

**Santa Ana Unified School District  
School Plan for Student Achievement Summary  
2023-24**

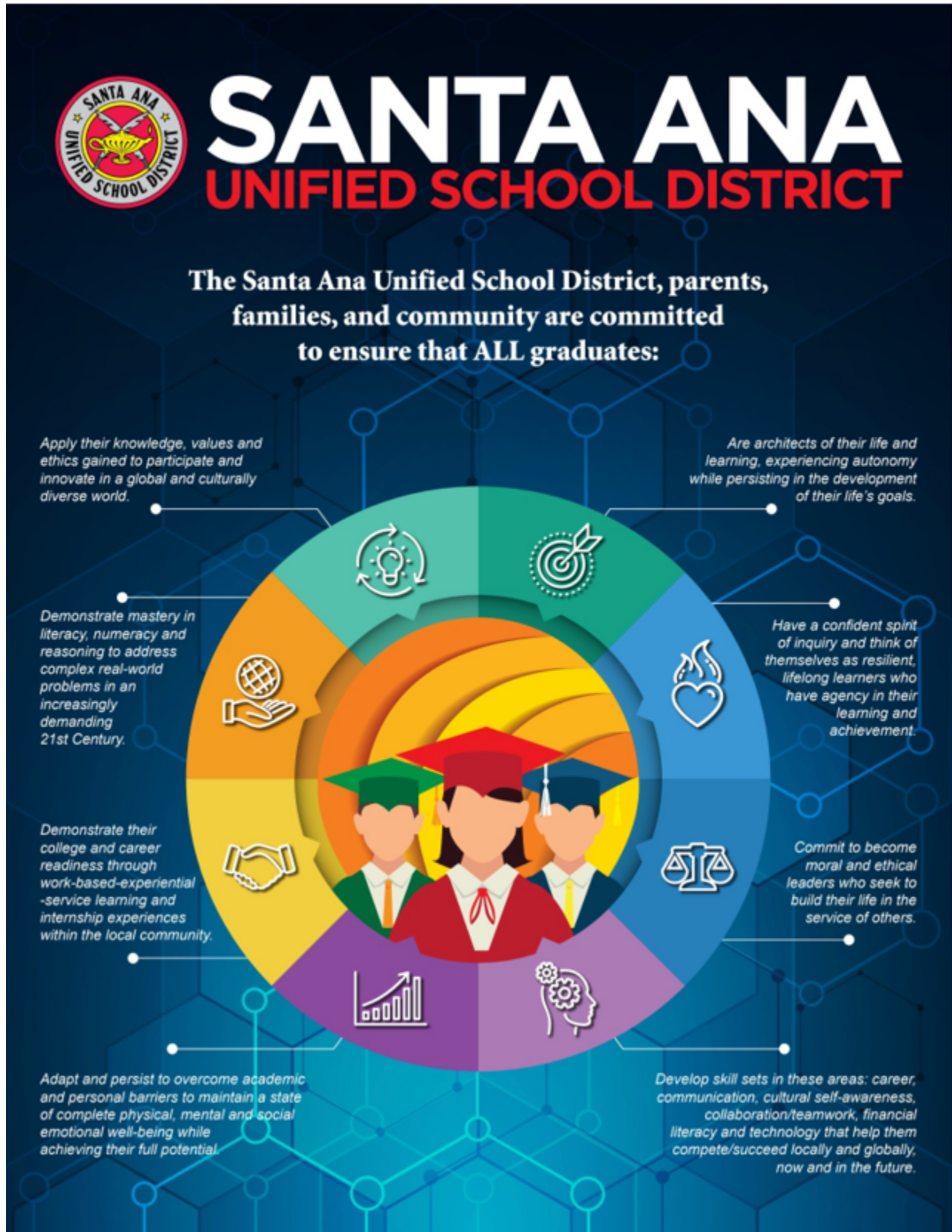


**Madison Elementary**

**Superintendent**  
Jerry Almendarez

**Board of Education**  
Carolyn Torres, President • Alfonso Alvarez, Vice President  
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



## Goal Areas and Planned Improvements

### Goal 1 - School Climate and Vision

#### LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

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#### School Climate and Vision Goal:

In alignment with district board priorities, Madison Elementary will implement services uniform with its schoolwide vision based on district, state and national standards. The vision will guide professional development, curricular and instructional decisions, allocation of resources, and program implementation.

At Madison Elementary, students' social-emotional, mental health, behavioral, and physical well-being are a priority. We are focused on establishing a positive, caring, welcoming and supportive learning environment for our students through our implementation of Positive Behavioral Interventions and Supports (PBIS) and SEL support programs and services. By making strong connections with students and families, we are able to build strong relationships. We will utilize informal and formal data to help staff provide the specific supports and interventions needed for our students.

We will engage families and community in the decision-making process as they are an integral part of our students' academic achievement and personal well-being. Communication will take place on a regular basis among school staff, students, parents and the community to improve student academic engagement and support the whole child. In an effort to achieve this goal, all stakeholders will provide input through online surveys, ELAC and SSC meetings. Through our combined efforts focused on providing a positive school climate, establishing a vision focused on academic excellence and providing social emotional support, we will prepare college and career ready students to meet the goals as listed in the SAUSD graduate profile and equip all students with the knowledge, skills, and values necessary to become productive 21st century citizens.

#### Strategy/Activity 1

#1 Climate of Student Success: Madison School will revamp and update the school's Vision statement, including all stakeholders in this process, including families, community partners, staff and students. Clear academic expectations and academic progress will be recognized and celebrated with families, staff and stakeholders. Student achievement, behavior, and progress will be recognized and celebrated by acknowledging students. Students will know that all students can and will learn and will know that staff believes they can all learn. Students will know they are career and college ready and be able to identify learning goals, targets, and social/ emotional needs. Teachers and Counselors will offer support to students with our focus on Growth Mindset and "The Power of Yet" with workshops on these topics, goal setting and committing to action steps. Students will also know the supports available to them including counseling, interventions, social skills groups Check-in Check-out and our new Mentoring Program.

Results from district and state assessments and surveys will be discussed at staff, grade level and parent meetings. Findings will also be shared with School Site Council, Title I, and English Learners Advisory Committee meetings in an effort to engage all stakeholders in the process of overall school-wide improvement.

#### Budgeted Amount:

20,000

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#### Strategy/Activity 2

#2 Integrated Systems of support: Administration, Teachers, Academic Support Staff will ensure that students have the appropriate learning materials needed and support programs and services in place. Through assessments and identification of students strengths and areas of focus we will provide support needed. Through the COST and SST process, counselors, support staff administration, and teachers will identify supports and interventions needed for students including Multi- Tiered Systems of support including counseling and additional behavioral and clinical support will be provided to students. Support Staff will provide technical support with Chromebooks and hotspots so that students can be prepared to transition to online classes when needed with their teachers. They will also provide support to facilitate use of technology to support student learning such as Google Classroom, iReady, ST Math, Lexia, Accelerated Reader, and other intervention and enrichment programs. Our FACE Liaison, and

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new Community Schools Director will provide resources and updates to families in need of food distributions and health, and community resources.

**Budgeted Amount:**

44,974.39

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**Strategy/Activity 3**

#3 Positive, Supportive, Safe and Secure Climate: A safe, clean, and orderly school environment will be maintained at Madison School with high academic and behavior expectations utilizing the Positive Behavior Intervention and Support (PBIS) framework. The PBIS framework has been adapted for distance and blended learning. Madison will use online and written platforms to amplify the message of the SAUSD We Care campaign, Kindness Campaigns, and Random acts of Kindness. Provide opportunities for students and staff to learn Restorative Practices, Zones of Regulation, and Social Skills Training Including Health Ambassadors, Safety Patrol and Junior Counselors. Provide parents and families with resources regarding cyber safety, emergency procedures, and who to turn to should cyberbullying occur and/or any instance when something is said or written that is perceived as a threat. As identified through the School Counselors will provide support to students through check in, check-out, Staff Mentoring, and social/emotional and behavior groups.

**Budgeted Amount:**

9,615

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**Strategy/Activity 4**

Strategy #4: Extended and Enrichment learning and leadership opportunities: Students will have enrichment opportunities to help students make connections to the real world, leadership, and their learning as well as prepare them for being career and college ready. Through assemblies, spirit days, career days, Disney Musicals in Schools, after school or before school activities, and field trips, students will be able to make those connections. Students will have the opportunity to participate in the Principal's Advisory Council (PAC) by giving input on ways teachers can increase student engagement, agency and motivation when designing synchronous and asynchronous lessons.

**Budgeted Amount:**

10,535.79

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**Total Expenditures**

85,125.18
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**Goal 2 - English Language Arts**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Language Arts Goal:**

Madison Elementary students will improve in English language literacy in all of the specific areas- (reading, writing, listening and speaking) through the implementation of a school-wide focus on academic language through reading and speaking, close reading, collaboration during breakout sessions, nonfiction reading and writing, critical thinking and integration of technology to prepare students in alignment with the Common Core State Standards. Madison teachers will differentiate their instruction to make content accessible for all students and provide interventions to students at risk of not making adequate progress. Interventions and support in the area of reading will be provided through small group instruction in class. Madison Reading goals to improve students achievement will focus on close reading and higher order questioning strategies to be able to analyze, synthesize and comprehend a range of increasingly complex literary and informational texts utilizing a variety of media.

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**Strategy/Activity 1**

#1 Tier I; High Quality Instruction: Madison School will provide first best instruction utilizing the District adopted English Language Arts (ELA) Program, Benchmark Advance, for Grades TK-5 and Study Sync for Grade 6, along with the District's alignment of instructional minutes, strategies,

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and materials in order to implement ELA Common Core State Standards. Teachers will follow grade level Curriculum Maps and pacing guides for ELA. Teachers will meet with their grade level on a bimonthly basis to share ideas, design lessons to include instructional strategies, assignments, and analyze data during collaboration meetings. Throughout the school year teachers will participate in professional development to design engaging and interactive lessons. Teachers are versed in a variety of effective researched-based instructional strategies to improve lesson plan design and delivery. Teachers will also analyze student work and assessment data, and create action plans to adjust instruction to meet and address identified reading gaps and needs. Substitutes as well as group scheduling will be utilized to provide additional planning time. Action plans will include providing professional learning opportunities in the form of videos of lesson implementation, demonstration lessons, and observation of instruction by peers, coaches or curriculum specialists. Reading will be a focus across all subjects with the use of non-fiction Science and Social Studies materials to address emphasis of the CCSS as well as supplemental materials including Scholastic News Magazine and/or online resources. Title I funds will be utilized for supplemental visuals, books, literature, materials, and interventions to support access to core curriculum.

**Budgeted Amount:**

32,130.95

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**Strategy/Activity 2**

#2 Tier II interventions -Madison will continue focusing on interventions and instruction in small groups, using SIPPS with all students in grades 1-3 during the Language Arts block, . Data for all sub-groups is reviewed to ensure adequate yearly progress towards state and district goals. Teachers and Administration will use learning strategies to support student participation and motivation during instruction. Madison will purchase additional SIPPS materials as needed (beyond what the district is providing) to support intervention for grades 4-6. In preparation for SBAC and in order to monitor student learning and set learning goals, students in 3rd-6th grades will take the MAP reading assessment. Madison teachers will encourage and monitor independent reading using the Accelerated Reader STAR test (at least 3 times a year). Students will take weekly AR quizzes. Licenses to supplementary instructional programs and materials/supplies will be purchased to enrich and enhance the Benchmark Advance core curriculum.

**Budgeted Amount:**

3,000

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**Strategy/Activity 3**

#3 Tier III Interventions: Madison school will provide small group intervention as well as 1:1 intervention as needed for students who need additional support in developing foundational skills such as reading fluency, vocabulary development, and reading comprehension. Lower grade students will receive phonemic awareness support with . Student data will be analyzed to determine instructional focus needed for intervention. Programs to be considered for intervention will include: Rewards (upper grades/multi-syllabic support), Phonics for Reading (second grade and above), SIPPSS, and iReady, and others. Students will be provided with opportunities for enrichment programs in reading such as Raising a Reader in Kindergarten, Literacy focused sessions, book exchange, support from online programs such as Lexia, reading campaigns, books and literature clubs, literature circles, book reports, presentations, and Engage 360 activities.

**Budgeted Amount:**

15,511.84

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**Total Expenditures**

50,642.79

**Goal 3 - English Learner Progress****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Learner Progress Goal:**

All Madison Elementary English Learners will improve English language proficiency by one grade level annually through the implementation of Integrated and Designated ELD and implementations of consistent practice with academic English and effective strategies including Thinking Maps, GLAD, and SDAIE strategies. English Learners at Madison Elementary School will be progress monitored using our district ELD Rubrics. Teachers will analyze language acquisition and growth and to determine next steps for instruction. In addition to a protected block of 30 minutes of daily designated ELD instruction, English Learners will receive integrated ELD instruction throughout the school day in order to access core content and simultaneously develop English Language skills. Through the instruction of the ELD standards, the number of English Language Learners who attain language proficiency will increase by 10 % each year. Madison Elementary School will, at minimum, reclassify 65% of its English Learners within 5 years of entering the English learner program.

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**Strategy/Activity 1**

#1 ELD & Access to CORE INSTRUCTION: All English Learners will have access to the core ELA, MATH and content curriculum through integrated and designated ELD instruction. Teachers will work collaboratively to plan lessons and review best practices to teach the ELD Standards and Benchmark Advance ELD curriculum. Grade level collaboration and staff meetings will continue to be held to provide teachers an opportunity to examine ELD assessment results and address areas of need. Teachers will collaborate to share instructional strategies and create action plans to differentiate instruction to meet and address identified reading gaps. Teachers will use Benchmark Advance materials to provide designated English Language Development instruction to all English Learners for 30 minutes every day. Supplemental ELD materials will be purchased including literature, materials and technology to support language practice and acquisition. In addition, Madison staff will continue to use Thinking Maps, GATE and GLAD strategies, as well as Growth Mindset strategies for supporting students in lessons across the curriculum to support integrated ELD instruction. Staff will promote language development through reading and writing campaigns and student recognitions and celebrations. All students will be expected to read books at their independent level to meet their monthly reading goals. Students' ability to comprehend text and learn new vocabulary will be assessed by using quizzes in the supplementary Accelerated Reader (AR) program. Students will be recognized for growth made in ELD, ELA, writing and content areas. In addition, all EL's will be offered support with Lexia English.

**Budgeted Amount:**

7,390.02

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**Strategy/Activity 2**

#2 Assessment and Interventions: Teachers will administer the ELPAC, teacher created assessments and use our district ELD rubrics in order to identify and focus instruction on areas of need based on assessment results. Teachers will use data to differentiate instruction to meet the needs of English Learners as well as monitor the progress of our students in need of tier II and III interventions. Based on data, students will be selected to receive supplementary academic support and enrichment focusing on developing their English language proficiency, foundational literacy skills, and vocabulary development during extended learning opportunities. Teachers will provide ELD tutoring to students to support their reclassification efforts. Students needing additional support will receive small group instruction. Lexia English reports and practice group lessons will be used to monitor usage tailor instruction to student needs. Students will have the ability to search topics of interest to further develop their language. Newcomers will be provided specialized instruction to accelerate their English language acquisition. Newcomers and their

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parents will have the opportunity to use Rosetta Stone to build their everyday language skills. Their progress will be monitored and extra support will be provided based on need.

**Budgeted Amount:**

7,500

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**Strategy/Activity 3**

#3 Tier III Interventions: Students in need of Tier III EL interventions will be identified using an MTSS framework and given access to a variety of technology and tailored interventions intended to facilitate their growth towards English language proficiency. Lexia English, Iready, and Benchmark ELD will also be utilized to support students' ELD proficiency. Teachers will ensure that areas of challenge for students (identified by ELPAC scores) are being addressed by targeted intervention (i.e. writing, reading fluency, etc.). Students will be guided to establish ELD goals. They will be provided 1:1 support during tutoring sessions as needed. Allocation of resources to support student achievement in identified areas of need will continue to be discussed and approved in keeping with rules and bylaws. Input from ELAC, ILT, LCAP will be included in the SPSA revision process. ELD progress will be discussed with parents during conferences.

**Budgeted Amount:**

6,000

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**Total Expenditures**

20,890.02
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**Goal 4 - Math**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Math Goal:**

All Madison Elementary students will demonstrate improved mathematics achievement through the use of explicit, strategic data and informed instruction based on the Common Core State Standards, as measured by local and state assessments and implementation of the District's Math Expressions textbook adoption. Teachers will follow the pacing guide to include Irvine Math Project, Math Talks and develop 8 Mathematical Practices. Math rigor will be evidenced in teacher's lesson plans by providing a balance of conceptual understanding, procedural skill, and problem solving. Through differentiated instruction mathematics content will be more accessible and will assist to meet the specific needs of the students at risk of not making adequate progress.

To support the district goals of Algebra readiness by the beginning of 9th grade and College Readiness by 11th grade as evidenced by Smarter Balanced Assessment and Measure of Academic Progress (MAP) results, students at Madison :

- Math Facts: Kinder to 3rd grade students will improve on basic math facts fluency assessment scores from the beginning to the end of the year by 20%. (utilizing Xtra Math and paper/pencil quizzes).
- MAP: There will be a gain of 10% of students performing at /above mean Math RIT score in each grade level (K-6) on the Measure of Academic Performance (MAP) assessment by May 2024.
- MAP: 50% or more students will meet projected growth targets in grades K-6th on Measure of Academic Performance (MAP) assessment by May 2023.
- SBAC: Teachers will schedule data chats with students to set personal goals and establish action steps to achieve their goal on the Smarter Balanced Assessment Consortium (SBAC) scheduled in May 2023

\*Teachers will meet with the Principal at least twice a year in data chats to analyze data, share best practices and collaborate to support student achievement.

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**Strategy/Activity 1**

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Math Strategy #1-Access to CORE All students will have access to the core curriculum in mathematics. Madison School adheres to the District adopted Houghton Mifflin Math Expressions program and follows the district curriculum guide to ensure that all students are taught the mathematics skills and concepts aligned to grade level standards with the use of supplemental materials including manipulatives, Math Talks, math journaling, online math licenses, such as iReady (grades K-6) and Xtra Math (math fact fluency), visuals and Print Shop materials. We will utilize supplemental materials to help meet the academic needs of students in the area of mathematics. Teachers will meet with their grade level on a bimonthly basis to share ideas, design online lessons to include assignments, and analyze data during collaboration meetings. Throughout the school year, teachers will participate in professional development to design engaging and interactive lessons. Teachers will review and collaborate on updated curriculum guides at the beginning of the year and during staff and collaboration meetings. They will participate in district offered professional development including Irvine Math Project, Cognitively Guided Instruction, Reading, Math Talks, Math Journaling, and effective use of online teaching strategies. Teachers will also analyze student work and assessment data, and create action plans to adjust instruction to meet and address identified reading gaps and needs. Action plans will include providing professional learning opportunities in the form of videos of lesson implementation, demonstration lessons, and observation of online instruction by peers, coaches or curriculum specialists.

**Budgeted Amount:**

4,147

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**Strategy/Activity 2**

Math Strategy #2: Intervention and Enrichment: Teachers will administer a variety of Mathematics assessments to identify student learning needs and inform instruction. In grade level meetings, grade level planning days and release days, teachers and staff will analyze student progress in the Houghton Mifflin Math Expressions quiz/test assessment, iReady MAP assessments, ST Math, Irvine Math Project, Xtra Math, teacher created assessments to identify needing Tier 2 & 3 interventions and support. Interventions and additional support will be offered in small groups and through one on one instruction as well as through additional tutoring. Teachers will differentiate instruction to meet the needs of all students. Various supplemental materials and software programs will be used to reinforce student learning. Additional technology will be purchased to ensure that all students have access to supplemental math instruction including computer programs that help students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division will be purchased. Opportunities to learn coding are provided for students to gain early experience in creating computer programs, apps, and websites. Students will participate in a Science Academy, Health Scholar Program through UCI, Family Nights and Math Club as enrichment activities.

**Budgeted Amount:**

7,000

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**Strategy/Activity 3**

Math Strategy #3: Supplemental Intervention and Enrichment Programs: Students are able to progress through ST Math curriculum at their own pace as it will be assigned as homework and can be utilized in the classroom as extra time allows. Students will use iReady to work at their instructional level, which will fill in holes and gaps in learning. Students will also have additional support with math fact fluency through the use of Xtra math and IXL. IXL is a supplementary program teachers use post MAP administration to assign digital lessons (grades 2-6) that target skill and concept deficits. Students will be recognized for progress made on ST Math program. As part of the supplementary ST Math (MIND Institute Program) students receive targeted instruction developed to increase spatial temporal understanding of mathematical concepts delivered.

**Budgeted Amount:**

4,000

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**Total Expenditures**

15,147.00

**Goal 5 - Content Area Goal**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Content Area Goal:**

Students will increase in the met or exceeded scores on the California Science Test by 10% in the 23-24 school year.

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**Strategy/Activity 1**

At Madison, during the 23-24 school year, we will ensure that all 4-6th grade teachers are trained in PLTW.

**Budgeted Amount:**

3,500

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**Strategy/Activity 2**

Content Area Instruction- Madison is receiving a state of the art STEAM lab that will be up and running for the 2023-24 school year. Currently, there are 16 teachers trained in PLTW. All students at Madison Elementary will have access to the Common Core Science Standards Instruction. Content will be provided through direct instruction, small group work, project based learning units( PLTW) , STEAM projects, field trips, and supplemental science materials. Teachers will scaffold, provide language and academic language support and differentiate instruction in order to make content Knowledge accessible for all students and will provide intervention for those students at risk of not making adequate progress towards grade level standards in science.

**Budgeted Amount:**

5,000

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**Strategy/Activity 3**

Teachers will attend district provided professional development on the new social studies adopted curriculum. Teachers will then provide quality, 21st Century, rigorous, and engaging instruction to students and will teach the program with fidelity.

**Budgeted Amount:**

3,000

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**Total Expenditures**

11,500.00

## Goal 6 - Parent Engagement

### LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

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#### School Parent Engagement Goal:

To ensure student achievement and academic success, Madison Elementary will build strong, engaging, and productive partnerships between the school, parents and our community. At Madison Elementary, parents and the community are an integral part of our students' academic achievement. All stakeholders will be involved in the decision making process. Madison staff welcomes parents and encourages them to become partners in school decision and advocacy through School Site Council, English Learners Advisory Committee, social media platforms, and Monthly Parent Meetings. All programs and community involvement will be provided online until it is safe to return physically on campus. Programs include State Pre-School, Monthly Parent Meetings, English Learner Advisory Committee, School Site Council, and community distribution of food and resources in collaboration with Madison Park Neighborhood Association (MPNA) G.R.E.E.N. Project and other nonprofits. SAUSD social worker support staff, School, Counselors. Healthy Tomorrows, Turning Point, and Community Workers will provide families with support and resources to enhance the quality of family life and positively impact student learning. Coordination of Services Team (COST) meetings will be held in order to coordinate and communicate how services are provided to students and families.

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#### Strategy/Activity 1

#1- Family And Community Engagement Conduct monthly parent meetings to assist parents in understanding and supporting their children's reading development with a focus on Common Core State Standards. Parent Education classes may include, but are not limited to the following topics: leadership, technology, arts, community safety, and ESL. Conduct grade level parent meetings online to assist parents in understanding and supporting their children to develop and expand on academic (ELA, Math, Science) concepts as outlined in the Common Core State Standards, as well as to provide education for supporting the social-emotional development of the students. Special focus will be given to parent training in Math. This will give parents an understanding of how students are instructed in the classroom when solving word problems and basic math operations. Offer Parenting classes to Madison parents such as Padres Unidos, Counselor meetings, SAELI and Parent Leadership which will support their learning at home. SAUSD social worker support staff, School, Counselors. Healthy Tomorrows, Turning Point, and Community Workers will provide families with support and resources to enhance the quality of family life and positively impact student learning. Coordination of Services Team (COST) meetings will be held in order to coordinate and communicate how services are provided to students and families

#### Budgeted Amount:

13,000

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#### Strategy/Activity 2

#2 Family Education and Workshops All parent classes will be conducted in person and via zoom. We will host a variety of bridge and transition programs to support students as they transition from levels. Parents of Pre-K/TK/Kinder age students will be invited to parent presentations that will focus on Early Childhood and School readiness. They will also include parent meetings for families of students entering Kinder to learn how to prepare their children for Kinder through Santa Ana Early Learning Initiative (SAELI). We will work in collaboration with feeder schools to provide support to students as they transition. Parents will have multiple opportunities involvement in plan development and decision making .Parents will have many online opportunities to provide input on programs and services to be offered, including safety plan development, the planning and developing of student extended and extra-curricular activities through surveys. Parent-Teacher conferences provide parents opportunities to discuss their children's progress with teachers. Madison administration, staff, and families collaborate regularly with the UCI Green Project / Science Academy, which provides services to parents and

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tutoring to students during the school year and in the summer and for intersession, as well as various community and school events including Engage 360 After School Program to provide monthly Open House type activities such as Noche de Altares, Art Walk and Holiday Around the World for parents to attend.

**Budgeted Amount:**

1,581.01

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**Strategy/Activity 3**

#3 Family Input, Family Engagement and Communication: Through the printing and distribution of Weekly Parent Newsletters, the Principal assures that all parents at Madison stay informed. These newsletters are distributed in English and Spanish. Ongoing information is also available on the school's website. Parents receive copies of the Common Core Standards for their child's grade level and Report Card Parent Guides in English and Spanish. They also receive English/Spanish/Vietnamese MAP test pamphlets that explain MAP testing and scores. Parent Square is used extensively as an online communication option for parents to receive information and exchange information with teachers. Multiple social media platforms are also used to communicate, including Facebook, Instagram, and Madison's webpage. Ensure that parents participate in the District Advisory Committee and the District English Learners Advisory Committee using a variety of communication strategies mentioned above. With the support of counselors, Face Liaison, and Padres Unidos community worker we will also connect families to resources. Translation services are made readily available whenever needed for conferences and meetings. Office will provide additional community support. Parents provide input at school site LCAP meetings on how to use the school funds available through Local Control Funding Formula to benefit their children Parent/teacher/student/administration compacts and parent Involvement policy are established, printed and sent out annually to clarify the responsibilities of all parties in promoting the educational success of students. During annual Title 1 Parent Meetings, parents are provided with the District's Uniform Complaint Process.

**Budgeted Amount:**

500

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**Strategy/Activity 4**

Strategy#4 Wellness Center and Community -Resources Establish and maintain a school Wellness Center utilizing community resources such as District staff, Healthy Tomorrows, Padres Unidos, The Assistance League, Tzu Chi, and other Community Partnerships to strengthen family life and student learning. Community partnerships will be developed to promote parent involvement, Parent Education and family resources. Partnerships will include Madison Park Neighborhood Association, Community Partners and development of a Community Partner Collaborative.

**Budgeted Amount:**

8,000

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**Total Expenditures**

23,081.01
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## Expenditures by Goal

<b>Goal Area</b>	<b>Total Expenditures</b>
Goal Area 1, School Climate and Social-Emotional Wellness	85,125.18
Goal Area 2, English Language Arts	50,642.79
Goal Area 3, English Learner Progress	20,890.02
Goal Area 4, Math	15,147.00
Goal Area 5, Content Area Goal	11,500.00
Goal Area 6, Parent Engagement	23,081.01
<b>Total Funds Budgeted</b>	<b>206,386</b>