

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.


Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).


School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Madison Elementary School
Street	330 S. Brawley Ave.
City, State, Zip	Fresno, CA 93706
Phone Number	(559) 276-5280
Principal	Christine Pennington
E-mail Address	cpennington@centralusd.k12.ca.us
School Website	ma.centralunified.org
CDS Code	10-73965-6006910
School Logo	<div><p>Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p></div>

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Central Unified School District
Street	4605 North Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 274-4700
Superintendent	Mr. Mark G. Sutton
Web Site	www.centralunified.org
E-mail Address	msutton@centralusd.k12.ca.us
District Logo	<div></div> <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p>

District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Mr.Cesar Granda, Area 1
Member 2	Mr. Ruben Coronado, Area 2
Member 3	Mr. Phillip Cervantes, Area 3
Member 4	Mr. Richard Atkins, Area 4
Member 5	Mr. Richard A. Solis, Area 5
Member 6	Mrs. Terry Cox, Area 6
Member 7	Mr. Rama Dawar, Area 7
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
Superintendent	Mr. Mark G. Sutton
Administrator 1	
Administrator 2	Mr. Kelly Porterfield Assistant Superintendent, Chief Business Officer
Administrator 3	Mrs. Ketti Davis Assistant Superintendent, Educational Services
Administrator 4	Mr. Jack Kelejian Assistant Superintendent, Human Resources
Administrator 5	Mrs. Andrea Valadez Administrator, Special Education & Support Service
Administrator 6	Mr. Paul Birrell Director, 7-12 & Adult Education
Administrator 7	Dr. Tami Boatright Director, K-8 Education
Administrator 8	
Administrator 9	
Administrator 10	
Administrator 11	
Administrator 12	
Administrator 13	

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

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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 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 91% of the students qualifying for free or reduced lunch. The teaching staff is ethnically/racially diverse, and provides excellent role models for the students. We provide the interventions and challenges for all students at every level of learning.

If students are not demonstrating mastery they can attend after school intervention or small group intervention in the classroom. The Warrior Learning Center serves as a reading lab. Additional services are also provided for students requiring acceleration through the GATE program. We have behavior expectations for students at Madison called the Warrior Way. Everything a student does should be able to stand up to the Warrior Way. The behavior expectations of the Warrior Way are to be respectful to everyone, come to school ready to learn every day, and keep your hands and feet to yourselves. The Warrior Way is vital to maintaining educational excellence in a safe nurturing environment. Madison operates under the same Guiding Principles as Central Unified School district. It holds to the belief that all students can learn.

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.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Madison 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. 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, school carnival, and Breakfast with Santa. The School Site Council 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 demographic. 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 literacy nights and Parenting Partners classes. 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

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

School safety is a high priority at Madison. 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 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 lock down 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 and shared with staff on August 30, 2017. 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.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: 06/16/2017

This section should be kept to 1-2 paragraphs.

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. Several portable classrooms are used for the library, computer lab, Special Education, resource room, music room, and after school program offices. It has a large playground including five basketball courts, four tetherball courts, hopscotch, four square, baseball and softball fields.

Madison was built in 1954 and refurbished in 1985. It is cleaned on a regular basis by one day time custodian and two night custodians. The buildings are well maintained and in very good shape.

Student safety is a high priority at Madison Elementary. There are three yard duty aides on the premises for

supervision before school and at lunch time as well as two school administrators. Teachers and administrators supervision students after school until buses depart and then the after school program staff supervises students until 6:00 pm.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Wall paper is torn. Ceiling tiles is broken. Cabinet handle is missing. Rubber base is missing. Carpet is worn.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Excessive spider webbing in window sill. Mildew is present in window sill. Unsecured items are stored too high.
Electrical: Electrical			X	Electrical upgrades were made
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking fountain has low flow. Faucet is loose.
Safety: Fire Safety, Hazardous Materials		X		Fire extinguisher is not mounted.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Ramp railing is loose from the building. Ramp railing is missing screws. Dry rot on window frame. Window screens are missing.

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating			X	

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	27	28	29	649
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1	1	22
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	0
Counselor (Social/Behavioral or Career Development)	0.50	♦
Library Media Teacher (Librarian)	0.00	♦
Library Media Services Staff (paraprofessional)	1.00	♦
Psychologist	0.60	♦
Social Worker	0.00	♦
Nurse	0.60	♦
Speech/Language/Hearing Specialist	0.80	♦
Resource Specialist (non-teaching)	1.00	♦
Other	1.00	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

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

This section should be kept to 1-2 paragraphs.

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 review and adopt based on the recommendation of the district adoption committees and Educational Services.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, TK-6 Adopted 2016-2017 McGraw Hill Wonders, ELD Adopted 2016-17	Yes	0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17	Yes	0%
Science	Scott Foresmann: Science California Adopted 2007-2008	Yes	0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$4,513.60	\$230.75	\$4,282.85	\$74,158.58
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	-39.4	6.6
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	-24.6	-0.1

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

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 provide 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, teacher staff development and Instructional Support Coach. 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 for materials to implement these workshops.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 weekly 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. 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 which need re-teaching, and share of effective instructional strategies to address certain standards within the content areas that need improvement. The Instructional coach and administration provide model lessons on the above strategies to teachers. Coaches also co-plan and co-teach lessons with teachers.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	