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Twin Rivers Unified School District Madison Elementary School

CDS Code: 34-76505-033542

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2015-16 School Accountability Report Card Published in 2016-17 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sal/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage 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

It gives me great pleasure to welcome students and families of Madison Elementary home of the Eagles. As the proud principal, it is my belief that one of the most important components of a great school is the partnership between the school and parents who work together for the best interest of children.

I look forward to collaborating with you on your child's achievement and success. Here at Madison, we have fully implemented the Common Core Standards. We are also piloting a Dual Language Immersion Program, Kindergarten and First Grade. Here at Madison, we are a TEAM! Parents and guardians are welcome to TEAM up with the staff members in order to ensure a successful school year for our students. Our goal is to meet with every parent/guardian during Parent-Teacher Conferences, and to maintain ongoing partnerships that will create a path for students to take as they journey toward their academic goals.

I am honored and privileged to serve as the Principal of Madison Elementary, and I look forward to an amazing 2016-2017 school year.

Troy Holding, Principal

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).

Mission Statement

The mission of Madison Elementary School is to provide a quality education with standards based curriculum for all.

District & School Profile (School Year 2016-17)

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by ethnicity or student group.

| Enrollment by Student Group | |
|-------------------------------------|------------|
| 2015-16 | |
| | Percentage |
| Black or African American | 17.3% |
| American Indian or Alaska Native | 0.3% |
| Asian | 0.6% |
| Filipino | 0.7% |
| Hispanic or Latino | 64.2% |
| Native Hawaiian or Pacific Islander | 1.2% |
| White | 12.2% |
| Two or More Races | 3.1% |
| EL Students | 50.3% |
| Socioeconomically Disadvantaged | 96.6% |
| Students with Disabilities | 9.9% |
| Foster Youth | 0.4% |

School Enrollment & Attendance (School Year 2015-16)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Madison Elementary School had a beginning enrollment of 670 students in grades kindergarten through six for the 2015-16 school year.

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

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 |
| K | 159 | 112 | 121 |
| 1st | 110 | 126 | 95 |
| 2nd | 97 | 110 | 106 |
| 3rd | 116 | 96 | 109 |
| 4th | 67 | 122 | 90 |
| 5th | 68 | 63 | 90 |
| 6th | 69 | 68 | 59 |

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.

Highly Qualified Teachers (School Year 2016-17)

Federal law 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.

| Highly Qualified Teachers | | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By Highly Qualified Teachers | % of Core Academic Courses Taught By Non-Highly Qualified Teachers |
| School | 96.8% | 3.2% |
| All Schools in District | 79.1% | 20.9% |
| High-Poverty Schools in District | 79.1% | 20.9% |
| Low-Poverty Schools in District | N/A | N/A |

Teacher Assignment

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

| Teacher Credential Status | | | | |
|--|--------|-------|-------|----------|
| | School | | | District |
| | 14-15 | 15-16 | 16-17 | 16-17 |
| Fully Credentialed | 29 | 28 | 29 | 1257 |
| Without Full Credentials | 0 | 1 | 0 | 46 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 52 |

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 | | | |
|--|----------|----------|----------|
| | 14-15 | 15-16 | 16-17 |
| 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 |

Instructional Materials (School Year 2016-17)

Twin Rivers Unified held a public hearing on October 4, 2016, and determined that each school within the district had 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 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. The table displays information collected in June 2016, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

| District-Adopted Textbooks | | | | | |
|----------------------------|------------------------|------------------------------------|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| Pre K & K | English/Language Arts | MacMillan/ McGraw Hill | 2012 | Yes | 0.0% |
| K-6 | English/Language Arts | MacMillan/McGraw-Hill CA Treasures | 2010 | Yes | 0.0% |
| 6th | History/Social Science | Prentice Hall | 2006 | Yes | 0.0% |
| K-5 | History/Social Studies | Pearson Scott Foresman | 2006 | Yes | 0.0% |
| K-6 | Mathematics | Houghton Mifflin | 2015 | Yes | 0.0% |
| Pre K & K | Mathematics | Pearson Scott Foresman | 2012 | Yes | 0.0% |
| 6th | Science | Houghton Mifflin | 2007 | Yes | 0.0% |
| K-5 | Science | Pearson Scott Foresman | 2007 | Yes | 0.0% |

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765056033542Textbooks_1.pdf

School Facilities & Safety (School Year 2016-17)

The current facility was built in 1961. In 2010, 8 classrooms and 2 additional restrooms were added. There are 27 classrooms, one intervention room, two reading rooms, a RSP room, a library/media center, a multipurpose room, a staff room, and one playground.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. One full-time and one part-time custodian ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2016-17 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|---|
| Date of Last Inspection: 03/22/2016 | | | | |
| Overall Summary of School Facility Conditions: Good | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/ HVAC, Sewer) | X | | | P Room 27 - dirty vents. |
| Interior | X | | | P Room 34 - water stained ceiling tiles; Staff Restroom - trip hazard/hole in flooring; P Room 24 - water stained ceiling tiles; P Room 19 - water stained ceiling tiles; Multipurpose Room - floor tiles broken at west exit. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | P Boys Restroom - linoleum floor is torn/lifted/strong odor in restroom; P Girls Restroom - linoleum floor is torn/lifted. |
| Electrical | X | | | P Room 34 - 1 light panel is out; P Room 19 - light diffuser is cracked. |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | Room 4 - paint is chipping on west eaves. |
| Structural (Structural Damage, Roofs) | X | | | P Room 18 - hole in eave. P Room 26 - dry rot on siding and ramp; P Boys Restroom - dry rot on siding; P Room 25 - injury hazard/dry rot/nails protruding on siding (see pic); Playfields - fence lines are in poor shape/loose/torn/rusted towards Madison Avenue. |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | Room 3/Preschool - injury hazard/dry rot on benches outside room; Room 4 - trip hazard on asphalt walkway; Room 15 - trip hazard/ water cover missing at entry/cracks in asphalt. P Boys Restroom - door will not close properly; P Girls Restroom - door will not close properly; P Room 25 - dry rot on door frame. |

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 eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

| California Assessment of Student Performance and Progress | | | | | | | | | |
|--|--------|------|------|----------|------|------|-------|------|------|
| Percent of Students Meeting or Exceeding the State Standards | | | | | | | | | |
| Subject | School | | | District | | | State | | |
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| English Language Arts/Literacy (Grades 3-8 and 11) | -- | 23 | 30 | -- | 28 | 31 | -- | 44 | 48 |
| Mathematics (Grades 3-8 and 11) | -- | 22 | 27 | -- | 23 | 25 | -- | 34 | 36 |
| Science (Grades 5, 8, and 10) | 46 | 27 | 35 | 47 | 43 | 40 | 60 | 56 | 54 |

The following table displays school-wide data for all students who took the Science assessment in grade eight broken down by student group.

| California Assessment of Student Performance and Progress - Science | | | | |
|---|------------------|---------------|----------------|-------------------------------|
| Student Groups | Science | | | |
| | Total Enrollment | Number Tested | Percent Tested | % Met or Exceeded CA Standard |
| All Students | 91 | 88 | 96.7 | 35.23 |
| Male | 50 | 48 | 96 | 43.75 |
| Female | 41 | 40 | 97.56 | 25 |
| Black or African American | 11 | 11 | 100 | 54.55 |
| Hispanic or Latino | 66 | 64 | 96.97 | 32.81 |
| Socioeconomically Disadvantaged | 90 | 87 | 96.67 | 35.63 |
| English Learners | 25 | 23 | 92 | 17.39 |
| Students with Disabilities | 15 | 14 | 93.33 | 28.57 |

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 3

| Student Groups | English-Language Arts | | | | Mathematics | | |
|---------------------------------|-----------------------|---------------|----------------|-------------------------------|---------------|----------------|-------------------------------|
| | Total Enrollment | Number Tested | Percent Tested | % Met or Exceeded CA Standard | Number Tested | Percent Tested | % Met or Exceeded CA Standard |
| All Students | 107 | 101 | 94.39 | 23.76 | 100 | 93.46 | 33 |
| Male | 62 | 58 | 93.55 | 20.69 | 58 | 93.55 | 32.76 |
| Female | 45 | 43 | 95.56 | 27.91 | 42 | 93.33 | 33.33 |
| Black or African American | 18 | 17 | 94.44 | 11.76 | 16 | 88.89 | 25 |
| Hispanic or Latino | 71 | 68 | 95.77 | 26.47 | 68 | 95.77 | 35.29 |
| White | 14 | 12 | 85.71 | 16.67 | 12 | 85.71 | 25 |
| Socioeconomically Disadvantaged | 104 | 99 | 95.19 | 23.23 | 98 | 94.23 | 32.65 |
| English Learners | 47 | 45 | 95.74 | 15.56 | 45 | 95.74 | 20 |
| Students with Disabilities | 16 | 14 | 87.5 | 7.14 | 13 | 81.25 | 23.08 |

California Assessment of Student Performance and Progress - Grade 4

| Student Groups | English-Language Arts | | | | Mathematics | | |
|---------------------------------|-----------------------|---------------|----------------|-------------------------------|---------------|----------------|-------------------------------|
| | Total Enrollment | Number Tested | Percent Tested | % Met or Exceeded CA Standard | Number Tested | Percent Tested | % Met or Exceeded CA Standard |
| All Students | 90 | 88 | 97.78 | 23.86 | 87 | 97.75 | 21.84 |
| Male | 44 | 43 | 97.73 | 23.26 | 42 | 97.67 | 23.81 |
| Female | 46 | 45 | 97.83 | 24.44 | 45 | 97.83 | 20 |
| Black or African American | 21 | 21 | 100 | 9.52 | 20 | 100 | 20 |
| Hispanic or Latino | 49 | 49 | 100 | 28.57 | 49 | 100 | 20.41 |
| White | 14 | 12 | 85.71 | 33.33 | 12 | 85.71 | 33.33 |
| Socioeconomically Disadvantaged | 87 | 85 | 97.7 | 22.35 | 84 | 97.67 | 20.24 |
| English Learners | 30 | 30 | 100 | 13.33 | 30 | 100 | 3.33 |
| Students with Disabilities | 12 | 11 | 91.67 | -- | 11 | 91.67 | -- |

California Assessment of Student Performance and Progress - Grade 5

| Student Groups | English-Language Arts | | | | Mathematics | | |
|---------------------------------|-----------------------|---------------|----------------|-------------------------------|---------------|----------------|-------------------------------|
| | Total Enrollment | Number Tested | Percent Tested | % Met or Exceeded CA Standard | Number Tested | Percent Tested | % Met or Exceeded CA Standard |
| All Students | 91 | 88 | 96.7 | 35.23 | 89 | 97.8 | 24.72 |
| Male | 50 | 48 | 96 | 33.33 | 49 | 98 | 24.49 |
| Female | 41 | 40 | 97.56 | 37.5 | 40 | 97.56 | 25 |
| Black or African American | 11 | 11 | 100 | 54.55 | 11 | 100 | 36.36 |
| Hispanic or Latino | 66 | 64 | 96.97 | 32.81 | 65 | 98.48 | 23.08 |
| Socioeconomically Disadvantaged | 90 | 87 | 96.67 | 34.48 | 88 | 97.78 | 25 |
| English Learners | 25 | 23 | 92 | 8.7 | 24 | 96 | 8.33 |
| Students with Disabilities | 15 | 14 | 93.33 | 7.14 | 14 | 93.33 | -- |

California Assessment of Student Performance and Progress - Grade 6

| Student Groups | English-Language Arts | | | | Mathematics | | |
|---------------------------------|-----------------------|---------------|----------------|-------------------------------|---------------|----------------|-------------------------------|
| | Total Enrollment | Number Tested | Percent Tested | % Met or Exceeded CA Standard | Number Tested | Percent Tested | % Met or Exceeded CA Standard |
| All Students | 61 | 57 | 93.44 | 40.35 | 57 | 93.44 | 29.82 |
| Male | 40 | 37 | 92.5 | 35.14 | 37 | 92.5 | 27.03 |
| Female | 21 | 20 | 95.24 | 50 | 20 | 95.24 | 35 |
| Black or African American | 12 | 9 | 75 | 33.33 | 9 | 75 | 22.22 |
| Hispanic or Latino | 38 | 37 | 97.37 | 32.43 | 37 | 97.37 | 29.73 |
| Socioeconomically Disadvantaged | 58 | 54 | 93.1 | 38.89 | 54 | 93.1 | 29.63 |
| English Learners | 13 | 13 | 100 | 7.69 | 13 | 100 | 7.69 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that 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 | | | |
|--|-----------------------|-----------------------|----------------------|
| 2015-16 | | | |
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 15.9% | 9.1% | 12.5% |

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

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 Involvement (School Year 2016-17)

Madison Elementary has a School Site Council (SSC) which consists of elected parents, staff and community members. This committee provides input and advise for the school plan and programs. As the official governance body, the committee approves the school plan and budget. They review the school safety plan annually. In addition, we have an English Learner Advisory Committee (ELAC), comprised of the parents of our English Language Learners (ELL) students. This committee of elected parents advise the School Site Council on issues related to ELL students and academic programs to serve these students. Our PTO organizes school events throughout the year. They also raise funds to support classroom teachers and provide student incentives, is active and has helped us raise money for field trips and other fun activities at the school.

We encourage everyone to take an active role in our school. We have many school volunteers who help in a variety of ways around the campus. If you are interested in participating, please contact your child's teacher or the front office. We greatly value and appreciate volunteers!

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 (916) 566-1900.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Madison Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. All of our rules and procedures are posted, taught, and practiced on a regular basis. We emphasize positive behavior and encourage students through schoolwide incentive and recognition programs. We acknowledge student success each trimester through awards including, Academic Excellence, Perfect Attendance, and Exemplary Citizenship.

Madison Elementary has zero tolerance for bullying. We use progressive discipline model that consists of Tiered Intervention and PBIS strategies in order to maintain a safe learning environment.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment.

| | Suspensions & Expulsions | | | | | |
|----------|--------------------------|-------|-------|------------|-------|-------|
| | Suspensions | | | Expulsions | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| School | 3.0% | 2.0% | 1.0% | 0.0% | 0.0% | 0.0% |
| District | 9.0% | 8.0% | 8.0% | 0.0% | 0.0% | 0.0% |
| State | 4.0% | 4.0% | 4.0% | 0.0% | 0.0% | 0.0% |

Safe School Plan (School Year 2016-17)

School safety is a primary concern of Madison Elementary. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The school at large has regular fire drill, lockdown, and duck and cover procedure rehearsals. In recent years we have increased playground supervision, which has reduced the student to supervisory ratio on the year. The Safety Plan is reviewed annually and revised as needed.

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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. 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 | 2010-2011 | 2010-2011 |
| Year in PI | Year 4 | Year 3 |
| # of Title I Schools Currently In PI | - | 48 |
| % of Title I Schools Currently In PI | - | 90.6% |

Class Size

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

| | Class Size Distribution | | | | | | | | | | | |
|----------------|-------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|
| | Average Class Size | | | Classrooms Containing: | | | | | | | | |
| | 14 | 15 | 16 | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| | 14 | 15 | 16 | 14 | 15 | 16 | 14 | 15 | 16 | 14 | 15 | 16 |
| By Grade Level | | | | | | | | | | | | |
| K | 27 | 21 | 22 | - | 1 | 1 | 6 | 5 | 7 | - | - | - |
| 1 | 27 | 25 | 19 | - | - | 3 | 4 | 5 | 2 | - | - | - |
| 2 | 29 | 21 | 18 | - | 1 | 2 | 3 | 4 | 4 | - | - | - |
| 3 | 26 | 30 | 22 | 1 | - | 1 | 4 | 3 | 4 | - | - | - |
| 4 | 32 | 29 | 30 | - | - | - | 1 | 4 | 3 | 1 | - | - |
| 5 | 32 | 31 | 30 | - | - | - | 2 | 2 | 3 | - | - | - |
| 6 | 26 | 26 | 30 | 1 | 1 | - | 1 | 2 | 2 | 1 | - | - |

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. 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.

Counseling & Support Staff (School Year 2015-16)

In addition to academics, the staff at Madison Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The table lists the support service personnel available at Madison Elementary School.

| Counseling & Support Services Staff | | |
|--|------------------------|-----------------------------|
| | Number of Staff | Full Time Equivalent |
| Academic Counselor | 1 | 0.50 |
| Bilingual Paraeducators | 2 | 2.0 |
| Health Assistant | 1 | 0.30 |
| Nurse | 1 | 0.20 |
| Psychologist | 1 | 0.50 |
| Resource Specialist Program (RSP) Teacher | 1 | 1.0 |
| RSP Paraeducator | 1 | 0.75 |
| SDC Para educator | 1 | 1.0 |
| Special Day Class (SDC) Teacher | 3 | 3.0 |
| Speech and Language Specialist | 1 | 1.0 |
| Student Support Teacher | 1 | 0.80 |

Some students have exceptional academic needs that can be met through the Resource Specialist Program (RSP). RSP students receive additional instruction in identified academic areas based on Individual Education Plans (IEPs). The school employs a full-time RSP teacher who provides instruction within the general education classroom and through pull-out groups.

Madison Elementary School teachers are sensitive to the unique needs of English Language Learner (ELL) students. ELL students are identified early and placed in classrooms where the teacher possesses the necessary certification for second language instruction (e.g. CLAD).

Madison Elementary School offers an Alternative Bilingual Program for students who qualify in kindergarten through third grades. Teachers have specialized BCLAD credentials and the goal of the program is to accelerate the acquisition of English for Spanish speaking English Language Learners.

A Gifted and Talented Education (GATE) program is available for those students who qualify, where students receive challenging supplemental instruction.

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.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations that are formal, non-formal, and non-evaluative observations are designed to promote high quality instruction for our students. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by trained administrators, and criteria is adapted from the California Standards for the Teaching Profession and addressing the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2015-2016 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on high quality instruction, restorative practices, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2015-2016 year, the district also supported over 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

Curriculum Development

All curriculum development at Madison Elementary School revolves around the Common Core State Standards. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Student Recognition

Madison Elementary School's comprehensive student recognition program contributes to the positive environment of the school and includes classroom and schoolwide awards. There is a schoolwide focus on achievement and citizenship.

Students are recognized for the following:

- Student-of-the-Month
- Attendance Awards
- Accelerated Reader
- Math Masters
- Principal's Honor Roll
- Honor Roll
- Perfect Attendance
- Exemplary Citizens

Extracurricular Activities

Madison Elementary School recognizes that extracurricular activities enrich the educational and social development and experiences of students.

Extracurricular activities offered at Madison Elementary School include the following:

- Boys & Girls After School Club
- Reading Academy
- Math Academy
- GATE Academy

School Site Teacher Salaries (Fiscal Year 2014-15)

The chart 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 | \$74,400 |
| District | \$71,399 |
| Percentage of Variation | 4.2% |
| School & State | |
| All Unified School Districts | \$75,837 |
| Percentage of Variation | -1.9% |

Teacher & Administrative Salaries (Fiscal Year 2014-2015)

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 districts 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, www.cde.ca.gov.

| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principal - Superintendent | | |
| 2014-15 | | |
| | District | State |
| Beginning Teachers | \$41,616 | \$45,092 |
| Mid-Range Teachers | \$54,748 | \$71,627 |
| Highest Teachers | \$88,311 | \$93,288 |
| Elementary School Principals | \$100,647 | \$115,631 |
| Middle School Principals | \$104,639 | \$120,915 |
| High School Principals | \$111,719 | \$132,029 |
| Superintendent | \$240,000 | \$249,537 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 36.0% | 37.0% |
| Administrative Salaries | 6.0% | 5.0% |

District Expenditures (Fiscal Year 2014-15)

Based on 2014-15 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

Supplemental/Restricted expenditures come from money that 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 | \$6,465 |
| From Supplemental/Restricted Sources | \$1,096 |
| From Basic/Unrestricted Sources | \$5,369 |
| District | |
| From Basic/Unrestricted Sources | \$5,756 |
| Percentage of Variation between School & District | -6.7% |
| State | |
| From Basic/Unrestricted Sources | \$5,677 |
| Percentage of Variation between School & State | -5.4% |

District Revenue Sources (Fiscal Year 2015-16)

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Elementary and Secondary School Counseling Program
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Arts in Education
- Head Start
- State Lottery
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Sustain Meaningful Arts
- Pupil Retention Block Grant