



Madison Elementary School

330 S. Brawley Ave. • Fresno, CA 93706 • (559) 276-5280 • Grades K-6

Christine Pennington, Principal
cpennington@centralusd.k12.ca.us
ma.centralunified.org

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Central Unified School District

4605 North Polk Ave.
Fresno, CA 93722
(559) 274-4700

www.centralunified.org

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Mr. Phillip Cervantes, Area 3

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School Description

Vision: Every student is prepared for success in college, career, and community.

Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

Madison operates under the same Guiding Principles as Central Unified School district. It holds to the belief that all students can learn.

Madison Elementary School, with an attendance area of approximately 14 sq. miles lies in a rural setting. The campus is situated on 17.5 acres in Fresno County, surrounded by farms, a dairy, and single-family residences. The school is over 100 years old and has been at its current site for over 50 years. The attendance area has expanded to include the full spectrum of housing, i.e. trailer courts, migrant farm housing, apartment complexes, and affordable, entry-level housing. The demographics of the student population reflect a low socioeconomic level school with 89% of the students qualifying for free or reduced lunch. The ethnic/racial composition of the student body is 69% Hispanic, 13% Caucasian, 10% Asian, 5% African-American.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	109
Grade 2	84
Grade 3	93
Grade 4	86
Grade 5	106
Grade 6	103
Total Enrollment	690

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.4
Asian	10.6
Filipino	0.3
Hispanic or Latino	73.9
White	9.1
Two or More Races	0.4
Socioeconomically Disadvantaged	94.8
English Learners	27
Students with Disabilities	7.4
Foster Youth	0.3
Homeless	0.1

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 for Madison Elementary	17-18	18-19	19-20
With Full Credential	29	34	26
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Central Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	711
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Madison Elementary School

Indicator	17-18	18-19	19-20
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.

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

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees reviews and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders, TK-6 Adopted 2016-2017 McGraw Hill Wonders, ELD Adopted 2016-17 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Discovery Education Science K-6 Adopted 2019-2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Madison Elementary sits on 17.5 acres. It is comprised of 24 permanent classrooms, 16 portable classrooms, an office building, and a cafeteria multi-purpose building. Madison was built in 1954 and refurbished in 1985. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', work orders have been created and maintenance will be done before the end of the 2019-20 school year. Maintenance items will be prioritized so that student safety is not compromised. The overall rating for this school is 'fair'.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/30/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	RUBBER TRIP MISSING, CARPET IS WORN AND STAINED, CEILING TILE IS BROKEN' FORMICA COUNTERTOP CHIPPED, CEILING TILE HAS A WATER STAIN, WALL PAPER TORN
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	SURGE PROTECTORS ARE DAISY CHAINED EXTENSION CORD , LIGHT COVER IS LOOSE LIGHT DIFFUSER IS LOOSE FAUCET HAS A CONSTANT DRIP CORDS CREATING TRIP HAZARDS, ACCESS TO ELECTRICAL PANEL IS BLOCKED BY A FILE CABINET
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	FIRE EXTINGUISHER IS MISSING ONE FIRE EXTINGUISHER TAG IS OUTDATED ACCESS TO FIRE EXTINGUISHER IS BLOCKED PAINT IS PEELING
Structural: Structural Damage, Roofs	Fair	DRY ROT EXTERIOR WALL TILE IS MISSING, GUTTER IS BROKEN/LEAKS.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	WORK ORDERS HAVE BEEN SUBMITTED TO ADDRESS NEEDED REPAIRS AND / OR CORRECTIVE ACTION.

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	36	37	44	44	50	50
Math	28	38	31	33	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.6	31.5	24.1

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	384	379	98.70	37.47
Male	197	194	98.48	35.57
Female	187	185	98.93	39.46
Black or African American	19	18	94.74	33.33
Asian	41	41	100.00	51.22
Filipino	--	--	--	--
Hispanic or Latino	289	286	98.96	35.31
White	29	28	96.55	39.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	364	359	98.63	35.65
English Learners	129	126	97.67	23.81
Students with Disabilities	28	27	96.43	11.11
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	383	377	98.43	37.93
Male	197	194	98.48	41.75
Female	186	183	98.39	33.88
Black or African American	19	18	94.74	27.78
Asian	41	41	100.00	58.54
Filipino	--	--	--	--
Hispanic or Latino	288	284	98.61	34.86
White	29	28	96.55	46.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	363	357	98.35	36.13
English Learners	129	125	96.90	33.60
Students with Disabilities	28	27	96.43	18.52
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

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)

Madison's parents are provided with numerous opportunities to participate in all aspects of school governance. The school is proud of the support and assistance offered by the Madison Parent-Teacher Association (PTA). This group of parents has traditionally provided funding for field trips, classroom resources, and student incentives. Madison's PTA puts on multiple community events each year such as Trunk-or-Treat, Muffins with Mom, Donuts with Dad, and Breakfast with Santa. The School Site Council (SSC) consists of a group of dedicated, well-informed parents/guardians whose input is instrumental in setting priorities in our annual categorical budgets. We also have an English Learner Advisory Committee (ELAC) who represents our English Learner students. The Madison ELAC provides valuable input regarding the perspective and needs of our English Learner parent and student population. Madison also provides parenting classes such as Family Literacy Nights and Math Nights. These classes provide parenting skills and support in both English and Spanish to parents. Parents are encouraged to volunteer on campus in a variety of ways. Translation and interpretation services are provided.

Contact Person Name: Christine Pennington
Contact Person Phone Number: 559-276-5280

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.

School Safety Plan

School safety is a high priority at Madison. Two-way radios and surveillance cameras have been provided. All staff personnel and students take pride and share in the responsibility of keeping the campus clean. There are administrators and teachers on duty during morning bus arrival and afternoon pick-up. Administrators, teachers, and aides monitor the playground during all recesses. The Site Emergency Response Plan is reviewed and updated annually by the administration, with input from teachers, parents, and students. It is further discussed and reviewed with the district's School Safety Officer. The updated Site Emergency Response Plan is presented to the School Site Council which serves the role of the School Safety Committee. After School Site Council approval, the plan is shared with the whole staff. All classrooms have posted fire escape exit routes, and school-wide drills are scheduled routinely: monthly for fire drills and quarterly for lockdown and disaster/earthquake. This ensures that all students are familiar with the correct procedures in case of a real emergency. The emergency plan was updated, SSC approved, and shared with the staff on November 21, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.8	1.2	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	6.0	7.1
Expulsions Rate	0.4	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.9
Resource Specialist (non-teaching)	
Other	

* 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 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		25		5		22	1	4	
1	23		4		22		4		26		4	
2	21	2	2		21	1	3		21	1	3	
3	28		4		22	1	3		23		4	
4	31		3		26		4		28		3	
5	27		4		31		3		26		4	
6	26		4		27		4		26		4	
Other**					10	1			6	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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	19	19	21

Professional development is an on-going process at Madison, both for administrators and teachers. Madison teachers receive training in strategies to support English Learners which provided instructional expertise in implementing the core adoption while delivering quality instruction to our English Learner students. Madison utilizes the biweekly minimum day for additional staff development on topics that are aligned to the district's instructional department and facilitated by the principal.

Our professional development this year is focused primarily on three areas. First is supporting teachers in effective instructional practices to implement the Common Core standards. The second area of focus is on becoming more familiar with integrating technology into curriculum design. Teachers are supported in the use of technology as an educational tool within the classroom. Another area of focus is on Professional Learning Communities (PLCs) which provide time for teachers to collaborate with their grade level, analyze assessment results, identify curricular areas that need re-teaching, and share of effective instructional strategies to address certain standards within the content areas that need improvement. District Instructional Support Coaches and administration provide model lessons on the above strategies to teachers.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,520	\$51,374
Mid-Range Teacher Salary	\$68,110	\$80,151
Highest Teacher Salary	\$89,569	\$100,143
Average Principal Salary (ES)	\$109,417	\$126,896
Average Principal Salary (MS)	\$114,433	\$133,668
Average Principal Salary (HS)	\$121,149	\$143,746
Superintendent Salary	\$201,571	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The types of services that are funded by Title 1 include support staff, instructional supplies, materials to support literacy and support programs. Students are assessed each year to identify support needs in each grade level. Support staff provides intervention, English Language Development support, small group classroom support and after school tutorial. Supplemental services provided through these funds include materials for English Learners, Accelerated Reader for all students, library books for all students, and staff development. These funds also support the purchase of resources such as Mind Institute ST Math. Parent support training is also offered to parents throughout the year. Funds are used to pay presenters, interpreters, and materials to implement these workshops.

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,068.49	\$342.21	\$5,726.28	\$80,603.57
District	N/A	N/A	\$8,972.98	\$72,234.80
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-44.2	11.0
School Site/ State	-74.0	-6.4

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.