



MADISON ELEMENTARY SCHOOL

5241 Harrison Street, North Highlands, CA 95660 • (916) 566-1900

Jana Fields, Principal

School Accountability Report Card

Principal's Message

The mission of Madison Elementary School is to provide each student with meaningful learning activities that promote self-esteem, responsible behavior, and academic success. We consider ourselves successful as indicated by the friendly, welcoming atmosphere created in the office and classrooms, the physical appearance of the grounds, the time commitment to learning, the financial commitment to materials and staff, the personal commitment to one another as team members, the support systems for special needs, the opportunities for staff improvement as a model of life long learning, the high energy support of the PTA, English Learner Advisory Committee and School Site Council and the consideration of site leadership. We further consider ourselves successful as indicated by children who want to come to school to have fun, feel valued, and learn.

Madison's primary responsibility is to provide its students with an educational program that promotes maximum learning. Learning occurs best in a positive, encouraging environment, which the Madison staff is committed to providing.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Madison Elementary at 566-1900.

School Profile

Madison School is a student centered community, dedicated to providing a safe, respectful, and caring environment that promotes high academic achievement, technological skills, and responsible, life-long learners.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	32.5%
American Indian	1.6%
Asian	2.8%
Caucasian	44.1%
Filipino	0.4%
Hispanic	17.4%
Pacific Islander	0.8%
Multiple or No Response	0.4%

Parent Involvement

Our school's annual plan and some budget approvals are made by our School Site Council, which includes parents and teachers. In addition, we have an English Learner Advisory Committee to help students not yet proficient in English feel welcome at our school.

Our PTA is active and has helped us raise money for field trips and other fun activities at the school. New members are always needed. Our teachers welcome volunteers, especially for field trips, class parties, correcting papers, and special projects.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	78	83	63
1st	68	66	75
2nd	69	77	61
3rd	66	85	85
4th	87	69	71
5th	65	87	62
6th	72	79	82

Enrollment By Program

During the 2005/06 school year 499 students were enrolled at Madison Elementary, of which 17.0% were students with disabilities, 16.0% were English Learners, and 76% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	20	21	21	4	2	0	0	2	4	0	0	0
1st	19	22	19	3	0	4	0	3	0	0	0	0
2nd	19	22	22	2	0	1	0	3	2	0	0	0
3rd	18	21	21	3	0	1	0	3	3	0	0	0
4th	29	32	33	0	0	0	3	2	1	0	0	1
5th	23	32	24	0	0	0	5	2	2	0	0	0
6th	24	34	30	0	0	0	2	0	2	0	2	0
K-3	19	18	0	2	1	0	0	0	0	0	0	0
4th-8th	0	25	0	0	0	0	0	1	0	0	0	0

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Madison Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

	CSR Participation		
	2004-05	2005-06	2006-07
K	100%	50%	-
1st	100%	-	100%
2nd	100%	-	33%
3rd	100%	-	25%
K-3	100%	100%	-

Safe School Plan

Safety of students and staff is a primary concern of Madison Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The staff monitors the school grounds 30 minutes before the start of school and immediately after dismissal. We have a closed campus where all visitors must register with the office. We also hold monthly fire drills and have an intruder drill three times a year. The School Safety Plan was reviewed with all staff in August 2007 and continues to be reviewed as necessary.



Discipline & Climate for Learning

Students at Madison Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Madison School has a School Behavior Plan packet that all parents receive. It clearly states discipline policies that are part of our program. We expect students to follow the school rules, with rewards and consequences given to encourage good behavior. Suspensions are a possible consequence for severe behaviors or habitual misconduct. Suspensions may be either in school or home, depending on the severity of the incident. Students are honored each week at our Morning Sing for being a student-of-the-week, or Honor Classes for excellent behavior as a group.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	140	185	108	1,446	1,324	1,349
Suspension Rate	28.06%	37.07%	21.64%	13.70%	12.54%	12.78%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

School Facilities

The Rio Linda Union School District takes great pride in its school facilities. Schools are maintained to high standards. Each school has trained personnel assigned for daily cleaning duties, including restrooms, classrooms, multi-purpose rooms and upkeep of grounds. Many schools have established "student green teams" who plant and maintain school gardens and who assist in beautification of the school grounds. Due to the passage of a Bond Measure, each school has a new, state of the art, Library Media Center. The Library Media Center is equipped with technology to support student learning in a 21st century style. In addition, painting, roofing, heating and air conditioning upgrades are performed on a continuous, rotational schedule.

School Facility Conditions				
Date of Last Inspection: 11/05/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Teacher Assignment

Rio Linda Union School District recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Madison Elementary had 26 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. There were no teacher

misassignments and no teacher vacancies. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. 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 year. For the 2006/07 school year, the most current data are reported.

Teacher Credential Status	School		District	
	04-05	05-06	06-07	06-07
	Fully Credentialed	27	27	26
Without Full Credentials	0	0	0	1
Working Outside Subject	0	0	0	0

Misassignments/Vacancies	04-05	05-06	06-07
	Misassignments of Teachers of English Learners	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

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" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
	School	100.00%
District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Substitute Teachers

The Rio Linda Union School District has a pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Madison Elementary. The district utilizes an automated substitute finder system. Teachers may request specific and known substitutes to work in their classrooms.

Teacher Evaluation

Both certificated and classified employees are regularly evaluated. The teacher evaluation system was redesigned to reflect the high standards of the California Standards for Teaching. Administrators receive annual training in how to effectively use the evaluation procedures. Evaluation is ongoing with annual evaluation of first and second year teachers and every other year for experienced teachers. Teachers and classified staff are provided substantial professional development each year to keep them current in best practices for teaching and student learning.

At Risk Interventions

Students in grades 2-6 who are below grade level and are "at risk of retention" or have been "retained" are eligible for Madison's many intervention programs. Students are identified by their STAR test scores, their retention record, and/or the current progress in class. Our Curriculum Support Teacher coordinates the many interventions.

Madison School offers a variety of interventions; Start In Reading Program, Read Naturally, Small pull out reading teacher, small group with a reading teacher in class, after school SMART Kids Program, or School Based RSP. In addition all students from grades 2-6 are working on the New Century Math and Language Arts program, 90 minutes a week. School-wide we also use Math Facts in a Flash and Accelerated Reader. We have just recently started an on-site, after school tutoring program at Sienna Vista, one of the six apartment buildings in the area.

Students at risk are monitored on a monthly basis to make sure they are receiving all the services possible to close their achievement gap.

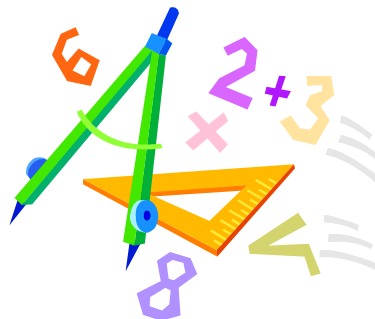
Counseling & Support Staff

It is the goal of Madison Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Madison Elementary.

Counseling & Support Services Staff	Number of Staff	Full Time Equivalent
Curriculum Support Teacher	1	1.0
Library Clerk	1	.60
Nurse	1	.20
Psychologist	1	.40
Resource Specialist	1	1.0
Speech/Language/Hearing Specialist	1	.60

Curriculum Development

All curriculum development in the Rio Linda Union School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Educational Services Department, to align with the state standards, district goals, and the statewide assessment program.



Instructional Materials

Rio Linda Union School District held a Public Hearing on October 8, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or 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. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by teachers, parents and administrators and a recommendation is made to the School Board by a selection committee. All recommended materials are available for parent examination at the Educational Services office prior to adoption. The table displays information 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
K-6	Health	Macmillan/McGraw Hill	2006	Yes
6th	History/Social Studies	Prentice Hall	2006	Yes
K-5	History/Social Studies	Scott Foresman	2006	Yes
K-6	Mathematics	Scott Foresman	2001	Yes
K-6	Reading/Language Arts	Houghton Mifflin	2003	Yes
K-5	Science	Harcourt	2000	Yes
6th	Science	Holt	2001	Yes

District Expenditures

Rio Linda Union Elementary spent an average of \$ 5,515 to educate each student, based on 2005-06 audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,709
From Restricted Sources	\$1,937
From Unrestricted Sources	\$3,772
District	
From Unrestricted Sources	\$97,796
Percentage of Variation between School & District	96.14%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	23.69%

District Revenue Sources

In addition to general state funding, Madison Elementary receives state and federal funding for the following categorical funds and other support programs: Title I and School and Library Improvement (SLI).

Teacher & Administrative Salaries as a Percentage of Total Budget

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		
2005-06		
	District	State
Beginning Teachers	\$37,574	\$39,984
Mid-Range Teachers	\$55,710	\$63,798
Highest Teachers	\$72,536	\$79,204
Elementary School Principals	\$90,639	\$99,820
Middle School Principals	-	\$102,340
Superintendent	\$137,714	\$158,484
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.5%	43.0%
Administrative Salaries	13.3%	5.4%



School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$57,134
District	\$55,710
Percentage of Variation	2.55%
School & State	
All Elementary School Districts	\$63,798
Percentage of Variation	10.45%

California Standards Test

The California Standards Test (CST), a component of the STAR 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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown.

California Standards Test (CST)																																	
Combined % of Students Scoring at Proficient and Advanced Levels																																	
	Language Arts															Math					Science												
	2			3			4			5			6			2	3	4	5	6	5												
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07						
All Students																																	
School	39	38	36	33	29	23	47	42	36	22	37	34	23	29	30	47	56	52	64	41	57	49	53	24	31	36	20	25	23	31	6	19	16
District	32	35	35	25	26	26	46	45	44	35	38	40	35	36	40	47	53	49	51	49	51	45	51	47	36	37	38	34	37	36	21	23	31
State	42	47	48	31	36	37	47	49	51	43	43	44	38	41	42	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	28	32	37
Males																																	
School	43	31	32	23	28	19	38	26	38	7	27	22	27	24	22	57	61	56	65	47	57	49	35	25	24	41	14	30	22	28	3	20	8
District	28	29	30	23	25	22	39	42	42	32	32	37	32	33	34	50	54	50	52	52	51	46	51	48	36	37	38	36	37	34	23	24	33
State	39	43	44	29	33	33	44	46	48	39	40	41	35	38	40	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	32	34	38
Females																																	
School	33	46	41	41	30	27	59	56	35	33	47	47	19	35	40	36	51	48	64	33	57	49	68	23	38	31	28	19	25	33	8	19	25
District	35	43	39	27	28	31	53	49	46	38	45	43	37	38	46	43	52	48	51	45	51	44	50	47	35	38	37	32	36	38	17	24	28
State	45	50	53	35	39	41	52	54	55	46	47	48	41	44	45	55	57	58	54	56	57	51	55	58	45	48	49	39	41	41	26	30	35
Socioeconomically Disadvantaged																																	
School	36	34	36	26	27	19	41	38	36	22	28	31	17	28	25	43	52	53	62	37	53	43	49	20	32	34	18	19	22	28	5	13	13
District	26	28	28	19	23	20	38	37	39	27	33	33	27	29	34	41	46	44	46	43	45	40	44	43	30	32	30	29	29	30	14	19	21
State	28	33	35	17	22	23	32	35	36	28	28	29	22	26	27	45	48	48	44	46	47	38	42	45	32	35	36	26	28	28	14	18	22
African American																																	
School	41	33	32	11	27	24	41	36	35	11	34	25	12	23	18	37	42	41	39	31	52	52	36	15	30	31	13	8	14	21	4	7	19
District	28	26	30	17	21	25	40	36	36	22	31	30	28	26	28	37	41	38	37	34	38	36	32	35	20	26	20	24	24	21	9	16	14
State	34	38	39	22	27	27	35	37	39	30	30	32	24	29	29	42	44	44	39	41	42	34	38	41	28	31	32	22	23	24	16	18	22
Hispanic																																	
School	27	15	*	18	6	11	46	*	23	*	43	*	*	25	50	36	62	*	73	39	56	46	*	8	*	43	*	*	33	50	*	29	*
District	22	25	24	15	17	16	40	35	37	26	31	31	29	28	37	40	42	41	43	43	43	38	45	39	27	33	31	28	29	32	13	17	22
State	28	33	35	17	22	23	32	35	37	27	29	30	22	26	28	44	47	48	43	46	48	38	43	46	33	36	37	26	29	29	14	18	23
Caucasian																																	
School	43	48	41	44	50	25	50	47	45	24	37	41	30	31	32	54	64	63	69	46	59	44	56	41	24	40	29	36	19	29	7	30	24
District	36	42	43	32	32	30	49	54	50	42	43	47	38	42	43	52	61	59	59	54	59	50	57	54	44	41	45	40	43	42	28	28	39
State	61	65	66	51	55	56	68	69	71	63	63	64	58	61	61	73	74	74	70	73	72	65	68	70	58	64	63	58	58	58	49	52	58
Students with Disabilities																																	
School	*	*	*	*	0	*	23	*	*	*	11	0	*	*	13	*	*	*	*	12	*	15	*	*	*	11	0	*	*	0	*	11	0
District	12	14	9	9	9	11	23	16	14	9	17	13	9	9	17	24	25	25	22	23	26	27	26	21	11	17	15	13	13	14	3	13	13
State	19	23	23	13	16	16	19	20	21	15	14	15	10	12	12	33	34	34	29	31	31	22	25	27	17	18	19	11	12	12	12	14	16
English Learners																																	
School	31	21	*	*	24	13	27	*	*	*	*	*	*	18	*	62	43	*	*	53	56	33	*	*	*	*	*	*	27	*	*	*	*
District	23	22	22	17	16	9	30	29	21	18	21	15	16	16	12	40	44	36	48	45	41	40	44	32	26	27	20	25	22	17	6	10	13
State	23	27	30	12	15	15	19	24	24	13	13	14	7	8	9	43	45	46	40	41	42	32	36	39	22	24	25	13	14	14	6	7	11

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

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	3			3		
	05	06	07	05	06	07
All Students						
School	50	37	41	71	39	50
District	35	33	31	55	49	51
State	36	37	38	55	55	56
Males						
School	45	35	36	71	47	52
Females						
School	54	39	45	72	30	48
Socioeconomically Disadvantaged						
School	47	29	38	70	36	49
African American						
School	28	35	39	50	31	42
Hispanic						
School	36	28	44	82	22	61
Caucasian						
School	64	38	41	75	54	47
Students with Disabilities						
School	*	12	*	*	6	*
English Learners						
School	*	29	38	*	53	56

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

Physical Fitness

In the spring of each year, Madison Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.



Percentage of Students in Healthy Fitness Zone 2006-07 Test Results

5th Grade	
School	
School Overall	15.3%
School (Boys)	9.7%
School (Girls)	21.4%
District	
District Overall	21.5%
District (Boys)	19.6%
District (Girls)	23.5%
State	
State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	4	5	3	
Similar Schools Rank	9	10	5	
All Students				
Actual Growth	39	-48	12	702
Socioeconomically Disadvantaged				
Actual Growth	42	-57	22	685
African American				
Actual Growth	50	-31	6	671
Hispanic				
Actual Growth	-	-	34	698
Caucasian				
Actual Growth	32	-43	15	725
Students with Disabilities				
Actual Growth	-	-	-	-
English Learners				
Actual Growth	-	-	-	-

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). NCLB 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.
- API as an additional indicator.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- Graduation rate (for secondary schools).

Results of school and district performance are displayed in the chart.

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

Federal Intervention Program

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 (API or 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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not In PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	3.85%

School Leadership

Leadership at Madison Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Leadership duties were assumed by Principal Jana Fields. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school plan to ensure instructional programs are consistent with students needs and the school plan complies with district goals.

Staff Development

Our teachers and administrators participate in a minimum of 2 1/2 professional development days per year. During these days, our staff might share specific skills, attend conferences, discuss new curriculum or new technology, or learn how to analyze and use assessment data to increase student learning. Additionally, staff attends skill-building workshops and training periodically before and after school, and sometimes on Saturdays. Staff development is provided by a combination of national and state level experts and talented employees. From 2003-2005 the emphasis for professional development was in language arts. Health was the emphasis in the 2005-2006 school year. Social Studies was emphasized in 2006-2007. The current emphasis in 2007-2008 is Science.

Instructional Time (includes Minimum days)

For the 2006/07 school year, Madison Elementary offered 180 days of instruction, comprised of 176 regular days. Three of the minimum days were the day before Winter Recess, the day before Spring Recess and the last day of school. The fourth minimum day, in March, is used for teachers to prepare report cards for the end of the second trimester. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,000
1st	50,400	55,125
2nd	50,400	55,125
3rd	50,400	55,125
4th	54,000	55,125
5th	54,000	55,125
6th	54,000	55,125

