

# Madison Elementary

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Madison Elementary
<b>Street</b>	3635 Madison Street
<b>City, State, Zip</b>	Riverside, CA 92504-3718
<b>Phone Number</b>	(951) 352-8236
<b>Principal</b>	John McCombs
<b>E-mail Address</b>	jmccombs@rusd.k12.ca.us
<b>Web Site</b>	<a href="http://rusdlink.org/Domain/27">http://rusdlink.org/Domain/27</a>
<b>CDS Code</b>	33-67215-6032700

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

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

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 include 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.

In order to develop students' character, Madison emphasizes virtues, especially virtues that support learning, but also those that promote empathy, kindness and respect. Virtues are emphasized in the morning announcements, assemblies, and in school-wide activities.

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	113
Grade 1	111
Grade 2	91
Grade 3	102
Grade 4	93
Grade 5	97
Grade 6	104
Total Enrollment	711

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.1
Asian	0.1
Filipino	0.1
Hispanic or Latino	83.8
Native Hawaiian or Pacific Islander	0.3
White	9.8
Two or More Races	0.6
Socioeconomically Disadvantaged	81.9
English Learners	33.2
Students with Disabilities	9.8
Foster Youth	0.7

**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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	33	33	36	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	0	1	0
Vacant Teacher Positions	1	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 2017-18)**

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013)  Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016)  Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017)	Yes	0%
<b>Mathematics</b>	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%
<b>Science</b>	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
<b>History-Social Science</b>	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		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 =357

Labor Hours = 1433.76

Assessed Value of Work = \$61,176.45

#### 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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/18/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	A18: Floor is bad WO#16-245861 B4: Bad carpet WO#17-271459 C10: Bad reducer strip WO#16-268433 D15: Bad Carpet WO#17-271459, light out WO#17-280927 P14: Bad carpet P15: Bad carpet P19: Bad carpet P8: Bad carpet WO#17-271461
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		A12: Exterior lights out WO#17-278586 C11: Light out WO#17-278585 C9: Light out WO#17-280926 D15: Bad Carpet WO#17-271459, light out WO#17-280927 E4: Outlet out WO#17-278022

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/18/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			C14 Grils Restroom: Sink push button missing WO#17-277191 D16 Restroom: Faucet handle missing WO#17-278023 E8 Restroom: Partician poor, broken WO#17-280982 P10: Drinking fountain broken WO#17-278721
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Kitchen: Loose ceiling tiles WO#16-259927 P11: Soft spot in floor WO#17-278107
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/18/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	46	51	48	47	48	48
<b>Mathematics (grades 3-8 and 11)</b>	36	38	35	34	36	37

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.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	388	382	98.45	50.52
Male	213	208	97.65	49.04
Female	175	174	99.43	52.3
Black or African American	14	14	100	64.29
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	328	322	98.17	48.14
White	35	35	100	65.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	327	321	98.17	48.91
English Learners	169	164	97.04	38.41
Students with Disabilities	42	41	97.62	4.88
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.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	388	384	98.97	38.02
Male	213	210	98.59	39.52
Female	175	174	99.43	36.21
Black or African American	14	14	100	42.86
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	328	324	98.78	36.42
White	35	35	100	51.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	327	323	98.78	36.84
English Learners	169	167	98.82	26.35
Students with Disabilities	42	41	97.62	0
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.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	45	49	58	54	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.7	19.8	24

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.

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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.

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. 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	3.7	1.9	2.4	4.4	4.0	3.6	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations 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 March 1 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, and lockdown 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 schoolwide 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; 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 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2013-2014	2007-2008
<b>Year in Program Improvement*</b>	Year 1	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	22
<b>Percent of Schools Currently in Program Improvement</b>	N/A	68.8

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

#### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		5		25		5		23	1	4	
1	25		4		23		4		26		4	
2	22	1	4		22	1	4		29		3	
3	29		3		30		3		23		4	
4	32		1	2	29		3		26	1	3	
5	30		3		32		2	1	33		1	1
6	26	1	3		26	1	3		27	1	2	1
Other	12	1			9	1			19	1	1	

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

\*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6742	1358	5384	81358
District	N/A	N/A	\$5,857	\$87,199
Percent Difference: School Site and District	N/A	N/A	-13.7	-9.3
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-23.1	-0.2

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

#### Types of Services Funded (Fiscal Year 2016-17)

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

\$99,822 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

\$167,903 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

#### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,035	\$47,808
Mid-Range Teacher Salary	\$82,647	\$73,555
Highest Teacher Salary	\$100,547	\$95,850
Average Principal Salary (Elementary)	\$125,192	\$120,448
Average Principal Salary (Middle)	\$132,039	\$125,592
Average Principal Salary (High)	\$144,725	\$138,175
Superintendent Salary	\$282,285	\$264,457
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

#### Professional Development (Most Recent Three Years)

##### 2015-16, 2016-17, and 2017-18

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 including as well as monitoring English Learners and GATE students.

During the 2017-18 school year, all staff members at Madison school will participate in site and district staff development training. 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 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.

Below is a list of professional development attended by our teachers and other staff:

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

During the 2016-17 school year staff meetings focused on some aspects of the RUSD Guide for Instructional Direction. We reviewed our three local LCAP goals and the success indicators used to help us measure our progress in meeting those goals. 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 also emphasized the role of collaboration that engages students in rigorous and engaging learning experiences. And finally, our staff meetings introduced the idea of whole system engagement such as building positive relationships that will ensure focused learning in the classrooms.

During the 2015-16 school year, Madison worked with staff developers to implement Units of Study that aligned with Common Core State Standards. Much of our effort in this year centered around our work in creating and implementing materials that matched the standards.