

PASADENA UNIFIED SCHOOL DISTRICT

**SCHOOL ACCOUNTABILITY PLAN  
2018-2019**

**-The Single Plan for Student Achievement**

James Madison Elementary

19-64881-6021687  
CDS Code

Date of this revision: May 3, 2018

The Single Plan for Student Achievement (SPSA) is a site plan that describes the actions and strategies that based on analysis of quantifiable and qualitative data will serve to improve student academic outcomes, student engagement, school climate and the involvement of parents and school community. The SPSA is aligned with the District Local Control Accountability Plan (LCAP) and measurable student outcomes are in support of the LCAP goals, metrics and targets for improvement. The SPSA is a plan that is developed in collaboration with input from stakeholders and finalized and approved for submission to the Board of Education by the School Site Council.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the School Plan on June 14, 2018 .**

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## Mission Statements and School Descriptions

**2018-2019**

### **School Vision and Mission**

Our vision at Madison Elementary School is to empower students to be lifelong learners that demonstrate knowledge, skills, and values required to be productive members of a global society. Our mission at Madison Elementary School is to create a school community that works together to provide an exceptional educational experience that promotes discovery, innovation, and leadership skills in order to be college and career ready.

### **School Profile Description**

Please include:

- geographical, social, cultural, educational and economic community base
- grade levels/school configuration
- student enrollment figures/trends
- poverty level (e.g., percentage of students that are on free/reduced price lunch)
- feeder program and schools
- language, racial and ethnic make-up of the student body
- school staffing
- school facilities, including technology, library and media resources
- how the school community works together to establish and promote the culture of the school
- description of how the school provides individual student academic assessment results in language the parents understand, including an interpretation of those results
- other important characteristics of the school and

James Madison Elementary School is located in Pasadena, California at 515 Ashtabula Street, Pasadena, California 91104. The school serves approximately 485 students in grades Pre-Kindergarten through Fifth Grade. Madison is a neighborhood school with a majority of our students living within walking distance of the school.

Madison Elementary School is located on the north western side of the Pasadena Unified School District in a residential neighborhood. The school serves students from Preschool through Fifth grade. Madison has a Healthy Start Family Center facility serving the community and families in need as well as providing parent workshops. Madison has the addition of a turnout drop-off area for families to drop-off and pick up their children. Madison staff and community members continue to develop working partnerships with the Pasadena Educational Foundation (PEF), the Pasadena Community Gardens Conservancy (PCGC) Group, Reading Partners, and Hathaway's Sycamores in order to secure additional resources for our school, enrichment opportunities for our students, and mutually beneficial volunteer opportunities.

Madison currently has 453 students in our ETK through Fifth grade plus an additional 31 students in our Preschool program. Madison has been identified as a Focus school so that our school aligns with the PUSD Strategic Plan and the Strategic Directions set by the Board of Education; school goals will align with district goals of Dynamic Instruction, Outstanding Staff, Quality Learning Environment, High Performing, Accountable Organization, and Meaningful Collaboration and Partnership with Students, Families, and our Communities. Our school had been identified based on previous CAASPP test scores, attendance, and reclassification rates which have not met standards.

The student body at Madison is currently comprised of 95% Latino/Hispanic, 3% African-American, 1% are White, 1% are Filipino, 96% are Socio-economically disadvantaged, 93% qualify for Title I, 12% have an Individual Education Plan (IEP), 0.44% are in the Gifted and Talented Programs (GATE), 96% qualify for Free and Reduced Lunch, 72% are English Language Learners (ELs), and 1.3% are Foster Children. Spanish is the primary language spoken at home by our families. All English Learner students are individually tested with the English Language Proficiency Assessments for California (ELPAC), students are reclassified based upon their overall ELPAC score in addition to teacher recommendation, results on trimester assessments and on IRI reading levels. Our major sub-groups are our English Learners, Low-Social Economic students.

For the 2018-2019 school year, Madison has 16 general education classroom teachers, 1 Resource Specialist Teacher, 1 Speech Language Pathologist, and 1 Preschool teacher. Classroom teachers are supported by a PUSD Teacher on Special Assignment. In addition to the credentialed staff, the school is also served by a Principal, 1 EL Instructional Coach, 1 Office Manager, 1 Clerk Typist, 3 custodians, a part-time night custodian, a part-time School Nurse, a Health Clerk, 3 food service assistants, a part-time library coordinator, a community assistant, a science teacher, a part-time school psychologist, 2 special needs teachers with credentials to support students in a Mild to Moderate setting, and 7 instructional aides. Hathaway's Sycamores Agency provides school-based mental health services to students who qualify for Medi-Cal. Special education students receive services according to their Individualized Education Programs (IEP) which include, but are not limited to, speech and language therapy, occupational therapy, behavioral services, and adapted physical education. Madison also has an RSP teacher that helps support the educational program of students within the general education setting.

Madison Elementary is a gorgeous facility in a predominately Latino community of Pasadena. Madison's grounds include 20 permanent classrooms, a cafeteria, an auditorium, a resource room, a health office, an RSP room, a library, and various small office spaces to accommodate the various administrative, resource, and itinerant staff. The Healthy Start Family Center is located at the corner of Los Robles and Ashtabula and provides school and community services and support.

Madison Elementary School has the distinguished privilege of having a highly active and involved English Learner Advisory Council (ELAC), an ever-growing and exciting Parent Teacher Association (PTA), a well-informed and a motivated School Site Council (SSC). Madison Elementary provides its parent community with constant updates and information in both English and Spanish through monthly newsletters, weekly phone calls to each family through our School Messenger service, notices and messages on our school website, and through e-blasts (e-mails sent to each family that has signed up for this service). Report cards, updates on Performance Tasks and Trimester Assessments, and teacher-generated reports are provided in English and Spanish as well. Parent conferences and meetings are done annually as well as on an as-needed basis. Conferences include information on student academic performance and needs. All parent meetings and conferences are conducted in English and Spanish.

Madison Elementary School's ability to build and sustain working relationships with varied community groups including the PCGC who have helped the school build a community garden allowing teachers to implement gardening lesson plans in to our instruction which includes visits to the garden; and Reading Partners is a volunteer program where students are supported by volunteers from the community who come to support students with reading. Madison also continues to collaborate with the Armory Center for the Arts, students in Kindergarten and first grade receive dance lessons, students in third to fifth grade receive music lessons on various string, brass, and woodwind instruments, the Rose Bowl Aquatic center for our third graders, and My Masterpiece field trips for all grade levels.

## School Data for 2017-2018 School Year (Prior Year)

### Student Enrollment by Group

Student Demographics			Culture/Climate		
	#	%		16-17	17-18
African American	25	5.6%	Attendance %	94.1%	93.78%
Asian	0	0%	Truancy %	18.4	13.69%
Hispanic/Latino	415	91.6%	Suspensions		
White	6	1.32%	# of	26	17
Multiple/No Response	0	0%	# of individual students	26	13
Other	0	0%	Referral for Expulsions		
English Learner	313	69.1%	# mandated	0	0
Socio-Econ. Disadvantaged	423	93.4%	# permissive	0	0
Special Education	52	11.48%			
Foster Youth	4	0.7%			
Total Enrollment:	453				





### Reclassification

Target	15% increase
% of students who reclassified	16%
% of students that moved up by 1+ levels	65.8%

## School and Student Performance Data

### Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	6
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		3	0
Mathematics (3-8)		4	1

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1. English Learners at Madison have shown growth.
2. Although Madison students, including English Learners, have shown growth , they are not yet performing at the High Performance level in ELA nor Math.
3. The suspension rate at Madison needs significant improvement.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:

- 1.




## School and Student Performance Data








### Status and Change Report

#### Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		506	Medium 2.2%	Increased Significantly +2.2%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		506	Medium 2.2%	Increased Significantly +2.2%
English Learners		283	Medium 1.4%	Increased +1.4%
Foster Youth		11	Very High 9.1%	Increased Significantly +9.1%
Homeless		42	Medium 2.4%	Increased Significantly +2.4%
Socioeconomically Disadvantaged		473	Medium 2.1%	Increased Significantly +2.1%
Students with Disabilities		68	High 5.9%	Increased Significantly +5.9%
African American		30	Very High 6.7%	Increased Significantly +6.7%
American Indian		1	*	*
Filipino		7	*	*
Hispanic		453	Medium 1.8%	Increased +1.8%
White		13	Very High 7.7%	

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1. Suspension Rates at Madison have increased significantly over the past year (increase of 2.2%). The highest rise were in Students with Disabilities (increase of 5.9 %) and African-American students (increase of 6.7%).


2. Madison will have a focus to decrease the suspension rate, particularly of students with disabilities and African-American students by 2% or more each year for the next three years.
3. Madison staff will focus on developing strategies for supporting positive student behavior in the classrooms to reduce behavior incidents.

## School and Student Performance Data





### Status and Change Report

#### English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		228	Medium 74.6%	Increased Significantly +18.4%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 1.4%	Increased +1.4%
English Learner Progress (1-12)		Medium 74.6%	Increased Significantly +18.4%
English Language Arts (3-8)		Low 57.4 points below level 3	Increased Significantly +15.3 points
Mathematics (3-8)		Low 71.3 points below level 3	Increased +13.5 points

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1. Although Madison students have shown growth in ELA and Math, including English Learners, these significant gains must be maintained every year to close the achievement gap.
2. Madison will have a focus of implementing school-wide instructional strategies for supporting students with a focus on English Learners and students with disabilities.
3. Madison will implement school-wide positive behavior supports to address the suspension rate by 2% a year for the next three years.

# School and Student Performance Data

## Status and Change Report

### Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

### Conclusions based on this data:

1.

## School and Student Performance Data

### Status and Change Report

#### College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
College/Career	N/A			N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

#### Assessment Performance Results

Assessment	Number of Students	Status	Change
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#### English Language Arts (Grade 11)

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:


1.

## School and Student Performance Data





### Status and Change Report

#### English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		203	Low 57.3 points below level 3	Increased Significantly +15.4 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		203	Low 57.3 points below level 3	Increased Significantly +15.4 points
English Learners		150	Low 57.4 points below level 3	Increased Significantly +15.3 points
Foster Youth		1	*	*
Homeless		16	Very Low 85.8 points below level 3	Increased Significantly +36.6 points
Socioeconomically Disadvantaged		197	Low 57.4 points below level 3	Increased Significantly +15.8 points
Students with Disabilities		30	Very Low 106 points below level 3	Increased Significantly +49.7 points
African American		12	Very Low 89.8 points below level 3	
Filipino		2	*	*
Hispanic		188	Low 55.1 points below level 3	Increased Significantly +16.4 points
White		1	*	*

### Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	68	Low 9.9 points below level 3	Maintained +2.1 points
EL - English Learner Only	82	Very Low 96.7 points below level 3	Increased Significantly +26.2 points
English Only	38	Very Low 75.4 points below level 3	Increased +6.1 points

### ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

### Conclusions based on this data:


1. Although there have been significant gains in ELA, Madison students still perform at the Low or Very Low levels.
2. Madison teachers will continue to support students in ELA through consistent school-wide implementation of Balance Literacy and Data Chats every trimester for the purpose of progress monitoring, with a focus on English Learners and students with disabilities.
3. Parent engagement will be an area of focus, with special attention given to parents of English Learners and students with disabilities.

## School and Student Performance Data






### Status and Change Report

#### Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		201	Low 73.1 points below level 3	Increased +9.4 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		201	Low 73.1 points below level 3	Increased +9.4 points
English Learners		149	Low 71.3 points below level 3	Increased +13.5 points
Foster Youth		1	*	*
Homeless		15	Low 75.4 points below level 3	Increased +11.3 points
Socioeconomically Disadvantaged		195	Low 72 points below level 3	Increased +10.2 points
Students with Disabilities		30	Very Low 137.9 points below level 3	Declined Significantly -26.5 points
African American		12	Very Low 125 points below level 3	
Filipino		2	*	*
Hispanic		186	Low 69.3 points below level 3	Increased +11.2 points
White		1	*	*



## Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	68	Low 31.4 points below level 3	Increased +14 points
EL - English Learner Only	81	Very Low 104.9 points below level 3	Increased +13.1 points
English Only	38	Very Low 100.3 points below level 3	Declined Significantly -19.6 points

## Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

### Conclusions based on this data:

1. Although Madison students have shown growth, including English Learners, students are still performing at the Low or Very Low Level.
2. Students with Disabilities have not shown growth, but rather a decline in mathematics achievement.
3. Madison will focus on supporting growth in mathematics, with special attention given to English Learners and students with disabilities.

## School and Student Performance Data

### Detailed Report

#### Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	56.2%	74.6%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	72.7 points below level 3	57.3 points below level 3
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Mathematics	82.4 points below level 3	73.1 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1. Although the percent of English Learners who made progress towards English proficiency has grown by more than 15% these students are still not at proficiency.
2. English Learners have not increased in the ELA academic indicator.
3. English Learners have not increased in the math academic indicator.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	0% (0)	2.2% (11)

Conclusions based on this data:

- 1. Suspension rates have significantly increased.
- 2. Consistent implementation of school-wide positive behavior supports will directly address the suspension rate.
- 3. School-wide incentives will support students in improved behavior.

School and Student Performance Data

Detailed Report

Academic Engagement

Graduation			
Indicator	2015	2016	2017

Graduation

Conclusions based on this data:

1.

## School and Student Performance Data

### Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic	Suspension	English Learner	Graduation	English	Mathematic	College/Care
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1. Although most students are making progress in performance in all areas, Madison will continue to support students in making progress towards meeting standard in all areas.
2. Although English Learners have made significant progress in all areas, they must reach standard. School-wide implementation of academic supports will result in more students making progress towards meeting standard.
3. Students with Disabilities and African American Students need significant support in the area of suspensions. Students with disabilities also need significant support in the area of math achievement.

## Planned Improvements for Student Performance - Summary of School Targets for School Year 2017-2018

Area of Focus	Measurable Outcomes (Targets)
Math	<p>Although Madison has shown growth in mathematics, as shown by SBAC scores in Math, these same scores have remained significantly below the district average over past 3 years. In particular, English Learners and Students with Disabilities have not shown significant growth compared to their peers over the past 3 years but rather have been decreasing in some grade levels 3, 4, and 5, as shown by the data below.</p> <p>Madison students at all grade levels need support with fluency and math application. Madison teachers will support students in these areas by consistently implementing Math Workshop school-wide, with a focus on interventions to support struggling learners (including English Learners and Students with Disabilities).</p> <p>Students will take a math diagnostic and common assessments and will show growth of 5% or more each trimester; English Learners and Students with Disabilities will show a growth of 3% or more each trimester. Teachers will engage in Data Chats in grade-level teams and vertical teams each trimester to analyze this data.</p> <p>The percentage of students in grades 3-5 scoring standard met or exceeded on the state assessment will increase by 5% or more as compared to the 2017-2018 SBAC scores across all grade levels. The percentage of English Learners and Students with Disabilities in grades 3-5 scoring standard met or exceeded on the state assessment will increase by 3% or more as compared to the 2017-2018 SBAC scores for English Learners and Students with Disabilities. Teachers will engage in Data Chats in grade-level teams and vertical teams in Fall of 2018 to analyze this data.</p> <p>Madison teachers will be part of site-based professional development on Data Chats and Math Workshop to ensure consistency of implementation school-wide. There will be a focus on strategies to support English Learners and Students with Disabilities.</p> <p>DATA</p> <p>Madison SBAC:Math</p> <p>2015 PUSD (Grade 3:39% Standard Met or Exceeded; Grade 4: 33% Standard Met or Exceeded; Grade 5 32% Standard Met or Exceeded)</p> <p>2015 All Madison Students (Grade 3: 7% Standard Met or Exceeded; Grade 4: 20% Standard Met or Exceeded; Grade 5 10% Standard Met or Exceeded)</p> <p>2015 Madison English Learners (Grade 3: 4%; Grade 4: 4% Standard Met or Exceeded; Grade 5 0% Standard Met or Exceeded)</p> <p>2015 Madison Students with Disabilities (Grade 3: Fewer than 10 students tested; Grade 4: 0% Standard Met or Exceeded; Grade 5 0% Standard Met or Exceeded)</p> <p>2016 PUSD (Grade 3: 42% Standard Met or Exceeded; Grade 4: 36% Standard Met or Exceeded; Grade 5 31% Standard Met or Exceeded)</p> <p>2016 All Madison Students (Grade 3: 9% Standard Met or Exceeded; Grade 4: 8% Standard Met or Exceeded; Grade 5 12% Standard Met or Exceeded)</p> <p>2016 Madison English Learners (Grade 3: 2% Standard Met or Exceeded; Grade 4: 3% Standard Met or Exceeded; Grade 5 0 % Standard Met or Exceeded)</p> <p>2016 Madison Students with Disabilities (Grade 3: Fewer than 10 students tested; Grade 4: 9% Standard Met or Exceeded; Grade 5 Fewer</p>

	<p>than 10 students tested)</p> <p>2017 PUSD(Grade 3: 46% Standard Met or Exceeded; Grade 4: 37% Standard Met or Exceeded; Grade 5 31% Standard Met or Exceeded)</p> <p>2017 All Madison Students (Grade 3: 32% Standard Met or Exceeded; Grade 4: 19% Standard Met or Exceeded; Grade 5 6% Standard Met or Exceeded)</p> <p>2017 Madison English Learners(Grade 3: 22% Standard Met or Exceeded; Grade 4: 2% Standard Met or Exceeded; Grade 5 0% Standard Met or Exceeded)</p> <p>2017 Madison Students with Disabilities (Grade 3: Fewer than 10 students tested; Grade 4: 0% Standard Met or Exceeded; Grade 5 Fewer than 10 students tested)</p>
<b>English Language Arts</b>	<p>Although Madison has shown growth in ELA, as shown by SBAC scores in ELA, these same scores have remained significantly below the district average over past 3 years. In particular, English Learners and Students with Disabilities have not shown constant growth compared to their peers over the past 3 years but rather have decreased some year and increased in others in grade levels 3, 4, and 5, as shown by the data below.</p> <p>ELA is a significant area of need as a school with a majority of the enrollment being English Learners and 53% of our Students with Disabilities also being English Learners.</p> <p>Madison students at all grade levels need support with fluency and reading comprehension. This school year 57% of all students did not meet standard in Reading as measured by the IRI. English Learners are not reclassifying because they are below grade level in reading (fluency, comprehension and writing). Madison teachers will support students in these areas by consistently implementing Balanced Literacy school-wide, with a focus on interventions to support struggling learners (including English Learners and Students with Disabilities).</p> <p>Students will take the IRI and common assessments and will show growth of 5% or more each trimester; English Learners and Students with Disabilities will show a growth of 3% or more each trimester. Teachers will engage in Data Chats in grade-level teams and vertical teams each trimester to analyze this data.</p> <p>The percentage of students in grades 3-5 scoring standard met or exceeded on the state assessment will increase by 5% or more as compared to the 2017-2018 SBAC scores across all grade levels. The percentage of English Learners and Students with Disabilities in grades 3-5 scoring standard met or exceeded on the state assessment will increase by 3% or more as compared to the 2017-2018 SBAC scores for English Learners and Students with Disabilities. Teachers will engage in Data Chats in grade-level teams and vertical teams in Fall of 2018 to analyze this data.</p> <p>Madison teachers will be part of site-based professional development on Data Chats and Balanced Literacy to ensure consistency of implementation school-wide. There will be a focus on strategies to support English Learners and Students with Disabilities led by our EL Instructional Coach.</p> <p>English Learners and Students with Disabilities will be supported in the classroom by teachers and Instructional Aides with small group instruction and support. The EL Instructional Coach will provide professional development and coaching support to the Instructional Aides and teachers in supporting English Learners and Students with Disabilities in Reading (fluency, comprehension and writing).</p>

	<p>Reading Partners will continue to support our students in Reading, with a priority given to English Learners.</p> <p>DATA</p> <p>Madison SBAC:ELA</p> <p>2015 PUSD (Grade 3: 35% Standard Met or Exceeded; Grade 4: 35% Standard Met or Exceeded; Grade 5 42% Standard Met or Exceeded)</p> <p>2015 All Madison Students (Grade 3: 13% Standard Met or Exceeded; Grade 4: 15% Standard Met or Exceeded; Grade 5 18% Standard Met or Exceeded)</p> <p>2015 Madison English Learners (Grade 3: 7% Standard Met or Exceeded; Grade 4: 5% Standard Met or Exceeded; Grade 5 0% Standard Met or Exceeded)</p> <p>2015 Madison Students with Disabilities (Grade 3: Fewer than 10 students tested; Grade 4: 0% Standard Met or Exceeded; Grade 0 % Standard Met or Exceeded)</p> <p>2016 PUSD (Grade 3: 42% Standard Met or Exceeded; Grade 4: 42% Standard Met or Exceeded; Grade 5 46% Standard Met or Exceeded)</p> <p>2016 All Madison Students (Grade 3: 14% Standard Met or Exceeded; Grade 4: 19% Standard Met or Exceeded; Grade 5 41% Standard Met or Exceeded)</p> <p>2016 Madison English Learners (Grade 3: 2% Standard Met or Exceeded; Grade 4: 0% Standard Met or Exceeded; Grade 5 0% Standard Met or Exceeded)</p> <p>2016 Madison Students with Disabilities (Grade 3: Fewer than 10 students tested; Grade 4: 9% Standard Met or Exceeded; Grade 5 Fewer than 10 students tested)</p> <p>2017 PUSD (Grade 3: 46% Standard Met or Exceeded; Grade 4: 42% Standard Met or Exceeded; Grade 5 46% Standard Met or Exceeded)</p> <p>2017 All Madison Students (Grade 3: 38% Standard Met or Exceeded; Grade 4: 25% Standard Met or Exceeded; Grade 5 18% Standard Met or Exceeded)</p> <p>2017 Madison English Learners (Grade 3: 22% Standard Met or Exceeded; Grade 4: 5% Standard Met or Exceeded; Grade 5 4% Standard Met or Exceeded)</p> <p>2017 Madison Students with Disabilities (Grade 3: Fewer than 10 students tested; Grade 4: 8% Standard Met or Exceeded; Grade 5 Fewer than 10 students tested)</p>
<p><b>Closing the Gap-</b> must include one indicator for EL</p>	<p>English Learners and Students with Disabilities will be supported in the classroom by teachers and Instructional Aides with small group instruction and support. The EL Instructional Coach will provide professional development and coaching support to the Instructional Aides and teachers in supporting English Learners and Students with Disabilities in Reading (fluency, comprehension and writing). English Learners will have priority in any after school or Saturday Academy support.</p> <p>Reading Partners will continue to support our students in Reading, with a priority given to English Learners.</p> <p>For support in math fluency and application, teachers will implement school-wide interventions, including small group instruction within the Math Workshop, with a focus on supporting English Learners and Students with Disabilities.</p> <p>Madison teachers will participate in Professional Development with a focus on supporting at risk students, including English Learners and Students with Disabilities. This will include EL Instructional Coach to support Data Chats, Instructional Leadership Team Collaboration,</p>



	<p>Planning, and Professional Development focused on supporting academic achievement of English Learners and students with disabilities. This will be centered around developing consistent interventions to support math achievement (i.e. Math Workshop Model, Academic RTI) and Reading (fluency, comprehension, and writing).</p> <p>Madison will have School-wide ELD instruction given at the same time every day per grade level.</p>
<b>Parent and Community Engagement</b>	<p>Madison will lead a school-wide effort to foster parent engagement of parents of English Learners, students with disabilities and African-American students. The Community Assistant will support parents of students with high suspension rates, specifically students with disabilities and African-American students and lead Madison staff on strategies of engaging parents in the classroom and with volunteer opportunities.</p> <p>The community assistant, in collaboration with Principal and Instructional Coach, will hold monthly parent workshops focused on increasing attendance, decreasing discipline concerns and/ or suspensions, Reclassification of English Learners, and Supporting Students with Special Needs. Madison will increase parent participation as measured by sign-in sheets and meeting logs.</p> <p>The community assistant will support the strengthening and creation of parent groups, including African-American Parent Council, GATE and Special Education.</p> <p>The data clerk will print student data (attendance, assessment data, discipline/ suspension data, academic progress reports) to be used to support parents of student.</p>
<b>School Safety, Climate and Culture</b>	<p>Suspension Rates at Madison have increased significantly over the past year (increase of 2.2%). The highest rise were in Students with Disabilities (increase of 5.9 %) and African-American students (increase of 6.7%). Madison will implement the Second Step program school-wide.</p> <p>A Behavior Aide will support students in positive behavior supports, with a focus on supporting English Learners, African-American students, and students with disabilities. Students will also work with the behavior aide and teachers to develop peer mediation leadership skills through a partnership with the Western Justice Center</p> <p>Madison will create individual behavior/ learning plans for "at-risk" students.</p> <p>Madison has increased school safety by having a greeter at the main entrance and forming a safety committee to support school safety.</p> <p>The school will implement the Second Step Program school-wide and decrease behavior incidents as measured by discipline logs and teacher records. Madison will provide staff and students with on-going training on consistent school-wide implementation of RTI. Students will receive Blue Slips for demonstrating the three basic principles of being Safe, Responsible, and Respectful.</p> <p>All students will consistently wear the school uniform.</p>
<b>School Selected*</b>	As a Science Focus school, Madison ensures that students develop in this area, building the foundation. Teachers collaborate on supporting

	students to meet or exceed standard in the 5th grade state science test by creating a school-wide common assessment at each grade level each semester.
	Madison will develop a partnership with local colleges and science centers to create opportunities for students to associate with science and scientists.
<b>Graduation/Career and College Ready (High Schools Only) –</b> must include an indicator for CAHSEE	

\* Select one of the following: Science, Social Studies/History, VAPA, Technology, Special Education.

	<b>PRIORITIES</b>	<b>CDE MEASURES(not exhaustive list) These are the measures identified within the LCAP as per CDE</b>
<b>Conditions for Learning</b>	<b>Basics (B)</b>	<ul style="list-style-type: none"> <li>• Rate of teacher misassignment</li> <li>• Student access to standards-aligned instructional materials</li> <li>• Facilities in good repair</li> </ul>
	<b>Implementation of CCSS (CCSS)</b>	<ul style="list-style-type: none"> <li>• Implementation of CCSS for all students, including EL's and students</li> </ul>
	<b>Course Access (CA)</b>	<ul style="list-style-type: none"> <li>• Student access and enrollment in a broad course of study that includes all of the subject areas</li> </ul>
	<b>Student Achievement (SA)</b>	<ul style="list-style-type: none"> <li>• Performance on standardized tests</li> <li>• Score on API</li> <li>• Share of students that are college and career ready</li> <li>• Share of ELs that become English proficient</li> <li>• EL reclassification rate</li> <li>• Share of students that pass AP exams with 3 or higher</li> <li>• Share of students determined prepared for college as measure by the EAP</li> </ul>
<b>Student Outcomes</b>	<b>Other Student Outcomes (OSO)</b>	<ul style="list-style-type: none"> <li>• Other indicators of student performance in required areas of study. May include performance on other exams</li> </ul>
	<b>Parent Involvement (PI)</b>	<ul style="list-style-type: none"> <li>• Efforts to seek parent input</li> <li>• Promotion of parental participation</li> </ul>
	<b>Student Engagement (SE)</b>	<ul style="list-style-type: none"> <li>• School attendance rates</li> <li>• Chronic absenteeism rates,</li> <li>• Middle and high school drop out rates</li> <li>• Graduation rates</li> </ul>
	<b>School Climate (SC)</b>	<ul style="list-style-type: none"> <li>• Student suspension rates</li> <li>• Student expulsion rates</li> <li>• Other local measures</li> </ul>
<b>Engagement</b>		

## Planned Improvements in Student Performance – Target/Goal Page

**LCAP GOAL 1:** Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

<p>Area of Focus:</p> <p>X Math (LCAP Goal 1)</p> <p>English Language Arts (LCAP Goal 1)</p> <p>Closing the Gap (LCAP Goal 1)</p> <p>Parent and Community Engagement (LCAP Goal 4)</p>	<p>School Safety, Climate and Culture (LCAP Goal 3)</p> <p>Graduation/College and Career Ready (LCAP Goal 1)</p> <p>School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>
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**Narrative:**

Increase the % of students scoring meets or exceeds on the SBAC Math assessment by 5 percentage points or more above the 2017-2018 SBAC results in Math. For English Learners and students with disabilities, increase the % of students scoring meets or exceeds on the SBAC Math assessment by 3% or more above the 2017-2018 SBAC results in Math.

**Measurable Outcomes: LCAP metrics-schools can include additional**

Increase the % of students scoring meets or exceeds on the SBAC Math assessment by 5 percentage points.  
For English Learners and students with disabilities, increase the % of students scoring meets or exceeds on the SBAC Math assessment by 3% or more above the 2017-2018 SBAC results in Math.

What are the needs that can be identified from outcomes?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
The percent of Madison students meeting or exceeding standard on the Spring 2017 SBAC in math is: Grade 3: 32%; Grade 4: 19%; Grade 5: 6%	*Consistent School-wide implementation of Math Workshop.  *Focus School support and resources to be provided to support our goals.	Percent of students meeting or exceeding standard will increase by 5% or more as compared to CAASPP data. English Learners and Students with Disabilities will increase by 3% or more as compared to previous year's data.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	LCFF-LCAP  Title I  LCFF-LCAP  1000	2018-2019 School Year

What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
<p>EL Students: Grade 3: 22%; Grade 4: 2%; Grade 5: 0%</p> <p>Students with disabilities: Grade 3: Fewer than 10 students tested; Grade 4: 0%; Grade 5: Fewer than 10 students tested)</p> <p>In order for the percent of students meeting or exceeding standard to increase by 5%, including English learners and students with disabilities to increase by 3%, they must improve in fluency and application in mathematics. This will lead to Madison students attaining or surpassing the PUSD average of students meeting or exceeding standard.</p> <p>Currently students have made progress towards meeting standard in mathematics but are still below the district performance.</p>	<p>*monitor progress of Special Ed. African American, EL, foster youth, and economically disadvantaged students.</p> <p>*small group intervention for tier 2 students</p> <p>*SST and IEP for tier 3 students</p> <p>*Implementation of CCCS and District Instructional units</p> <p>*Ongoing coaching support for teachers in the area of mathematics.</p> <p>*Develop and support staff knowledge on CCCS and Math Workshop</p> <p>*Teacher develop lessons and teach CCCS</p> <p>*Provide PD and training on Data Chats, the district implemented math program and best practices for supporting English Learners and students with disabilities.</p> <p>*Support teachers on A Monday's on Data Chats, math program, and math workshop implementation.</p>	<p>*80% of Madison students will show a growth of 5% or more on math diagnostic and common assessments.</p> <p>*80% of English Learners and students with disabilities will show growth of 3% or more on the math diagnostic and common assessments.</p> <p>*2017-2018 California Assessment of Student Performance Progress (CAASPP)</p> <p>*Data Chats in grade-level teams to review results of assessments and make action plans</p> <p>*Principal gives awards to students who perform at proficient or advanced on assessments</p>			

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	<p>*Ensure technology is supporting Math program implementation</p> <p>*Ensure the first 25 days in Math Workshop is implemented from the onset</p> <p>*Data Chats and Teacher collaboration at same grade levels to ensure best practice and data-driven instruction.</p>				

## Planned Improvements in Student Performance – Target/Goal Page

**LCAP GOAL 1:** Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

<p>Area of Focus:</p> <p>Math (LCAP Goal 1)</p> <p>X English Language Arts (LCAP Goal 1)</p> <p>Closing the Gap (LCAP Goal 1)</p> <p>Parent and Community Engagement (LCAP Goal 4)</p>	<p>School Safety, Climate and Culture (LCAP Goal 3)</p> <p>Graduation/College and Career Ready (LCAP Goal 1)</p> <p>School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>
<p><b>Narrative:</b></p> <p>Increase the % of students scoring meets or exceeds on the SBAC ELA assessment by 5 percentage points above the 2016-2017 SBAC results in ELA. For English Learners and students with disabilities, increase the % of students scoring meets or exceeds on the SBAC Math assessment by 3% or more above the 2017-2018 SBAC results in ELA.</p>	
<p><b>Measurable Outcomes: LCAP metrics-schools can include additional</b></p> <ul style="list-style-type: none"> <li>• Increase the % of students scoring meets or exceeds on the SBAC ELA assessment by 5 percentage points or more.</li> <li>• Increase % of students reading at grade level at end of 3rd grade by 5 percentage points or more.</li> <li>• For English Learners and students with disabilities, increase the % of students scoring meets or exceeds on the SBAC Math assessment by 3% or more above the 2017-2018 SBAC results in ELA.</li> </ul>	

What are the needs that can be identified from outcomes?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
The percent of Madison students meeting or exceeding standard on the Spring 2017 SBAC in math is: Grade 3: 38%; Grade 4: 25%; Grade 5 18%	*Focus on teaching Common Core Standards and instructional shifts  *Focus School support and resources to be provided to support our goals.	*Overall 85% of Madison students, including English Learners and students with disabilities will show 1 level or more improvement on each IRI, given 3 times a year.  Currently 43% of Madison	2000-2999: Classified Personnel Salaries  2000-2999: Classified Personnel Salaries	Title I  LCFF-LCAP  2000	For the 2018-2019 Academic School Year

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
<p>EL Students: Grade 3: 22%; Grade 4: 5%; Grade 5: 4%</p> <p>Students with disabilities: Grade 3: Fewer than 10 students tested; Grade 4: 8%; Grade 5: Fewer than 10 students tested</p> <p>In order for the percent of students meeting or exceeding standard to increase by 5%, including English learners and students with disabilities to increase by 3%, Madison needs to fully implement Balanced Literacy across all grade levels within 25 day implementation, meeting all IRI timelines, and have students reading levels independent and instructional reading levels identified. Currently 43% of Madison students are at or above grade level reading. We will increase reading proficiency, at or above grade level, by 5% or more per year for the next three years. For English Learners and students with disabilities, we will increase reading proficiency, at or above grade level, by 3% or more per year for the next</p>	<p>*Monitor progress of African American, Students with disabilities, English Learners, foster youth, and economically disadvantaged students and provide extra intervention and support as necessary</p> <p>*Small group intervention for tier 2 students.</p> <p>*SST and IEP for tier 3 students</p> <p>*Teachers develop lessons to CCSS</p> <p>*Materials/district created units aligned to CCSS for implementation in classroom</p> <p>*Provide PD and training and ongoing support on Data Chats, reader's workshop, writer's workshop, word study, and best practices for supporting English Learners and students with disabilities.</p> <p>*Support teachers on A Monday's on Data Chats, reader's workshop, writer's workshop and word study</p> <p>*Ensure the first 25 days is implemented from the onset</p>	<p>students are at or above grade level reading. We will increase reading proficiency, at or above grade level by 5% or more per year for the next three years, as measured by IRI data.</p> <p>For English Learners and students with disabilities, we will increase reading proficiency, at or above grade level, by 3% or more per year for the next three years, as measured by IRI data.</p> <p>*80% of Madison students, including English Learners and students with disabilities, will show growth of 3% or more on common assessments.</p> <p>*2018-2019 California Assessment of Student Performance Progress (CAASPP)</p> <p>*Data Chats in grade-level teams to review results of assessments and make action plans</p> <p>*Principal gives awards to students who perform at proficient or advanced on assessments</p>			



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What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
English Learners and Students with Disabilities.	to discuss progress of children on units and develop common lesson plans  *Grade-Level Data Chats to analyze assessment data	common assessments. English Learners and students with disabilities will increase by 3% or higher.  *all students tested by common assessments.	Personnel Salaries		
Reading comprehension continues to be the strand in all grade levels in which students perform marginally;	*Reader's Workshop  *Small group instruction  *ELD Strategies throughout the day in all content areas  *Pull out/Push in intervention with Instructional Aides/Instructional Coach  *After-school or Saturday support  *Keep school library open  *Build/ update classroom libraries	*monitor progress by using unit assessments  *grade level assessments  *district created performance tasks			
			1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries	Title I  LCFF-LCAP	5000  1000
					For the 2018-2019 Academic School Year

## Planned Improvements in Student Performance – Target/Goal Page

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<p>Area of Focus:</p> <p>Math (LCAP Goal 1)</p> <p>English Language Arts (LCAP Goal 1)</p> <p>X Closing the Gap (LCAP Goal 1)</p> <p>Parent and Community Engagement (LCAP Goal 4)</p>	<p>School Safety, Climate and Culture (LCAP Goal 3)</p> <p>Graduation/College and Career Ready (LCAP Goal 1)</p> <p>School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>
<p><b>Narrative:</b></p> <p>Increase the % of academically at-risk students scoring meets or exceeds on the SBAC ELA and SBAC Math assessments by 3 percentage points.</p>	
<p><b>Measurable Outcomes: LCAP metrics-schools can include additional</b></p> <ul style="list-style-type: none"> <li>• Increase the % of academically at-risk students scoring meets or exceeds on the SBAC ELA assessment by 3 percentage points</li> <li>• Increase the % of academically at-risk students scoring meets or exceeds on the SBAC Math assessment by 3 percentage points.</li> <li>• Increase % of academically at-risk students reading at grade level at end of 3rd grade by 5 percentage points.</li> <li>• Increase the % of EL students progressing at least one level or achieving proficiency by 3 percentage points each year across three years.</li> <li>• Increase the % of EL students achieving proficiency by 5 percentage points across three years.</li> <li>• Increase % of English proficiency attainment among Long-term EL's by 5 percentage points across three years.</li> </ul>	

What are the needs that can be identified from outcomes?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
What do we need to work on to improve results in this area?					
Madison EL students and students with disabilities have not shown consistent growth and in some cases have declined overall on the California Assessment of	*Teacher will provide daily ELD in group with no more than two consecutive English Proficiency levels.	*ELPAC *Trimester Assessments *Performance Task assessment	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 1000-1999: Certificated	LCFF-LCAP  Title I  LCFF-LCAP	2000 5000 2000
					For the 2018-2019 Academic School Year

What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
<p>Student Performance and Progress (CAASPP) ELA and Math exams in comparison to other groups scores indicating a greater need, as a majority of the population at Madison are EL students.</p> <p>Madison will provide greater focus and resources to providing differentiated instruction for students who are performing below average, particularly for English Learners and students with disabilities.</p> <p>A majority of Madison's enrollment is identified as EL's with most classrooms having more than 60% EL's of their student body. Madison must integrate ELD in to daily instruction and support EL students and students with disabilities with access to core curriculum.</p> <p>Madison will support Long Term EL students, (students who have not reclassified for three years or longer) to attain Proficiency in ELA and MATH as well as to reclassify before promoting to middle school.</p> <p>Students at level 3 are basic in</p>	<p>integrated ELD aligned to common core units for all EL students</p> <p>*We are an identified Focus School, receiving added support and resources to be provided to attain our goals.</p> <p>*Tracking of students with disabilities and EL Special education students with IEP and economically disadvantaged students to ensure adequate progress is being made. Provide support and intervention as necessary</p> <p>*Teacher will provide scaffolding to make learning comprehensible.</p> <p>*Madison's EL Coach will work with Instructional Aides and all teachers to support and target Long Term EL students in small groups</p> <p>*SST and IEP for tier 3 students</p> <p>*After-school or Saturday support for academically at-risk students, with priority given to English Learners.</p>	<p>* 2016-2017 California Assessment of Student Performance and Progress (CAASPP)</p> <p>*Analysis of CELDT/ ELPAC scores and areas needing focus and support</p> <p>*Analysis of Benchmark tests and common-assessments.</p> <p>*Progress monitoring of students and designing lessons with explicit learning goals</p>	<p>Personnel Salaries</p> <p>1000-1999: Certificated</p> <p>Personnel Salaries</p>	<p>Title I</p> <p>5000</p>	

What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy?  -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?						
ELA and Math on SBAC and common assessments  Integration of ELD together with Balanced Literacy											
Many Madison English Learners are not achieving proficiency before they leave elementary school.	<ul style="list-style-type: none"><li>* Instructional Aides will support English Learners in the classroom.</li><li>*Use alternative reclassification for students with IEP</li><li>*Target intervention groups with Instructional Aides and EL Instructional Coach</li><li>*SST for all students EL level 3 or higher in 4th and 5th grade.</li><li>* Madison teachers will provide daily ELD in small group with no more than two consecutive language development levels.</li><li>* Madison teachers will provide scaffolding to make learning comprehensible.</li><li>*Madson's EL Coach will support work with Instructional Aides and teachers to support small group intervention using leveled library and students</li></ul>	<p>Progress will be measured with ELPAC, observations and local assessment such as IRI, math diagnostics and common assessments.</p> <p>In the area of English Language Development, 20% of Madison's English Learner students will be reclassified. This goal will be met when at least 20% of English Learner students:</p> <p>a) Score at the Proficient level on the ELPAC and</p> <p>b) Receive a grade of Proficient or better on the Report Card in ELA and</p> <p>c) A conference is held with the classroom teacher and parents and an agreement is made to Reclassify said student</p> <p>In the area of EL's moving up at least one language development level; Madison will increase by 20% the number of EL students progressing on ELPAC across three years until RFEF:</p>	<table><tr><td>1000-1999: Certificated Personnel Salaries</td><td>LCFF-LCAP</td><td>4000</td></tr><tr><td>2000-2999: Classified Personnel Salaries</td><td>Title I</td><td>4000</td></tr></table>	1000-1999: Certificated Personnel Salaries	LCFF-LCAP	4000	2000-2999: Classified Personnel Salaries	Title I	4000		For the 2018-2019 Academic School Year
1000-1999: Certificated Personnel Salaries	LCFF-LCAP	4000									
2000-2999: Classified Personnel Salaries	Title I	4000									

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	instructional reading level	Students not making progress on common assessments will receive additional instructional support by Instructional Aides and the EL Instructional Coach.  Move 80 % of ELs at English Proficiency Levels 1 or 2 to Levels 3 - 5. (60 Students)			
Madison students, particularly English Language learners and students with disabilities, are performing below the PUSD average in SBAC ELA and SBAC Math.  In order for the percent of students meeting or exceeding standard to increase by 5%, including English Learners and students with disabilities to increase by 3%, Madison needs to provide classroom experiences that will support students in performing well on the SBAC ELA and SBAC Math assessments.	*Madison Teachers will implement strategies learned during Building Educator Assessment Literacy (BEAL) PD training in Math and ELA (This specialized professional development is specific to supporting students in SBAC ELA and Math).  *Data chats on implementation of BEAL training strategies.	In the area of English Language Arts and Math, the % of Madison's English Learner students and students with disabilities in grades 3-5 scoring meets or exceeds on the SBAC ELA and SBAC Math assessments will increase by 3 percentage points as measured by the 2018-2019 California Assessment of Student Performance and Progress (CAASPP).	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	LCFF-LCAP  LCFF-LCAP  Title I  2000	For the 2018-2019 Academic School Year
		<ul style="list-style-type: none"> <li>*2018-2019 California Assessment of Student Performance and Progress (CAASPP)</li> <li>Analysis of ELPAC scores</li> </ul>			

**INFORMATION ONLY NOT SITE BASED**

**LCAP GOAL 2:**

**A well-trained and qualified teacher in every classroom, every day supported by adequate, well-trained support staff.**

**Area of Focus:**

- \_ Math (LCAP Goal 1)
- \_ English Language Arts (LCAP Goal 1)
- \_ Closing the Gap (LCAP Goal 1)
- \_ Parent and Community Engagement (LCAP Goal 4)

- \_ School Safety, Climate and Culture (LCAP Goal 3)
- \_ Graduation/College and Career Ready (LCAP Goal 1)
- School Selected (circle one): \_ Science, \_ Social Studies/History, \_ VAPA, \_ Technology, \_ Special Education

**Narrative:**

**Measurable Outcomes: LCAP metrics-schools can include additional**

## Planned Improvements in Student Performance – Target/Goal Page

**LCAP GOAL 3:** Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21<sup>st</sup> century learning.

<b>Area of Focus:</b> Math (LCAP Goal 1) English Language Arts (LCAP Goal 1) Closing the Gap (LCAP Goal 1) Parent and Community Engagement (LCAP Goal 4)	X School Safety, Climate and Culture (LCAP Goal 3) Graduation/College and Career Ready (LCAP Goal 1) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,
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**Narrative:**

Increase the % of average daily attendance by 2 percentage point school-wide and by 1 percentage points for academically at-risk students until 96% or better is achieved.

**Measurable Outcomes: LCAP metrics-schools can include additional**

- Increase average daily attendance rate by 2 percentage points school-wide and by 1 percentage points for academically at-risk students until 96% or better is achieved
- Decrease % of students school wide who are absent 3% or more of enrolled days and by 2 percentage points for academically at-risk students
- Decrease suspension rate by 5 percentage points
- Maintain expulsion rate of 0.0%.
- Increase % of students scoring high on school connectedness (measured by CHKS) by 10 percentage points over three years.

What are the needs that can be identified from outcomes?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
Madison Elementary has had challenges with attendance and keeping it at district standard; Madison will increase its Average Daily Attendance to 96% on a month to month basis	*Consistency of students attending school will be the focus of each classroom by implementing monthly incentives for classrooms that have the highest percentages.  *Community Liaison contact	*Survey responses  *Increase in parental response for school information  *Sign-in sheets of all parent meetings	2000-2999: Classified Personnel Salaries  5000-5999: Services And Other Operating Expenditures  2000-2999: Classified Personnel Salaries	Title I  Title I Part A: Parent Involvement  LCFF-LCAP	20310  1519  10000  For the 2018-2019 Academic School Year



What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	parents & aid in parent transportation to meetings  Healthy Start Family Center will support school with community engagement and workshops  *Inform parents of classes/workshops available thru the district  *Weekly communication between home and school both written and through phone blast.  *Monthly Coffee with the Principal on the last Friday of the Month.	*Parent contracts/conference for all "at-risk students" as needed  *Evaluation of workshops/classes as needed  *Parent/Teacher conferences during fall and winter  *Parent Instructional Walk-thru three times a year			
Madison Elementary has an increase in suspensions and discipline referrals.  Madison needs to provide positive behavior supports, alternatives to suspension, and a social and emotional learning curriculum, to students, particularly students with disabilities and African-American students, to reduce discipline referrals and suspensions.	Madison will continue to support its school-wide Positive Behavior Intervention Support Plan that addresses student behavior and expectations focusing on Safe, Responsible, and Respectful.  Madison will implement the Second Step Program school-wide and focus on Trauma-Informed Care/ Instruction	* Caught Being Good Slips, Yellow Citations, and teacher referral forms will continue to be a record keeping forms which will be monitored and adjusted and modified as needed  *Student behavior will be compared with previous year using teacher referrals, suspensions, etc.	2000-2999: Classified Personnel Salaries  2000-2999: Classified Personnel Salaries	LCFF-LCAP  Unrestricted	5215  17063
	*Hiring of Project aides to assist with student supervision				For the 2018-2019 Academic School Year

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	<p>and behavior support</p> <p>*Work with staff to address the pressing needs at the school</p> <p>*Seek input from varied stakeholders such as PTA, ELAC, etc.</p>				

## Planned Improvements in Student Performance – Target/Goal Page

**LCAP GOAL 4:** Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with the knowledge and skills to successfully support and advocate for their child.

<p>Area of Focus:</p> <p>Math (LCAP Goal 1)</p> <p>English Language Arts (LCAP Goal 1)</p> <p>Closing the Gap (LCAP Goal 1)</p> <p><b>X</b> Parent and Community Engagement (LCAP Goal 4)</p>	<p>School Safety, Climate and Culture (LCAP Goal 3)</p> <p>Graduation/College and Career Ready (LCAP Goal 1)</p> <p>School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>
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**Narrative:**

Increase % of parents participating in parent groups by 5 percentage points or more over the 2017-2018 school year.

**Measurable Outcomes: LCAP metrics-schools can include additional**

- Parent Involvement- Increase % of parents participating in parent groups by 5 percentage points or more over the 2017-2018 school year.

What are the needs that can be identified from outcomes?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
Madison Parent Involvement is very low, particularly parents of English Learners, African-American Students, foster youth, and students with disabilities.	Madison will target parent members of the Hispanic and African American communities along with parents of students with disabilities. For the 2018-2019 school year, Madison's Community Assistant will reach out to these communities and make personal contact with our parent community in order to better engage them in school activities and processes.	<p>* PUSD Parent Survey</p> <p>* Use of sign-in sheets at all of the events and compare them to previous year</p> <p>• Incorporate use of parent surveys to gather feedback on the relevance and appeal of events</p> <p>• Use information to design events that appeal to a broader section of parents.</p>	<p>0001-0999: Unrestricted: Locally Defined</p> <p>0001-0999: Unrestricted: Locally Defined</p>	<p>Title I</p> <p>LCFF-LCAP</p> <p>500</p> <p>1,000</p>	For the 2018-2019 Academic School Year
	* Send out information,				

What are the needs that can be identified from outcomes?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
What do we need to work on to improve results in this area?	newsletters, e-blasts, and phone calls in both English and Spanish * Make personal contact with parents inviting them to join the Madison academic community * Create incentives such as gifts and prizes for parents to attend the varied functions * Design events that are culturally relevant				
Parent attendance and participation in parent groups is very low in SSC, ELAC, PTA, and GATE. Madison does not have an active AAPC or Special Education parent group.	Increase Parent participation in SSC, ELAC, PTA, AAPC, GATE, Special Education parent groups *Consistency of Parent meetings (i.e.: SSC every 2nd Tuesday of the month) *Principal meeting with parents to discuss and explain data results, budget & get viewpoint of parents on how \$ should be spent. *Community Assistant contact parents & aid in parent transportation to meetings *Healthy Start Family Center will support school with community engagement and workshops	*Survey responses *Increase in parental response for school information *Sign-in sheets of all parent meetings *Parent contracts/conference for all "at-risk students" as needed *Evaluation of workshops/classes. *Parent/Teacher conferences during fall and winter *Parent Instructional Walk-through three times a year	2000-2999: Classified Personnel Salaries	LCFF-LCAP	10000
					For the 2018-2019 Academic School Year

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	<p>*Inform parents of classes/ workshops available through the district</p> <p>*Weekly communication between home and school both written and through phone blast.</p> <p>*Monthly Coffee with the Principal on the last Friday of the Month.</p>				

## Planned Improvements in Student Performance – Target/Goal Page

### Site Specific Goal 5:

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

Area of Focus: Math (LCAP Goal 1) English Language Arts (LCAP Goal 1) Closing the Gap (LCAP Goal 1) Parent and Community Engagement (LCAP Goal 4)	School Safety, Climate and Culture (LCAP Goal 3) Graduation/College and Career Ready (LCAP Goal 1) School Selected (circle one): XScience, Social Studies/History, VAPA, Technology, Special Education, NGSS
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### Narrative:

Students at Madison Elementary must be able to demonstrate application of science concepts and engage in student discourse around science concepts. Students in 5th grade will increase the % of students scoring standard met or exceeded in the CAST assessment over the 2017-2018 data.

### Measurable Outcomes: LCAP metrics-schools can include additional

- All K-5 classes will have students submit entries to the District Innovation Exposition.
- % of students in 5th grade meeting or exceeding standard in Science CAST will increase by 3% a year for the next three years.

What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
Madison students do not have a solid foundation in Science as measured by the State Science Tests proficiency scores.	Increase evidence of student discourse in science.  *Analyze data from common assessments	*Monitor individual student data sheet  *Common assessments  *Teachers review student progress through class participation/	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	LCFF-LCAP  Unrestricted	5000  1000  For the 2017-2018 Academic School Year
Madison 2015 Science Paper-based tests: 39% proficient	*Teachers will plan science instruction with a focus on				

What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
compared to PUSD 60%.	student discourse.	observation & tests feedback			
Madison 2016 Science Paper-based tests: 28% proficient compared to PUSD 49%	*Teachers will engage in grade-level collaboration to increase student discourse, get students to have a deeper understanding of the content, and application of what students learn.	*Principal observations *Coaching support in the classrooms *Madison's community garden will be visited weekly by grade levels			
With the change to NGSS and the California Science Test (CAST) students will have to apply the science they learn to be at or exceed standard on the CAST.	*alignment of science instruction within grade level and across grade level spans.	*Walk throughs by classes to share student science work.			
Madison students, including English Learners and students with disabilities, have not historically done well in stare science assessments.					
In order for the percent of students meeting or exceeding standard in 5th grade to increase by 5%, including English Learners and students with disabilities to increase by 3%, Madison needs to focus on classroom discourse and application of science concepts at all grade levels K-5.					
Madison 5th grade students historically perform below the district average on state science assessments.	Increase 5th grade student proficiency in science to 3% on the State Science Test	Vertical alignment of science themes.	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I LCFF-LCAP  2,500	For the 2017-2018 Academic School Year
In order for the percent of	*focus on application of NGSS	All grade levels teaching same themes within grade levels			

What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
students meeting or exceeding standard in 5th grade to increase by 5%, including English Learners and students with disabilities to increase by 3%, Madison needs to focus on classroom discourse and application of science concepts at all grade levels K-5.	*increase student engagement strategies  *use district coaches to provide support on NGSS and Instructional Rounds around student discourse and science application  *collaborate with community partners with support from district science TOSA				



## Planned Improvements in Student Performance – Target/Goal Page

<b>Target : <i>(insert annual target/goal)</i></b> <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b>						
<b>Area of Focus:</b> Math English Language Arts Closing the Gap (must include EL reclassification goal of no less than 15% increase Parent and Community Engagement	School Safety, Climate and Culture (safe, respectful, responsible) Graduation/College and Career Ready (High Schools only – must include an indicator for CAHSEE) School Selected (circle one):   Science,   Social Studies/History,   VAPA,   Technology, Special Education,					
What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY

## Planned Improvements in Student Performance – Target/Goal Page

<b>Target : <i>(insert annual target/goal)</i></b> <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b>						
<b>Area of Focus:</b> Math English Language Arts Closing the Gap (must include EL reclassification goal of no less than 15% increase Parent and Community Engagement	School Safety, Climate and Culture (safe, respectful, responsible) Graduation/College and Career Ready (High Schools only – must include an indicator for CAHSEE) School Selected (circle one):   Science,   Social Studies/History,   VAPA,   Technology, Special Education,					
What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY

## Planned Improvements in Student Performance – Target/Goal Page

<b>Target : <i>(insert annual target/goal)</i></b> <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b>						
<b>Area of Focus:</b> Math English Language Arts Closing the Gap (must include EL reclassification goal of no less than 15% increase Parent and Community Engagement	School Safety, Climate and Culture (safe, respectful, responsible) Graduation/College and Career Ready (High Schools only – must include an indicator for CAHSEE) School Selected (circle one):   Science,   Social Studies/History,   VAPA,   Technology, Special Education,					
What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	84310	0.00
Title I Part A: Parent Involvement	1519	0.00
LCFF-LCAP	55715	0.00
Unrestricted	18063	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF-LCAP	55,715.00
Title I	84,310.00
Title I Part A: Parent Involvement	1,519.00
Unrestricted	18,063.00

### Summary of Expenditures in this Plan

#### Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	1,500.00
1000-1999: Certificated Personnel Salaries	27,500.00
2000-2999: Classified Personnel Salaries	111,588.00
4000-4999: Books And Supplies	15,500.00
5000-5999: Services And Other Operating Expenditures	3,519.00

### Summary of Expenditures in this Plan

#### Total Expenditures by Goal

Goal Number	Total Expenditures
Math	23,000.00
English Language Arts	32,000.00
Closing the Gap	28,000.00
School Safety, Climate and Culture/College and Career	54,107.00
Parent and Community Engagement	11,500.00
Site Specific Goal 5	11,000.00

## Restricted Funding Personnel 2017-2018

Personnel	Funding	General Duty and SPSA support
Community Assistant	LCFF-LCAP	To provide support to the families and community; support school relations with all stakeholders. To provide translation support for teachers, front office, and parents.
Project Aides	LCFF-LCAP and Title I	To support student achievement by establishing working relationships with underperforming students. Serve as a Mentor to students and provide guidance and support with the goal of enhanced behavior. Support classroom instruction by being a support system for staff.
Clerk Typist	LCFF-LCAP	To support the front office with communication with our diverse parent community. To provide translation support for teachers, front office, and parents.
Library Coordinator	Title I	To provide support to the school in the school library and teachers with literature and reading.
Instructional Coach	LCFF-LCAP	<ul style="list-style-type: none"> <li>Leads classroom teachers in implementation of the English Learner Program including daily English Language Development (ELD) instruction.</li> <li>Observes classroom instruction of English Learners (ELs) for the purpose of providing teachers with direction and assistance designed to improve instructional skills.</li> <li>Participates in both individual and group peer coaching around student best practices.</li> <li>Explains and demonstrates effective instructional strategies for raising the achievement of ELs.</li> <li>Exhibits knowledge and support of the state and district standards, curriculum and instructional programs as related to English Learner students.</li> <li>Provides professional development for administrators, teachers, and paraprofessionals that is aligned with the districts instructional goals and programs.</li> <li>Organizes, distributes and maintains learning materials.</li> <li>Ensures that ELs are assessed and placed in classrooms appropriate to their level of English fluency.</li> <li>Participates in IEP development for EL students with Special Needs.</li> <li>Serves as site coordinator for assessments as needed by the LADD office.</li> <li>Trains school-site teachers and participates in ELPAC administration.</li> <li>Administers required assessments for students as needed.</li> <li>Collects and provides data for the state Language Census to LADD.</li> <li>Collects, analyzes, and provides EL data to school site staff.</li> <li>Utilizes data to provide school-site EL support.</li> <li>Monitors programs and keeps records for evaluation and required reports.</li> </ul>

		<ul style="list-style-type: none"> <li>• Attends regularly scheduled in-service meetings conducted at the district level.</li> <li>• Attends, and participates in the planning of English Learner Advisory Committee (ELAC) meetings.</li> <li>• Provides updates on school-site EL progress for stakeholder groups along with monthly ELAC meetings.</li> <li>• Plans and provides educational activities for parents/guardians.</li> <li>• Assists the principal in planning and implementing the English Learner Program at the school, including the scheduling of EL students in appropriate classes.</li> <li>• Assists the principal in the writing of the Single Plan for Student Achievement.</li> <li>• Works with site administration, coach specialist (if applicable) and teachers to prioritize and plan school-based professional development, and conduct implementation and follow-up training in district priority initiatives</li> <li>• Provide coaching to teachers focused on effective instructional practices for student success and closing performance gaps</li> <li>• Models instructional practices in classrooms with teacher</li> <li>• Visits classes regularly to provide coaching feedback as needed, and is active in Instructional Rounds</li> <li>• Facilitates data analysis / chats focused on student work and evidence</li> <li>• Support diagnosis of student needs and determination of research-based strategies to improve instruction</li> <li>• Provides technical assistance to teachers in district-adopted curriculum implementation, instructional planning, and resource selection</li> <li>• Implements uniform guidelines for reading/ math diagnostic, assessment and placement</li> <li>• Contributes to the efficient instructional operations of the school site, including scheduling for collaboration and planning, use of technology, etc.</li> <li>• Meets regularly with site administrator(s), coach specialist (if applicable) and teachers at school site</li> <li>• Communicates productively with school-based stakeholders such as teachers, instructional support staff, parents and students</li> <li>• Participates as member of site Instructional Leadership Team</li> </ul>
EL Instructional Aide	LCFF-LCAP and Title I	Under the direction and the school principal supports English Language Learners within the classroom and outside of the classroom with small group instruction.

The following monies reflect dollars that are recommended be held centrally to support District priorities. These are monies that are above the administrative set-aside, which is generally 10% and indirect costs that are approximately 5% ( these fluctuate each year based on state formulas - total is never higher than 15%).

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

# **Site Services 2018-19**

**School:                      Madison**

Resource			# of students	Per Pupil Share to School	Total Share of School
30100 Title I		District Authorized Reservations	# of FRL students @ school	District FRL # 9424	
	Direct Services	\$ 2,231,889.00	343	\$ 236.83	\$ 81,232.80
	<b>Total Share of School</b>				<b>\$ 81,232.80</b>

The District will provide the following direct services with Title I Authorized Reservation total amount of \$2,231,889.

- A Instructional Coaches and Curriculum (Math, Science, Literacy, including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/ support to the school sites to increase the unduplicated group students' academic achievement;
- B District, Curriculum, Instruction, and Professional Development leadership and staff who are providing direct, hands-on services to the school sites
- C Superintendent Focus School Instructional Support actions and services to reduce the achievement gap (Red on Dashboard)
- D Families in transition / Homeless and support staff
- E Parent and Community Engagement
- F Multi-Tiered System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to identified school sites)



## School Site Council Membership

Education Code Section 64001(g) requires that the SAP/SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name of Members	Officer Position (President, Secretary, etc.)	Year of Term (1st, 2nd, etc.)	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Maria Garcia	Chairperson	1st				X	
Maria Reina	Vice-Chair	1st				X	
Annette Aghadjanians	Secretary	1st		X			
Angeles Chopra	Parliamentarian	1st			X		
Noemi Orduna	Principal	1st	X				
Elena Camarillo		1st		X			
Alma Bustillo		1st				X	
Vilma Salazar		1st				X	
Chelsea Eshnaur		1st		X			
Esmeralda Cerezo						X	
<b>Numbers of members of each category:</b>			<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

For elementary schools there should be parity between the number of staff on the site council and the number of parents/community members. For secondary schools, staff should make up one half of the council, students should make up one fourth and parents/community should make up one fourth.

The minimum number of SSC members for elementary is 10 and for secondary is 12.

For any SSC, teachers should make up the majority of staff members on the SSC.

## Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

X	English Learner Advisory Committee	_____ Signature
	African American Parent Council	_____ Signature
	Community Advisory Committee for Special Education Programs	_____ Signature
X	Gifted and Talented Education Program Advisory Committee	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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.
6. This school plan was adopted by the school site council at a public meeting on: 5/08/18

The English Learner Advisory Committee had the opportunity to provide input and advice on the development of this school plan specifically as it relates to EL students:

_____ Signature of ELAC chairperson	_____ Signature of ELAC committee member	5/08/18 Meeting Date
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**Attested:**

Noemi Orduna _____ Typed Name of School Principal	_____ Signature of School Principal	5/08/18 Date
---	--	-----------------

Maria Garcia _____ Typed Name of SSC Chairperson	_____ Signature of SSC Chairperson	5/08/18 Date
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## **Appendices**

**School Accountability Report Card**  
**Insert the latest, always a year behind.**

## Site Level Parent Involvement Policy

All schools will address actions to promote parent involvement/engagement. School sites must work with parents through committee to develop and review site level policy based on the criterion provided.  
This must be reviewed annually and updated to reflect current practice

## Site Level School/Parent Compact

## Attendance Improvement Program

### Attendance Improvement Implementation Plan

School: James Madison Elementary	Principal: Noemi Orduna
School Number: 626-396-5780	Counselor:
Date Completed: May 8, 2018	Principal Signature:

**Goal:** Increase the percentage of students attending at 96% or higher.

2015-2016 ADA Short Term Goal	2016-2017 ADA Long Term Goal	2017-2018 ADA Long Term Goal
94.90%	94.03	96.00

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
*Attendance clerk and attendance interns will follow up with phone calls to families on a daily basis	*students that are absent	*daily	*weekly and monthly attendance reports
*Staff will conduct home visits of frequently absent and tardy students	*parents and students	*as needed	*children's attendance records
*Staff and Principal will conduct meeting with parents.	*parents	*as needed	*increase in student awards
*Students earn prizes for class and individually for perfect or/and improved attendance.	*students	*monthly or as needed	*increased attendance in the 2018-2019 school year by 1% or more every year for the next three years.

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	Target Audience/s	Frequency	Measure of Success

		Daily/Weekly/Monthly/Yearly	
*Principal visit with every class to discuss importance of attendance. Certificates and class competitions	students	bi-monthly	increase in student attendance in 2018-2019 by 1% or more every year for the next three years.

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
phone calls home *SSTs and/or SARB	parents	as needed	decrease of student absences



Pasadena Unified School District  
**Instructional Services**  
 GIFTED AND TALENTED EDUCATION

**GATE Principal's Checklist**

The grey portions detail state requirements of school districts for GATE programs. The white portions that follow are ways that the District expects the schools to implement the state requirements in grey. Please review this revised checklist that is now aligned with the current District GATE Plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the School GATE program in alignment with the District GATE Plan.

<b>Rubric</b>			
1 = This is an established practice that has been in place since before the 2018-19 school year.			
2 = This practice is being implemented for the first time during the 2018-19 school year.			
3 = This practice is being developed now to be implemented during the 2018-19 school year.			

<b>Section 1: Program Design</b>			
1.1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.			
1.2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.			
1.3 The program is articulated with the general education programs.			
Does the school administrative leadership team have access to and review the LEA GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?	X		
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?	X		
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?	X		
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?			
Are GATE services provided to students during the regular instructional school day?	X		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?	X		
Are all parents informed of the GATE Parent Education Workshops offered by the District?	X		
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately			



**Section 1: Program Design**

- 1.1: The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.
- 1.2: The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.
- 1.3: The program is articulated with the general education programs.

counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?

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**Section 2: Identification**

- 2.1: The nomination/referral process is ongoing.
- 2.2: An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.
- 2.3: Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-11 be evaluated for GATE identification?

X			
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Is there a plan to articulate the plan above to parents and teachers on an annual basis?

X			
---	--	--	--

Does the plan inform parents and teachers of the GATE referral window of August - September?

X			
---	--	--	--

Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of October?

X			
---	--	--	--

Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2 nd grade teachers?

X			
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**Section 3: Curriculum and Instruction**

- 3.1: A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.
- 3.2: The differentiated curriculum for gifted students is supported by appropriate structures and resources.

**Elementary**

Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?

<b>1</b>	<b>2</b>	<b>3</b>
----------	----------	----------

Do all teachers include a discussion of the ILP during the November parent conference for GATE students?

X		
---	--	--

Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?

X		
---	--	--

Are the following instructional options used in the development of the School GATE Plan:

- Individual Learning Plan
- Independent projects
- Interest based enrichment opportunities
- GATE clusters with GATE certified teacher
- Curriculum compacting
- Vertical subject-matter acceleration
- IB program

X		
---	--	--

<b>Section 3: Curriculum and Instruction</b>			
3.1: A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.			
3.2: The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
<b>Middle School</b>			
Are high-achieving GATE students placed in accelerated or honors classes?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> <li>• Honors class</li> <li>• Pre-AP classes</li> <li>• IB classes</li> <li>• Enrichment classes</li> <li>• Vertical subject-matter acceleration</li> <li>• Options for GATE Advisory</li> </ul>			
<b>High School</b>			
Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes are available?			
Is the IB diploma program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> <li>• Honors classes</li> <li>• AP classes</li> <li>• IB classes</li> <li>• Career Pathways classes/Independent Study</li> <li>• Vertical subject-matter acceleration</li> <li>• Options for GATE Advisory</li> </ul>			
<b>All Grades</b>			
Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?	X		
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the GATE Principals Checklist annually as needed?	X		
Does the School Site Council review and approve the GATE Principals Checklist annually?	X		

**Section 3: Curriculum and Instruction**

3.1: A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.  
3.2: The differentiated curriculum for gifted students is supported by appropriate structures and resources.

Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?

Is the GATE Principals Checklist developed in response to the specific and varied learning needs of the individual school population?

**Section 4: Social and Emotional Development**

4.1: Actions to meet the affective needs of gifted students are ongoing.

4.2: At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

Do schools provide enrichment activities that foster social interaction among GATE students?

Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?

Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?

Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?

Do middle and High School students have an option for a GATE focused advisory to support their specific social/emotional needs?

**Section 5: Professional Development**

5.1: The district provides professional development opportunities related to gifted learners on a regular basis.

Does the Principal schedule time for the GATE Coordinator to provide professional development at the school site during A meetings on any of the following topics:

- PUSD GATE Program Overview
- GATE Identification Process
- Characteristics of Gifted Learners from Diverse Populations
- How to get or renew GATE Certification
- How to create and use the Individual Learning Plan

Does the Principal schedule other GATE-related professional development at the school site during A meetings on any of the following topics:

- Kaplan's Prompts of Depth and Complexity/Content Imperatives
- Acceleration of content (Universal Themes and Big Ideas)
- Differentiation of skill, product, process
- Critical and Creative thinking
- Independent Study/Developing an Interest
- Curriculum Compacting

**Section 5: Professional Development**

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.

- Characteristics of Giftedness
- Scholarly Behaviors (Thinking like a Disciplinarian)
- Interdisciplinary lesson development

**Section 6: Parent and Community Involvement**

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

Does the school have a GATE Parent Advisory Committee (PAC) that meets <b>four</b> times per year?	X			
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?	X			
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?	X			
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			X	
Is the School GATE Plan shared with parents and the community effectively and systematically?	X			

**Section 7: Program Assessment**

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?

X			
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**Name of School Site:** James Madison Elementary

**Principal:** Noemi Orduna

**School Site Council Chair (typed):** Maria Garcia

**Date Approved By GATE Site Advisory Council:** May 8, 2018

**Date Approved By School Site Council** May 8, 2018

**Dates and times of calendared site GATE Advisory meetings  
2018-2019:**

	Date	Topic
1 <sup>st</sup> meeting		
2 <sup>nd</sup> meeting		
3 <sup>rd</sup> meeting		
4 <sup>th</sup> meeting		

**Pasadena Unified School District  
Comprehensive School Safety Plan Sb-187**

Pursuant to Education Code EC 35294 et seq., every school in California is required to develop a comprehensive school safety plan to address safety concerns identified through a systematic planning process. A school site council or safety planning committee shall review and update the plan by March 1st of each year. Each school shall report on the status of the plan in the annual School Accountability Report Card (SARC).

This is to certify that James Madison Elementary has complied with Senate bill 187 Comprehensive School Safety plan requirements established by California Education Code EC 35294 et seq. and approved by our School Site Council for the current school year.

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

(Signature)

School Safety Committee Chair: \_\_\_\_\_ Date: \_\_\_\_\_

(Signature)

In the 2002 legislative session, Senate Bill (SB) 1667, School Violence and Assembly Bill (AB) 2198, School Violent Crime were approved by the Legislature and became effective January 1, 2003.

SB 1667 requires the following school safety plan changes:

EC 35294 requires schools to hold a public meeting at the school site to allow members of the public the opportunity to express an opinion about the plan. SB 1667 amends EC 3524.8 to require schools to notify, in writing, the public of the meeting.

This is to certify that the Pasadena Unified School District has complied with SB 1667, pursuant to EC 35294.8 to notify the public of the public meeting.

District Representative: Eric Sahakian, Executive Director Child Welfare Safety and Attendance

## Pasadena Unified School District Kindergarten Transition Plan and Objectives

<b>Objective</b>	One of the major challenges children have to faces in their early childhood years is the transition to kindergarten. It sets the tone and direction of a child's school career. In 2006, the Pasadena Unified School District convened a Transition to Kindergarten Focus Committee in conjunction with the City of Pasadena's Childcare Office, Head Start, and the Los Angeles Office of Childcare. PUSD representation on this committee includes preschool and Kindergarten teachers and administrative leadership.
<b>Mission</b>	The mission of this committee is to collaborate with educators and members of the community in order to plan and develop policies that will serve to provide effective transitions from preschool to Kindergarten.
<b>Findings</b>	Findings by the National Center for Early Development and Learning indicate a need for greater communication among Kindergarten teachers, families and the school. With the support of Transition to Kindergarten Focus Committee, the PUSD organized an informational forum for parents whose children were transitioning to Kindergarten and developed Kindergarten Readiness Packets that are distributed annually each spring to families.
<b>Actions</b>	<p>Instruction is provided to families, in English and Spanish, on the use of the materials in the kit. Materials included: pamphlets on activities parents and children could do together to get ready for Kindergarten, arts and craft supplies, transition booklet, Prek literature selections from Open Court, picture books and much more. Our plan is to improve and expand this effort to provide support and instruction to parents combined with engaging school readiness materials that are given to graduating PUSD preschool students.</p> <p>A key component of our Early Reading First plan is to expand promising practices to support the language development and literacy of English learners (ELs), we continue looking to expand the promising practices being developed at our three English Learner Acquisition and Development Pilot Program schools; Longfellow, Washington and Willard. PUSD utilizes the lessons learned from these promising English learner strategies as well as from a successful Reading First program. We continue to seek to improve alignment, continuity and the sharing of best practices in language development and literacy for preschool and elementary schools, our proposed professional development plan includes training teachers in the adopted reading program (now Open Court, with potential new adoption anticipated next year) as well as training for English learner strategies and providing ongoing coach support.</p> <p>Increased communication between our preschool and Kindergarten teachers will also strengthen the transition to Kindergarten and the types of promising practices being used at our elementary schools, including the development of Individual Learning Plans, newcomer support, intervention strategies, Reclassification, and follow-up.</p>

Pasadena Unified School District  
**James Madison Elementary School**  
Parent Involvement Policy

James Madison Elementary School has developed a written parental involvement policy with input from parents. Parent representatives from the School Site Council (SSC), the Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), parents of students with special needs, parents of GATE students, and staff have jointly developed the parent involvement policy. Parents, including PTA, ELAC, parents of special needs students, and parents of GATE students, participate in the periodic updates of the policy to meet the changing needs of parents and school.

The Parent Involvement Policy is available to parents on our school's website. Copies of the policy are also available at the school's main office.

1. Involvement of Parents:
  - a. James Madison Elementary convenes at Back to School Night in an effort to inform parents of Title I students of Title I requirements and their right to be involved in the Title I program.
    - i. Parents are invited to attend Back to School Night through weekly communications sent home, monthly newsletter, phone calls home, and meeting notices posted at the school's main office.
    - ii. Parents are informed of their rights and responsibilities and school's Title I Program.
  - b. James Madison Elementary offers a number of flexible meetings:
    - i. Coffee with the Principal the first Friday of every month 8:30-9:30 am in the auditorium.
    - ii. English Learner Advisory Committee (ELAC) meetings are held at 8:30 am the third Friday of every month in the auditorium.
    - iii. School Site Council Meetings are held at 2:30 pm the third Tuesday of every month in the auditorium.
  - c. James Madison Elementary involved parents of Title I students in an organized, ongoing and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy.
    - i. ELAC, PTA, GATE, and parents of special needs students participate annually and have the opportunity to review and offer input into the school's Single Plan for Student Achievement (SPSA) and periodic updates of the school's parental involvement policy.
    - ii. Parent representatives from the ELAC and SSC participate in the District English Learner Advisory Committee (DELAC) and the District Advisory Council (DAC) monthly meetings to share concerns, be informed, and bring back information to parents of James Madison Elementary.



- iii. James Madison Elementary's principal or designee regularly reports to ELAC, PTA, and SSC meetings on Title I programs.
  - d. James Madison Elementary provides parents of Title I students with timely information about Title I programs.
    - i. During Back to School Night.
    - ii. James Madison Elementary's principal or designee regularly reports to ELAC, PTA, and SSC meetings on Title I programs.
    - iii. Parent representatives from the ELAC and SSC participate in the District English Learner Advisory Committee (DELAC) and the District Advisory Council (DAC) monthly meetings to share concerns, be informed, and bring back information to parents of James Madison Elementary.
  - e. James Madison Elementary provides parents with an explanation of the curriculum, assessments and proficiency levels students are expected to meet.
    - i. Parents are informed about the curriculum used at the school, the academic assessments used to measure student progress, and the proficiency levels students are expected to reach at the Back to School Night, through monthly newsletters, at parent monthly meetings, and at parent teacher conferences.
  - f. James Madison Elementary provides parents with opportunities for regular meetings to participate in decisions relating to the education of their children.
    - i. At annual parent teacher conferences to review student academic progress.
    - ii. In meetings between parent and school team.
- 2. School-Parent Compact
  - a. James Madison Elementary has jointly developed with and distributed to parents a school-parent compact that outlines how parents, school staff, and students will share responsibility for improved academic achievement. The Compact also describes how the school and parents will develop a partnership to help children reach proficiency on State Standards.
    - i. Parent representatives from the School Site Council (SSC), English Learner Advisory Committee (ELAC), parents of students with special needs, parents of GATE students, and staff have jointly developed the School-Home Compact.
    - ii. The Compact will be distributed to parents and students during the annual parent-teacher conference.
- 3. Building Capacity for Involvement
  - a. James Madison engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement to help reach these goals.
    - i. James Madison Elementary parents receive information and training on academic content standards, assessments, how to monitor and improve the achievement of their children at the parent workshops.

- ii. James Madison Elementary provides a monthly newsletter to parents to ensure they are informed about school events, academics being taught, parent meetings, and several other information matters.
- iii. James Madison Elementary maintains informative bulletin boards. All notices and agendas for parent meetings are posted 72 hours prior to the meeting.
- iv. James Madison Elementary parents offer input in selecting parent workshop topics.
- v. James Madison Elementary communicates with parents regarding school activities through monthly newsletters, phone calls, information sent home in communication folders, the school website, monthly parent meetings, and parent workshops. All communication sent home are translated for parents limited in English.

#### 4. Accessibility

- a. James Madison Elementary provides opportunities for all parents to participate, including Title I parents, parents of limited English proficiency, and parents with disabilities.
  - i. James Madison Elementary communicates with parents regarding school activities through monthly newsletters, phone calls, information sent home in communication folders, the school website, monthly parent meetings, and parent workshops. All communication sent home are translated for parents limited in English.
  - ii. Meetings are posted on campus and on our website 72 hours in advance.
  - iii. James Madison Elementary is a handicap accessible school to accommodate parents with disabilities.

**Pasadena Unified School District  
Comprehensive School Safety Plan Sb-187**

Pursuant to Education Code EC 35294 et seq., every school in California is required to develop a comprehensive school safety plan to address safety concerns identified through a systematic planning process. A school site council or safety planning committee shall review and update the plan by March 1st of each year. Each school shall report on the status of the plan in the annual School Accountability Report Card (SARC).

This is to certify that James Madison Elementary has complied with Senate bill 187 Comprehensive School Safety plan requirements established by California Education Code EC 35294 et seq. and approved by our School Site Council for the current school year.

Principal: \_\_\_\_\_

  
(Signature)

Date: \_\_\_\_\_



School Safety Committee Chair: \_\_\_\_\_

  
(Signature)

Date: \_\_\_\_\_



In the 2002 legislative session, Senate Bill (SB) 1667, School Violence and Assembly Bill (AB) 2198, School Violent Crime were approved by the Legislature and became effective January 1, 2003.

SB 1667 requires the following school safety plan changes:

EC 35294 requires schools to hold a public meeting at the school site to allow members of the public the opportunity to express an opinion about the plan. SB 1667 amends EC 35294.8 to require schools to notify, in writing, the public of the meeting.

This is to certify that the Pasadena Unified School District has complied with SB 1667, pursuant to EC 35294.8 to notify the public of the public meeting.

District Representative: Eric Sahakian, Executive Director Child Welfare Safety and Attendance

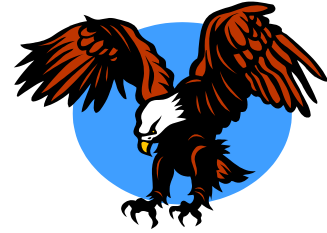


## **MADISON ELEMENTARY**

Pasadena Unified School District

2017-2018

Home of the Soaring Eagles  
**School-Parent Compact**



Student Scholar

I agree to carry out the following responsibilities:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

\_\_\_\_\_  
Student Signature/ Date

\_\_\_\_\_  
Grade

Family/Parent

I agree to carry out the following responsibilities:

- Provide a quiet time and place for homework and monitor and monitor TV viewing.
- Read to my child or encourage my child to read every day.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Support the school's discipline and dress codes.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences, Open House and Back-to-School Night.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.

\_\_\_\_\_  
Parent/Guardian Signature/Date

Staff

As a Pasadena Unified School District teacher/Administrator I will:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Encourage parent involvement in school activities.
- Enforce rules equitably and provide a safe, orderly and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning.
- Support the formation of partnerships with families and community.
- Participate in collaborative decision making with other school staff and families for the benefit of students.
- Respect the school, students, staff and families.

\_\_\_\_\_  
Teacher Signature/Date

\_\_\_\_\_  
Principal Signature/Date

\_\_\_\_\_  
Superintendent Signature/Date

## Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

☒ English Learner Advisory Committee

☐ African American Parent Council

☐ Community Advisory Committee for Special Education Programs

☒ Gifted and Talented Education Program Advisory Committee

☐ Other committees established by the school or district (list):

Alma K Bustillo  
Signature

\_\_\_\_\_  
Signature

[Signature]  
Signature

\_\_\_\_\_  
Signature

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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.
6. This school plan was adopted by the school site council at a public meeting on: ~~04/18/2017~~ **05/08/18<sup>th</sup>**

The English Learner Advisory Committee had the opportunity to provide input and advice on the development of this school plan specifically as it relates to EL students:

Alma K Bustillo  
Signature of ELAC chairperson

[Signature]  
Signature of ELAC committee member

5/08/18  
Meeting Date

### Attested:

Noemi Orduna  
Typed Name of School Principal

[Signature]  
Signature of School Principal

5/08/18  
Date

Maria Garcia  
Typed Name of SSC Chairperson

Maria S Garcia  
Signature of SSC Chairperson

5/08/18  
Date

# Madison Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Noemi M. Orduña, Principal

Principal, Madison Elementary

#### About Our School

I am honored and excited to serve as principal at Madison Elementary School. My passion for supporting the success of all students has been shaped by the many years I have been an educator. It is an amazing experience to partner with the dedicated Madison Elementary School teachers to support students with research-based instructional practices. Madison Elementary School partners with parents and the community to support our children's academic achievement and enrich their learning experiences.

#### Contact

*Madison Elementary  
515 Ashtabula St.  
Pasadena, CA 91104-4306*

*Phone: 626-396-5780  
E-mail: [montano.noemi@pusd.us](mailto:montano.noemi@pusd.us)*

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
<b>District Name</b>	Pasadena Unified	<b>School Name</b>	Madison Elementary
<b>Phone Number</b>	(626) 396-3600	<b>Street</b>	515 Ashtabula St.
<b>Superintendent</b>	Brian McDonald	<b>City, State, Zip</b>	Pasadena, Ca, 91104-4306
<b>E-mail Address</b>	<a href="mailto:mcdonald.brian@pusd.us">mcdonald.brian@pusd.us</a>	<b>Phone Number</b>	626-396-5780
<b>Web Site</b>	<a href="http://www.pusd.us">www.pusd.us</a>	<b>Principal</b>	Noemi M. Orduña, Principal
		<b>E-mail Address</b>	<a href="mailto:montano.noemi@pusd.us">montano.noemi@pusd.us</a>
		<b>Web Site</b>	<a href="http://madison.pusd.us">http://madison.pusd.us</a>
		<b>County-District-School (CDS) Code</b>	19648816021687

*Last updated: 1/31/2018*

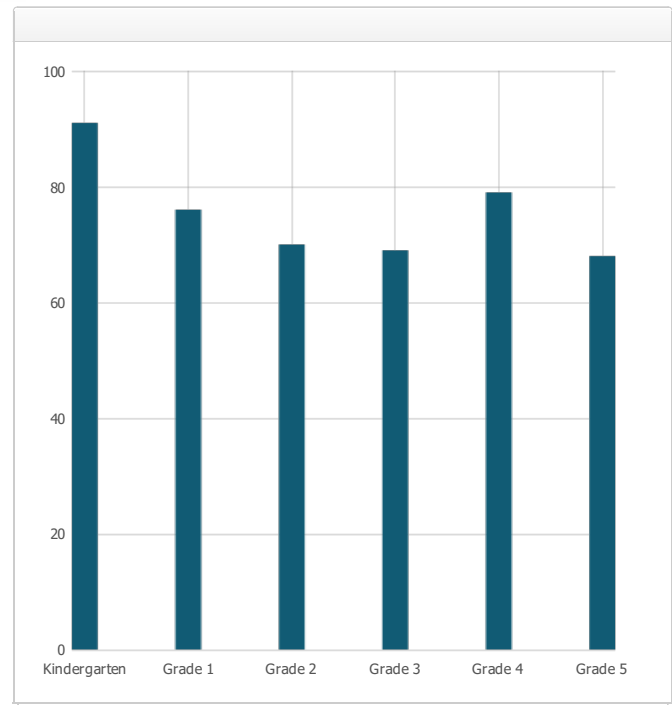
### School Description and Mission Statement (School Year 2017-18)

At James Madison Elementary School, it is our vision to empower students to be lifelong learners that demonstrate knowledge, skills, and values required to be productive members of a global society. Our mission is to create a school community that works together to provide an exceptional educational experience that promotes discovery, innovation, and leadership skills in order to be college and career ready.

*Last updated: 1/30/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	91
Grade 1	76
Grade 2	70
Grade 3	69
Grade 4	79
Grade 5	68
Total Enrollment	453



Last updated: 1/24/2018

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	5.1 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	1.1 %
Hispanic or Latino	92.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.1 %
Two or More Races	0.0 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.4 %
English Learners	57.6 %
Students with Disabilities	12.1 %
Foster Youth	0.7 %

Last updated: 1/24/2018



## A. Conditions of Learning

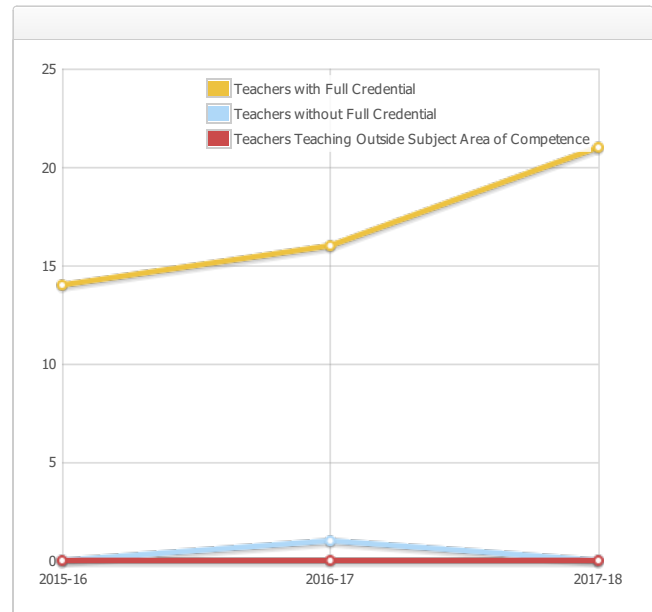
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

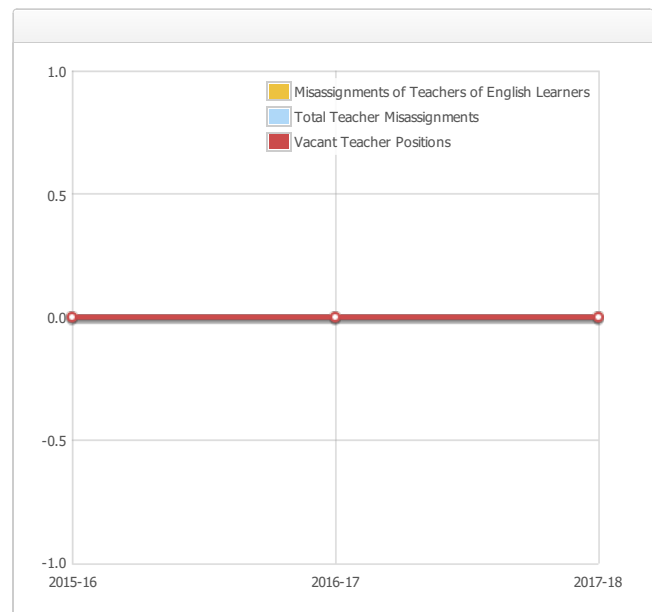
Teachers	School				District
	2015-16	2016-17	2017-18	2017-18	
With Full Credential	14	16	21	730	
Without Full Credential	0	1	0	7	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0	



Last updated: 1/24/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/24/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: December 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	OCR/Anthology 1, SRA/McGraw-Hill OCR/Anthology 2, SRA/McGraw-Hill OCR/Anthology, SRA/McGraw-Hill	Yes	0.0 %
Mathematics	• Ready CCSS Math Instruction – Student Book K-5, iReady Common Core, 2017	Yes	0.0 %
Science	• California Science Kindergarten Big Book, Houghton Mifflin Harcourt School Publishers, 2007 • California Science Lv. 1, Lv. 2, Lv. 3, Lv. 4, Lv. 5, Houghton Mifflin Harcourt School Publishers	Yes	0.0 %
History-Social Science	History –Social Science for California: “Learn and Work”, “Time and Place”, “Then and Now”, “Our Community”, “Our California”, “Our Nation”, Scott Foresman	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts	• Art Connections, SRA • Making Music, Silver Burdett	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/28/2018

## School Facility Conditions and Planned Improvements

Madison Elementary School was originally constructed in 1905, with massive renovations completed between 2004 and 2005. Renovations included a new library/media center and a new classroom building. Junior League of Pasadena donated a nearby home to Madison Elementary referred to as "La Casita," a Learning Center for parents and community. The school has a newly built and beautiful Preschool and Family Center building. Work on a safe and efficient parent drive-thru drop off zone was most recently completed in December 2015. The campus is currently comprised of 30 classrooms, an impressive library, a staff lounge, a large cafeteria, a historic auditorium, and two large playgrounds.

### Cleaning Process

Madison Elementary School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with three full-time and part-time custodians to ensure a clean, safe, and functional learning environment.

### Maintenance & Repair

A scheduled maintenance program is administered by Madison Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority. Repair requests are completed efficiently and in the order in which they are received.

*Last updated: 1/25/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	<p>A Bldg Room 131: Missing ceiling tile</p> <p>A Bldg 1st Floor, Boys Restroom: Small hole in floor in front of Southwest wall</p> <p>A Bldg Room 105: Three damaged floor tiles</p> <p>A Bldg Room 215: Small holes in wall above whiteboard on North side of room</p> <p>Family Center Room 12: Stained ceiling tile</p> <p>Library Room D109: Damaged carpet on step seating area</p> <p>D Bldg Room 111: Wall damage above sink and cabinetry on north wall and below whiteboard</p> <p>Work orders submitted</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	<p>A Bldg Room 106: Damaged electrical receptacle on these walls</p> <p>A Bldg Room 215: Faceplate missing on electrical outlet south side of room</p> <p>Work orders submitted</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<p>Family Center Room 12: Low water pressure on drinking fountain</p> <p>Work order submitted</p>
Safety: Fire Safety, Hazardous Materials	Good	

Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Auditorium: Damage on corners concrete stairs at the south entrance  Work order submitted

## Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good
----------------	------

*Last updated: 1/25/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	21%	26%	42%	43%	48%	48%
Mathematics (grades 3-8 and 11)	9%	19%	30%	33%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/25/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	219	214	97.72%	25.70%
Male	108	105	97.22%	26.67%
Female	111	109	98.20%	24.77%
Black or African American	14	12	85.71%	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	197	194	98.48%	27.32%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	211	206	97.63%	25.24%
English Learners	159	156	98.11%	25.00%
Students with Disabilities	32	31	96.88%	12.90%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/25/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	218	213	97.71%	18.78%
Male	108	104	96.30%	22.12%
Female	110	109	99.09%	15.60%
Black or African American	14	12	85.71%	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	196	194	98.98%	19.59%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	210	206	98.10%	18.93%
English Learners	159	157	98.74%	18.47%
Students with Disabilities	33	32	96.97%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/25/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	39.0%	32.0%	49.0%	45.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/25/2018*



# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	32.3%	12.3%	7.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/25/2018*

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

Parents are involved in school activities by volunteering at schools and/or district events, being a part of a school-level and/or district-level parent groups, participating in parenting and/or parent capacity building workshops, seminars, etc. District's Family Resource Center, in partnership with schools, Twilight Adult Education, district departments and community organizations, offers parent classes, trainings, Parent University workshops, and seminars on parenting, helping parents understand the state academic standards, state assessments, how to help their children to improve academic achievement, technology, leadership, etc. Information on all district-wide parent workshops, parent meetings and volunteering/leadership opportunities are posted on the Family and Community Engagement webpage of [pusd.us](http://pusd.us). Parents can also contact the Family Resource Center at (626) 396-3600 ext. 88191 for help on navigating the schools system, information on parental involvement, trainings and volunteering. Additionally, the Family Resource Center's two Community Liaison Specialists provide support to all schools on family engagement.

The District Family Resource Center, in collaboration with the Office of Student Support Programs and the District Advisory Council, offers trainings to parents and staff on School Site Councils, including SPSA goals, budget, parental involvement policies, how to conduct successful meetings, Robert's Rules of Order, etc.

The District Family Resource Center supports parent advisory groups (AAPC, CAC, DAC, PTA, FYC, LCAP PAC, and DELAC) and Parent Leaders Group, a cross-functional team that collaborates on family involvement programs and activities across the district. All parent groups provide annual recommendations to the School Board on academics, budget, school climate, parental involvement, etc.

Madison Elementary School actively supports parent involvement by providing opportunities to support student academic achievement. Some of these opportunities for parent involvement at Madison Elementary School include:

- The Parent Teacher Association (PTA)
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Reading Partners
- School Volunteers
- Provide Student Enrichment Opportunities

Parents are also welcomed to visit our school, tutor, and be involved in Madison events and activities. We are committed to work together to support our students.

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

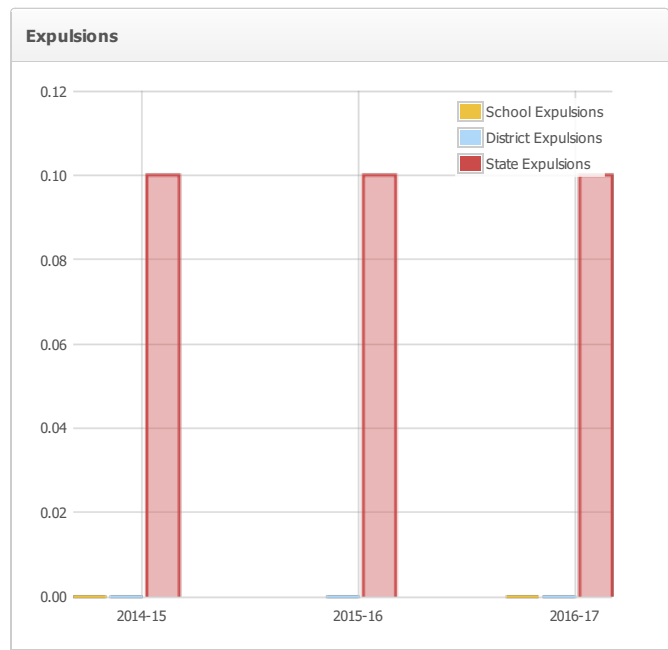
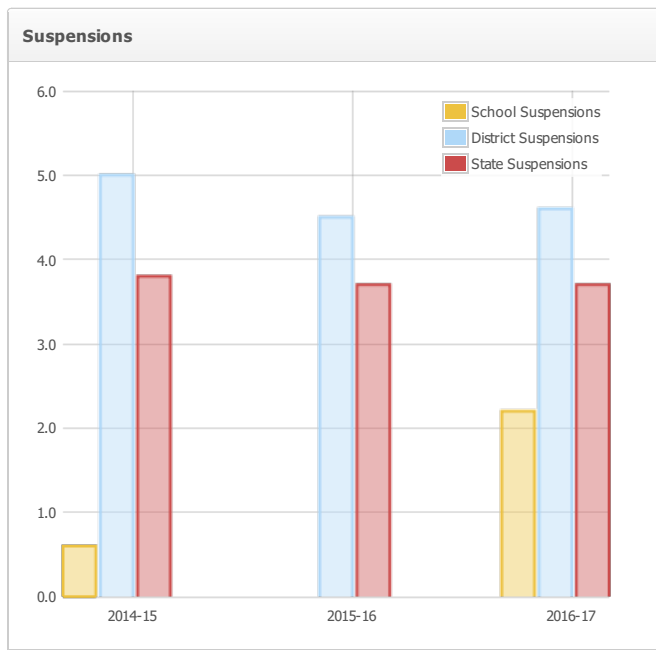
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.6%	--	2.2%	5.0%	4.5%	4.6%	3.8%	3.7%	3.7%
Expulsions	0.0%	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/26/2018

## School Safety Plan (School Year 2017-18)

The safety of students and staff is a primary concern at Madison Elementary School. All visitors to Madison Elementary School must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before, during, and after school. Supervision is a responsibility shared among campus aides, teachers, the behavior intervention aide and the principal. School gates are promptly locked at first bell and not opened until after school. There is a district and city controlled alarm system.

The School Site Safety Plan is updated annually by the Leadership Team. Revisions are shared immediately with the staff. The plan was most recently updated and reviewed with school staff in 2017. Key elements to the Safety Plan focus on general campus safety, improving communication within the school, and practicing the emergency drills. We have a procedure to dismiss students in case of a major catastrophe.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, Earthquake, and Lockdown drills are conducted once a month throughout the school year.

Last updated: 1/29/2018