

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Madison Elementary	19-64881-6021687	April 21, 2020	April 29, 2021

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

Madison Elementary will meet the needs of all students, including students with special needs, English Learners, foster youth, and African-American students by providing quality professional development to staff and intensive support to these students.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school consulted with parent groups, staff, district staff, and students during the planning process for this SPSA/ Annual Review and Update in January-April of 2020.

Resource Inequities

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

Students attending Madison Elementary School lack financial, academic, and mental health resources and support. Our school's Title 1, LCFF, and Unrestricted funds allocation will not be

enough to fully fund our strategies for supporting student need. In order to fully fund our priorities, we will receive additional support as an identified ATSI school.

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

James Madison Elementary School is located in Pasadena, California at 515 Ashtabula Street, Pasadena, California 91104. The school serves approximately 450 students in grades Pre-Kindergarten through Fifth Grade. Madison is a neighborhood school with a majority of our students live 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. The Center for Student and Family Services at Madison Elementary School serves the Pasadena 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, The Pasadena Armory Center for the Arts, Reading Partners, the Caltech Center for Teaching, Learning and Outreach, the PUSD LEARNs Program, and Hathaway-Sycamores in order to secure additional resources for our school, enrichment opportunities for our students, and mutually beneficial volunteer opportunities.

Madison currently has 405 students in our TK through Fifth grade plus an additional 45 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 89% Latino/Hispanic, 6% African-American, 2.5% are White, 1.4% are Filipino, 91.5% 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, 65% are English Language Learners (ELs), and 2.1 % 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 2020-2021 school year, Madison has 18 general education classroom teachers, 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 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 community assistant, a part-time school psychologist, 1 special needs teacher with credentials to support students in a Mild/Moderate setting, and 5 instructional aides. The Hathaway-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 1.5 RSP teachers that help 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, a science lab and various small office spaces to accommodate the various administrative, resource, and itinerant staff. The District Center for Student and Family Support is located at the corner of Los Robles and Ashtabula and provides our school community and community at large 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 electronically 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, as needed.

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; Reading Partners, a 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 instruments and choir, the Rose Bowl Aquatic center for our third graders, and My Masterpiece field trips for all grade levels. This year Madison Elementary began offering a variety of quality after school programs, including after school tutoring, Karate, Folklorico Dance, and art. We have also begun a partnership with CalTech through teaching collaboration and will participate in the AVID Elementary program to support students as they develop the academic habits they will need to be successful in college and career.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	4.45%	4.99%	6.03%	30	29	24
Asian	0.22%	%	0.5%	1	2	2
Filipino	1.34%	1.75%	0.75%	6	7	3
Hispanic/Latino	92.20%	91.77%	90.2%	454	421	359
Pacific Islander	%	%	0%			0
White	1.78%	1.5%	2.51%	9	12	10
Multiple/No Response	%	%	0%	1	1	0
Total Enrollment				501	472	398

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	101	87	80
Grade 1	71	67	66
Grade 2	68	70	63
Grade3	68	64	71
Grade 4	70	57	61
Grade 5	74	65	57
Total Enrollment	452	410	398

Conclusions based on this data:

1. Student enrollment has dropped by approximately 10% each year. Many students leave the Pasadena area due to their socio-economic status and the high cost of living in Pasadena or move to another residence not in the Madison Attendance Area. Other students select other PUSD schools through open enrollment. Through an effort to highlight the academic and extra curricular offerings at Madison Elementary, we are hoping to reduce the number of families that live in the Madison Attendance Area and choose other schools in Pasadena through open enrollment.
2. The student population has consistently remained predominantly of Hispanic/ Latino heritage. Madison is a neighborhood school where more than 95% of students live in the Madison Attendance Area. The neighborhood is comprised of mostly of families with Hispanic/ Latino heritage.
3. The lowest enrollment has consistently been in Grades 2 and 3. Many of our neighborhood families leave the Madison Attendance Area as their children grow. Some families also select a different PUSD school through open enrollment. Through an effort to highlight the academic and extra curricular offerings at Madison Elementary in

grades 2-5, we are hoping to reduce the number of families that live in the Madison Attendance Area and choose other schools in Pasadena through open enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	217	217	189	48.3%	54.1%	47.5%
Fluent English Proficient (FEP)	120	89	92	26.7%	22.2%	23.1%
Reclassified Fluent English Proficient (RFEP)	65	3	30	24.9%	1.4%	13.8%

Conclusions based on this data:

1. The number of Fluent English Proficient students has increased as the more English Learner students reclassify. This number would increase at a greater rate with the support of a full time Instructional Coach focusing on supporting English Learners. In the coming school year there will be such support and we will be implementing strategies to provide more intensive support to this student group.
2. The number of Reclassified Fluent English Proficient students has increased steadily over time. Teacher in-class support of English Learners has been increased through teacher coaching and collaborative planning. We will be implementing additional school-wide research-based strategies and supports to provide improvement at a greater rate.
3. The number of English Learners has remained consistently above 55%. The Madison Attendance Area has a very high percentage of families whose primary language is not English. The children's primary language is another language other than English. Madison Elementary also has the highest elementary percentage of students that are newcomers, that is they have been in the country for less than 12 months. These students distinct needs as compared to students have lived in the country for at least 12 months. In the coming school year there we will be implementing strategies to provide more intensive support to English Learners, with differentiated support to our newcomer students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	68	65	72	68	63	72	68	63	100	100	96.9
Grade 4	81	70	59	79	70	58	79	70	58	97.5	100	98.3
Grade 5	65	75	65	63	74	62	63	74	62	96.9	98.7	95.4
All Grades	218	213	189	214	212	183	214	212	183	98.2	99.5	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2385.	2342.	2385.	2.78	5.88	15.87	33.33	11.76	11.11	30.56	20.59	26.98	33.33	61.76	46.03
Grade 4	2403.	2411.	2386.	5.06	4.29	8.62	12.66	25.71	6.90	25.32	24.29	13.79	56.96	45.71	70.69
Grade 5	2444.	2441.	2452.	7.94	5.41	4.84	15.87	20.27	22.58	26.98	25.68	35.48	49.21	48.65	37.10
All Grades	N/A	N/A	N/A	5.14	5.19	9.84	20.56	19.34	13.66	27.57	23.58	25.68	46.73	51.89	50.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.94	10.29	12.70	48.61	27.94	44.44	44.44	61.76	42.86
Grade 4	6.33	10.29	6.90	45.57	47.06	37.93	48.10	42.65	55.17
Grade 5	6.35	6.76	6.45	42.86	47.30	50.00	50.79	45.95	43.55
All Grades	6.54	9.05	8.74	45.79	40.95	44.26	47.66	50.00	46.99

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.27	10.61	9.52	52.11	24.24	36.51	36.62	65.15	53.97
Grade 4	5.06	8.96	5.26	45.57	49.25	29.82	49.37	41.79	64.91
Grade 5	9.52	8.11	6.45	52.38	41.89	61.29	38.10	50.00	32.26
All Grades	8.45	9.18	7.14	49.77	38.65	42.86	41.78	52.17	50.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.17	4.41	9.52	65.28	52.94	73.02	30.56	42.65	17.46
Grade 4	3.80	4.35	3.45	54.43	63.77	55.17	41.77	31.88	41.38
Grade 5	6.35	2.70	3.23	74.60	74.32	67.74	19.05	22.97	29.03
All Grades	4.67	3.79	5.46	64.02	63.98	65.57	31.31	32.23	28.96

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.11	2.94	20.63	59.72	39.71	44.44	29.17	57.35	34.92
Grade 4	5.06	11.76	3.45	50.63	50.00	39.66	44.30	38.24	56.90
Grade 5	12.70	10.81	9.68	39.68	56.76	50.00	47.62	32.43	40.32
All Grades	9.35	8.57	11.48	50.47	49.05	44.81	40.19	42.38	43.72

Conclusions based on this data:

1. The percent of students in ELA below standard in 3rd grade continues to be an area of concern. Madison students have historically not performed well in state testing in ELA. This is due to the low percentage of students in grades 3-5 that are reading and performing at grade-level. The high achievement gap begins in Kindergarten and Grade 1. According to the Early Development Instrument completed by Kindergarten teachers in the Pasadena Unified School District, Kindergarten students at Madison Elementary are less likely to meet age appropriate developmental expectations as compared to other students in the Pasadena Unified School District. This is due to being high risk in three or more of the five domains (physical health and wellbeing, social competence, emotional maturity, language and cognitive maturity, and communication skills and general knowledge). This affects academic performance in Kindergarten. Many students then move on to Grade 1 from Kindergarten not meeting age appropriate developmental expectations, including not meeting the age-appropriate ELA benchmarks. Other students enter Grade 1 not having attended Kindergarten at all. These challenges have a significant impact on a student's ability to read at grade level by the end of 3rd grade.
2. The percent of students in ELA below standard in 4th and 5th grades has decreased. Madison TK through Grade 5 teachers work collaboratively to ensure that students move towards meeting grade-level expectations in ELA. Vertical articulation provides teachers with data to support each grade-level according to their highest area of need. Grade-level collaboration also provides consistency in what students are learning based on grade-level data.
3. The percent of students in ELA at or above standard has remained relatively consistent. Over the past three to five years there has been a high rate of teacher turn-over at Madison Elementary. The site-specific professional development provided to these teachers, to meet the unique needs of Madison students has not been able to be implemented fully to the benefit of Madison students. This site-specific professional development includes:

Behavior RTI Training and Trauma-Informed Care Training (to meet the behavior and social-emotional needs of Madison students. Training in 2017-2018. 65% of teachers did not return to Madison the following year due to District Budgetary Constraints);

MTSS training (to meet the academic, behavioral, and social-emotional needs of Madison students. Training 2018-2019. 38% of teachers did not return to Madison the following year due to District Budgetary Constraints),

Comprehensive Support and Improvement (CSI) Support training (to address the areas of high need according to the California Dashboard: High Suspension Rate, Decline in ELA and Math achievement. This led to Madison Elementary making academic gains and gains in decreasing suspensions. Training 2019-2020. 38% of teachers will not return to Madison in the coming year due to District Budgetary Constraints); and

AVID Certification (to meet the academic and social-emotional needs of students. Training 2019-2020. 100% of the teachers that will not return to Madison next school year are AVID certified. That will take our school from 65% of teachers being AVID Certified to 22% of Madison teachers being AVID Certified).

This loss of expertise due to the high turnover of highly trained teachers will continue to have a significant impact on student academic achievement in all areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	71	68	65	70	67	64	70	67	64	98.6	98.5	98.5
Grade 4	81	70	59	79	68	57	79	68	57	97.5	97.1	96.6
Grade 5	65	75	66	64	74	63	64	74	63	98.5	98.7	95.5
All Grades	217	213	190	213	209	184	213	209	184	98.2	98.1	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2391.	2361.	2414.	2.86	1.49	12.50	28.57	19.40	32.81	32.86	20.90	25.00	35.71	58.21	29.69
Grade 4	2409.	2410.	2391.	1.27	0.00	3.51	15.19	13.24	10.53	32.91	44.12	17.54	50.63	42.65	68.42
Grade 5	2415.	2429.	2432.	3.13	2.70	3.17	4.69	4.05	6.35	23.44	33.78	31.75	68.75	59.46	58.73
All Grades	N/A	N/A	N/A	2.35	1.44	6.52	16.43	11.96	16.85	30.05	33.01	25.00	51.17	53.59	51.63

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.29	11.94	25.00	44.29	20.90	35.94	41.43	67.16	39.06
Grade 4	7.59	4.48	5.26	25.32	31.34	17.54	67.09	64.18	77.19
Grade 5	3.13	2.70	6.45	25.00	24.32	24.19	71.88	72.97	69.35
All Grades	8.45	6.25	12.57	31.46	25.48	26.23	60.09	68.27	61.20

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.86	7.46	17.19	51.43	31.34	53.13	45.71	61.19	29.69
Grade 4	6.33	2.99	7.02	31.65	40.30	31.58	62.03	56.72	61.40
Grade 5	1.56	4.05	0.00	23.44	32.43	33.33	75.00	63.51	66.67
All Grades	3.76	4.81	8.15	35.68	34.62	39.67	60.56	60.58	52.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.86	7.46	28.57	54.29	40.30	41.27	32.86	52.24	30.16
Grade 4	6.33	1.49	5.26	39.24	50.75	24.56	54.43	47.76	70.18
Grade 5	4.69	4.05	4.84	23.44	43.24	37.10	71.88	52.70	58.06
All Grades	7.98	4.33	13.19	39.44	44.71	34.62	52.58	50.96	52.20

Conclusions based on this data:

1. The percent of students in mathematics below standard in grades 3-5 continues to be an area of concern. Madison students have historically not performed well in state testing in mathematics. This is due to the low percentage of students in grades 3-5 that are reading and performing at grade-level. The high achievement gap begins in Kindergarten and Grade 1. According to the Early Development Instrument completed by Kindergarten teachers in the Pasadena Unified School District, Kindergarten students at Madison Elementary are less likely to meet age appropriate developmental expectations as compared to other students in the Pasadena Unified School District. This is due to being high risk in three or more of the five domains (physical health and wellbeing, social competence, emotional maturity, language and cognitive maturity, and communication skills and general knowledge). This affects academic performance in Kindergarten. Many students then move on to Grade 1 from Kindergarten not meeting age appropriate developmental expectations, including not meeting the age-appropriate mathematics benchmarks. Other students enter Grade 1 not having attended Kindergarten at all. These challenges have a significant impact on a students ability to read at grade level by the end of 3rd grade and this has a significant impact on engaging in mathematics problem-solving.
2. The percent of students in mathematics below standard in grades 3-5 has decreased. The percent of students in mathematics at or above standard has consistently increased. These gains need to be more significant in order to close the achievement gap.

Over the past three to five years there has been a high rate of teacher turn-over at Madison Elementary. The site-specific professional development provided to these teachers, to meet the unique needs of Madison students has not been able to be implemented fully to the benefit of Madison students. This site-specific professional development includes:

Behavior RTI Training (to meet the behavior needs of Madison students. Training in 2017-2018. 65% of teachers did not return to Madison the following year due to District Budgetary Constraints);

MTSS training (to meet the academic, behavioral, and social-emotional needs of Madison students. Training 2018-2019. 38% of teachers did not return to Madison the following year due to District Budgetary Constraints),

Comprehensive Support and Improvement (CSI) Support training (to address the areas of high need according to the California Dashboard: High Suspension Rate, and low achievement in ELA and mathematics . This lead to Madison Elementary making academic gains and gains in decreasing suspensions. Training 2019-2020. 38% of teachers will not return to Madison in the coming year due to District Budgetary Constraints); and

AVID Certification (to meet the academic and social-emotional needs of students. Training 2019-2020. 100% of the teachers that will not return to Madison next school year are AVID certified. That will take our school from 65% of teachers being AVID Certified to 22% of Madison teachers being AVID Certified).

This loss of expertise due to the high turnover of highly trained teachers will continue to have a significant impact on student academic achievement in all areas.
3. The percent of students at grade level or above in mathematics has increased. Madison TK through Grade 5 teachers work collaboratively to ensure that students move towards meeting grade-level expectations in mathematics. Vertical articulation provides teachers with data to support each grade-level according to their highest area of need. Grade-level collaboration also provides consistency in what students are learning based on grade-level data.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1401.2	1406.1	1421.0	1411.6	1354.7	1392.9	59	61
Grade 1	1404.2	1419.8	1397.0	1429.2	1410.8	1410.0	44	27
Grade 2	1438.5	1479.7	1453.6	1484.9	1422.8	1473.9	34	37
Grade 3	1469.3	1461.7	1480.2	1465.1	1457.9	1457.9	26	31
Grade 4	1478.2	1477.9	1483.9	1472.4	1472.3	1482.8	27	22
Grade 5	1516.0	1498.1	1517.7	1491.1	1513.8	1504.7	28	19
All Grades							218	197

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.98	14.75	*	39.34	*	24.59	35.59	21.31	59	61
1	*	11.11	*	14.81	25.00	40.74	40.91	33.33	44	27
2	*	10.81	47.06	40.54	*	40.54	*	8.11	34	37
3		3.23	*	25.81	53.85	54.84	*	16.13	26	31
4	*	0.00	51.85	40.91	*	40.91	*	18.18	27	22
5	*	5.26	53.57	36.84	*	31.58	*	26.32	28	19
All Grades	20.64	9.14	31.65	34.01	20.18	37.06	27.52	19.80	218	197

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.68	14.75	18.64	39.34	*	22.95	37.29	22.95	59	61
1	29.55	14.81	*	37.04	29.55	25.93	38.64	22.22	44	27
2	58.82	18.92	*	51.35	*	21.62	*	8.11	34	37
3	*	12.90	50.00	51.61	*	22.58	*	12.90	26	31
4	*	0.00	*	72.73	*	9.09	*	18.18	27	22
5	60.71	26.32	*	47.37	*	5.26		21.05	28	19
All Grades	40.83	14.72	22.02	47.72	12.84	19.80	24.31	17.77	218	197

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.51	18.03	*	29.51	20.34	26.23	38.98	26.23	59	61
1	*	11.11	*	11.11	25.00	25.93	43.18	51.85	44	27
2	*	5.41	*	35.14	50.00	37.84	*	21.62	34	37
3		3.23		6.45	46.15	61.29	53.85	29.03	26	31
4		0.00	40.74	4.55	*	59.09	*	36.36	27	22
5	*	0.00	*	21.05	*	42.11	*	36.84	28	19
All Grades	14.22	8.63	17.89	20.81	32.11	39.09	35.78	31.47	218	197

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.76	14.75	20.34	62.30	33.90	22.95	59	61
1	25.00	25.93	*	55.56	65.91	18.52	44	27
2	52.94	27.03	35.29	64.86	*	8.11	34	37
3	*	6.45	57.69	67.74	*	25.81	26	31
4	*	4.55	66.67	77.27	*	18.18	27	22
5	46.43	0.00	53.57	89.47		10.53	28	19
All Grades	36.70	14.72	34.86	67.01	28.44	18.27	218	197

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.98	22.95	33.90	55.74	27.12	21.31	59	61
1	61.36	18.52	*	55.56	*	25.93	44	27
2	73.53	16.22	*	75.68	*	8.11	34	37
3	57.69	29.03	*	61.29	*	9.68	26	31
4	74.07	31.82	*	50.00	*	18.18	27	22
5	78.57	68.42	*	10.53	*	21.05	28	19
All Grades	60.55	27.41	21.56	55.33	17.89	17.26	218	197

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	28.81	6.56	32.20	67.21	38.98	26.23	59	61
1	*	14.81	*	25.93	59.09	59.26	44	27
2	*	5.41	41.18	70.27	50.00	24.32	34	37
3		3.23	*	25.81	88.46	70.97	26	31
4	*	0.00	51.85	40.91	44.44	59.09	27	22
5	*	5.26	64.29	42.11	*	52.63	28	19
All Grades	15.14	6.09	35.32	50.25	49.54	43.65	218	197

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	44.07	39.34	20.34	31.15	35.59	29.51	59	61
1	38.64	11.11	38.64	48.15	*	40.74	44	27
2	*	8.11	73.53	78.38	*	13.51	34	37
3	*	0.00	57.69	83.87	*	16.13	26	31
4	*	0.00	40.74	77.27	*	22.73	27	22
5	42.86	21.05	57.14	68.42		10.53	28	19
All Grades	30.28	17.26	44.04	59.39	25.69	23.35	218	197

Conclusions based on this data:

1. The percent of students scoring Level 3 or above on the ELPAC has increased. Teacher in-class support of English Learners has been increased through teacher coaching and collaborative planning. Students are offered after-school tutoring support. We will be implementing additional school-wide research-based strategies and supports to provide improvement at a greater rate.
2. Approximately 30% of all students tested had an overall score at Level 3 on the ELPAC. This number would increase at a greater rate with the support of a full time Instructional Coach focusing on supporting English Learners. In the coming school year there will be such support and we will be implementing strategies to provide more intensive support to this student group.
3. Approximately 50% of students took the ELPAC. The percent of students that are English Learners remains at 50% to 60% annually. The percent of students scoring 4 on the ELPAC would increase with individualized supports in the areas of Listening, Speaking, Reading, and Writing. The in-class support, after school tutoring, and the Instructional Coach support will focus on the areas that students need to improve to achieve a score of 4.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
472	91.5	53.8	2.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	217	53.8
Foster Youth	4	2.5
Homeless	35	8.7
Socioeconomically Disadvantaged	372	91.5
Students with Disabilities	49	12.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	5.0
Filipino	7	1.7
Hispanic	368	91.8
White	6	1.5





Conclusions based on this data:

1. Foster Youth are 2.5% of the student population. This group of students needs needs more academic, behavior, and social-emotional supports than students not identified as foster youth. With added supports, this group of students has been able to lower their rate of . Each student identified as foster youth will receive an Individual Learning Plan and be monitored for progress.
2. Over 50% of our student population are English Learners. This group of students needs needs more academic, behavior, and social-emotional supports than students not identified as foster youth. With added supports, this group of students has been able to lower their rate of and increase their level of . With the added support of an instructional coach, each student identified as an English Learner will receive Individual Learning Plan.
3. Over 90% of our student population are socioeconomically disadvantaged. This group of students needs needs more academic, behavior, and social-emotional supports than students not identified as foster youth. With added supports, this group of students has been able to lower their rate of . Each student identified as foster youth will receive an Individual Learning Plan and be monitored for progress. With the added support of an instructional coach, students identified as socio-economically disadvantaged will be monitored closely for academic supports and interventions.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Red	Suspension Rate  Yellow
Mathematics  Yellow		

Conclusions based on this data:

1. The academic performance in ELA and Math at Madison has increased. Although there has been progress, the achievement gap in ELA and mathematics is still significant. These areas of growth have made it possible for Madison to exit the Comprehensive Support and Improvement (CSI) designation from the previous year (lowest-performing five percent of Title I schools). An effective strategy was to have 65% of teachers undergo AVID professional development and certification. Through teacher professional development, collaborative planning, data-chats, and through data-driven instruction we will continue to make gains to close the achievement gap.
2. The chronic absenteeism rate at Madison needs significant improvement. Although we have made gains in overall attendance, the chronic absentee rate has increased. This area of need is one of the reasons Madison is reOne area of growth in this area has been with students identified as homeless. Families with students that have been historically chronically absent will be supported through the Student Success Team (SST) process and an Individual Learning Plan will be created.
3. The suspension rate at Madison needs significant improvement. Although there has been progress, the suspension rate is still significant. This area of growth has made it possible for Madison to exit the Comprehensive Support and Improvement (CSI) designation from the previous year (lowest-performing five percent of Title I schools). An effective strategy was having a behavior interventionist on site to support positive behavior and teach self-regulation strategies. Students were less likely to be involved in behaviors leading to suspensions. Through teacher professional development, collaborative planning, data-chats, and through data-driven instruction we will continue to make gains in reducing suspensions.

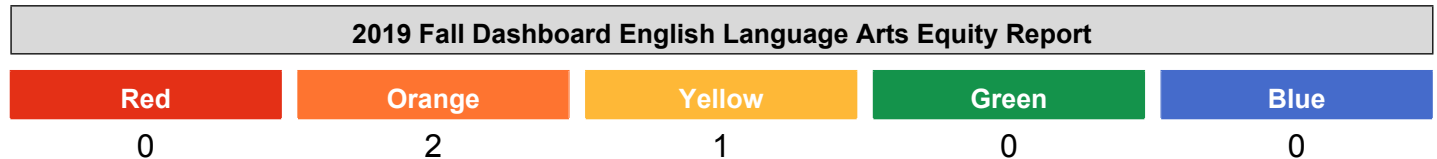
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 58.5 points below standard Increased ++8.6 points 169	English Learners  Orange 67.3 points below standard Maintained ++1.8 points 113	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 94.5 points below standard Declined -3.1 points 21	Socioeconomically Disadvantaged  Yellow 59 points below standard Increased ++9 points 161	Students with Disabilities  No Performance Color 120.3 points below standard Increased Significantly ++26.7 points 24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Orange 61.9 points below standard Maintained ++2.6 points 158	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 116.2 points below standard Declined -3.6 points 63	Reclassified English Learners 5.6 points below standard Increased ++12.1 points 50	English Only 48.1 points below standard Increased Significantly ++35.8 points 35
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Conclusions based on this data:

- Although there have been significant gains in ELA over the past three years, Madison students need to continue to grow in this area. The percent of students in ELA at or above standard has consistently increased. These gains need to be more significant in order to close the achievement gap. Of particular concern is the decline by English Learners and students identified as homeless.

Over the past three to five years there has been a high rate of teacher turn-over at Madison Elementary. The site-specific professional development provided to these teachers, to meet the unique needs of Madison students has not been able to be implemented fully to the benefit of Madison students. This site-specific professional development includes:

Behavior RTI Training and Trauma-Informed Training (to meet the behavior and social emotional needs of Madison students. Training in 2017-2018. 65% of teachers did not return to Madison the following year due to District Budgetary Constraints);

MTSS training (to meet the academic, behavioral, and social-emotional needs of Madison students. Training 2018-2019. 38% of teachers did not return to Madison the following year due to District Budgetary Constraints),

Comprehensive Support and Improvement (CSI) Support training (to address the areas of high need according to the California Dashboard: High Suspension Rate, Decline in ELA and Math achievement. This lead to Madison Elementary making academic gains and gains in decreasing suspensions. Training 2019-2020. 38% of teachers will not return to Madison in the coming year due to District Budgetary Constraints); and

AVID Certification (to meet the academic and social-emotional needs of students. Training 2019-2020. 100% of the teachers that will not return to Madison next school year are AVID certified. That will take our school from 65% of teachers being AVID Certified to 22% of Madison teachers being AVID Certified).

This loss of expertise due to the high turnover of highly trained teachers will continue to have a significant impact on student academic achievement in all areas, and will be most impactful in the highest risk sub-groups.

2. The percent of students in ELA below standard in 3rd grade continues to be an area of concern. Madison students have historically not performed well in state testing in ELA. This is due to the low percentage of students in grades 3-5 that are reading and performing at grade-level. The high achievement gap begins in Kindergarten and Grade 1. According to the Early Development Instrument completed by Kindergarten teachers in the Pasadena Unified School District, Kindergarten students at Madison Elementary are less likely to meet age appropriate developmental expectations as compared to other students in the Pasadena Unified School District. This is due to being high risk in three or more of the five domains (physical health and wellbeing, social competence, emotional maturity, language and cognitive maturity, and communication skills and general knowledge). This affects academic performance in Kindergarten. Many students then move on to Grade 1 from Kindergarten not meeting age appropriate developmental expectations, including not meeting the age-appropriate ELA benchmarks. Other students enter Grade 1 not having attended Kindergarten at all. These challenges have a significant impact on a students ability to read at grade level by the end of 3rd grade. Madison teachers will continue to support students in ELA through consistent school-wide implementation of Balance Literacy and Data Chats for the purpose of progress monitoring, with a focus on English Learners, students with disabilities, foster youth, and African-American students.
3. Student achievement in ELAD has increased or increased significantly for Reclassified English Learners, English Only students, Socioeconomically Disadvantaged and students with disabilities. Madison TK through Grade 5 teachers work collaboratively to ensure that students move towards meeting grade-level expectations in ELA. Vertical articulation provides teachers with data to support each grade-level according to their highest area of need. Grade-level collaboration also provides consistency in what students are learning based on grade-level data.

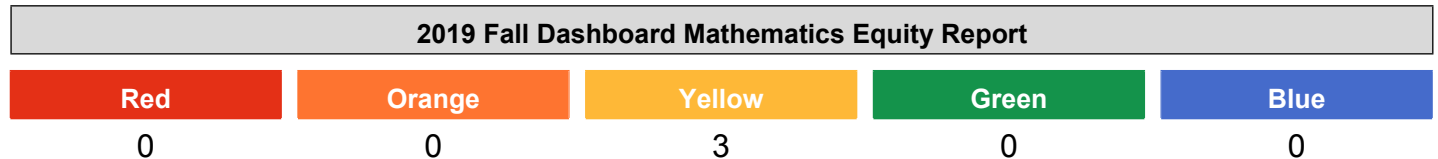
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:






This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 66.2 points below standard Increased Significantly ++15 points 168	English Learners  Yellow 72.5 points below standard Increased ++11.7 points 112	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 87 points below standard Maintained ++1.6 points 21	Socioeconomically Disadvantaged  Yellow 67.1 points below standard Increased ++14.2 points 160	Students with Disabilities  No Performance Color 120.4 points below standard Increased Significantly ++19.4 points 24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 67.5 points below standard Increased ++10.5 points 157			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110 points below standard	24.3 points below standard	54.7 points below standard
Increased ++7.9 points	Increased Significantly ++21 points	Increased Significantly ++40.6 points
63	49	35

Conclusions based on this data:

- Although there have been gains in mathematics over the past three years, Madison students need to continue to grow in this area. All students, including high risk subgroups have maintained, increased, or increased significantly. This is due to professional development and TK-Grade 5 teacher collaboration and sharing of best instructional practices by teachers that are strong in the area of mathematics instruction.

Madison teachers will implement school-wide instructional practices that specifically address the needs of all students, with a focus on supporting our highest at risk students in the area of mathematics, English Learners and students identified as homeless.
- Although English Learners have shown some growth and will continue to focus on improvement. Madison students have historically not performed well in state testing in mathematics. This is due to the low percentage of students reading and performing at grade-level. The high achievement gap begins in Kindergarten and Grade 1. According to the Early Development Instrument completed by Kindergarten teachers in the Pasadena Unified School District, Kindergarten students at Madison Elementary are less likely to meet age appropriate developmental expectations as compared to other students in the Pasadena Unified School District. This is due to being high risk in three or more of the five domains (physical health and wellbeing, social competence, emotional maturity, language and cognitive maturity, and communication skills and general knowledge). This affects academic performance in Kindergarten. Many students then move on to Grade 1 from Kindergarten not meeting age appropriate developmental expectations,

including not meeting the age-appropriate mathematics benchmarks. Other students enter Grade 1 not having attended Kindergarten at all. These challenges have a significant impact on a students ability to read at grade level by the end of 3rd grade and this has a significant impact on engaging in mathematics problem-solving.

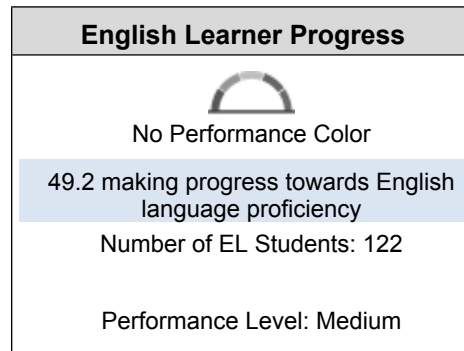
3. The percent of students at grade level or above in mathematics has increased. Madison TK through Grade 5 teachers work collaboratively to ensure that students move towards meeting grade-level expectations in mathematics. Vertical articulation provides teachers with data to support each grade-level according to their highest area of need. Grade-level collaboration also provides consistency in what students are learning based on grade-level data. Madison will focus on supporting growth in mathematics, with special attention given to English Learners, students with disabilities, foster youth, and students identified as homeless.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
36	26	1	59

Conclusions based on this data:

1. The number of English Learners making progress has increased and more English Learner students reclassify, this number would increase at a greater rate with the support of a full time Instructional Coach focusing on supporting English Learners. In the coming school year there will be such support and we will be implementing strategies to provide more intensive support to this student group. Madison staff will receive professional development on best practices for supporting Madison Elementary also has the highest elementary percentage of students that are newcomers, that is they have been in the country for less than 12 months. These students distinct needs as compared to students have lived in the country for at least 12 months. In the coming school year there we will be implementing strategies to provide more intensive support to English Learners, with differentiated support to our newcomer students.
2. A significant percentage of students have decreased one ELPI level. Teacher in-class support of English Learners has been increased through teacher coaching and collaborative planning to address this area of need. We will be implementing additional school-wide research-based strategies and supports to provide improvement at a greater rate. Madison will have a focus of implementing school-wide instructional strategies for supporting students with a focus on English Learners.
3. The Madison Attendance Area has a very high percentage of families whose primary language is not English. The children's primary language is another language other than English. Madison Elementary also has the highest elementary percentage of students that are newcomers, that is they have been in the country for less than 12 months. These students distinct needs as compared to students have lived in the country for at least 12 months. In the coming school year there we will be implementing strategies to provide more intensive support to English Learners, with differentiated support to our newcomer students.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

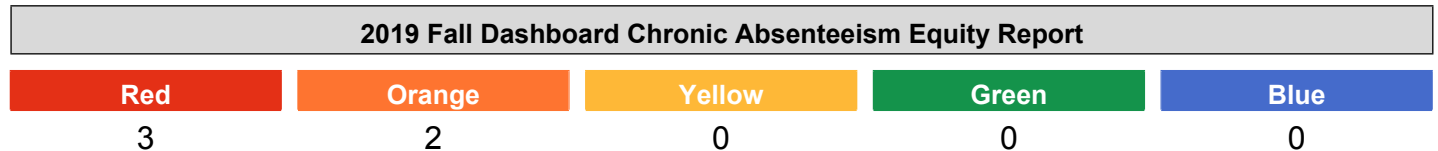
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Red 20.6 Increased +1.5 441	English Learners  Red 19.4 Increased Significantly +3.5 242	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Homeless  Orange 29.1 Declined -7.8 55	Socioeconomically Disadvantaged  Red 21.6 Increased +2.9 407	Students with Disabilities  Red 23.5 Increased +3.8 68

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">60.9</div> Increased +20.9 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">18.5</div> Increased +1.5 400	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

Conclusions based on this data:

- There was an overall increase in chronic absenteeism for all students.

 Madison students have historically had a high rate of absences and chronic absenteeism. School-wide Attendance Incentives have been effective in addressing short-term goals of increasing students attendance. Students identified as chronically absent have distinct needs as compared to students that are not identified as chronically absent. Some of these needs include family health concerns and financial and housing instability. In order to support students identified as chronically absent, Madison will be using the Student Success Team (SST) structured to develop and Individual Learning Plan for students that are chronically absent. We will provide ongoing monitoring and support in the areas of identified need.
- The overall chronically absent rate at Madison is high for all students, with particular concern for English Learners, students with disabilities and African-American students. In-class and school-wide supports for these student sub-groups will be implemented, including class and school-wide celebrations and events, family celebrations and events, data-chats with students, and ongoing regular home-school communication.
- The chronic absenteeism rate decreased by 7.8% for homeless students. This was due to a school-wide focus in addressing the needs of students identified as homeless. In-class and school-wide supports for these student sub-groups were consistently implemented, including class and school-wide celebrations and events, family celebrations and events, data-chats with students, and ongoing regular home-school communication.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

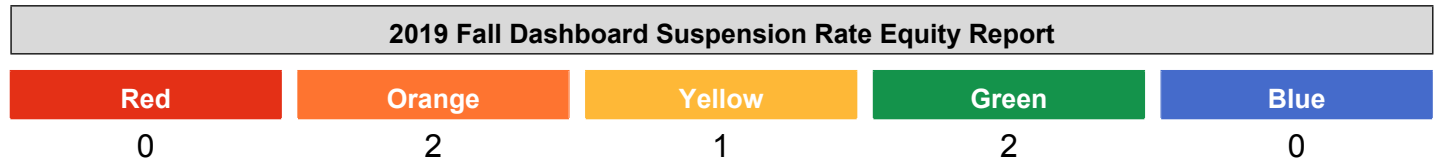
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 3.2 Declined Significantly -1.6 472	English Learners  Green 2.4 Declined Significantly -3.6 254	Foster Youth  No Performance Color 33.3 12
Homeless  Orange 8.6 Declined -1.6 58	Socioeconomically Disadvantaged  Yellow 3.5 Declined Significantly -1.5 432	Students with Disabilities  Orange 7.7 Declined -1.6 78

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 10.3 Declined -3 29	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  No Performance Color Less than 11 Students - Data 7	Filipino  No Performance Color Less than 11 Students - Data 1
Hispanic  Green 2.4 Declined Significantly -1.8 421	Two or More Races  No Performance Color Less than 11 Students - Data 1	Pacific Islander  No Performance Color Less than 11 Students - Data 1	White  No Performance Color 16.7 12

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.8	3.2

Conclusions based on this data:

1. Suspension Rates at Madison has declined by 1.6%. The greatest decline was in English Learners (decrease of 3.6%).and African-American students (decrease of 3%). Although there has been progress, the suspension rate is still significant. Improvement in this area has made it possible for Madison to exit the Comprehensive Support and Improvement (CSI) designation from the previous year (lowest-performing five percent of Title I schools). An effective strategy was having a behavior interventionist on site to support positive behavior and teach self-regulation strategies. Students were less likely to be involved in behaviors leading to suspensions. Through teacher professional development, collaborative planning, data-chats, and through data-driven instruction we will continue to make gains in reducing suspensions.
2. Madison will continue to focus on decrease the suspension rate, particularly of students identified as foster youth, homeless, African American and students with disabilities. Through teacher professional development, collaborative planning, data-chats, and through data-driven instruction we will continue to make gains in reducing suspensions.
3. Madison staff will refocus our strategies through participating in MTSS for supporting positive student behavior in the classrooms to reduce behavior incidents school-wide. This will include structured play opportunities during unstructured time, character building and support, teaching self-regulating behaviors, regular home-school communication and the Student Success Team structure for students that continue to have Tier 2 behaviors.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

Area of Focus: Math

1. By June of 2022, CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -66.2 (Yellow) from 2019 by a total of 0.1 or more (to reach Green) with a stretch goal of 38.8 or more (to reach Blue) to end at -66.1 or higher by the end of the 2020-2021 school year.
2. By June 2021, the percentage of all students who will improve their score will increase by 10% or more as measured by i-Ready Diagnostic in K-5 end of year diagnostic as compared to the initial placement diagnostic.
3. By June 2021, the percentage of English Learners who will improve their score will increase by 6% or more as measured by i-Ready Diagnostic in K-5 end of year diagnostic as compared to the initial placement diagnostic.

Identified Need

Madison Elementary School students are significantly below the district average of students meeting or exceeding standard in mathematics. Although there was improvement shown in the Spring 2017 SBAC compared to the Spring 2016 SBAC, there was a significant drop in the Spring 2018 SBAC. The turnover in trained staff in the past three years has significantly impacted student achievement, along with the loss of a full time Instructional Coach to support teacher training and classroom support on instructional strategies in the 2018-2019 school year. This had a significant impact on student achievement.

The percent of Madison students meeting or exceeding standard in Spring of 2019 on SBAC in math is:

Grade 3: 45%

Grade 4: 14%

Grade 5: 9.5%

EL Students

Grade 3: 24%

Grade 4: 0%

Grade 5: 0%

Overall students scoring at or above grade level on the i-Ready Math Diagnostic is:

Grade Kinder: 10%

Grade 1: 10%

Grade 2: 6%
 Grade 3: 9%
 Grade 4: 13%
 Grade 5: 13%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Mathematics	The percent of Madison students meeting or exceeding standard in Spring of 2019 on SBAC in math is: Grade 3: 45% Grade 4: 14% Grade 5: 9.5%	The percent of Madison students meeting or exceeding standard in 2021-2022 on SBAC in math is an increase of 1% or more as compared to the previous year's available scores.
i-Ready Diagnostic 2	Overall students scoring at or above grade level on the i-Ready Diagnostic 2 Math Diagnostic is: Grade Kinder: 10% Grade 1: 10% Grade 2: 6% Grade 3: 9% Grade 4: 13% Grade 5: 13%	By June 2021, the percentage of all students who will improve their score will increase by 10% or more as measured by i-Ready Diagnostic in K-5 end of year diagnostic as compared to the initial placement diagnostic. By June 2021, the percentage of English Learners who will improve their score will increase by 6% or more as measured by i-Ready Diagnostic in K-5 end of year diagnostic as compared to the initial placement diagnostic.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

*Consistent School-wide implementation of Math Workshop and the Number of the Day strategy to support number sense ensures students develop critical problem solving skills.

- *Focus/ ATSI School support and resources to be provided to support our goals, including participation in MTSS that involves developing and implementing effective Tier 1 instruction and intervention.
- *monitor progress of Special Ed. African American, EL, foster youth, and economically disadvantaged students on meeting progress goals.
- *small group intervention for tier 2 students on specific areas diagnosed as areas of need through teacher observation and iReady diagnostic data.
- *SST for tier 2 and tier 3 students to develop and implement ILP/
- *Ongoing coaching support for teachers in the area of mathematics will ensure effective implementation of school-wide goals and strategies.
- *Develop and support staff knowledge on Math Workshop and Number of the Day strategy.
- *Provide PD and training on Data Chats, the district implemented math program and best practices for supporting English Learners and students with disabilities to build teacher capacity in these areas.
- *Support teachers on A Monday's on Data Chats, math resources, and math workshop implementation for effective implementation of school goals.
- *Ensure technology is supporting Math program implementation by providing students with a minimum of 15 minutes daily for iReady to build on skill gaps.
- *Ensure the first 25 days in Math Workshop is implemented from the onset to support teacher data-collection to be used in planning learning experiences that support students in their areas of need.
- *Data Chats and Teacher collaboration at same grade levels to ensure best practice and data-driven instruction, specifically as they relate to instruction and analysis of i-Ready Diagnostic will ensure student progress towards meeting grade-level goals.
- *AVID Professional Development and coaching to support math achievement of all learners, including English Learners, students with Special Needs, African-American students, foster youth, students identified as homeless, and economically disadvantaged students will support academic growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

9525

Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Strategies that were implemented fully were effective. Specifically coaching support in addressing the needs of English Learners in the classroom. The coaching support in Mathematics was not implemented as planned due to not having an the support of an Instructional Coach dedicated to supporting English Learner needs.

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

The budgeted expenditures did not fully cover the strategies to meet the articulated goal. Specifically the release time for teachers to engage fully during the school year and the after school academic support for our subgroups, including English Learners and African-American students. In addition, Remote Learning was in place during the planned professional development dates.

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

The strategies/ activities to meet the articulated goal will be fully funded. Specifically, teachers will receive professional development in the areas of Math Workshop through District and Site-based, Math Intervention through participation in the MTSS site professional development, academic skills that support math achievement AVID professional development, and collaborative planning with grade-level and across grade-level teams.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

Area of Focus: English Language Arts.

1. By June of 2022, CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of -58.5 (Yellow) from 2019 by a total of 4.9 or more (to reach Green) with a stretch goal of 35.1 or more (to reach Blue) to end at -53.6 or higher by the end of the 2020-2021 school year.
2. By June 2020, the percentage of students at or above grade level will increase by 5% or more as measured by IRI Data.
3. By June of 2020, the percentage of English Learners that meet standard and exceed standard as measured by the 2020 SBAC ELA assessment will increase by 9.9% or more as compared to the previous year's percentage.
4. By June 2020, the percentage of English Learners at or above grade level will increase by 3% or more as measured by IRI Data.

Identified Need

Madison Elementary School students are significantly below the district average of students meeting or exceeding standard in ELA. Although there was improvement shown in the in the Spring 2019 SBAC, students are still well below the district average in meeting and exceeding standard. The turnover in trained staff in the past three years has significantly impacted student achievement, along with the loss of a full time Instructional Coach to support teacher training and classroom support on instructional strategies in the 2018-2019 school year. This has continued to have a significant impact on student achievement.

The percent of Madison students meeting or exceeding standard in Spring of 2019 on SBAC in ELA is:

Grade 3: 27%

Grade 4: 15.5%

Grade 5: 27%

EL Students

Grade 3: 3.5%

Grade 4: 0%

Grade 5: 10.5%

Overall students scoring at or above grade level on the IRI Diagnostic

Most recent data reports (benchmark 2 for 2nd grade 2019-2020 SY).
 Level 3 or above--grade level (25.8% of all 2nd graders at Madison ES are reading at grade level or above)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	The percent of Madison students meeting or exceeding standard in Spring of 2018 on SBAC in ELA is: Grade 3: 27% Grade 4: 15.5% Grade 5: 27%	The percent of Madison students meeting or exceeding standard in Spring of 2020 on SBAC in ELA will increase by 3% or more as compared to the previous year's percentage.
SBAC ELA	The percentage of EL Students at Madison meeting or exceeding standard in Spring of 2018 on SBAC in ELA is: Grade 3: 3.5% Grade 4: 0% Grade 5: 10.5%	The percent of Madison English Learners meeting or exceeding standard in Spring of 2020 on SBAC in ELA will increase by 2% or more as compared to the previous year's percentage.
IRI Data (Mid-Year Administration)	Most recent data reports (benchmark 2 for 2nd grade 2019-2020 SY). Level 3 or above--grade level (25.8% of all 2nd graders at Madison ES are reading at grade level or above)	The percent of Madison second grade students scoring at level 3 or above will increase by 5% over the benchmark 2 percentage from the previous year.
Site Benchmark Assessment (on-going)	Site Benchmark assessments will be created and implemented. The first administration will serve as the baseline for growth in the second and third administration.	The percent of students showing growth in the site benchmark assessment will increase by 5% or more over the previous administration. There will be a total of three administrations, the first one serving as the baseline.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Madison teachers and staff will implement the following Strategies/ Activities for improving student achievement.

*Focus on teaching Common Core Standards and instructional shifts will ensure that students will receive effective Tier 1 instruction with high rigor.

*Focus School support and resources to be provided to support our goals, including participation in the MTSS process. With the focus of limited resources we will ensure supports and resources are implemented in the identified areas of need to support the site goals.

*Monitor progress of African American, Students with disabilities, English Learners, foster youth, and economically disadvantaged students and provide extra intervention and support as necessary.

*Small group intervention for tier 2 students to ensure growth towards meeting this ELA goal.

*SST for tier 2 and tier 3 students, when they have not shown growth with tier 1 supports. This will ensure that each students needs are met to achieve this goal.

*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. Teachers will implement strategies in the classroom and engage in collaborative planning, and data-driven instruction to ensure improving student achievement.

*Support teachers during A Monday professional development, including in the areas of Data Chats, reader's workshop, writer's workshop, word study, and reading interventions. This will ensure that teachers are able to support students by meeting their needs and ensure academic growth.

*Ensure the first 25 days is implemented from the onset will ensure that teachers get to know each student, and some of the areas where they need the most support. The data collected during this time will ensure that students receive intervention and supports early and often in the school year.

*ELA Intervention groups with a focus on supporting English Learners and students with disabilities. This school-wide practice will focus on the individual needs of each of these subgroups that will lead to academic growth.

*After school support for students, with priority given to English Learners. This after school tutoring is strategically planned and implemented to help students grow in the areas of greatest need. Students are placed in homogeneous need groups and are monitored for progress weekly and regrouped every 5-6 weeks. This ensures that students receive targeted support.

*Reading Partners will continue to support our students in Reading, with a priority given to English Learners. Students will be selected to participate in this program according to the areas and urgency of need, with priority given to English Learners, and Grade 1 and Grade 2 students.

*Professional Development on the use of a Reading Intervention resource to support Literacy of all learners, including English Learners, students with Special Needs, African-American students,

foster youth, students identified as homeless, and economically disadvantaged students. Teachers will engage in data-driven dialogue and collaborative planning.

*AVID Professional Development and coaching to support ELA achievement of all learners, including English Learners, students with Special Needs, African-American students, foster youth, students identified as homeless, and economically disadvantaged students. AVID Certified teachers will implement AVID strategies with fidelity to ensure academic and social-emotional growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15616

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Madison teachers and staff will implement the following Strategies/ Activities for improving student achievement.

*Writer's workshop implementation, and in particular student conferencing will support student growth in writing.

*ELD Strategies throughout the day in all content areas will be implemented using school-wide strategies with the support of the Instructional Coach, teacher professional development on best practices, and teacher collaborative planning.

*School-wide reading intervention will include selecting students for interventions appropriate at Tier 1 and Tier 2. This will ensure focus in on student academic growth.

*Develop and implement grade-level ELA benchmark every trimester with support consistent Tier 1 instruction and support. Through data-driven instruction, we will be able to address specific areas of need school-wide and identify students that will need Tier 2 interventions and supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Madison teachers and staff will implement the following Strategies/ Activities for improving student achievement.

*Grade-level Data Chats will help identify specific areas of need to support students with Tier 1 and Tier 2 interventions.

*Grade level meetings to discuss student progress in reading, analyze data, and implement interventions. This will ensure consistent implementation of school-wide supports and interventions.

*Grade-Level Data Chats to analyze assessment data will ensure that teachers are aware each students progress towards meeting grade-level benchmarks and to provide support in their greatest areas of need.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Madison teachers and staff will implement the following Strategies/ Activities for improving student achievement.

*Reader's Workshop, specifically conferring, will supports students progress towards meeting grade-level benchmarks.

*Small group instruction will allow teachers to provide targeted support and intervention for students.

*ELD Strategies throughout the day in all content areas will support the progress of English Learners in meeting their grade-level goals.

*After-school support in the form of small group and individual tutoring will provide English Learners with additional opportunities in making progress towards reclassification.

*Library Coordinator position will provide students with the opportunity to independently select high-interest titles. Students will be able to select titles to be added to the school library.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Strategies that were implemented fully were effective. The coaching support in ELA, Reader's Workshop and Writer's Workshop was not implemented as planned due to not having enough time by the Instructional Coach to provide professional development in all areas. In addition, Remote Learning conflicted with the dates set forth to complete the teacher professional development time.

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

The budgeted expenditures did not fully cover the strategies to meet the articulated goal. Specifically the release time for teachers to engage fully in collaboration of best practices and planning during the school year and the after school academic support for our subgroups, including English Learners.

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

The strategies/ activities to meet the articulated goal will be fully funded. Specifically, teachers will receive professional development in the areas of Writer's Workshop through District and Site-based, Intervention in Literacy through participation in the MTSS site professional development, academic skills that support Literacy AVID professional development, professional development on the use of a Literacy Intervention program in supporting struggling readers, and collaborative planning with grade-level and across grade-level teams.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 3

Area of Focus: Closing the Gap

1. Mathematics- By May 2021, the percentage of students in the following subgroups scoring at or above grade level on the i-Ready Diagnostic will increase by 5% or more at each grade level K-5: English Learners and students with disabilities
English Learners 15% score at grade level or above
Students with Disabilities 10% score at grade level or above

2. ELA- By May 2021, the percentage of students in the following subgroups scoring at or above grade level on the IRI Diagnostic will increase 5% or more at each grade level K-5: English Learners and students with disabilities
English Learners 17% score at grade level or above
Students with Disabilities 15% score at grade level or above

3. English Learners- By May 2021, 80% or more of English Learners will maintain or grow by at least one level on the ELPAC as compared to the previous year's score.
Increased/ Progressed 48%
Maintained 22%
Decreased 30%

Identified Need

Mathematics- School-wide our students scored below the district average in mathematics on the SBAC. However our subgroups scored significantly lower: English Learners- average 9.9% scored met standard or exceeded standard; students with disabilities- average 16.7% scored met standard or exceeded standard.

ELA- School-wide our students scored below the district average in ELA on the SBAC. However our subgroups scored significantly lower: English Learners- average 2.4% scored met standard or exceeded standard; students with disabilities- average 12.5% scored met standard or exceeded standard.

English Learners- English Learners have shown some growth but the majority of students have not met the required score of 4 on the ELPAC to be eligible for reclassification. Only 48% are making progress to meeting their reclassification goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math	<p>School-wide our students scored below the district average in mathematics on the SBAC. However our subgroups scored significantly lower: English Learners- average 9.9% scored met standard or exceeded standard; students with disabilities- average 16.7% scored met standard or exceeded standard.</p> <p>We will use a site-selected math performance task during the time that SBAC is not available. The performance task will be given at each trimester and monitored for progress.</p>	<p>Each of the subgroups will show a growth of 1% or more of students meeting or exceeding standard as compared to each groups score on the previous year's SBAC.</p> <p>The percent of students that are at grade-level or above on the site-selected performance task will increase by 3% or more at administration 2 and 3 when compared with administration 1.</p>
SBAC ELA	<p>ELA- School-wide our students scored below the district average in ELA on the SBAC. However our subgroups scored significantly lower: English Learners- average 2.4% scored met standard or exceeded standard; students with disabilities- average 12.5% scored met standard or exceeded standard.</p> <p>We will use a site-selected ELA performance task during the time that SBAC is not available. The performance task will be given at each trimester and monitored for progress.</p>	<p>Each of the subgroups will show a growth of 4.9% or more of students meeting or exceeding standard as compared to each groups score on the previous year's SBAC.</p> <p>The percent of students that are at grade-level or above on the site-selected performance task will increase by 3% or more at administration 2 and 3 when compared with administration 1.</p>
ELPAC	<p>English Learners- English Learners have shown some growth but but the majority of students have not met the required score of 4 on the ELPAC to be eligible for reclassification. Only 48% are making progress to meeting their reclassification goal and</p>	<p>80% or more of English Learners will maintain or grow by at least one level on the ELPAC as compared to the previous year's score.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	70% maintained or grew by at least one level on the ELPAC.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

- *Teachers will participate in daily ELD blocks school-wide and will effectively reinforce strategies with students in other content blocks throughout the day.
- *We are an identified Focus School, receiving added support and resources to be provided to attain our goals, including participation in MTSS, ATSI support, and an Instructional Coach.
- *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 and intervene if a student is not making adequate progress.
- *Teacher will provide scaffolding to make learning comprehensible and monitor effectiveness of provided scaffolds. Teachers will collaborate on three school-wide scaffolds.
- *Madison's Instructional Coach will work with all teachers to support and target Long Term EL students in small groups to ensure adequate progress. ILP will be developed for students not making adequate progress.
- *SST for tier 2 and tier 3 students to develop ILP and monitor progress.
- *After-school support for academically at-risk students, with priority given to English Learners. The focus of the after school tutoring support is on meeting grade-level reading goals and supporting essential ELA skills.
- * Use alternative reclassification for students with IEP with appropriate supports.
- *Target intervention groups with Instructional Coach, particularly for newcomer English learners, that have been in the country for less than twelve months. Additional targeted intervention group support will also be provided for students that have not made adequate progress towards reclassification for two or more years.
- *SST for all students EL level 3 or higher in 4th and 5th grade to develop and ILP and support goals towards progress.
- * Madison teachers will provide daily ELD in small group with no more than two consecutive language development levels to ensure that students are supported with level-appropriate scaffolds and practice.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

42259

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

*Reading Partners will continue to support students with reading support. There will be consistency school-wide on the students referred to Reading Partners to ensure progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

24398

Source(s)

LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Strategies that were implemented fully were effective. Specifically coaching support in addressing the needs of English Learners in the classroom. The coaching support in ELA, Math Workshop, Reader's Workshop and Writer's Workshop was not implemented as planned due to not having enough time to support teachers in all areas.

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

The budgeted expenditures did not fully cover the strategies to meet the articulated goal. Specifically the release time for teachers to engage fully in collaboration of best practices and planning during the school year and the after school academic support for our subgroups, including English Learners and African-American students, with the support of the instructional coach was

not possible. Approximately 60% of Madison students are English Learners, so the Instructional Coach time was split to support English Learners and support Instruction. For the 2019-2020 school year our 1.0 Instructional Coach was not enough to fulfill both of the roles fully.

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

The strategies/ activities to meet the articulated goal will be fully funded. Specifically, teachers will receive professional development in the areas of Writer's Workshop through District and Site-based, Intervention in Literacy and Math through participation in the MTSS grant site professional development, academic skills that support Literacy and Mathematics AVID professional development, professional development on the use of a Literacy Intervention program in supporting struggling readers, and collaborative planning with grade-level and across grade-level teams.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 2

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

Goal 4

Area of Focus: Improving Teacher and Support Staff quality

1. Professional Development- By June 2021, at least 80% of teachers will attend District and Site-Based Professional Development opportunities as measured by sign-in sheets. In addition to District Professional Development, Madison teachers will engage in 2 Site-Based professional development days focused on meeting the needs of all Madison students, consistent implementation of District and Site Initiatives, Collaborative Data Analysis, and effective instruction and interventions.

2. Coaching Support- By June 2021, at least 80% of teachers will participate in coaching supports as measured by coaching documents. The Madison Instructional Coach will partner with our District Curriculum, Instruction, and Professional Development Department to strategically provide coaching support according to staff needs in meeting SPSA goals. The Madison Leadership Team will create a structure of peer-coaching support, and train teachers in the structure to build capacity in the areas of facilitating Data Analysis Chats within and across grade-levels. At least 80% of teachers will participate in coaching supports as measured by coaching documents.

Identified Need

Low performing students need well-trained and qualified teachers and well-trained support staff to support instruction and reduce the achievement gap.

According to the MTSS self-study document, SWIFT-FIA, Madison Elementary is in the process of supporting students in the Areas of Math, ELA, Behaviorally, and Social-Emotionally.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWIFT-FIA Professional Development	According the the SWIFT-FIA self-assessment, Madison Elementary Scored at Level 2 of supporting students in the Areas of Math, ELA, Behaviorally, and Social-Emotionally.	By the Spring of 2021, Madison Elementary will increase by at least one level in each area of Math, ELA, Behavior, and Social-Emotional on the SWIFT-FIA

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

- Madison Staff will continue to go through the MTSS process, Year 3 (2020-2021), and professional development for growth in the Areas of Math, ELA, Behaviorally, and Social-Emotionally.
- Madison Staff will continue to go through capacity building of teacher leaders in each of the areas of need: supporting English Learners, supporting struggling learners in math, ELA, behavior, and social-emotionally. This includes AVID Certification for Madison teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Madison Elementary has gone through many changes in the past few years. We have created and embraced a mission statement that defines our commitment to meeting the needs of our students. We have also grown as a team that works together towards a common goal of professional growth be fully equipped to meet our students' needs. We are committed to building capacity and empowering our students to grow academically.

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

The articulated goal was met but strategies were not fully implemented. Specifically the release time for teachers to revise and implement common strategies due to Remote Learning.

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

This goal involves a commitment to make classroom instructional decisions based on data analysis and collaborative planning. We will move some of the collaboration time to A Monday professional development time, as the budget will not cover all of the needed professional development days.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 5

Area of Focus: School Safety, Climate and Culture

1. Attendance- By May 2021, overall attendance for all students will increase the baseline of 94% from 2019 by a total of 1% or more by the end of the 2020-2021 school year.
2. Chronic Absenteeism- By May 2021, Chronic Absenteeism for All Students will decrease the baseline of 20.6 (Red) from 2019 by a total of -0.5 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 20.1 or lower by the end of the 2020-2021 school year.
3. Suspension Rate.- By May 2021, Suspension Rate for All Students will decrease the baseline of 3.2 (Yellow) from 2019 by a total of -0.3 or more (to reach Green) with a stretch goal of -2.2 or more (to reach Blue) to end at 2.9 or lower by the end of the 2020-2021 school year.

Identified Need

Attendance- Madison Elementary has one of the lowest attendance rates in the Pasadena Unified School District. Over the past five years the average attendance is 94.95%, with the lowest attendance being 93.69%.

Chronic Absenteeism- Madison Elementary School's Chronic Absentee rate for all students has increased over the past three years for all students, including students identified as homeless, African-American students, students with special needs, and economically disadvantaged students to 20.6%

Suspension Rate- Madison Elementary School's Suspension rate for all students has decreased over the past three years but is still an area of concern at 3.2%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Student Information System	Over the past four years the average attendance is 94.95%, , with the lowest attendance being the past four years.	By May 2021, overall attendance for all students will increase the baseline of 94% from 2019 by a total of 1% or more by the end of the 2020-2021 school year.
District Student Information System	Chronic Absentee rate has increased over the past three years for all students, including students identified as homeless, African-American students, students with special	By May 2021, Chronic Absenteeism for All Students will decrease the baseline of 20.6 (Red) from 2019 by a total of -0.5 or more (to reach Orange) with a stretch goal of -

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	needs, and economically disadvantaged students to 20.6%	3 or more (to reach Yellow) to end at 20.1 or lower by the end of the 2020-2021 school year.
District Student Information System	The suspension rate has increased over the past three years in students identified as homeless, African-American students, students with special needs, and economically disadvantaged students at 3.2%	By May 2021, Suspension Rate for All Students will decrease the baseline of 3.2 (Yellow) from 2019 by a total of -0.3 or more (to reach Green) with a stretch goal of -2.2 or more (to reach Blue) to end at 2.9 or lower by the end of the 2020-2021 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

*Consistency of students attending school will be the school-wide focus by implementing monthly incentives for classrooms and schoolwide to promote improved attendance.

*Community Assistant and Clerk to contact parents and organize parent information meetings on the importance of attendance and monitor progress of families meeting the goal of improved attendance.

*The District Center for Student and Family Services will support school with community engagement and workshops specifically designed to meet family needs and effectiveness will be measured by parent evaluations and student data.

*Inform parents of classes/workshops available through the district through print, phone, and electronic forms.

*Weekly communication between home and school both written, through phone blast, and electronically will ensure that school has updated contact information on all students and that there is effective home-school communication.

*Monthly Coffee with the Principal will provide families with the opportunity to engage in their child's education to ensure home-school partnerships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2540	Title I Part A: Allocation
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

- *Madison will continue to support its school-wide Positive Behavior Intervention Support Plan that addresses student behavior and expectations focusing on students being Safe, Responsible, and Respectful. This increase positive behavior in students and decrease the behavior that leads to suspensions.
- *Through the MTSS process, a significant focus of our three year plan is specifically to address student needs in the areas of Social-Emotional and Behavior. This engages teachers regularly in discussions and data analysis in the areas of social-emotional and behavior supports for students.
- *Madison will continue to implement school-wide Social Emotional Learning curriculum in partnership with the Office of Child Welfare, Attendance and Safety, focus on Trauma-Informed Care/ Instruction and the creation of a "Calm Room"
- *Hiring of Project aides to assist with student supervision, physical activities, and behavior support to promote positive behaviors, including positive peer interactions, and conflict-resolution with a focus on restorative justice.
- *Hiring a Behavior Interventionist to support students with positive behavior implementation will support students in whole group, small group, and individually. This will involve a "Calm" room where students can receive instruction on self-regulation strategies, mindfulness, and conflict resolution.
- *Hiring a Community Assistant to support the needs of families in supporting student achievement. This will ensure effective home-school communication and support in the areas of student academic achievement, social-emotional wellbeing, and behavior.
- *Additional hourly for clerk to communicate with families regarding absences and chronic absenteeism to ensure effective home-school communication in these areas.
- *Trauma-Informed training for all staff through a continued partnership with Young & Healthy to support staff, families, and students in support of student academic achievement, social-emotional wellbeing, and behavior.
- *Seek input from varied stakeholders such as SSC, ELAC, etc. to address, develop, and update school goals.

*SST for Chronic Absent students within the first trimester to develop an ILP will ensure student needs in this area are addressed early in the school year and monitored regularly.

*Parent Workshop for families of chronic absent students on supporting student achievement with ensure that school supports families in addressing the needs related to chronic absences.

*Celebration for students with increased attendance at least twice a year will promote a culture of being to school every day and on time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
72,202	LCFF - Supplemental and Concentration (S/C)
82818	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The strategy for improving attendance has been effective in increasing our overall attendance as compared to the previous school year. Unfortunately, the lack of time of the Instructional Coach to address other school priorities significantly impacted the strategies planned to support chronic absent students and students with behavior concerns.

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

The effectiveness of strategies was significantly impacted due the time needed from the Instructional Coach to address other school priorities. There is no central funding for a community assistant (0 hrs compared to 3.5 hrs. funded centrally plus 1.5 hrs funded by the site for a total of 5 hrs. per day.), but the site was able to fund the community assistant a maximum of 15 hrs. a week. This is an essential position in the continued support of our families (socio-economically disadvantaged, speak a language other than English)

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

The changes to this goal are to specifically address the need to support the families of chronic absentee students & students with behavior concerns, and monitor/ intervene with chronic absent students & students with behavior concerns early and often.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 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.

Goal 6

Area of Focus: Parent and Community Engagement

Parent Engagement- By May 2021, the average number of parents participating in school events, joining parent groups, and requesting support will increase by 10% or more as compared to the previous year's participation, as measured by sign-ins at all events. The current rate of participation in school events is 40%, in parent groups it is 5%.

Community Engagement- By May 2021, the number of community members that participate in Madison events will increase by 10% or more as compared to previous year's participation, as measured by sign-ins at all events. The current participation rate is 3%.

Identified Need

Parent Engagement- Over the past three years parent engagement has declined and remained consistently low. It is essential to change the culture of parent engagement to a positive experience. Community Engagement- Over the past three years positive community engagement has declined and remains low. It is essential to promote positive community engagement to support the needs of Madison students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event Sign-Ins	Over the past three years parent engagement has declined and remained consistently low. The current rate of participation in school events is 40%, in parent groups it is 5%.	By May 2021, the average number of parents participating in school events, joining parent groups, and requesting support will increase by 10% or more as compared to the previous year's participation, as measured by sign-ins at all events.
Event Sign-Ins	Over the past three years positive community engagement has declined and remains low. The current participation rate is 3%.	By May 2021, the number of community members that participate in Madison events will increase by 10% or more as compared to previous year's participation, as measured by sign-ins at all events.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Log of Parent Communication	Parent communication is irregular and inconsistent. The current rate is 35%.	By May 2021, the percent of parents that have regular communication with school/ teacher will increase by 10% or more as compared to previous year's participation, as measured by Madison Parent Communication Logs

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Madison will target parent members of the Hispanic and African American communities along with parents of students with disabilities. For the 2019-2020 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.

- * Send out information, 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
- * Maintain Madison Parent Communication Logs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Increase Parent participation in SSC, ELAC, and PTA

- *Training for all parents in SSC, ELAC, and PTA
- *Principal meeting with parents to discuss and explain data results, budget and get input from parent groups.
- *Community Assistant and teachers/ staff will maintain effective parent-school communication.
- *The Center for Student and Family Services will support school with community engagement and workshops
- *Inform parents of classes/ workshops available through the district
- *Weekly communication between home and school both written and through phone blast.
- *Monthly Coffee with the Principal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The effectiveness of strategies was significantly impacted by having our community assistant at Madison 15 hrs. a week instead of 25 hrs. a week.

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

The community assistant position did not receive the central funding of 3 hrs a day as in previous years. This continues to significantly impact the planned strategies.

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

An addition to this goal is the community engagement goal to foster positive community engagement.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 7

By May 2021, the percentage of students scoring meets or exceeds standard on the district science common assessment and the site common assessment will increase as compared to the previous year's score.

District Science Assessment- growth of 3% or more over the previous available score.

Site Science Common Assessment- growth of 5% or more over the previous year's scores (Fall and Spring)

Identified Need

All Madison students, including English Learners, students with disabilities, Foster Youth, and African-American do not meet standard on grade-level common assessments. Students need support in this area to ensure that they are prepared to enter STEM careers upon graduation from high school.

Most recent data reports (district benchmark in grades 3-5, 2019-2020 SY).

Level 3 or above--grade level (8.6% of all 3-5 graders at Madison ES are at grade level or above in science)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Common Assessment	All Madison students, including English Learners, students with disabilities, Foster Youth, and African-American do not meet standard on grade-level common assessments.	By May 2021, the percentage of students scoring meets or exceeds standard on the district science common assessment will increase by 5% as compared to the previous year's score.
Site Common Assessment	All Madison students, including English Learners, students with disabilities, Foster Youth, and African-American do not meet standard on grade-level common assessments. The Site Science Common Assessments will be created. The current year Fall and	By May 2021, the percentage of students scoring meets or exceeds standard on the site common assessment will increase by 5% as compared to the previous year's score. (Fall and Spring) The current year will serve as a baseline.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Spring Assessments will serve as a baseline.	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
 All students, including English Learners, students with disabilities, Foster Youth, and African-American students.

Strategy/Activity

- * Teacher professional development in NGSS will focus on science and engineering practices that promote critical thinking. These high leverage skills will support growth in science practices.
- *Teacher collaborative planning with the Caltech Center for Teaching, Learning and Outreach, will provide a real-world application to the NGSS. Increased engagement and hands-on application of science and engineering practices will support growth in critical thinking skills.
- *Develop and implement site science common assessment will provide teachers with the opportunity to focus their science instruction to ensure that students are provided activities in the classroom that promote critical thinking through the science and engineering practices.
- *Analyze data from common assessments will support data-driven instruction and allow for the opportunity to revise learning plans and goals.
- *Teachers will plan science instruction effectively using the district selected resource. Effective use of Stemscores will support the application of science and engineering practices as students go through NGSS.
- *use district coaches to provide support on NGSS and Instructional Rounds around student discourse and science application will allow students to share instructional practices and increase student achievement in science.
- *Teachers will engage in grade-level collaboration to increase student achievement, get students to have a deeper understanding of the content, and application of what students learn.
- *alignment of science instruction within grade level and across grade level spans will allow students to increase the percent of students meeting or exceeding grade-level on benchmarks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The strategies to transition from a campus with a science dedicated lab were impacted with the loss of a dedicated science teacher and one of the two instructional coaches.

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

The strategies to transition from a campus with a science dedicated lab were impacted with the loss of a dedicated science teacher and one of two instructional coaches.

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

We will continue to work with Caltech to support science instruction.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 8

Area of Focus: Graduation/ College and Career Ready

Academic Achievement-

By May 2021, at least 70% of students will demonstrate that they are ready for an academically rigorous program as measured by the school-wide rubric.

By August 2021, at least 75% of teachers will be AVID certified.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Discipline Referrals	Approximately 10% of students have discipline referrals stemming from work avoidance, as measured by Discipline Referrals.	The percent of students that have discipline referrals stemming from work avoidance will decrease by 5% or more.
Academic Readiness Rubric	The is currently no baseline data as this measure is not currently being used.	By May 2021, at least 70% of students will demonstrate that they are ready for an academically rigorous program as measured by the school-wide rubric.
Certification	There are currently 10 teachers that are AVID certified.	By August 2021, at least 75% of teachers will be AVID certified.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

- At least 3 non-certified teachers will become AVID certified to reach 75% AVID Certification.
- All teachers will receive AVID coaching support and Workshop Model coaching support.
- Students will be engaged and supported in the AVID process of learning and receiving reinforcement in academic behaviors (organization, study skills, communication, and self-advocacy).
- School-wide recognition for students that meet standard and exceed standard on the Academic Readiness Rubric will ensure that all students are making adequate progress towards being college and career ready.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

AVID certification in Summer 2020 will be remote learning.

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

The budget does not allow for all teachers to attend AVID training in a single school year. This is a serious concern due to currently AVID certified teachers receiving RIF notices (6 or the 6 teachers leaving Madison due to the RIF process are currently AVID Trained and Certified).

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

This is a school-wide implementation with professional development support and coaching until full site capacity has been built. The site Instructional Leadership Team will be the site AVID coaching team.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$139,041.00
Total Federal Funds Provided to the School from the LEA for CSI	\$83,558.66
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$319,199.66

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$

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

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

State or Local Programs	Allocation (\$)
	\$
LCFF - Supplemental and Concentration (S/C)	\$

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

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



PASADENA UNIFIED SCHOOL DISTRICT

Title I Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2020-21, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,941,915.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2020-21 is as below:

School: Madison

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,941,915.00	9651	\$201.21	437	\$87,928.77

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Noemi Orduna	Principal
Annette Aghadjanians	Classroom Teacher
Martin Dorado	Classroom Teacher
Olivia Tu	Classroom Teacher
Alma Juarez	Other School Staff
Maria Garcia	Parent or Community Member
Amanda Salazar	Parent or Community Member
Erica Chacon	Parent or Community Member
Salome Xetey	Parent or Community Member
Kate Amsbry	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 04/21/2020.

Attested:

Principal, Noemi Orduna on 04/21/2020
SSC Chairperson, Maria Garcia on 04/21/2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
DUE TO COVID-19 SCHOOL CLOSURES, SIGNATURES WILL BE COLLECTED UPON THE RE-OPENING OF SCHOOL	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 04/21/2020.

Attested:

VIRTUAL MEETING HELD 4/21/2020. DUE TO COVID-19 SCHOOL CLOSURES, SIGNATURES WILL BE COLLECTED UPON THE RE-OPENING OF SCHOOL	Principal, Noemi Orduna on 04/21/2020
	SSC Chairperson, Maria Garcia on 04/21/2020

Text



PASADENA UNIFIED SCHOOL DISTRICT CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District Unified School District

James Madison Elementary

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

February 20, 2018 Update

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by James Madison Elementary and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on February 01, 2020 at 2:30 pm. Notice was provided by Noemi Orduna, Principal.

James Madison Elementary's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and is consistent with district and state requirements.

Amendments

School Site Council
February 2019

Signatures of James Madison Elementary's Site Council Members

DUE TO COVID-19 SCHOOL CLOSURE, SSC SIGNATURES WILL BE

Signature	Date	Signature	Date
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COLLECTED UPON THE RE-OPENING OF SCHOOLS

Signature	Date	Signature	Date
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Signature	Date	Signature	Date
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Signature	Date	Signature	Date
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Signature	Date	Signature	Date
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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 Monday of every month 7:50-9am in the auditorium.
 - ii. English Learner Advisory Committee (ELAC) meetings are held at 8:00 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 Science Lab.
- 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, attendance data, assessments and proficiency levels students are expected to meet.
 - i. Parents are informed about the curriculum used at the school, the school's attendance data and implications, 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 and attendance to help reach these goals.
 - i. James Madison Elementary parents receive information and training on academic content standards, attendance data, 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, attendance data, 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.



2020-2021

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

Student

I agree to carry out the following responsibilities:

- Wear my school uniform every day.
- Come to school on time and every day.
- 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.
- Read every day after school.
- I will be a leader in respecting the school, classmates, staff and families.

Student Name

Student Signature

Grade

Date

Family/Parent

I agree to carry out the following responsibilities:

- Provide the school with updated contact information at all times.
- Provide a quiet time and place for homework.
- Read to my child or encourage my child to read every day.
- Ensure that my child is on time and attends school every day, gets adequate sleep, 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, parent groups, 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 Signature

Date

Staff

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

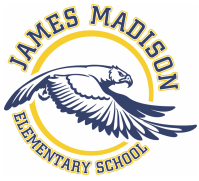
- Teach classes through engaging and challenging lessons that promote student achievement.
- Strive to motivate my students to be present and on time to school every day and be ready to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide opportunities for parent involvement in school activities.
- Promote school policies and procedures, including the dress code, and provide a safe, equitable and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning.
- Actively participate in forming and supporting partnerships with families and community.
- Participate in collaborative decision making with other school staff and families for the benefit of students.
- Support the school, students, staff and families.

Teacher Signature

Date

Principal Signature

Date



Madison Elementary Theory of Action

Addressing Dashboard Goals

If we, the Madison Elementary School team, support students with positive incentives and activities and home-school communication	Then students will be engaged in school	Chronic Absenteeism for All Students will decrease the baseline of 20.6 (Red) from 2019 by a total of -0.5 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 20.1 or lower by the end of the 2020-2021 school year.
If we, the Madison Elementary School team, support students with the services of a behavior interventionist (including a Calm Room), a behavior aide, and implement schoolwide Behavior RTI & Trauma-Informed Care practices	Then all staff will be able to effectively support students with self-regulation strategies	Suspension Rate for All Students will decrease the baseline of 3.2 (Yellow) from 2019 by a total of -0.3 or more (to reach Green) with a stretch goal of -2.2 or more (to reach Blue) to end at 2.9 or lower by the end of the 2020-2021 school year.
If we, the Madison Elementary School team, diagnose and monitor student achievement in mathematics and use schoolwide strategies and academic supports	Then the percent of students working at or above grade level will increase	CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -66.2 (Yellow) from 2019 by a total of 0.1 or more (to reach Green) with a stretch goal of 38.8 or more (to reach Blue) to end at -66.1 or higher by the end of the 2020-2021 school year.
If we, the Madison Elementary School team, diagnose and monitor student achievement in reading and ELA, and use schoolwide strategies and academic supports	Then the percent of students working at or above grade level will increase	CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -67.3 (Orange) from 2019 by a total of 9.9 or more (to reach Yellow) with a stretch goal of 35 or more (to reach Green) to end at -57.4 or higher by the end of the 2020-2021 school year.

Addressing Non-Dashboard Goals

If we, the Madison Elementary School team, diagnose and monitor student achievement in reading and ELA, and use schoolwide strategies and academic supports	Then the percent of students working at or above grade level will increase	And the percent of 3rd graders reading at grade level will increase
If we, the Madison Elementary School team, reach out to families to determine what is preventing their participation in school activities and parent groups	Then parents will feel supported to participate in school activities and join parent groups	And that will Increase the percent of parents / families that are engaged in school activities.
If we, the Madison Elementary School team, reach out to families to determine what is preventing regular attendance	Then parents will feel supported to have their students decrease their absences	And that will Increase the percent of parents that communicate to the school.
If we, the Madison Elementary School team, diagnose and monitor student achievement in science and use schoolwide strategies and academic supports	Then the percent of students working at or above grade level will increase	And that will Increase the percent of students that meet or exceed standard in science

Madison Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.



Mrs. Noemi Orduna, Principal

Principal, Madison Elementary

About Our School

Contact

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

Phone: 626-396-5780
Email: montano.noemi@pusd.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2019—20)	
School Name	Madison Elementary
Street	515 Ashtabula St.
City, State, Zip	Pasadena, Ca, 91104-4306
Phone Number	626-396-5780
Principal	Mrs. Noemi Orduna, Principal
Email Address	montano.noemi@pusd.us
Website	http://madison.pusd.us
County-District-School (CDS) Code	19648816021687

Last updated: 12/31/2019

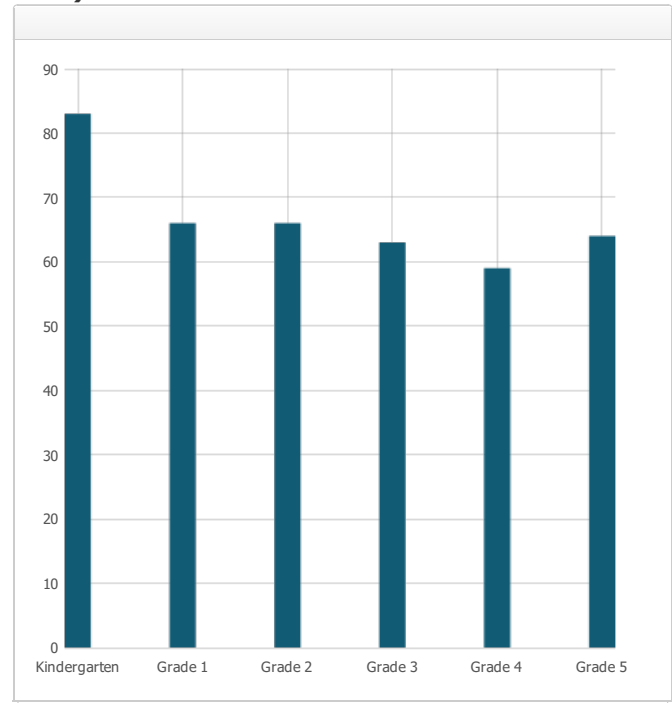
School Description and Mission Statement (School Year 2019—20)

<p>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 experience that promotes discovery, innovation, and leadership skills in order to be college and career ready. Our school features:</p> <ul style="list-style-type: none"> · Highly qualified professional educators, · Rigorous Academics, · Supportive families, · Dedicated community partners, and a · Talented, creative, energetic student body.

Last updated: 1/16/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	83
Grade 1	66
Grade 2	66
Grade 3	63
Grade 4	59
Grade 5	64
Total Enrollment	401

*Last updated: 12/31/2019***Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	5.00 %
American Indian or Alaska Native	%
Asian	%
Filipino	1.70 %
Hispanic or Latino	91.80 %
Native Hawaiian or Pacific Islander	%
White	1.50 %
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.80 %
English Learners	54.10 %
Students with Disabilities	12.20 %
Foster Youth	1.00 %
Homeless	8.70 %

A. Conditions of Learning

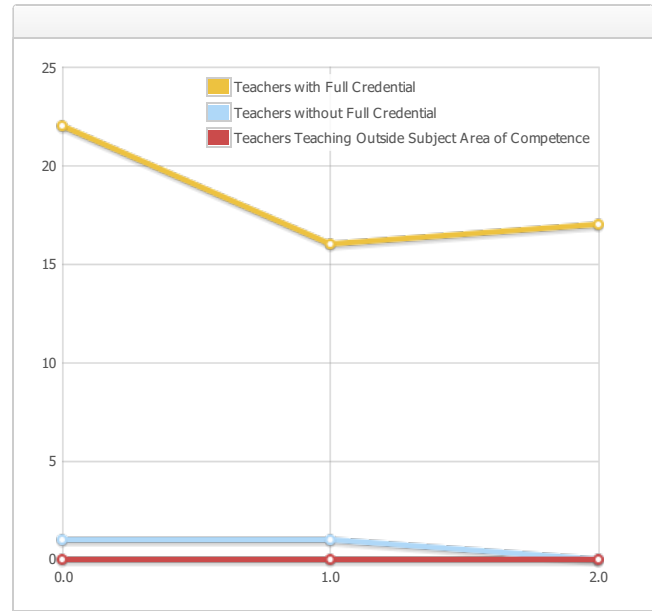
State Priority: Basic

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

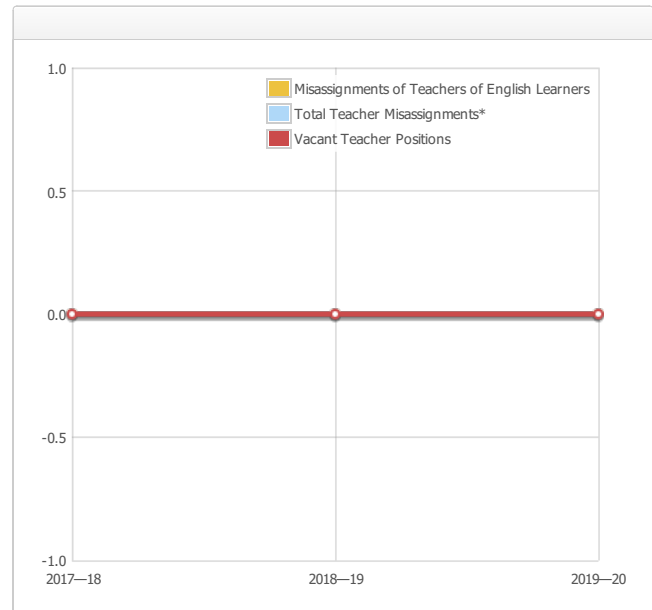
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	22	16	17	718
Without Full Credential	1	1	0	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/9/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
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: 1/9/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA K SRA/McGraw-Hill OCR/Big Books 2002 ELA 1-5 Reading/English SRA/McGraw-Hill OCR /Anthology 2002 ELD 1-5 Houghton Mifflin Read 180 2012	Yes	0.00 %
Mathematics	MATH K iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017 MATH 1-5 iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017	Yes	0.00 %
Science	SCI K Houghton Mifflin Harcourt School Publishers California Science Kindergarten Big Book 2007 SCI 1-5 Houghton Mifflin Harcourt School Publishers California Science Lv. 1-5 2007	Yes	0.00 %
History-Social Science	HSS K Scott Foresman History-Social Science for California: Learn & Work 2006 HSS 1 Scott Foresman History-Social Science for California: Time and Place 2006 HSS 2 Scott Foresman History-Social Science for California: Then and Now 2006 HSS 3 Scott Foresman History-Social Science for California: Our Communities 2006 HSS 4 Scott Foresman History-Social Science for California Our California 2006 HSS 5 Scott Foresman History-Social Science for California: Our Nation 2006	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	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: 12/31/2019

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 and a new classroom building. The school has a newly built and beautiful Preschool. The campus is currently comprised of 30 classrooms, a cafeteria, an impressive library, a staff lounge, a historic auditorium, and two 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 an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with 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 the 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.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/16/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No Repair needed.
Interior: Interior Surfaces	Good	Work Orders have been or will be issued.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No Repair needed.
Electrical: Electrical	Good	Work Orders have been or will be issued.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No Repair needed.
Safety: Fire Safety, Hazardous Materials	Good	No Repair needed.
Structural: Structural Damage, Roofs	Good	No Repair needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Work Orders have been or will be issued.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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Last updated: 1/11/2020

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	25.0%	24.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	13.0%	23.0%	35.0%	35.0%	38.0%	39.0%

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.

Note: ELA and 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.

Last updated: 12/31/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	189	183	96.83%	3.17%	23.50%
Male	95	91	95.79%	4.21%	21.98%
Female	94	92	97.87%	2.13%	25.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	173	168	97.11%	2.89%	22.02%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	180	174	96.67%	3.33%	23.56%
English Learners	126	121	96.03%	3.97%	21.49%
Students with Disabilities	26	25	96.15%	3.85%	12.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	24	24	100.00%	0.00%	12.50%

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: 12/31/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	190	184	96.84%	3.16%	23.37%
Male	95	92	96.84%	3.16%	26.09%
Female	95	92	96.84%	3.16%	20.65%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	173	169	97.69%	2.31%	23.08%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	181	175	96.69%	3.31%	22.86%
English Learners	126	122	96.83%	3.17%	22.13%
Students with Disabilities	27	26	96.30%	3.70%	15.38%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	24	24	100.00%	0.00%	25.00%

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: 12/31/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/31/2019

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 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.70%	16.70%	4.50%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/9/2020

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 school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents are involved in school activities by volunteering at school and district events and participating in parent capacity building workshops, seminars, etc. The site Community Assistant provides support to parents and connects families with resources. The district provides parent education opportunities, Parent University, to enhance parenting skills, explaining of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Additionally, we encourage and recruit parents to volunteer in the school and take leadership roles in parent advisory committees at schools and district. The district provides professional development for school and district staff on welcoming schools, how to better engage parents and families, strategies on establishing two-way and meaningful communication between families and schools.

Contact Information: Office of Community Engagement, (626) 396-3600 ext. 88191

State Priority: Pupil Engagement

Last updated: 1/16/2020

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

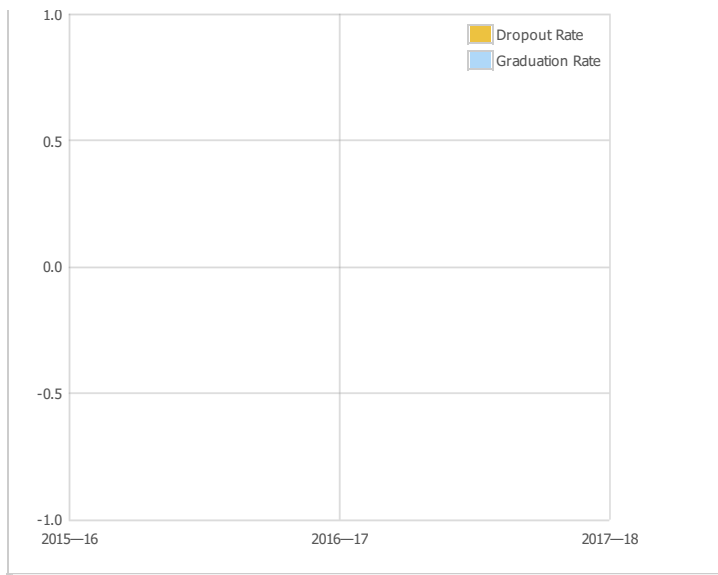
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	10.00%	9.70%
Graduation Rate	--	82.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	7.90%	9.10%	9.60%
Graduation Rate	--	--	--	80.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/31/2019

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.20%	4.80%	3.20%	4.60%	4.50%	4.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/31/2019

School Safety Plan (School Year 2019—20)

The safety of students and staff is a priority at Madison Elementary School. All visitors must sign in at the main office and wear a visitor's pass or identifying information at all times. Supervision is provided to ensure the safety of each student before, during, and after school. Supervision is a responsibility shared among all staff. The School Site Safety Plan is updated annually by the Leadership Team in collaboration with staff. Key elements to the Safety Plan focus on general campus safety, improving communication within the school, and practicing emergency drills. 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: 1/16/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		4	
1	24.00		3	
2	23.00		3	
3	21.00	1	2	
4	36.00			2
5	33.00			2
6				
Other**	11.00	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	3	2	
1	23.00		3	
2	22.00	1	2	
3	22.00		3	
4	29.00		2	
5	23.00	1	3	
6				
Other**	5.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	3	
1	22.00		3	
2	22.00		3	
3	21.00	1	2	
4	30.00		2	
5	32.00		2	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 12/31/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.00
Other	1.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7421.19	\$1793.95	\$5627.24	\$68522.08
District	N/A	N/A	\$6032.72	\$72777.79
Percent Difference – School Site and District	N/A	N/A	-6.72%	-5.85%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-25.04%	-16.47%

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

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

Madison Elementary School serves students from Preschool, Kindergarten through Fifth grade. Madison staff and community members continue to develop working partnerships with the Pasadena Educational Foundation (PEF), Reading Partners, and Hathaway-Sycamores in order to secure additional resources for our school, enrichment opportunities for our students, and mutually beneficial volunteer opportunities.

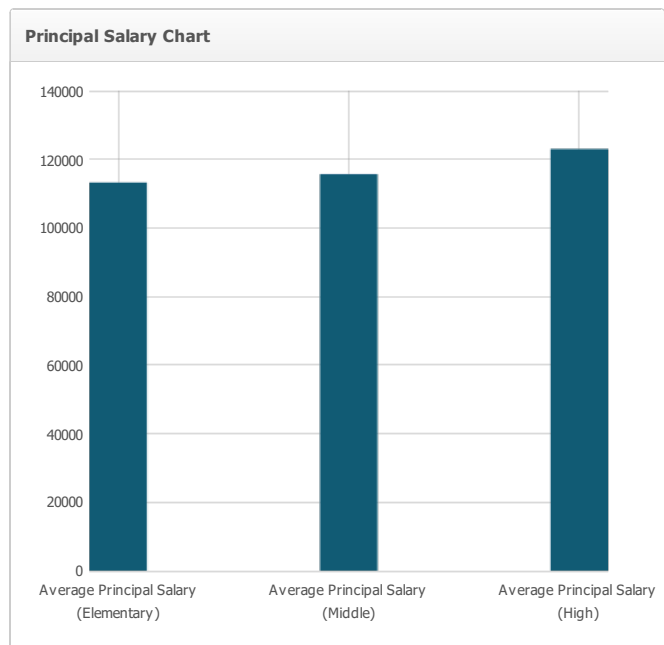
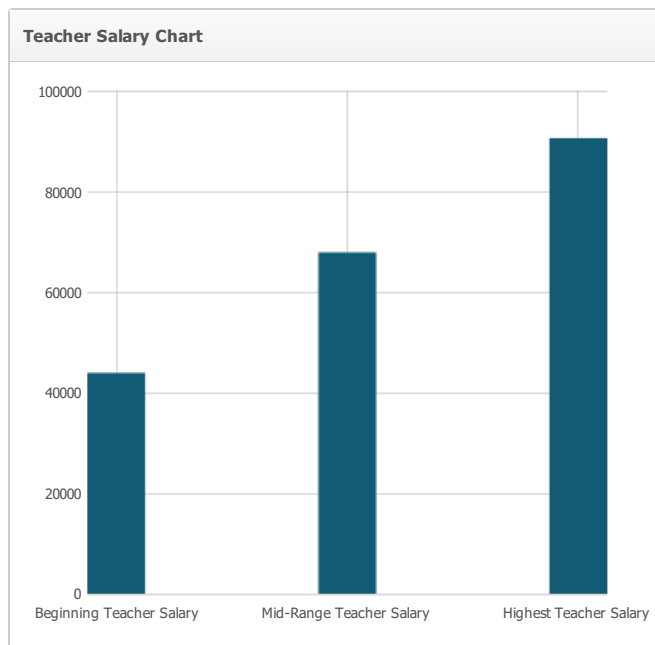
Madison Elementary School goals align with district goals of Dynamic Instruction, Outstanding Staff, Quality Learning Environment, High Performing, Accountable Organization, and Meaningful Collaboration and Partnership with Students, Families, and our Communities. Our school has been identified as a Focus school based on previous CAASPP test scores, attendance, and suspension rates which have not met standards.

Last updated: 1/16/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,901	\$51,374
Mid-Range Teacher Salary	\$67,859	\$80,151
Highest Teacher Salary	\$90,585	\$100,143
Average Principal Salary (Elementary)	\$113,223	\$126,896
Average Principal Salary (Middle)	\$115,692	\$133,668
Average Principal Salary (High)	\$123,024	\$143,746
Superintendent Salary	\$261,768	\$245,810
Percent of Budget for Teacher Salaries	29.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/9/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 12/31/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	19	18	18

Last updated: 1/16/2020



Pasadena Unified School District

Instructional Services

GIFTED AND TALENTED EDUCATION

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, which is 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.

Rubric			
1 = This is an established practice that has been in place since before the 2020-21 school year. 2 = This practice is being implemented for the first time during the 2020-21 school year. 3 = This practice is being developed now to be implemented during the 2020-21 b school year.			
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.			
	1	2	3
Does the school administrative leadership team have access to and review the 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 counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?			

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.			
	1	2	3
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?			X
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
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.			
	1	2	3
Elementary			X
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			X
Do all teachers include a discussion of the ILP during the October 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 implemented in the classrooms with GATE clusters:			X
• Individual Learning Plan			X
• Independent projects/Independent Study/Interest based enrichment opportunities			X
• Curriculum compacting			X
• IB program			
• Kaplan's prompts of depth and complexity			X
• Thinking like a disciplinarian			X
• Integration of creative and critical thinking clusters			X
• Thematic learning across disciplines			X
• Scholarly Dispositions			X

	1	2	3
<u>Middle School</u>			
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"> • Honors class • Pre-AP classes • IB classes • Enrichment classes • Vertical subject-matter acceleration • Options for GATE Advisory 			
<u>High School</u>			
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 available?			
Is the IB diploma/certificate 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"> • Honors classes • AP classes • IB classes • Career Pathways classes/Independent Study • Vertical subject-matter acceleration • Options for GATE Advisory 			
<u>All Grades</u>			
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 Principal's Checklist annually?			X

Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?			X
Is the GATE Principal's Checklist developed in response to the specific and varied learning needs of the individual school population?			X
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).			
	1	2	3
Do schools provide enrichment activities that foster social interaction among GATE students?			X
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?			X
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?			X
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.			
	1	2	3
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> 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 			X
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> 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 Characteristics of Giftedness Scholarly Behaviors (Thinking like a Disciplinarian) Interdisciplinary lesson development 			X

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.

	1	2	3
Does the school have a GATE Parent Advisory Committee (PAC) that meets four 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.

	1	2	3
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	

Based on the above needs assessment, identify a SMART goal for 2020-21 for GATE at your school site:

By February 2020, Madison Elementary School teachers will receive GATE Professional Development and implement learned best practices, as evidenced by Professional Development Agendas, Lesson Plans, and Administrator observations.

Please identify key GATE teachers at your school site (those teaching GATE clusters for elementary school):

Olivia Tu

School: **Madison Elementary School** **Date Approved By School Site Council:** **04/21/2020**

Dates and times of calendared site GATE advisory meetings 2020-21:

	date	topic		date	topic
1st meeting	10/12/2020	Review Goals	3rd meeting	02/08/2021	SPSA Recommendations
2nd meeting	12/14/2020	Progress of Plan	4th meeting	04/19/2021	Family Events



2020-2021

Madison Eagles, Soaring to Success
School Attendance Policy

Madison Elementary schools provides a rigorous and supportive learning environment where all students can achieve academic success. As part of this rigorous and supportive academic program we support families in attendance and abide by the Pasadena Unified School District Attendance Policies. Please contact your child's teacher if you have attendance concerns.

PUSD Attendance Policies

Absence from school, regardless of the reason, limits your child's educational opportunities and can negatively affect his/her grades, academic achievement, promotion, graduation, self-esteem, and future employment. The Pasadena Unified School District urges parents to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. Travel or other absences should be avoided during the time when school is in session. The school calendar is designed so that families can plan vacations during traditional holiday periods, thereby minimizing student absences. Student absences affect the whole school. The State can withhold funding from our district for all absences. Please encourage regular attendance. Truancy is an absence without valid excuse.

The City of Pasadena and the County of Los Angeles have enacted ordinances to address school trancies. These ordinances make it unlawful for minors, who are subject to compulsory education laws, to be in any unsupervised place without parent/guardian or other responsible adult between the hours of 8:30 a.m. and 1:30 p.m. Minors may be cited and fined. If you know in advance that your child will be absent for **5 or more consecutive days**, please contact the school office no fewer than three (3) days prior to the planned absence. We can provide an opportunity for your child to receive assignments and credit for work completed through an Independent Study Agreement.

For more information, contact the **Office of Child Welfare, Attendance & Safety** gopUSD.com/cwas

SCHOOL ABSENCES - EC 48205: Following an absence, a student shall present a satisfactory reason for the absence within 5 calendar days. Absences not verified within the time allowed will be considered unexcused absences. Absences shall be verified by a student's parent/guardian. The methods to verify a student's absence will include a written note, fax, email, conversation in person or by telephone, or a voicemail from a parent/guardian or parent representative.

CHRONIC ABSENTEEISM - EC 48240: The Governing Board believes that chronic absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out. Therefore, chronic absenteeism as defined in EC60901(c)(1) should be monitored to identify students at risk. Students missing 10 percent or more of school days due to absence for any reason - excused, unexcused absences, and suspensions. Students identified as chronic absentees may be referred to critical support services and interventions which will help get them back on track with their education.

COMPULSORY ATTENDANCE—EC 48200: A minor between the ages of 6 and 18 years is subject to compulsory education and, unless exempted, must enroll in the school district in which the residence of either the parent or legal guardian is located.

COMPULSORY ATTENDANCE – EC 48260.5: Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent or guardian using the most cost-effective method possible, which may include electronic mail or a telephone call stating:

- (a) That the pupil is truant.
- (b) That the parent or guardian is obligated to compel the attendance of the pupil at school.
- (c) That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27.
- (d) That alternative educational programs are available in the district.
- (e) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- (f) That the pupil may be subject to prosecution under Section 48264.
- (g) That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privileges pursuant to Section 13202.7 of the Vehicle Code.
- (h) That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day

EXCUSED FROM SCHOOL FOR CONFIDENTIAL MEDICAL SERVICES—EC 46010.1: School authorities may excuse any pupil in grades 7-12 from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

EXCUSED ABSENCES—EC 46014, and 48205: Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction. No pupil shall have his or her grade

reduced or lose academic credit for any excused absence or absences if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to his or her illness.
 - (2) Due to quarantine under the direction of a county or city health officer.
 - (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
 - (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
 - (5) For the purpose of jury duty in the manner provided for by law.
 - (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
 - (7) For justifiable personal reasons including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the Governing Board.
 - (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
 - (9) For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Superintendent of the school district.
- (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent, but not necessarily identical, to the tests and assignments that the pupil missed during the absence.
- (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- (e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

TARDINESS - Students should be encouraged to be prompt as part of their training. They are expected to be at school on time. If students are late, they should bring an excuse from home to the school office. Frequent tardiness without a valid excuse may be considered truancy under state law.

TRUANCY—EC 48260(a), 48261, 48262 & 48263.6: A student is considered truant after three full day absences or three period absences or tardies of more than 30 minutes, or any combination thereof, and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the district has made a conscientious effort to meet with the family, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205. The text of EC 48205 is provided on page 10.

ARREST OF TRUANTS/SCHOOL ATTENDANCE REVIEW BOARDS – EC 48263 AND 48264: The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours of any minor who is found away from his/her home and who is absent from school without valid excuse within the county, city or school district. A student who is a habitual truant may be referred to a School Attendance and Review Board (SARB).

**2020-2021****Madison Eagles, Soaring to Success!****School Attendance Policy**

La escuela Madison provee un ambiente educativo riguroso que apoya a sus estudiantes. Como parte de este programa educativo, apoyamos a nuestras familias en asistir a la escuela diariamente y a tiempo. También seguimos las pautas del Distrito Escolar Unificado de Pasadena (PUSD). Por favor pongase en contacto con el maestro de su hijo si tiene dificultades con asistencia.

POLIZAS DE ASISTENCIA DE PUSD

La falta de asistencia a la escuela, sin importar la razón, limita las oportunidades educativas de sus hijos y puede afectar negativamente sus calificaciones, aprovechamiento académico, avance al siguiente grado escolar, auto estima y empleo en el futuro. El Distrito Escolar Unificado de Pasadena exhorta a los padres a que se aseguren de que sus hijos asistan regularmente a la escuela y a programar citas médicas y de otro tipo para después del horario de clases o durante los días que no hay clases. Los viajes u otro tipo de ausencias deben evitarse mientras la escuela esté en sesión. El calendario escolar está diseñado para que las familias puedan planear vacaciones durante los periodos de vacaciones tradicionales para minimizar las ausencias de los estudiantes. Las ausencias de los estudiantes afectan a toda la escuela. El Estado puede retener los fondos que asigna a nuestro distrito debido a las ausencias. Por favor fomente la asistencia regular. El ausentismo son ausencias sin una justificación válida.

La ciudad de Pasadena y el Condado de Los Ángeles han puesto en vigor decretos que abordan el ausentismo escolar. Dichos decretos hacen que sea ilegal que los menores de edad, sujetos a las leyes de educación obligatoria, se encuentren en un lugar sin supervisión sin la presencia de un padre/madre/tutor u otro adulto responsable entre las 8:30 a.m. y la 1:30 p.m. Los menores pueden recibir un citatorio y una multa. Si usted sabe de antemano que su hijo/a estará ausente durante **5 o más días consecutivamente**, por favor contacte a la oficina escolar por lo menos tres (3) días antes de que planeé ausentarse. Podemos darle la oportunidad a su hijo/a de que reciba tares y crédito por el trabajo que concluya mediante el Trabajo de Estudio Independiente.

Para mayor información, comuníquese con la **Oficina de bienestar infantil y seguridad** gopUSD.com/cwas

AUSENCIAS ESCOLARES - EC 48205 Después de una ausencia, el estudiante debe presentar una razón satisfactoria para la ausencia dentro de los 5 días civiles. Las ausencias no verificadas dentro del tiempo permitido serán consideradas ausencias injustificadas. Las ausencias serán verificadas por el padre / tutor del estudiante. Los métodos para verificar la ausencia de un estudiante incluirán una nota escrita, un fax, un correo electrónico, una conversación en persona o por teléfono, o un correo de voz de un padre / tutor o representante de padres.

AUSENCIA CRÓNICA - EC 48240: La Mesa Directiva del Distrito cree que el ausentismo crónico y la tardanza, ya sea por ausencias justificadas o injustificadas, puede ser una señal de alerta temprana de bajo rendimiento académico y puede poner a los estudiantes en riesgo de abandonar la escuela. Por lo tanto, el ausentismo crónico como se define en EC60901 (c) (1) debe ser monitoreado para identificar a los estudiantes en riesgo. Estudiantes que pierden el 10 por ciento o más de los días escolares debido a la ausencia por cualquier motivo: ausencias justificadas, injustificadas y suspensiones. Los estudiantes identificados como ausentes crónicos pueden ser referidos a servicios de apoyo críticos e intervenciones que los ayudarán a volver a encaminar su educación.

ASISTENCIA OBLIGATORIA—EC 48200 Un menor entre los 6 y los 18 años está sujeto a la educación obligatoria y, a menos que esté exento, debe inscribirse en el distrito escolar en el que residen los padres o su tutor legal

ASISTENCIA OBLIGATORIA— EC 48260.5: Después de que un estudiante haya sido clasificado como faltista el distrito escolar notificará a los padres o tutores legales mediante el método más efectivo y económico posible, que puede ser un correo electrónico o una llamada telefónica que indique:

- (a) Que el estudiante es faltista.
 - (b) Que los padres o tutores legales están obligados a cumplir con la asistencia del alumno en la escuela.
 - (c) Que los padres o tutores legales que no cumplan con esta obligación pueden ser culpables de una infracción, y a que se interponga acción legal en su contra
- con cumplimiento con el Artículo 6 (comenzando en la sección 48290) del capítulo 2, parte 27
- (d) Que existen programas educativos alternativos en el distrito.
 - (e) Que los padres o tutores legales tienen el derecho de reunirse con el personal escolar apropiado y discutir soluciones para el ausentismo del estudiante.
 - (f) Que el estudiante puede ser sujeto a acción penal bajo la Sección 48264.
 - (g) Que el estudiante puede ser sujeto a suspensión, restricción o retraso del privilegio de conducir en cumplimiento con la Sección 13202.7 del código vehicular. (h) Que se recomienda que los padres o tutores legales acompañen al estudiante a la escuela y asistan con él a sus clases durante un día.

PERMISO PARA NO ASISTIR A LA ESCUELA POR SERVICIOS MÉDICOS—EC 46010.1 Las autoridades escolares pueden permitir que cualquier estudiante entre el 7o y el 12o grado falte a la escuela para el propósito de obtener servicios médicos confidenciales sin el consentimiento de los padres o tutores legales del estudiante.

AUSENCIAS JUSTIFICADAS—EC 46014, and 48205 Los estudiantes, con el consentimiento por escrito de sus padres o tutores legales, pueden ausentarse de la escuela para participar en ceremonias religiosas o para recibir enseñanza moral o religiosa. No se reducirá la calificación de ningún estudiante, ni perderá créditos por faltas justificadas o ausencias si puede completar su trabajo o presentar los exámenes que se le puedan ofrecer razonablemente de forma satisfactoria dentro de un período razonable.

(a) No obstante la Sección 48200, un estudiante puede faltar a la escuela si la ausencia es:

- (1) Debido a una enfermedad.
 - (2) Debido a cuarentena bajo las instrucciones de un agente de salud del condado o de la ciudad.
 - (3) Para el propósito de recibir servicios médicos, dentales, optométricos o quiroprácticos
 - (4) Para el propósito de asistir al funeral de un integrante de su familia inmediata, siempre que la ausencia no sea de más de un día si el servicio fúnebre se realiza en California y no más de tres días si el servicio se realiza fuera de California.
 - (5) Para el propósito de cumplir como jurado en la forma que la ley indica.
 - (6) Debido a enfermedad o cita médica durante el horario escolar de un niño/a del cual el estudiante es el padre/madre con la custodia.
 - (7) Por razones personales justificables, incluyendo, pero no limitándose a: una cita en el tribunal, asistencia a un servicio fúnebre, una práctica religiosa, asistencia a retiros religiosos, asistencia a una conferencia de empleo o asistencia a una conferencia educativa o proceso judicial ofrecido por una organización sin fines de lucro cuando la asistencia del estudiante sea solicitada por escrito por parte de los padres o tutores legales y sea aprobada por el director o un representante asignado en cumplimiento de los estándares uniformes establecidos por la junta de gobierno.
 - (8) Para el propósito de fungir como miembro de una junta del precinto para elección de acuerdo con la Sección 12302 del Código de Elecciones.
 - (9) Para el propósito de pasar tiempo con un miembro de la familia inmediata del estudiante que sea miembro activo de los servicios armados según se define en EC 49701, y ha sido llamado a cumplir con su deber o está bajo permiso o ha regresado inmediatamente de su zona de despliegue a la zona de combate o a una posición de apoyo de combate. Las ausencias de acuerdo a este párrafo se permitirán durante un período que se determinará a discreción del superintendente del distrito escolar.
- (b) Un estudiante ausente de la escuela bajo esta sección, tendrá permitido completar todo el trabajo y pruebas que pierda durante su ausencia y que sea razonablemente posible que se le entreguen y tras completarlas de forma satisfactoria en un periodo razonable recibirá crédito total por su trabajo. El maestro del salón de la cual el estudiante se ha ausentado, determinará qué exámenes y qué tareas serán razonablemente equivalentes, pero no necesariamente idénticas a los exámenes y trabajo que el estudiante se perdió durante su ausencia.
- (c) Para propósitos de esta sección, la asistencia a prácticas religiosas no deberá exceder un total de cuatro horas por semestre.
- (d) Las ausencias en cumplimiento de esta sección se consideran ausencias en el cálculo del promedio de asistencia diario y no generarán pagos proporcionales estatales. (e) "Familia inmediata", conforme se utiliza en esta sección tiene el mismo significado que el que se define en la Sección 45194, excepto que las referencias a "empleado" deben considerarse referencias a "estudiante".

RETARDOS Se debe animar a los estudiantes a que sean puntuales como parte de su educación. Se espera que estén en la escuela a tiempo. Si los estudiantes llegan tarde, deben traer una justificación de su hogar a la oficina escolar. Bajo la ley estatal, los retardos frecuentes sin una justificación válida pueden considerarse ausentismo.

FALTISMO—EC 48260(a), 48261, 48262 & 48263.6 Un estudiante se considera faltista después de estar ausente tres días completos o tres ausencias a un periodo o retardos de más de 30 minutos o cualquier combinación de los mismos y si las faltas son injustificadas. Después de que un estudiante ha sido reportado como faltista tres o más veces en un año escolar y el distrito ha hecho un esfuerzo consciente para reunirse con la familia, el estudiante se considera un faltista habitual. Un estudiante que está ausente de la escuela sin justificación válida por 10% o más de los días de un año escolar, desde la fecha de inscripción a la fecha actual, se considera un faltista crónico. Ausencias sin justificación son ausencias que no caen dentro del CE 48205. Se encuentra el texto del CE 48205 en las páginas 6-7. **DETENCIÓN DE FALTISTAS/CONSEJO DE REVISIÓN DE ASISTENCIA ESCOLAR – CE 48263 y 48264** El supervisor de asistencia escolar, administrador o designado escolar, un oficial de paz o un oficial de libertad condicional puede detener o asumir la custodia temporal durante el horario escolar de cualquier menor de edad que se encuentra fuera de su casa y que está ausente de la escuela sin justificación válida dentro del condado, ciudad o distrito escolar. Un estudiante que es un faltista habitual podrá ser referido al Consejo de Revisión de Asistencia Escolar (SARB, por sus siglas en inglés).



Quick Reference Guide for Parents:

Attendance Policy

Pay Attention to Attendance

Showing up for school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and on the job.



DID YOU KNOW?

- The District is obligated, under statutory law, to notify the parent/guardian when a student is truant.
- A truant student is any pupil subject to compulsory education who is absent from school without a valid excuse three full days, or late or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant.
- According to State law, the following reasons are considered excused absences
 - ⇒ Illness
 - ⇒ Court Hearings/ Jury Duty
 - ⇒ Doctor/Dentist Appointment
 - ⇒ Military Family Reunification
 - ⇒ Attendance to and Employment / Educational Conference
 - ⇒ Funeral
 - ⇒ Religious Observance

WHAT YOU CAN DO

COMMUNICATE WITH THE SCHOOL

- Check on your child's attendance to be sure absences are not piling up.
- Ask for help from school officials, afterschool programs, other parents or community agencies if you're having trouble getting your child to school.
- If the student misses school for an excusable reason, provide the school a written note with the following information within 3 school days from the absence:
 - ⇒ The absent child's name
 - ⇒ The Name and Signature of the Parent/Guardian who wrote the note
 - ⇒ Date of the note
 - ⇒ Date of absence(s) to which the note refers
 - ⇒ The reason for the absence
 - ⇒ Or provide a medical note

Child Welfare, Attendance & Safety
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Guía de Consulta para Padres:

Normas de Asistencia Escolar

No descuiden las clases

Desde que se inicia el Kindergarten y hasta terminar la preparatoria, asistir con regularidad a la escuela es un factor importante para el éxito académico. Incluso cuando los niños crecen y se hacen más independientes, las familias juegan un papel clave para que los estudiantes acudan a la escuela con seguridad todos los días, y que entiendan por qué la asistencia es tan importante para el éxito en la escuela y en el trabajo.



¿SABÍAN QUE?

- El Distrito tiene la obligación, en virtud de la legislación, de notificar a los padres / tutores cuando un estudiante está ausente sin justificación.
- Se clasifica como faltista o estudiante ausente sin justificación alguna, al alumno sujeto a la enseñanza obligatoria que esté ausente de la escuela sin una excusa válida tres días completos, o tarde o ausente por más de un periodo de 30 minutos durante el día escolar sin una excusa válida en tres ocasiones en una escuela año, o cualquier combinación de los mismos.
- De acuerdo a las normas vigentes, las ausencias justificadas son:
 - ⇒ Enfermedad
 - ⇒ Comparecía en juzgados/ Ser parte de un jurado
 - ⇒ Citas con el médico/dentista
 - ⇒ Reunión para recibir a familiar de las fuerzas armadas
 - ⇒ Asistencia a sesiones educativas o de trabajo
 - ⇒ Funerales
 - ⇒ Motivos religiosos

QUÉ HACER EN ESTOS CASOS

COMUNICACIÓN CON LA ESCUELA

- Este al tanto de la asistencia de su hijo para que no acumule faltas excesivas
- Si tiene problemas para que su hijo acuda regularmente a la escuela pida ayuda al personal escolar, a los responsables de programas educativos complementarios, a otros padres de familia y a organizaciones comunitarias.
- Cuando el alumno falte por causa justificada, mande una nota a la escuela en el lapso de tres días con la siguiente información:
 - ⇒ Nombre del alumno que faltó a clases
 - ⇒ Nombre y firma del padre de familia o tutor que escribió la nota
 - ⇒ Fecha de la nota
 - ⇒ La fecha o fechas en que el alumno faltó a clases
 - ⇒ Motivo de la falta o faltas
 - ⇒ En su caso, incluya una nota de justificación que proporcione el médico

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