Progress Reporting</a>
ATSI	<a href="#">Additional Targeted Support and Improvement</a>
AVID	<a href="#">Advancement Via Individual Determination</a>

## B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

## C

Acronym	Description
CAASFEP	<a href="#">California Association of Administrators of State and Federal Education Programs</a> (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	<a href="#">California Association of Bilingual Education</a> (Outside CDE Source)
CALPADS	<a href="#">California Longitudinal Pupil Achievement Data System</a>
CalSTRS	<a href="#">California State Teachers' Retirement System</a> (Outside CDE Source)
CalWORKS	<a href="#">California Work Opportunity and Responsibility to Kids</a>

CARES	<a href="#">Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)</a>
CARS	<a href="#">Consolidated Application and Reporting System</a>
CASBO	<a href="#">California Association of School Business Officials</a> (Outside CDE Source)
CBEDS	<a href="#">California Basic Educational Data System</a>
CBEST	<a href="#">California Basic Educational Skills Test</a> (Outside CDE Source)
CCC	<a href="#">California Community Colleges</a> (Outside CDE Source)
CCCCO	<a href="#">California Community Colleges Chancellor's Office</a> (Outside CDE Source)
CCEE	<a href="#">California Collaborative for Educational Excellence</a> (Outside CDE Source)
CCI	<a href="#">College/Career Indicator</a>
CCR	<a href="#">California Code of Regulations</a>
CCSESA	<a href="#">California County Superintendents Educational Services Association</a> (Outside CDE Source)
CCSS	<a href="#">Common Core State Standards</a>
CCSSO	<a href="#">Council of Chief State School Officers</a> (Outside CDE Source)
CCTD	<a href="#">Career and College Transition Division</a> – CDE
CDC	<a href="#">Centers for Disease Control and Prevention</a> (Outside CDE Source)
CDE	<a href="#">California Department of Education</a>
CDS Code	<a href="#">County/District/School Code</a>
CEI	<a href="#">Community Engagement Initiative</a> (Outside CDE Source)
CFIRD	<a href="#">Curriculum Frameworks, and Instructional Resources Division</a> – CDE
CFR	<a href="#">Code of Federal Regulations</a> (Outside CDE Source)
CFT	<a href="#">California Federation of Teachers</a> (Outside CDE Source)
CHKRC	<a href="#">California Healthy Kids Resource Center</a> (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	<a href="#">California High School Proficiency Examination</a>
CLAD	<a href="#">Crosscultural, Language, and Academic Development</a> (Outside CDE Source)
CMD	<a href="#">Clearinghouse for Multilingual Documents</a>
CMT	<a href="#">California Department of Education Monitoring Tool</a>

CNIPS	<a href="#">Child Nutrition Information Payment System</a>
COE	County Office of Education
CPS	Child Protection Services
CSB	<a href="#">California School for the Blind</a>
CSBA	<a href="#">California School Boards Association</a> (Outside CDE Source)
CSEA	<a href="#">California State Employees Association</a> (Outside CDE Source)
CSI	<a href="#">Comprehensive Support and Improvement</a>
21CSLA	<a href="#">21st Century California School Leadership Academy</a>
CSU	<a href="#">California State University</a> (Outside CDE Source)
CTA	<a href="#">California Teachers Association</a> (Outside CDE Source)
CTC	<a href="#">Commission on Teacher Credentialing</a> (Outside CDE Source)
CTE	<a href="#">Career Technical Education</a>
CYA	<a href="#">California Youth Authority</a> (Outside CDE Source)

## D

Acronym	Description
Dashboard	<a href="#">California School Dashboard</a>
DASS	<a href="#">Dashboard Alternative School Status</a>
DHCS	<a href="#">Department of Health Care Services</a>
DOF	<a href="#">Department of Finance</a> (Outside CDE Source)
DOL	<a href="#">U.S. Department of Labor</a> (Outside CDE Source)
DSS	<a href="#">Department of Social Services</a> (Outside CDE Source)

## E

Acronym	Description
EANS	<a href="#">Emergency Assistance to Non-public schools</a>
EC	<a href="#">Education Code</a> (Outside CDE Source)
ED	<a href="#">U.S. Department of Education</a> (Outside CDE Source)
EDGAR	<a href="#">Education Department General Administrative Regulations</a> (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	<a href="#">Educator Excellence and Equity Division</a> – CDE
EL	<a href="#">English learner</a>



ELA	English-language Arts
ELCD	<a href="#">Early Learning and Care Division</a> – CDE
ELD	<a href="#">Expanded Learning Division</a> – CDE
ELPAC	<a href="#">English Language Proficiency Assessments for California</a>
ELPI	<a href="#">English Learner Progress Indicator</a>
EL Roadmap	<a href="#">English Learner Roadmap Policy</a>
ELSB	<a href="#">Early Literacy Support Block</a>
ELSD	<a href="#">English Learner Support Division</a> – CDE
ESEA	<a href="#">Elementary and Secondary Education Act of 1965</a> (Outside CDE Source)
ESSA	<a href="#">Every Student Succeeds Act</a>
ESSER	<a href="#">Elementary and Secondary School Emergency Relief Fund</a>
ETS	<a href="#">Educational Testing Service</a> (Outside CDE Source)
EWIG	<a href="#">Educator Workforce Investment Grant</a>

## F

Acronym	Description
FASD	<a href="#">Fiscal and Administrative Services Division</a>
FM	Fiscal Monitoring
FPM	<a href="#">Federal Program Monitoring</a>
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	<a href="#">Foster Youth Services</a>

## G

Acronym	Description
GAD	<a href="#">Government Affairs Division</a> – CDE
GATE	<a href="#">Gifted and Talented Education</a>
GED	<a href="#">General Educational Development Test</a>

GEER	<a href="#">Governor's Emergency Education Relief Fund</a>
GL	General Ledger
GMART	<a href="#">Grant Management and Reporting Tool</a>
GPA	Grade Point Average

## H

Acronym	Description
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## I

Acronym	Description
IB	International Baccalaureate
IDEA	<a href="#">Individuals with Disabilities Education Act</a> (Outside CDE Source)
IEP	Individualized Education Program
IS	<a href="#">Independent Study</a>
ISSPO	Integrated Student Support and Programs Office

## J

Acronym	Description
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## K

Acronym	Description
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## L

Acronym	Description
LAC	<a href="#">Legal, Audits, and Compliance Branch</a>
LASSO	<a href="#">Local Agency Systems Support Office</a>
LCAP	<a href="#">Local Control and Accountability Plan</a>
LCFF	<a href="#">Local Control Funding Formula</a>
LEA	Local Educational Agency
LTEL	Long-term English Learner

## M

Acronym	Description
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MSD	<a href="#">Multilingual Support Division</a> – CDE
MTSS	<a href="#">Multi-tiered System of Support</a> (Outside CDE Source)

## N

Acronym	Description
NBCT	<a href="#">National Board Certified Teacher</a>
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	<a href="#">National Education Association</a> (Outside CDE Source)
NGSS	<a href="#">Next Generation Science Standards</a> (Outside CDE Source)
NPS	Non-Public School
NSBA	<a href="#">National School Boards Association</a> (Outside CDE Source)
NSD	<a href="#">Nutrition Services Division</a> – CDE

## O

Acronym	Description
OMB	Office of the Management and Budget
OSE	<a href="#">Office of the Secretary of Education</a> (Outside CDE Source)
OSHA	<a href="#">Occupational Safety and Health Administration</a> (Outside CDE Source)

## P

Acronym	Description
PCA	Program Cost Account
PFT	<a href="#">Physical Fitness Testing</a>
PSAT	<a href="#">Preliminary Scholastic Achievement Test</a> (Outside CDE Source)
PTA	<a href="#">Parent Teacher Association (State)</a> (Outside CDE Source)

## Q

Acronym	Description
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## R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	<a href="#">Regional Occupational Centers and Programs</a>
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## S

Acronym	Description
SACS	<a href="#">Standardized Account Code Structure</a>
S and C Funds	Supplemental and Concentration Funds
SARB	<a href="#">School Attendance Review Board</a>
SARC	School Accountability Report Card
SASD	<a href="#">Student Achievement and Support Division</a> – CDE
SAT	<a href="#">Scholastic Achievement Test</a>
SB	Senate Bill
SBE	<a href="#">State Board of Education</a>
SBP	<a href="#">School Breakfast Program</a>
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	<a href="#">Special Education Division</a> – CDE
SELPA	<a href="#">Special Education Local Plan Area</a>
SELPA Content Leads	SELPA Content Leads <a href="https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp">https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp</a>
SES	<a href="#">Supplemental Educational Services</a> (Outside CDE Source)
SFSD	<a href="#">School Fiscal Services Division</a>
SIG	<a href="#">School Improvement Grant</a>
SIL	<a href="#">SELPA Systems Improvement Leads</a> (Outside CDE Source)
SNP	<a href="#">School Nutrition Program</a>
SnS	<a href="#">Supplement not Supplant</a>
SpED	Special Education
SPSA	<a href="#">School-Plan for Student Achievement</a>
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	<a href="#">Statewide Student Identifier</a>
SSO	<a href="#">(Statewide) System of School Support</a>
SSPI	<a href="#">State Superintendent of Public Instruction</a>
SSSSD	<a href="#">State Special Schools and Services Division</a>
STAR	<a href="#">Standardized Testing and Reporting Program</a>
STEM	<a href="#">Science, Technology, Engineering, and Mathematics</a>
SWD	Students with Disabilities
SWP	<a href="#">Schoolwide programs</a>

## T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	<a href="#">Technical Assistance</a>
TAS	<a href="#">Targeted School Assistance</a>
TSD	<a href="#">Technology Services Division</a>
TSI	<a href="#">Targeted Support and Improvement</a>
TUPE	<a href="#">Tobacco-Use Prevention Education</a>

## U

Acronym	Description
UC	<a href="#">University of California</a> (Outside CDE Source)
UCOP	<a href="#">University of California Office of the President</a> (Outside CDE Source)
UCP	<a href="#">Uniform Complaint Procedures</a>
UGG	Uniform Grant Guidance
USDA	<a href="#">U.S. Department of Agriculture</a> (Outside CDE Source)

## V

Acronym	Description
VAPA	<a href="#">Visual and Performing Arts</a>

## W

Acronym	Description
WASC	<a href="#">Western Association of Schools and Colleges</a> (Outside CDE Source)
WestEd	<a href="#">WestEd</a> (Outside CDE Source)
WIC	<a href="#">Women, Infants, and Children</a> (Outside CDE Source)

## X, Y, Z

Acronym	Description
YRE	<a href="#">Year-round Education</a>

Questions: Felicia Novoa | [fnovoa@cde.ca.gov](mailto:fnovoa@cde.ca.gov)