

# Madison Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Madison Elementary School
<b>Street</b>	3635 Madison Street
<b>City, State, Zip</b>	Riverside, CA 92504-3718
<b>Phone Number</b>	(951) 352-8236
<b>Principal</b>	Astrid Ramirez
<b>Email Address</b>	adramirez@riversideunified.org
<b>School Website</b>	madison.riversideunified.org
<b>County-District-School (CDS) Code</b>	33-67215-6032700

## 2023-24 District Contact Information

<b>District Name</b>	Riverside Unified School District
<b>Phone Number</b>	(951) 788-7135
<b>Superintendent</b>	Ms. Renee Hill
<b>Email Address</b>	rhill@riversideunified.org
<b>District Website</b>	<a href="http://riversideunified.org/">http://riversideunified.org/</a>

## 2023-24 School Description and Mission Statement

Madison Elementary School has an enrollment of 659 students in grades pre-school and kindergarten through sixth. Our unique community is comprised of many ethnic groups and a variety of languages are spoken among our students and Madison families. We offer a wide range of educational settings for our students, General Education, Gifted and Talented Education (GATE), Special Education Classrooms and a Head Start Pre-School Program. Our school is an unique and dynamic learning community, as we believe that every person, every learner, every culture has something to offer to the educational experience.

During this year, Madison staff has continued its implementation of intervention programs as a collaborative effort to improve teaching and instructional strategies. During the 2022-2023 school year we received coaching from our RUSD Instructional Services Specialist, TK-6 ELA on Wonder Works ensuring the fidelity of interventions and the commitment to work collaboratively to improve instruction. We continued our training in the 2023-2024 school year focusing on Depth of Knowledge to enhance the rigor of our instruction. School-wide, Madison Elementary School has one-to-one Chromebooks, as well as presentation systems for every classroom to enhance and support student learning. The entire staff has also been trained in the use of Calming Classrooms - Building Relationship to support the social/emotional needs of our students. The efforts of the Multi-Tiered Systems of Support Team (MTSS) ensures a collaborative teaching and learning environment that addresses the social/emotional, behavioral and academic support for each student. Additionally, the school has implemented Positive Behavior Intervention and Support (PBIS). The PBIS team continues to provide the entire staff with PBIS training with ongoing school wide implementation for the 2023-2024 school year and beyond. Training in Tier I and Tier 2 PBIS strategies will continue for the auxiliary staff and the parent community. As part of our Positive Behavior Intervention System (PBIS) we recognize students for demonstrating positive behavior, appropriate social skills, and for being responsible, respectful, and ready to learn. In addition, we have implemented the HERO program to supplement the positive reinforcement of student behaviors. A weekly "Mustang Roundup" recognizes both students and staff that model our 3 R's of responsible, respectful and ready to learn. For students with special needs, Madison Elementary School has a Speech/Language pathologist, a Resource Teacher, and Special Day Classes from first to sixth grades. In addition, we have a full time MTSS counselor and a SAP counselor that are available to work with students individually or in small groups. A Student Study Team meets regularly to monitor the progress of students who are not meeting regular benchmark expectations. Counselors teach restorative practices school-wide, and during class meetings, to help students learn to work through situations such as playground conflicts.

## 2023-24 School Description and Mission Statement

Madison Elementary School's teachers and principal participate in a Shared Leadership project in which they have identified the common focus of citing evidence as a necessary step in meeting our literacy, numeracy, and English Learner learning targets. We have also added a school-wide designated time for English Language instruction to ensure that our English Learners and newcomers receive language instruction at their appropriate language level to enhance and support their academic progress. Every month, teachers at all grades collect data using a "cycle of inquiry" process to measure our progress in citing evidence. Seven success indicators are used to measure our progress in meeting our goals: Attendance Rates, Reading Rates in Third Grade, Early Numeracy, ELA SBAC Results, Math SBAC Results, and English Learner Proficiency. The School Leadership Team monitors these data points and plans programmatic and instructional responses in order to increase student achievement. Teachers monitor their students' progress and collaborate every Wednesday afternoon to plan instruction based on adopted standards.

Parent involvement has contributed significantly to our success. We believe that students, teachers, and parents should work closely together in an atmosphere of mutual respect and collaboration. Education is a function of the community, the district, and the school. We welcome the continued participation of parents in their child's educational development. Preparing today's students for tomorrow's world is exciting and challenging for all of us. With our strong community support, the exceptional expertise of our Madison staff, and our shared commitment to learning, we face this challenge with optimism and confidence. Other unique aspects of the school include a fall family event, annual book fairs, sixth grade science camp, numerous field trips, band in 5th and 6th grades and an Art-To-Go program..

Madison Elementary School ensures that each student reaches his or her highest potential and is on target to become college and career-ready in a global society by preparing them academically and by ensuring their well-being at school. In order to accomplish our mission, we engage students in learning through research-based instructional strategies with state-adopted standards, board-adopted materials, and through individualized learning goals.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	106
Grade 2	78
Grade 3	85
Grade 4	93
Grade 5	87
Grade 6	88
<b>Total Enrollment</b>	<b>625</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6%
Male	49.4%
American Indian or Alaska Native	0.5%
Asian	0.6%
Black or African American	6.4%
Filipino	0.6%
Hispanic or Latino	80.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.6%
White	10.1%
English Learners	27.4%
Foster Youth	0.2%
Homeless	3.7%
Socioeconomically Disadvantaged	83.5%
Students with Disabilities	12.3%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.30	87.94	1509.80	87.78	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.30	0.19	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	3.74	38.00	2.21	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.27	17.00	0.99	12115.80	4.41
<b>Unknown</b>	2.30	7.99	151.80	8.83	18854.30	6.86
<b>Total Teaching Positions</b>	29.90	100.00	1720.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.10	84.27	1505.40	87.33	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.80	0.51	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.81	44.30	2.57	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	38.00	2.21	11953.10	4.28
<b>Unknown</b>	3.10	11.89	127.00	7.37	15831.90	5.67
<b>Total Teaching Positions</b>	26.20	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	1.10	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.10	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill: Wonders, TK-2 McGraw-Hill: Wonders, 3-6	Yes	0%
<b>Mathematics</b>	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
<b>Science</b>	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
<b>History-Social Science</b>	Saavas: California History Social-Science, TK-6	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

## School Facility Conditions and Planned Improvements

Lot Size: 10 Acres  
 Year Constructed: 1952  
 Last Modernized: 2020  
 20 Permanent Classrooms  
 16 Portable Classrooms  
 Library  
 Multi-Purpose Room/Computer Lab Room  
 Indoor and outdoor cafeteria  
 Completely Air Conditioned

Riverside Unified School District maintains both short and long-term major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 15 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b).

Madison has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

Madison's construction is complete. Received a new 5 classroom kindergarten building, in addition to a kindergarten play area, drop-off and parking lot, lunch shelter, curb appeal improvements, and removal of 5 portable classrooms.

Year and month of the most recent FIT report

10/2/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>	X			P10 Class: One light fixture out.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			



## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	42	36	46	44	47	46
<b>Mathematics</b> (grades 3-8 and 11)	32	30	30	31	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	359	354	98.61	1.39	35.59
<b>Female</b>	190	188	98.95	1.05	35.11
<b>Male</b>	169	166	98.22	1.78	36.14
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	23	23	100.00	0.00	30.43
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	288	285	98.96	1.04	35.44
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	35	33	94.29	5.71	39.39
<b>English Learners</b>	92	90	97.83	2.17	14.44
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	26	26	100.00	0.00	38.46
<b>Socioeconomically Disadvantaged</b>	309	305	98.71	1.29	33.44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	47	100.00	0.00	6.38

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	359	355	98.89	1.11	29.86
<b>Female</b>	190	189	99.47	0.53	26.98
<b>Male</b>	169	166	98.22	1.78	33.13
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	23	23	100.00	0.00	26.09
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	288	287	99.65	0.35	28.57
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	35	33	94.29	5.71	36.36
<b>English Learners</b>	92	92	100.00	0.00	15.22
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	26	26	100.00	0.00	19.23
<b>Socioeconomically Disadvantaged</b>	309	305	98.71	1.29	26.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	47	100.00	0.00	12.77

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	33.77	21.74	26.85	27.64	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	92	92	100.00	0.00	21.74
<b>Female</b>	53	53	100.00	0.00	22.64
<b>Male</b>	39	39	100.00	0.00	20.51
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	69	69	100.00	0.00	24.64
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	12	100.00	0.00	16.67
<b>English Learners</b>	23	23	100.00	0.00	4.35
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	81	81	100.00	0.00	20.99
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	13	100.00	0.00	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.70%	95.70%	95.70%	95.70%	95.70%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

The parental involvement contact at this school is Astrid Ramirez, Principal, and can be contacted at 951-352-8236.

Madison Elementary School offers many opportunities to participate with the staff as partners in the education of their children. Parents and guardians are invited to attend all parent meetings at the school. The School Site Council meets monthly and is the voting body for categorical programs. Everyone is invited to attend these meetings and participate during the Oral Communications portion of the agenda. The English Language Advisory Committee (ELAC) meets a minimum of four times a year and is the advisory committee to School Site Council. The purpose of this committee is to give voice to the parents of Academic English Learners and to inform them of the importance of attendance, information on the school plan, to report on student progress including the R30 report (showing progress on the English Learners in the school), and a needs assessment (what additional information they are interested in learning about the school). Title 1 meetings are held for parents to review program information and to seek their input regarding programs that support learning.

At Madison Elementary School, parents with limited English skills are provided opportunities to improve their knowledge of and ability to speak English using computers and apps that the school provides. The school offers English language development classes to support parents who are learning English. Parents are also kept informed of family engagement and leadership opportunities, community resources and referrals, provided by the district Family Resource Center. Both individually and in grade-level groups, we have added technology support to further parent skills in the use of Google Classroom, Google Meet, and Zoom.

Parents are encouraged to take an active role in their child's education through volunteering in their child's classroom, ongoing communications with the school, and attending all parent meetings and parent workshops through the school site. In addition, there are district-level opportunities such as the RUSD Family Engagement Seminars which are offered both virtually and in-person when allowed. Parents are encouraged to call or email their child's teacher to increase communication about their child's progress. The most common method of contact between parents and teachers is through messaging apps such as School Messenger or Class Dojo. Progress on every child is discussed at parent/teacher conferences in the fall. Progress reports and report cards also provide regular formal updates to parents regarding student progress.

## 2023-24 Opportunities for Parental Involvement

We also engage our community in events such as Halloween Trunk or Treating, holiday performances, and trimester award assemblies so that they may join us celebrate holiday events and student success.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	685	663	191	28.8
Female	345	334	85	25.4
Male	340	329	106	32.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	2	66.7
Asian	4	4	1	25.0
Black or African American	48	42	15	35.7
Filipino	4	4	1	25.0
Hispanic or Latino	541	528	151	28.6
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	5	5	0	0.0
White	73	70	19	27.1
English Learners	195	188	39	20.7
Foster Youth	6	6	2	33.3
Homeless	34	27	7	25.9
Socioeconomically Disadvantaged	578	559	169	30.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	97	93	40	43.0

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	0.45	1.90	0.18	4.11	4.60	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.15	0.00	0.00	0.20	0.07	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.9	0
<b>Female</b>	1.45	0
<b>Male</b>	2.35	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	6.25	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	1.48	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	2.74	0
<b>English Learners</b>	0.51	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	2.94	0
<b>Socioeconomically Disadvantaged</b>	2.25	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	5.15	0

## 2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying

## 2023-24 School Safety Plan

policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

### D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	18	2	
1	9	8		
2	6	13	2	
3	8	8	2	
4	9	7	2	
5	5	14	2	
6	8	9	2	
Other	11	4	1	

#### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	21	1	2	
2	23		3	
3	26		3	
4	25		3	
5	30		2	
6	30		3	
Other	15	3		



## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	0
1	25	0	4	0
2	24	0	3	0
3	26	0	3	0
4	29	0	3	0
5	26	0	3	0
6	28	0	3	0
Other	12	3	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	1.5

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,384.58	2,224.76	7,159.82	104,497.68
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	3.4	7.6
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-7.2	20.2

## Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

## Professional Development

2021-2022, 2022-2023, 2023-2024

## Professional Development

Madison Elementary School employs an instructional coach to support teachers in the area of language arts, math, and ELD. The coach provides support to teachers in their respective content area to enrich instruction for students. In addition, the coach attends many workshops and conferences to further help teachers reflect and improve their teaching skills. The instructional coach also meets with teachers during team meetings, and during planning time. The coach also supports the principal in analyzing student achievement data and planning for the academic achievement of all students, paying particular attention to students who are not making adequate academic progress, and monitoring English Learners and GATE students.

In the 2023-2024 school year, the entire Madison staff participated in Unconscious Bias training to lay a foundation for inclusion, belonging and equity work. It is important that we learn how address bias as individuals & as an organization. The staff has also been trained in a Depth of Knowledge to increase the rigor as they deliver standards based instruction. This training allows teachers to vary questioning techniques from level 1 - recall questions to levels 2, 3 & 4 which help students to elevate their response to design, explain and interpret understanding and meaning of the curriculum. We will also continue training in Compassionate Classrooms to Build Relationship as part of our Social Emotional Learning goals. The MTSS committee continues to attend Site Leadership Team - Collaborative meetings to deepen the implementation of our MTSS, PBIS program and UDL (Universal Design Learning). Our staff will also participate in Playworks training to create a culture of diverse experiences to develop and engage in safe play during recess and promote an inclusive and respectful playground environment.

During the 2022-2023 school year we have focused on professional development to support the Social Emotional Learning of our students. Our SAP counsellor has provided training to our staff on Student Trauma and Intervention Practices. Our PBIS Team has been charged with deepening our Tier 2 of the program. The team attended a training with the Riverside County Office of Education on the Check-In/Check-Out intervention. It was very well received so, we will be training the entire staff on Check-In/Check-Out so that we can increase the number of students who participate. On an "as needed" basis, our MTSS Liaison has implemented "Small Plate PD's". Small Plate PD's are 30 minute trainings that support our staff on how to use FastBridge data, the PBIS World website and interventions that support learning in the classroom. Throughout the year, staff members have also attended grade level district trainings that focus on Advanced Phonics, use of Math Manipulatives, GATE and the Gateway program. Our noon duty supervisors have also received training on how to intervene appropriately when behaviors escalate on the playground and the behavior expectations as outlined in our PBIS Behavior Expectation Matrix. We have also reviewed the RUSD Guide for Instructional Direction 2.0. We examined our three local LCAP goals and the success indicators that will help us measure our progress in meeting those goals. In addition, we took measured steps in the Guide to identify what mastery of guaranteed learning should look like at each grade level and how to increase the rigor of instruction. We focused our effort to support teachers and teams of teachers to provide best initial instruction, but also targeted and intensive instruction as needed. We emphasized the role of focused collaboration that engages students in rigorous and engaging learning experiences. And finally, our staff meetings developed the idea of whole system engagement such as building positive relationships to ensure focused learning in the classrooms.

During the 2021-2022 school year, the district and school have focused professional development on Multi-Tiered Systems of Support (MTSS), FastBridge assessment training and reports, and Wonderworks for small group ELA instruction. Our MTSS leadership team will attend district training on MTSS implementation and will cascade the training to our staff as we progress through a multi-year implementation of the program.

All staff members at Madison Elementary School participate in staff development training at least twice per month. Staff development is facilitated by the principal, the instructional coaches, and district support staff. Some topics covered in staff development meetings include effective instructional methods, instructional room environment, vocabulary development, the writing process, learner engagement, implementation of the math and language arts program, and vocabulary for English Learner students. A rigorous district-wide professional development plan is in place to provide regular support for teachers in advancing their knowledge of the Common Core State Standards. Many staff members participate throughout the year in professional conferences, trainings and workshops that are appropriate for their individual needs. The principal supports teachers' professional development by providing class release time for professional development and instructional conferences to review their own professional progress with them. Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	13	13	10