



PUSD

Pasadena Unified School District

351 South Hudson Avenue
Pasadena, California 91101

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www.pusd.us

DISTRICT MISSION STATEMENT

The Pasadena Unified School District's mission is to provide a caring, engaging, challenging educational experience for every student every day.

SUPERINTENDENT

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James Madison Elementary School



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CDS Code: 19-64881-6021687

Juan Ruelas, Principal

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2014-2015 School Accountability Report Card

Published in the 2015-2016 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Principal's Message

I am very honored to be joining the Madison Elementary community and supporting the students, staff, and families. Together we will promote and foster a positive and challenging learning environment, with a concerted effort to always improving student achievement. We are building our students daily to be leaders of tomorrow and providing them with the necessary tools to excel in a changing world. At Madison, we teach best practices such as "Madison Eagles, Soar To Success" and Safe, Responsible, and Respectful, concepts we use to make our student be model citizens with a drive and motivation to be successful citizens.

School Mission & Vision Statement

Madison Elementary School works together with its families, community, and staff to guarantee each child a quality education from a highly qualified staff that is committed to providing outstanding instruction in a challenging learning environment that is both safe, responsible, and respectful.

Madison Elementary School and every member of our staff will foster relationships with its students, families, and community with a goal of producing and maintaining life-long learning and responsible citizens.

Community & School Profile (School Year 2015-16)

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. The city's popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, historic buildings and a vibrant cultural scene. Pasadena is most famous for the annual Tournament of Roses Parade and Rose Bowl Game. Madison Elementary School is one of 28 elementary schools in the Pasadena Unified School District.

School Enrollment (School Year 2014-15)

During the 2014-15 school year, the school served 459 students in grades kindergarten through five on a traditional calendar schedule. The charts display school enrollment broken down by grade or student group.

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
K	69	84	78
1st	76	79	82
2nd	75	72	82
3rd	78	78	67
4th	90	76	74
5th	83	86	76

Enrollment by Student Group

2014-15

	Percentage
Black or African American	3.1%
Filipino	0.9%
Hispanic or Latino	95.2%
White	0.9%
English Learners	65.7%
Socioeconomically Disadvantaged	97.6%
Students with Disabilities	0.4%
Foster Youth	1.3%

School Attendance (School Year 2014-15)

Students are expected to arrive to school every day on time and in school uniform. If a child is absent, the parents receive an automated phone call. In addition, after three absences and/or tardiness families receive a letter reminding them about state educational codes requiring students to attend school. Families with three or more absences/tardiness receive a letter on a bi-monthly basis reminding them about attendance. Madison staff members conduct home visits to ensure safety of children. Furthermore, we assess need or family/child and refer them to public services if needed. We try to assist families to ensure children come to school on time every day. Our last resort is to proceed with School Attendance and Review Board, which includes submitting family to the Los Angeles County District's Attorney office.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	18	23	14	615
Without Full Credentials	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	5

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	88.8%	11.2%
High-Poverty Schools in District	87.0%	13.0%
Low-Poverty Schools in District	100.0%	0.0%

Textbooks & Instructional Materials (School Year 2015-16)

Pasadena Unified School District held a public hearing on October 30, 2015, and determined that each school within the district has sufficient and good quality textbooks, including instructional materials, texts for Visual and Performing Arts, Health, and Foreign Languages, and science lab equipment, 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. Additionally, all textbooks and instructional materials used within the district must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	Mathematics	Houghton Mifflin	2008	Yes	0.0%
K-5	Reading/ Language Arts	SRA/McGraw-Hill	2002	Yes	0.0%
K-5	Science	Houghton Mifflin/ Harcourt	2007	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2006	Yes	0.0%

School Facilities (School Year 2015-16)

Madison Elementary School was originally constructed in 1905, with massive renovations completed between 2004 and 2005. Renovations include a new library/media center and a new classroom building. Junior League of Pasadena donated a nearby home to Madison Elementary which is lovingly referred to as "La Casita," a Learning Center for parents and community. The school main building has most recently received energy saving LED lights this 2016 year and has a newly built and beautiful Preschool and Family Center building. Work on a safe and efficient parent drive-thru drop off zone was most recently completed in December 2015. The campus is currently comprised of 30 classrooms, an impressive library, a staff lounge, a large cafeteria, a historic auditorium, and two large playgrounds. The chart displays the results of the most recent school facilities inspection. Facilities information was collected in December 2015.

School Facility Conditions				
Date of Last Inspection: 10/26/2015				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			104- Electrical cord under rug (corrected).
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Grounds- Damaged handball wall (work order submitted).
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process

Madison Elementary School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with three full-time and part-time custodians to ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Madison Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority. Repair requests are completed efficiently and in the order in which they are received.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress (CAASPP)

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning. The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	14	36	44
Mathematics (Grades 3-8 and 11)	11	28	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through five.

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: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts						Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level				Percent Achievement Level							
				One	Two	Three	Four	One	Two			Three	Four		
All Students	66	64	97	70	17	13	0	64	97	67	27	6	0		
Male	66	27	40.9	78	15	7	0	27	40.9	70	26	4	0		
Female	66	37	56.1	65	19	16	0	37	56.1	65	27	8	0		
Black or African American	66	2	3	--	--	--	--	2	3	--	--	--	--		
Hispanic or Latino	66	62	93.9	69	18	13	0	62	93.9	68	26	6	0		
Socioeconomically Disadvantaged	66	62	93.9	69	18	13	0	62	93.9	68	26	6	0		
English Learners	66	46	69.7	76	17	7	0	46	69.7	72	24	4	0		
Students with Disabilities	66	6	9.1	--	--	--	--	6	9.1	--	--	--	--		

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	78	78	100	62	23	10	5	78	100	51	32	13	4
Male	78	51	65.4	61	22	14	4	51	65.4	49	33	14	4
Female	78	27	34.6	63	26	4	7	27	34.6	56	30	11	4
Black or African American	78	2	2.6	--	--	--	--	2	2.6	--	--	--	--
Filipino	78	1	1.3	--	--	--	--	1	1.3	--	--	--	--
Hispanic or Latino	78	71	91	62	23	10	6	71	91	52	31	13	4
White	78	4	5.1	--	--	--	--	4	5.1	--	--	--	--
Socioeconomically Disadvantaged	78	77	98.7	62	23	9	5	77	98.7	52	32	12	4
English Learners	78	42	53.8	79	17	5	0	42	53.8	74	21	2	2
Students with Disabilities	78	13	16.7	92	8	0	0	13	16.7	85	15	0	0

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	79	77	97.5	69	17	10	4	77	97.5	77	16	6	1
Male	79	48	60.8	71	17	10	2	48	60.8	77	13	8	2
Female	79	29	36.7	66	17	10	7	29	36.7	76	21	3	0
Black or African American	79	1	1.3	--	--	--	--	1	1.3	--	--	--	--
Hispanic or Latino	79	74	93.7	70	15	11	4	74	93.7	76	16	7	1
White	79	1	1.3	--	--	--	--	1	1.3	--	--	--	--
Socioeconomically Disadvantaged	79	74	93.7	72	15	11	3	74	93.7	77	15	7	1
English Learners	79	36	45.6	92	8	0	0	36	45.6	97	3	0	0
Students with Disabilities	79	17	21.5	94	6	0	0	17	21.5	100	0	0	0

California Standards Test (CST) - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	14	36	44
Mathematics (Grades 3-8 and 11)	11	28	33

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	49
School	39
Hispanic or Latino	40
Males	41
Females	37
Socioeconomically Disadvantaged	36
English Learners	10

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, Mathematics, and Physical Education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Madison Elementary School is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.9%	20.8%	14.3%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent & Community Partnerships (School Year 2015-16)

Parents and the community are very supportive of the educational programs at Madison Elementary School. We have developed strong partnerships with parents and several community organizations. Parents and community members are always welcomed to visit, tutor and contribute to Madison students. We strongly feel that a child is best supported by parents, community and staff working together. Some of the community partnerships are listed below:

- Adelante Madison
- (a)Spire Ministry (First Congregational Church of Pasadena)
- All Saints Church
- Armory of the Arts Center
- Cal-Tech
- Catz Gym
- Covenant Church
- Edward James Olmos' LIFI program
- JPL
- Kiwanis Literacy Club
- Latino Heritage Committee
- Marshall Puente Program
- Madison Afterschool Mentoring
- Pasadena Assistance League
- Pasadena City Public Library
- Pasadena Community College (PCC)
- Pasadena Community Gardens
- Pasadena Education Foundation
- Pasadena LEARNs Programs
- Pasadena Parks and Recreation Department
- Pasadena Police Department
- Pasadena Youth Council
- Polytechnic Private School
- Stadium Fitness
- Sycamores Mental Health Services
- University of California, Los Angeles (UCLA)

Contact Information

Parents or community members who wish to participate in Madison Elementary School's leadership teams or become a volunteer may contact the main office at (626) 396-5780.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

Madison students are expected to wear a school uniform every day. Students are guided by specific rules and classroom expectations that promote Safety, Respect, and Responsibility, and acceptance of others. The school promotes and implements a positive behavior system where students are recognized with blue slips called Caught Being Good slips where students receive recognition for following the school theme. The district provides an annual Student Conduct Code for each of its sites, supplemented by a set of behavioral standards developed by the school. Parents and students are informed of discipline policies at the beginning of each school year through school wide assemblies, classroom assemblies, and individual student handbooks.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	1.3%	3.9%	0.6%	0.0%	0.0%	0.0%
District	6.8%	6.4%	4.9%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Extracurricular Activities

Students are encouraged to participate in the school's academic and extracurricular activities that are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Activities, sports, and clubs include:

- Basketball Teams
- Cheerleading
- Citywide Parks & Recreation
- Fundraisers for non-profits
- Instrumental Music (5th grade)
- LEARNS Eagle's Club
- Lunch Time sports
- Math Field Day
- Red Ribbon Week
- Sidestreet Woodworking Bus
- Smarter Choices, Stronger Body and Mind
- Soccer Teams
- Student Council

Safe School Plan (School Year 2015-16)

The safety of students and staff is a primary concern at Madison Elementary School. All visitors to Madison Elementary School must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before, during, and after school. Supervision is a responsibility shared among campus aides, teachers, the behavior intervention aide and the principal. School gates are promptly locked at first bell and not opened until after school. There is a district and city controlled alarm system.

The School Site Safety Plan is updated annually by the Leadership Team. Revisions are shared immediately with the staff. The plan was most recently updated and reviewed with school staff in June 2015. Key elements to the Safety Plan focus on general campus safety, improving communication within the school, and practicing the emergency drills. We have a procedure to dismiss students in case of a major catastrophe.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, Earthquake, and Lockdown drills are conducted once a month throughout the school year.

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.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their District) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school, District, and State performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	Yes		No		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	No	No	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2004-2005	2011-2012
Year in PI (2015-16)	Year 5	Year 3
# of Title I Schools Currently In PI	-	20
% of Title I Schools Currently In PI	-	90.9%

School Leadership

Leadership at Madison Elementary School is a responsibility shared among parents, students, all school staff and district administration. We follow the model of a Professional Learning Community, wherein all members of the organization are held accountable and support each other. Principal Juan Ruelas joined the school in the fall of 2015.

Staff members participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- African-American Parent Council (AAPC)
- District Advisory Council (DAC)
- District English Language Advisory Council (DELAC)
- Gifted and Talented Students (GATE)
- Parent Teacher Association (PTA)
- Safety Committee
- School Site Council (SSC)
- Site English Language Advisory Council (ELAC)
- Student Study Team (SST)
- Student Council

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district offered two staff development days. During these sessions, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

All Madison staff members are exposed to multiple opportunities to build and develop in their profession. There are a number of conferences and workshops throughout the year in various areas and at convenient times of the year for all staff. During professional development sessions, staff members are offered a broad-based variety of professional growth opportunities in common core curriculum, English Language Development, technology and 21st century learning, effective teaching strategies, reading and writing workshops, and balanced literacy.

Class Size

The table indicates the average class size by grade level, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	23	23	19	-	1	4	3	3	-	-	-	-
1	24	25	26	-	-	-	3	3	3	-	-	-
2	20	27	26	1	-	-	2	1	3	-	-	-
3	22	29	21	1	-	-	3	3	3	-	-	-
4	31	31	35	-	-	-	3	2	-	-	-	2
5	22	26	21	1	1	2	3	3	-	-	-	2
Other	-	28	8	-	-	1	-	-	-	-	-	-

Counseling & Support Staff (School Year 2014-15)

Madison Elementary School strives to support students in their social and emotional development. Staff members are trained to recognize at-risk behavior in all students and track student behavior data using the universal screeners on the Review360 website. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. On-site mental health base supports are devoted to helping students deal with problems and assisting them to reach positive goals.

The academic counselor-to-pupil ratio is 1:226. The chart shows a list of support services that are offered to students. *Note: 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.*

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Attendance Clerk	1	0.2
Behavior Specialist	1	1.0
Community Liason	1	1.0
Counselor	5	2.5
Curriculum Coach	2	2.0
Health Clerk	1	0.6
Instructional Aides	3	3.0
Library Clerk	1	0.4
Nurse	1	0.4
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
SDC Aide	1	1.0
Special Day Class (SDC) Teacher	1	1.0
Speech and Language Specialist	1	0.4

Madison Elementary provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). The school has two Special Day Classes for students. Speech and Language therapy and a Resource Specialist Program (RSP) are available for students as well. Students are mainstreamed into traditional classrooms whenever possible and as identified in their IEP's.

The English Language Development (ELD) program at Madison Elementary assists students who are English Learners (EL). The school district offers separate language programs: Structured English Immersion and Mainstream English. Every classroom must provide ELD as a separate core subject which is taught at the same time throughout the school. Madison Elementary uses state Common Core Standards and a balanced literacy to assist EL students on the state required California English Language Development Test (CELDT).

Gifted and Talented Education (GATE) is available to all gifted students who qualify. Tutoring programs are available after school and are provided by credentialed teachers and community organizations.

Madison Elementary also offers Supplemental Education Services (SES). SES tutoring is run by several private agencies they provide school and/or home tutoring services to all at-risk students.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the libraries located in Los Angeles County, which contain numerous computer workstations.

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Pasadena Unified School District received state and federal categorical funding for the following support programs:

- Title I, Parts A & D - Basic & Delinquent Funds
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Limited English Proficient (LEP)

Expenditures & Services Funded (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,833
From Supplemental/Restricted Sources	\$2,076
From Basic/Unrestricted Sources	\$4,757
District	
From Basic/Unrestricted Sources	\$4,991
Percentage of Variation between School & District	-4.7%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-11.1%

School Site Teacher Salaries (Fiscal Year 2013-14)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$72,063
District	\$70,542
Percentage of Variation	2.2%
School & State	
All Unified School Districts	\$71,529
Percentage of Variation	0.7%

Teacher & Administrative Salaries (School Year 2013-14)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information Teachers - Principal - Superintendent 2013-14		
	District	State
Beginning Teachers	\$41,415	\$43,062
Mid-Range Teachers	\$60,566	\$67,927
Highest Teachers	\$85,450	\$87,811
Elementary School Principals	\$108,937	\$110,136
Middle School Principals	\$109,039	\$115,946
High School Principals	\$115,962	\$124,865
Superintendent	\$247,200	\$211,869
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	39.0%
Administrative Salaries	6.0%	5.0%

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, the county, and the state. 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).