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

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Central Unified School District

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

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Assistant Superintendent, Human Resources

Mrs. Andrea Valadez
Administrator, Special Education & Support Service

Mr. Paul Birrell
Director, 7-12 & Adult Education

Dr. Tami Boatright
Director, K-8 Education

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 88% of the students qualifying for free or reduced lunch. The ethnic/racial composition of the student body is 72% Hispanic, 10% 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	124
Grade 1	88
Grade 2	85
Grade 3	88
Grade 4	106
Grade 5	96
Grade 6	108
Total Enrollment	695

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	5.3
American Indian or Alaska Native	0.4
Asian	10.5
Filipino	0.3
Hispanic or Latino	73.7
Native Hawaiian or Pacific Islander	0.0
White	9.2
Socioeconomically Disadvantaged	89.9
English Learners	24.3
Students with Disabilities	6.0
Foster Youth	0.9

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			
Madison Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	28	29	34
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	727
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Madison Elementary School	**16-17**	**17-18**	**18-19**
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 2018-19)

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.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
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	Scott Foresmann: Science California Adopted 2007-2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Hughton-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. 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 (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	20 LIBRARY: 2. ALL VENT COVERS ARE MISSING. 4. CEILING TILE IS BROKEN. 9. DRINKING FOUNTAIN HAS NO FLOW.
Interior: Interior Surfaces	Poor	10: 4. FORMICA COUNTER TOP IS CHIPPING. 10. FIRE EXTINGUISHER IS MISSING. 15: 4. BACK SPLASH HAS WATER DAMAGE. 7. CORDS ARE CREATING TRIP HAZARDS. 10. FIRE EXTINGUISHER IS MISSING. 16: 4. CEILING TILE HAS A HOLE. 5. SINK BASIN IS DIRTY. 7. ETHERNET COVER IS BROKEN. 11. PAINT IS CHIPPING ON CABINETS. 17: 4. CEILING TILE HAS A WATER STAIN. 7. OUTLET COVER IS MISSING. ETHERNET COVER IS BROKEN. 11. PAINT IS PEELING AT BASE OF CABINETS. 18: 4. FORMICA COUNTER TOP IS CHIPPING. 7. CORD IS CREATING A TRIP HAZARD. 11. PAINT IS PEELING AT THE BASE OF CABINETS. 19 SPECIAL RESOURCES: 4. CEILING TILES HAVE WATER STAINS. 20 LIBRARY: 2. ALL VENT COVERS ARE MISSING. 4. CEILING TILE IS BROKEN. 9. DRINKING FOUNTAIN HAS NO FLOW. 21: 4. CEILING TILE IS TORN. 12. RAMP HAS DRY ROT. DRY ROT ON EAVES. 22: 4. CEILING TILES ARE TORN. 11. PAINT IS PEELING ON RAMP RAILING AND DOOR FRAME. 14. RAMP RAILING IS MISSING SUPPORT SCREWS. 23: 4. CEILING TILE IS TORN. WALL PAPER IS TORN. 11. PAINT PEELING ON RAMP RAILING. 15. WINDOW SCREEN IS TORN. DOOR DOES NOT SHUT PROPERLY (SLAMS). 26: 4. WALL PAPER IS TORN. 7. ETHERNET COVERS ARE MISSING THROUGHOUT. 12. DRY ROT ON SIDING. 27: 4. RUBBER MOLDING IS PEELING LOOSE. SINK CABINET DOOR IS BROKEN. 11. PAINT IS PEELING ON DOOR. 12. HOLE IN RAMP SKIRTING.

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**
		29: 4. CEILING TILES HAVE WATER STAINS. 6. ADULT CAT WITH KITTENS LIVING UNDERNEATH BUILDING. 7. ONE LIGHT BALLAST IS OUT. 30: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 31: 4. CEILING TILES HAVE WATER STAINS. 5: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS BROKEN. FORMICA IS CHIPPING ON COUNTERTOP. 5. EXCESSIVE WEBBING IN ROOM. 7. CORD IS CREATING A TRIP HAZARD. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO WATER SOURCE. 10. FIRE EXTINGUISHER IS MISSING. 12. DRY ROT ON WINDOW FRAME. 8: 4. CEILING TILE IS LOOSE. 7. LIGHT DIFFUSER IS LOOSE. ADMIN: 4. CARPET IS WORN AND STAINED. B: 4. CEILING TILE HAS A HOLE. 12. DRY ROT ON SKIRTING. BOYS REST ROOM: 4. CEILING TILE IS BROKEN. CEILING TILE TRIM IS RUSTED. BOYS REST ROOM: 4. PAPER TOWEL DISPENSER IS NOT WORKING PROPERLY (NOT DISPENSING PAPER TOWELS). 7. ONE LIGHT COVER IS MISSING. C: 4. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. D: 4. CEILNG TILE HAS A HOLE. E: 4. CEILING TILE IS BROKEN. 7. ONE LIGHT BALLAST IS OUT. 12. RAMP IS RUSTING AND STARTING TO ROT. DRY ROT ON SKIRTING. PRINCIPAL: 4. CEILING TILE IS BROKEN. PSYCH: 4. CEILING TILES HAVE WATER STAINS. WOMENS REST ROOM: 4. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON THE WALL.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	16: 4. CEILING TILE HAS A HOLE. 5. SINK BASIN IS DIRTY. 7. ETHERNET COVER IS BROKEN. 11. PAINT IS CHIPPING ON CABINETS. 29: 4. CEILING TILES HAVE WATER STAINS. 6. ADULT CAT WITH KITTENS LIVING UNDERNEATH BUILDING. 7. ONE LIGHT BALLAST IS OUT. 5: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS BROKEN. FORMICA IS CHIPPING ON COUNTERTOP. 5. EXCESSIVE WEBBING IN ROOM. 7. CORD IS CREATING A TRIP HAZARD. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO WATER SOURCE. 10. FIRE EXTINGUISHER IS MISSING. 12. DRY ROT ON WINDOW FRAME. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR HANDLE IS LOOSE. GIA: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

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
		K: 5. EXCESSIVE WEBBING AROUND FIRE EXTINGUISHER. K1: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical: Electrical	Poor	12: 7. SURGE PROTECTOR IS DUCT TAPED TO CARPET CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS MISSING. PLUG IN AIR FRESHENER. 13: 7. CORD IS CREATING A TRIP HAZARD. 14: 7. CORDS ARE CREATING TRIP HAZARDS. 15: 4. BACK SPLASH HAS WATER DAMAGE. 7. CORDS ARE CREATING TRIP HAZARDS. 10. FIRE EXTINGUISHER IS MISSING. 16: 4. CEILING TILE HAS A HOLE. 5. SINK BASIN IS DIRTY. 7. ETHERNET COVER IS BROKEN. 11. PAINT IS CHIPPING ON CABINETS. 17: 4. CEILING TILE HAS A WATER STAIN. 7. OUTLET COVER IS MISSING. ETHERNET COVER IS BROKEN. 11. PAINT IS PEELING AT BASE OF CABINETS. 18: 4. FORMICA COUNTER TOP IS CHIPPING. 7. CORD IS CREATING A TRIP HAZARD. 11. PAINT IS PEELING AT THE BASE OF CABINETS. 24: 7. CORD IS CREATING A TRIP HAZARD. 26: 4. WALL PAPER IS TORN. 7. ETHERNET COVERS ARE MISSING THROUGHOUT. 12. DRY ROT ON SIDING. 29: 4. CEILING TILES HAVE WATER STAINS. 6. ADULT CAT WITH KITTENS LIVING UNDERNEATH BUILDING. 7. ONE LIGHT BALLAST IS OUT. 32: 7. LIGHT DIFFUSER IS BROKEN. 4: 7. CORD IS CREATING A TRIP HAZARD. 5: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS BROKEN. FORMICA IS CHIPPING ON COUNTERTOP. 5. EXCESSIVE WEBBING IN ROOM. 7. CORD IS CREATING A TRIP HAZARD. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO WATER SOURCE. 10. FIRE EXTINGUISHER IS MISSING. 12. DRY ROT ON WINDOW FRAME. 8: 4. CEILING TILE IS LOOSE. 7. LIGHT DIFFUSER IS LOOSE. BOYS REST ROOM: 4. PAPER TOWEL DISPENSER IS NOT WORKING PROPERLY (NOT DISPENSING PAPER TOWELS). 7. ONE LIGHT COVER IS MISSING. E: 4. CEILING TILE IS BROKEN. 7. ONE LIGHT BALLAST IS OUT. 12. RAMP IS RUSTING AND STARTING TO ROT. DRY ROT ON SKIRTING. GIRLS REST ROOM: 7. EXTERIOR LIGHT COVER IS LOOSE. 9. ONE FAUCET HAS NO FLOW. GIRLS REST ROOM: 7. LIGHT COVER IS LOOSE. 9. ONE FAUCET HANDLE IS

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
		MISSING AND IS LOOSE AT THE BASE. 11. PAINT IS PEELING ON THE WALLS. GIRLS REST ROOM: 7. LIGHT DIFFUSER IS LOOSE. 11. PAINT IS PEELING ON THE WALLS. GIRLS REST ROOM: 7. ONE LIGHT DIFFUSER IS MISSING. 9. ONE FAUCET IS LOOSE. 12. DRY ROT ON SIDING. SPEECH: 7. LIGHT DIFFUSER IS BROKEN. SUPPLY ROOM: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED BY A FILE CABINET. WOMENS REST ROOM: 7. OUTLET COVER IN HALLWAY IS BROKEN. ONE SMALL LIGHT/BALLAST IS OUT IN HALLWAY.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	2: 9. ONE EXTERIOR DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. 20 LIBRARY: 2. ALL VENT COVERS ARE MISSING. 4. CEILING TILE IS BROKEN. 9. DRINKING FOUNTAIN HAS NO FLOW. GIRLS REST ROOM: 7. EXTERIOR LIGHT COVER IS LOOSE. 9. ONE FAUCET HAS NO FLOW. GIRLS REST ROOM: 7. LIGHT COVER IS LOOSE. 9. ONE FAUCET HANDLE IS MISSING AND IS LOOSE AT THE BASE. 11. PAINT IS PEELING ON THE WALLS. GIRLS REST ROOM: 7. ONE LIGHT DIFFUSER IS MISSING. 9. ONE FAUCET IS LOOSE. 12. DRY ROT ON SIDING.
Safety: Fire Safety, Hazardous Materials	Fair	10: 4. FORMICA COUNTER TOP IS CHIPPING. 10. FIRE EXTINGUISHER IS MISSING. 12: 7. SURGE PROTECTOR IS DUCT TAPED TO CARPET CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS MISSING. PLUG IN AIR FRESHENER. 15: 4. BACK SPLASH HAS WATER DAMAGE. 7. CORDS ARE CREATING TRIP HAZARDS. 10. FIRE EXTINGUISHER IS MISSING. 16: 4. CEILING TILE HAS A HOLE. 5. SINK BASIN IS DIRTY. 7. ETHERNET COVER IS BROKEN. 11. PAINT IS CHIPPING ON CABINETS. 17: 4. CEILING TILE HAS A WATER STAIN. 7. OUTLET COVER IS MISSING. ETHERNET COVER IS BROKEN. 11. PAINT IS PEELING AT BASE OF CABINETS. 18: 4. FORMICA COUNTER TOP IS CHIPPING. 7. CORD IS CREATING A TRIP HAZARD. 11. PAINT IS PEELING AT THE BASE OF CABINETS. 2: 9. ONE EXTERIOR DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.

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
		22: 4. CEILING TILES ARE TORN. 11. PAINT IS PEELING ON RAMP RAILING AND DOOR FRAME. 14. RAMP RAILING IS MISSING SUPPORT SCREWS. 23: 4. CEILING TILE IS TORN. WALL PAPER IS TORN. 11. PAINT PEELING ON RAMP RAILING. 15. WINDOW SCREEN IS TORN. DOOR DOES NOT SHUT PROPERLY (SLAMS). 27: 4. RUBBER MOLDING IS PEELING LOOSE. SINK CABINET DOOR IS BROKEN. 11. PAINT IS PEELING ON DOOR. 12. HOLE IN RAMP SKIRTING. 5: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS BROKEN. FORMICA IS CHIPPING ON COUNTERTOP. 5. EXCESSIVE WEBBING IN ROOM. 7. CORD IS CREATING A TRIP HAZARD. ELECTRICAL APPLIANCES ARE IN CLOSE PROXINITY TO WATER SOURCE. 10. FIRE EXTINGUISHER IS MISSING. 12. DRY ROT ON WINDOW FRAME. 7: 10. FIRE EXTINGUISHER IS MISSING. 9: 10. FIRE EXTINGUISHER IS MISSING. BOYS REST ROOM: 11. PAINT IS PEELING ON THE WALL. 15. WINDOW IS BROKEN. BOYS REST ROOM: 11. PAINT PEELING ON THE WALL. EQUIPMENT ROOM: 10. FIRE EXTINGUUSHER TAG IS OUTDATED (8/1/2016). GIRLS REST ROOM: 7. LIGHT COVER IS LOOSE. 9. ONE FAUCET HANDLE IS MISSING AND IS LOOSE AT THE BASE. 11. PAINT IS PEELING ON THE WALLS. GIRLS REST ROOM: 7. LIGHT DIFFUSER IS LOOSE. 11. PAINT IS PEELING ON THE WALLS. K3: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 11. PAINT IS PEELING ON THE WINDOW FRAMES AND WINDOW SILL. KITCHEN: 11. PAINT IS PEELING ON THE WALL. MAIL/COPY ROOM: 10. PLUG IN AIR FRESHENER. WOMENS REST ROOM: 4. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON THE WALL.
Structural: Structural Damage, Roofs	Good	21: 4. CEILING TILE IS TORN. 12. RAMP HAS DRY ROT. DRY ROT ON EAVES. 25: 12. SKID PAINT IS MISSING AND RUSTING ON RAMP. DRY ROT ON SIDING. 15. WINDOW SCREEN HAS A HOLE. 26: 4. WALL PAPER IS TORN. 7. ETHERNET COVERS ARE MISSING THROUGHOUT. 12. DRY ROT ON SIDING. 27: 4. RUBBER MOLDING IS PEELING LOOSE. SINK CABINET DOOR IS BROKEN. 11. PAINT IS PEELING ON DOOR. 12. HOLE IN RAMP SKIRTING.

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**
		5: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS BROKEN. FORMICA IS CHIPPING ON COUNTERTOP. 5. EXCESSIVE WEBBING IN ROOM. 7. CORD IS CREATING A TRIP HAZARD. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO WATER SOURCE. 10. FIRE EXTINGUISHER IS MISSING. 12. DRY ROT ON WINDOW FRAME. A: 12. DRY ROT ON SIDING. 15. WINDOW SCREENS ARE MISSING. B: 4. CEILING TILE HAS A HOLE. 12. DRY ROT ON SKIRTING. E: 4. CEILING TILE IS BROKEN. 7. ONE LIGHT BALLAST IS OUT. 12. RAMP IS RUSTING AND STARTING TO ROT. DRY ROT ON SKIRTING. GIRLS REST ROOM: 7. ONE LIGHT DIFFUSER IS MISSING. 9. ONE FAUCET IS LOOSE. 12. DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	22: 4. CEILING TILES ARE TORN. 11. PAINT IS PEELING ON RAMP RAILING AND DOOR FRAME. 14. RAMP RAILING IS MISSING SUPPORT SCREWS. 23: 4. CEILING TILE IS TORN. WALL PAPER IS TORN. 11. PAINT PEELING ON RAMP RAILING. 15. WINDOW SCREEN IS TORN. DOOR DOES NOT SHUT PROPERLY (SLAMS). 25: 12. SKID PAINT IS MISSING AND RUSTING ON RAMP. DRY ROT ON SIDING. 15. WINDOW SCREEN HAS A HOLE. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR HANDLE IS LOOSE. A: 12. DRY ROT ON SIDING. 15. WINDOW SCREENS ARE MISSING. BOYS REST ROOM: 11. PAINT IS PEELING ON THE WALL. 15. WINDOW IS BROKEN. PLAY FIELDS: 14. WATER COVER IS BROKEN NEAR BASEBALL FIELD BEHIND PORTABLES. STORAGE: 15. DRY ROT ON WINDOW FRAME.
Overall Rating	**Fair**	

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

Subject	2017-18 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	30.0	36.0	40.0	44.0	48.0	50.0
Math	23.0	28.0	28.0	31.0	37.0	38.0

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.

Subject	CAASPP Test Results in Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.8	33.7	24.2

* 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.

School Year 2017-18 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	387	382	98.71	36.13
Male	191	188	98.43	32.98
Female	196	194	98.98	39.18
Black or African American	23	23	100.00	17.39
American Indian or Alaska Native	--	--	--	--
Asian	36	35	97.22	54.29
Filipino	--	--	--	--
Hispanic or Latino	290	286	98.62	33.57
White	32	32	100.00	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	353	348	98.58	33.62
English Learners	127	124	97.64	29.03
Students with Disabilities	27	23	85.19	0.00
Students Receiving Migrant Education Services	14	14	100.00	35.71
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 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	389	384	98.71	28.13
Male	193	190	98.45	30
Female	196	194	98.98	26.29
Black or African American	23	23	100	26.09
American Indian or Alaska Native	--	--	--	--
Asian	36	35	97.22	54.29
Filipino	--	--	--	--
Hispanic or Latino	292	288	98.63	22.92
White	32	32	100	40.63
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	353	348	98.58	26.44
English Learners	127	124	97.64	22.58
Students with Disabilities	27	23	85.19	0
Students Receiving Migrant Education Services	14	14	100	50
Foster Youth	--	--	--	--

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

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

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

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 2018-19)
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

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. 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 13, 2018. 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.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.8	1.8	1.2
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	7.4	5.4	6.0
Expulsions Rate	0.4	0.4	0.5
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.80
Social Worker	0.11
Nurse	0.60
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	1.00
Other	1.00
Average Number of Students per Staff Member	
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.

	Average Class Size and Class Size Distribution (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	25	23	25		1		3	4	5			
1	26	23	22				3	4	4			
2	28	21	21	2		1	4	2	3			
3	22	28	22			1	4	4	3			
4	35	31	26					3	4	3		
5	32	27	31				2	4	3	1		
6	33	26	27				4	4	3			
Other			10			1						

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

Professional Development provided for Teachers

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. 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.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$40,311	$49,512
Mid-Range Teacher Salary	$66,127	$77,880
Highest Teacher Salary	$87,019	$96,387
Average Principal Salary (ES)	$106,992	$123,139
Average Principal Salary (MS)	$111,100	$129,919
Average Principal Salary (HS)	$117,620	$140,111
Superintendent Salary	$195,700	$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,499.00	$190.45	$5,308.55	$74,746.46
District	◆	◆	$9,209.87	$69,861
State	◆	◆	$7,125	$79,665
Percent Difference: School Site/District			-53.7	6.8
Percent Difference: School Site/ State			-74.0	-6.4

* Cells with ◆ 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

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.

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.