

Madison Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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/fg/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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Madison Elementary School
Street	3635 Madison Street
City, State, Zip	Riverside, CA 92504-3718
Phone Number	(951) 352-8236
Principal	John McCombs
Email Address	jmccombs@rusd.k12.ca.us
Website	http://rusdlink.org/Domain/27
County-District-School (CDS) Code	33-67215-6032700

Entity	Contact Information
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
Email Address	dchansen@rusd.k12.ca.us
Website	www.rusd.k12.ca.us

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

Madison ensures that each student reaches his/her highest potential and is on target to become college/career-ready in a global society by preparing them academically and by ensuring their well-being at school. In order to accomplish our mission, we engage students in learning through research-based instructional strategies, with state-adopted standards, board-adopted materials, and through individualized learning goals.

Madison identifies with the description of being a high-achieving, high poverty school. During the No Child Left Behind era, Madison was one of the very last Title 1 schools in the County to go into "Program Improvement." We continue to achieve well above average on State tests despite the high percentage of families who qualify for free lunch in our school community.

Madison is planning to enter into a large facility modernization project beginning in 2018 which is expected to provide updated permanent classrooms and buildings to the campus.

Madison's teachers and principal participate in a Shared Leadership project in which they have identified the common focus of citing evidence as a necessary step in meeting our literacy, numeracy, and English Learner learning targets. Every month, teachers at all grades collect data using a "cycle of inquiry" process to measure our progress in citing evidence.

Seven success indicators are used to measure our progress in meeting our goals: Attendance Rates; Reading Rates in Third Grade; Early Numeracy; ELA SBAC Results; Math SBAC Results; and English Learner proficiency. The School Leadership Team monitors these data points and plans programmatic and instructional responses in order to increase student achievement. Teachers monitor their students' progress and collaborate every Wednesday afternoon to plan instruction based on adopted standards.

School-wide, Madison has one-to-one Chromebooks, as well as presentation systems for every classroom that includes a large-screen TV monitor. In addition, Madison offers Breakfast in the Classroom to ensure that all students have eaten breakfast every day. Other unique aspects of the school include a Fall Festival, Sixth grade science camp, a monthly Kids Produce Market, numerous field trips, band in 5th and 6th grades, and a Head Start preschool.

For students with special needs, Madison has a Speech/Language pathologist, a Resource Teacher, as well as Special Day Classes from first to sixth grades. In addition, two different part-time counselors are available to work with students individually or in small groups. A Student Study Team meets regularly to monitor the progress of students who are not meeting regular benchmark expectations. Counselors teach restorative practices school-wide, during class meetings, to help students learn to work through situations such as playground conflicts.

Madison implements a Positive Behavior Intervention System that rewards students for demonstrating social skills and for being responsible, respectful, and ready to learn.

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

Grade Level	Number of Students
Kindergarten	114
Grade 1	88
Grade 2	102
Grade 3	116
Grade 4	109
Grade 5	106
Grade 6	95
Total Enrollment	730

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7
American Indian or Alaska Native	0.3
Asian	0.1
Filipino	0.1
Hispanic or Latino	79.9
Native Hawaiian or Pacific Islander	0.5
White	10.1
Two or More Races	0.7
Socioeconomically Disadvantaged	88.2
English Learners	32.7
Students with Disabilities	10.5
Foster Youth	0.3
Homeless	4.7

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	36	35	32	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
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.

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

Year and month in which data were collected: September 2019

The table displays information collected in in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%
History-Social Science	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Health	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Lot Size: 10 Acres
 Year Constructed: 1952
 Last Modernized: 2005
 16 Permanent Classrooms
 21 Portable Classrooms
 Library
 Multi-Purpose Room/Computer Lab Room
 Indoor and outdoor cafeteria
 Completely Air Conditioned

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Madison has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

of Work Orders = 508
 Labor Hours = 1477.6
 Assessed Value of Work = \$65369.65

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	MADB-4 (Administration): 4: (D) Ceiling tiles are stained MADC-12 (Library): 4: (D) Ceiling tiles are stained (D) Ceilings have damage from cracks, tears, holes, or water damage 15: North/east door does not self close/lock MADE-3 (Classroom): 4: (D) Ceiling tiles are stained MADE-4 (Classroom): 4: (D) Ceiling tiles are stained
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	MADA-17 (Utility): 7: (D) lighting fixture or bulbs are not working or missing MADC-15 (Restroom): 7: 1 of 2 light fixtures going out - on emergency light valve (D) lighting fixture or bulbs are not working or missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	MADA-10 (Restroom): 8: Toilet seats need to be tightened MADB-18 (Restroom): 8: toilet low flush and loose union at valve
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	MADB-7 (Classroom): 15: North/West exterior door does not self latch MADC-10 (Classroom): 15: north/west door does not self close MADC-12 (Library): 4: (D) Ceiling tiles are stained (D) Ceilings have damage from cracks, tears, holes, or water damage 15: North/east door does not self close/lock MADC-8 (Classroom): 15: North/west door exterior does not self latch
Overall Rating	Good	

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)	51	52	49	51	50	50
Mathematics (grades 3-8 and 11)	37	42	35	36	38	39

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.

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	425	415	97.65	2.35	52.05
Male	227	223	98.24	1.76	47.53
Female	198	192	96.97	3.03	57.29
Black or African American	32	30	93.75	6.25	43.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	349	341	97.71	2.29	51.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	33	33	100.00	0.00	69.70
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	385	376	97.66	2.34	50.00
English Learners	173	167	96.53	3.47	43.11
Students with Disabilities	44	44	100.00	0.00	9.09
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	19	13	68.42	31.58	46.15

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.

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	425	421	99.06	0.94	41.81
Male	227	227	100.00	0.00	38.77
Female	198	194	97.98	2.02	45.36

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	32	30	93.75	6.25	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	349	347	99.43	0.57	40.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	33	33	100.00	0.00	60.61
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	385	382	99.22	0.78	40.58
English Learners	173	173	100.00	0.00	32.37
Students with Disabilities	44	44	100.00	0.00	11.36
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	19	18	94.74	5.26	22.22

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

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.

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 areas 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	18.1	19.0	15.2

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.

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)

The parental involvement contact at this school is John McCombs, Principal, and can be contacted at 951-352-8236.

Madison offers many opportunities to participate with the staff as partners in the education of their children. Parents and guardians are invited to attend all parent meetings at the school. The School Site Council meets monthly and is the voting body for categorical programs. Everyone is invited to attend these meetings and participate during the Oral Communications portion of the agenda. The English Language Advisory Committee meets a minimum of four times a year and is the advisory committee to School Site Council. The purpose of this committee is to give voice to the parents of Academic English Learners and to inform them of the importance of attendance, information on the school plan, to report on student progress including the R30 report (showing progress on the English Learners in the school), and a needs assessment (what additional information they are interested in learning about the school). Title 1 meetings are held for parents to review program information and to seek their input regarding programs that support learning.

At Madison, parents with limited English skills are provided opportunities to improve their knowledge of and ability to speak English using computers and apps that the school provides. The school offers ESL classes to support parents who are learning English.

In coordination with a community partner, Madison is offering monthly financial literacy workshops for parents in English and in Spanish.

Parents are encouraged to take an active role in their child's education through volunteering in their child's classroom, ongoing communications with the school, and attending all parent meetings and parent workshops. Parents are encouraged to call or email their child's teacher to increase communication about their child's progress. The most common method of contact between parents and teachers is through messaging apps such as Class Dojo. Progress on every child is discussed at parent/teacher conferences in the fall. Progress reports and report cards also provide regular formal updates to parents regarding student progress.

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	2.4	2.6	0.6	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any school-wide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	4		21	3	2		23		5	
1	26		4		24		4		21	2	2	
2	29		3		23	1	4		24		4	
3	23		4		27		3		28		4	
4	26	1	3		26	1	4		29	1		3
5	33		1	1	32		3		33			3
6	27	1	2	1	25	1	3		26	1	3	
Other**	19	1	1						11	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.

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

Title	Ratio
Academic Counselors*	.0

*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.

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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.

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	7359.99	1397.92	5962.06	87709.99
District	N/A	N/A	6650.57	\$94,861.00
Percent Difference - School Site and District	N/A	N/A	-10.9	-11.3
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-8.2	1.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Madison Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$105,657 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$188,384.16 Title I: supplemental services and materials to assist at-risk students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,843	\$48,612
Mid-Range Teacher Salary	\$88,263	\$74,676
Highest Teacher Salary	\$115,432	\$99,791
Average Principal Salary (Elementary)	\$133,086	\$125,830
Average Principal Salary (Middle)	\$143,359	\$131,167
Average Principal Salary (High)	\$149,282	\$144,822
Superintendent Salary	\$303,086	\$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13	23	17

2017-18, 2018-19, 2019-20

Madison employs an instructional coach to support teachers in the area of language arts, math and ELD. The coach provides support to teachers in their respective content area to enrich instruction for students. In addition, the coach attends many workshops and conferences to further help teachers reflect and improve their teaching skills. The instructional coach also meets with teachers during team meetings, and during planning time. The coach also supports the principal in analyzing student achievement data and planning for the academic achievement of all students, paying particular attention to students who are not making adequate academic progress, as well as, monitoring English Learners and GATE students.

During the 2018-19 school year, all staff members at Madison school participated in site and district staff development training such as a full day of Positive Behavior Intervention System using Boy's Town resources. Many of the staff members and teachers will participate in other workshops and professional development that is appropriate for their grade level or curriculum. Teachers are able to select training from the district's online professional development system which includes many instruction-related topics. Some trainings are offered during the school day and others are offered after school. Madison teachers at our site will be attending these trainings. Our teachers will have at least 2 days of training provided by the district for professional development in the their grade level content provided by the staff developers from the district. The teachers will receive two days of training at the school site for instructional planning with district specialists. The teachers met with the staff developers in each subject area to help them work on the standards, lessons, units of study and planning. Teachers work closely together throughout the year with their grade level colleagues to develop lessons and plans to meet the needs of their students based on the assessments that are given throughout the year. During the 2019-20 school year, all Madison teachers participated in numerous trainings and workshops including the following topics: Eureka mathematics curriculum, Danielson pedagogy inservice, Suicide prevention and awareness, Child abuse prevention and awareness, and Multi-Tiered Systems of Support.

All staff members at Madison participate in staff development training at least twice per month. Staff development is facilitated by the principal, the instructional coaches, and district support staff. Some topics covered in staff development meetings include effective instructional methods, instructional room environment, vocabulary development, the writing process, learner engagement, implementation of the math and language arts program and vocabulary for English Learner students. A rigorous district-wide professional development plan is in place to provide regular support for teachers in advancing their knowledge of the Common Core State Standards. Many staff members participate throughout the year in professional conferences, trainings and workshops that are appropriate for their individual needs. The principal supports teachers' professional development by providing class release time for professional development and instructional conferences to review their own professional progress with them. Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.

During the 2017-18 school year, staff meetings focused on the content area frameworks and the RUSD Guide for Instructional Direction. We examined our three local LCAP goals and the success indicators that will help us measure our progress in meeting those goals. In addition, we took measured steps in the Guide to identify what the Mastery of Guaranteed Learning should look like at each grade level. We focused our effort to support teachers and teams of teachers to provide best initial instruction, but also targeted and intensive instruction as needed. We emphasized the role of focused collaboration that engages students in rigorous and engaging learning experiences. And finally, our staff meetings developed the idea of whole system engagement such as building positive relationships to ensure focused learning in the classrooms.