



# Madison Elementary

1124 East Hobart St. • Santa Ana, CA 92707-1999 • (714) 972-6400 • Grades K-6

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Santa Ana Unified School District

1601 East Chestnut Avenue  
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#### District Governing Board

John Palacio, President

Cecilia Iglesias, Vice President

Valerie Amezcua, Clerk

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#### District Administration

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**Superintendent**

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Dawn Miller  
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Elementary Education**

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Services**

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Planning and Governmental  
Relations**



### School Description

Madison Elementary (Madison), a California Distinguished School and Title 1 Academic Achievement Award School, is located at the corner of S. Standard Avenue and E. Hobart Street. Madison Elementary is over 50 years old and was established in 1958.

Madison hosts a state preschool program for 4-year-olds from income-qualifying families living within the district's attendance boundaries. The morning session begins at 8:00 a.m. and the afternoon session begins at 1:00 p.m. Approximately 96 children are enrolled in the program.

### School Vision:

Madison's vision is to prepare students to be lifelong, high-level thinkers and learners who are eager to realize their greatest potential and achieve their own dreams. We want our students to be well-prepared to make positive contributions to their community and the larger society. We believe that all students are capable of academic excellence and learning far beyond normal expectations when provided with support, guidance and care from the community, administration, faculty, staff, parents and fellow students.

Our vision will be achieved by:

- Providing a safe and creative environment
- Providing a rigorous and engaging standards based curriculum
- Giving all students every opportunity to maximize their intellectual potential
- Nurturing their individual creative spirit
- Guiding them in their acquisition of knowledge and problem solving skills
- Working cooperatively with the community
- Maintaining open communication between all stakeholders

Our vision will be guided by the sum total of all the stakeholders' rich experiences, wisdom and deepest passions for excellence.

### School Mission:

Our mission at Madison is to work together as staff, parents and a community to provide a balanced, comprehensive core curriculum that will promote academic excellence and student achievement based on Common Core State Standards. We will ascertain the level of student success indicated by formative and summative assessments. We will maintain a safe and highly academic environment where students are engaged and invested in achieving academic excellence. All stakeholders commit to a system of support to ensure a foundation for lifelong learning, and are willing to change and evolve according to the needs of Madison's community.

### District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently serving over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district operates 36 elementary schools, 9 intermediate schools, 7 high schools, 1 alternative high school, 2 continuation schools and 5 charter schools. The student population is comprised of 88.1% enrolled in the Free or Reduced Price Meal program, 47.8% qualifying for English language learner support, and approximately 11.0% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 19 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parents, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

### District Mission

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

### District Vision

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

### About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (714) 972-6400.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.1
Asian	2.9
Filipino	0.0
Hispanic or Latino	95.8
Native Hawaiian/Pacific Islander	0.4
White	0.6
Two or More Races	0.1
Socioeconomically Disadvantaged	96.7
English Learners	70.9
Students with Disabilities	10.9

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	211
Gr. 1	188
Gr. 2	188
Gr. 3	176
Gr. 4	156
Gr. 5	156
Gr. 6	57
Total	1,132

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Madison Elementary	12-13	13-14	14-15
Fully Credentialed	41	43	45
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	2,528
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Madison Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.40	0.60
High-Poverty Schools	99.36	0.64
Low-Poverty Schools	100.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state’s list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district’s Board of Trustees. On October 14, 2014, the Santa Ana Unified School District’s Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No 14/15-3027 which certifies as required by Education Code §60119 that for the 2014-2015 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year Adopted	Elementary School Textbook Publisher	Grades
<b>Mathematics</b>		
2008	Saxon Publishers <i>Saxon Math</i>	K-5
2008	Houghton-Mifflin	K-5
<b>Language Arts</b>		
2002	SRA/McGraw Hill <i>Open Court Reading</i>	K-5
2010	Sopris West Language!	4-5
<b>Science(s)</b>		
2008	MacMillan/ McGraw Hill California Science	K-5
<b>Social Science</b>		
2007	Scotts Foresman	K-5

**School Facility Conditions and Planned Improvements (Most Recent Year)**

School custodial staff and the district’s maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district’s highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians’ highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O’s administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

The most recent facilities inspection at Madison Elementary took place on 7/2/2014. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/2/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	<p>11: Toilets and sinks need new caulking s/c: 255292 The baseboard is falling off by the door entrance s/c: 255293 Roof leaks s/c: 255295 Remove old phone outlets and internet wires s/c: 255297</p> <p>12: Baseboard is missing around sink area s/c: 255293 Toilets need new caulking; Also caulking needed on top of restroom doors s/c: 255292 Remove old phone outlets and internet wires s/c: 255297</p> <p>33: Sprinkler watering the windows s/c:255298 Holes in the classroom needs fixing s/c: 255291</p> <p>51: Plug cover is needed s/c: 255294 The baseboard needs replacement by door s/c: 255293</p> <p>52: Plug cover is needed s/c: 255294 The baseboard needs replacement by door s/c: 255293</p> <p>56: The laminate is peeling off wood cabinets. s/c: 255295 Baseboard needs to be replaced s/c: 255293</p> <p>57: The laminate is peeling off wood cabinets s/c: 255295</p> <p>58: Holes in wall and a bout half of the ceiling tile needs replacement s/c: 255291</p> <p>605: The ceiling tile is stained from the A/C vent s/c: 255293</p> <p>709: Two stained ceiling tiles s/c: 255293</p> <p>711: Two stained ceiling tiles s/c: 255293</p> <p>714: One stained ceiling tile s/c: 255293</p> <p>715: Three stained ceiling tiles s/c: 255293</p> <p>802: The counter by the sink is missing a piece of laminate s/c: 255295</p> <p>804: Ceiling tile is stained s/c: 255293</p> <p>805: Three ceiling tiles have broken corners s/c: 255293</p> <p>807: Three stained ceiling tiles s/c: 255293</p> <p>807: Two ceiling tiles are stained s/c: 255293 One light fixture's sense is broken s/c: 255294 One door is missing a lock by the sink s/c: 255296</p> <p>808: One broken ceiling tiles and three others are stained from the A/C s/c: 255293</p> <p>Children's Cafeteria: Broken and loose floor tiles s/c: 255299 The sink has rust under it and a loose leg it may need to be replaced s/c: 255292</p> <p>Office: Conference rm walls need patching;Paint peeling off under roof s/c:255291 Roof leaks on the edge by gutters s/c:255295 There is also dry rot s/c:255293</p> <p>Teachers Lounge: Holes in 3 ceiling tiles s/c: 255291</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/2/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	11: Toilets and sinks need new caulking s/c: 255292 The baseboard is falling off by the door entrance s/c: 255293 Roof leaks s/c: 255295 Remove old phone outlets and internet wires s/c: 255297 30s: Still has the old phone plugs and internet wires s/c: 255297 40s: Still has the old phone plugs and internet wires s/c: 255297 50s: Still has the old phone plugs and internet wires s/c: 255297 51: Plug cover is needed s/c: 255294 The baseboard needs replacement by door s/c: 255293 52: Plug cover is needed s/c: 255294 The baseboard needs replacement by door s/c: 255293 803: Outlet cover is broken s/c: 255294 807: Two ceiling tiles are stained s/c: 255293 One light fixture's sense is broken s/c: 255294 One door is missing a lock by the sink s/c: 255296 Boys Restroom by 601: Old phone wiring left behind on walls s/c: 255297 Girls Restroom Behind 51: New light switch is needed s/c: 255294 Sinks and toilet need to be caulked s/c: 255292
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	11: Toilets and sinks need new caulking s/c: 255292 The baseboard is falling off by the door entrance s/c: 255293 Roof leaks s/c: 255295 Remove old phone outlets and internet wires s/c: 255297 12: Baseboard is missing around sink area s/c: 255293 Toilets need new caulking; Also caulking needed on top of restroom doors s/c: 255292 Remove old phone outlets and internet wires s/c: 255297 Boys Restroom 30s: Toilets and sinks need caulking s/c: 255292 Boy's Restroom: The urinals and toilets need new caulking s/c: 255292 Children's Cafeteria: Broken and loose floor tiles s/c: 255299 The sink has rust under it and a loose leg it may need to be replaced s/c: 255292 Girls Restroom 30s: The sink faucet is rusted and broken it needs to be replaced s/c: 255292 Girls Restroom Behind 51: New light switch is needed s/c: 255294 Sinks and toilet need to be caulked s/c: 255292
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/2/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	11: Toilets and sinks need new caulking s/c: 255292 The baseboard is falling off by the door entrance s/c: 255293 Roof leaks s/c: 255295 Remove old phone outlets and internet wires s/c: 255297 12: Baseboard is missing around sink area s/c: 255293 Toilets need new caulking; Also caulking needed on top of restroom doors s/c: 255292 Remove old phone outlets and internet wires s/c: 255297 42: The roof leaks when it rains s/c: 255295 Office: Conference rm walls need patching;Paint peeling off under roof s/c:255291 Roof leaks on the edge by gutters s/c:255295 There is also dry rot s/c:255293
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	34: Missing moulding in top corners of windows s/c: 255293 35: Missing moulding in top corners of windows s/c: 255293 716: One door gets stuck sometimes its hard to open s/c: 255293 807: Two ceiling tiles are stained s/c: 255293 One light fixture's sense is broken s/c: 255294 One door is missing a lock by the sink s/c: 255296
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	44	37	26	48	47	47	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	53	54	46	43	45	44	54	56	55
Math	82	77	69	47	48	45	49	50	50
HSS				37	40	41	48	49	49

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	5
Similar Schools	10	10	10

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### Grade Level 2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.3	25.5	25.5

\* 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.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	47	
All Student at the School	26	
Male	24	
Female	28	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	25	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	24	
English Learners	4	
Students with Disabilities		
Students Receiving Migrant Education Services		

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	18	-6	-33
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	17	-6	-35
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	27	-6	-34
English Learners	17	-2	-37
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information



## 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 schoolsite.

### Opportunities for Parental Involvement

Parents are encouraged to get involved in Madison Elementary School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, and library and/or media center on special days. Parents are always invited to help chaperone field trips. Madison Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

- Back to School Night
- Open House Night
- "Cafecito con la Directora" Monthly General and ELAC Parent Meeting
- Music/choir and/or theatre performances
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council
- English Language Advisory Council

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 972-6400.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- Edulink Calling System
- School web site
- Public Service Channel 31
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners

### State Priority: School Climate

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

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

### School Safety Plan

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2013-2014 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

#### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	1.9	2.4	2.1
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	7.0	4.9	4.3
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		
Met Graduation Rate (if applicable)		

\* On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements. Specifically, a one-year waiver was granted that allowed flexibility in making Adequate Yearly Progress (AYP) determinations for schools and LEAs participating in the Smarter Balanced assessment field test. The CDE did not produce a 2014 AYP report for elementary and middle schools and elementary and unified school districts.

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	54	
Percent of Schools Currently in Program Improvement	90.0	

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	26.1	24	23	1	2	2	6	6	7	0		
Gr. 1	24.5	25	24	0	1	2	8	7	6	0		
Gr. 2	26.3	26	24	0	1	2	6	6	6	0		
Gr. 3	23	21	22	2	2	3	5	5	5	0		
Gr. 4	29.2	19	22	1	3	3	1	5		4		4
Gr. 5	33	22	22	0	2	2	1	5	5	2		
Gr. 6	33.5	24	19	0		1	0	2	2	2		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

\* Blanks indicate unreported data

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,660	\$41,761
Mid-Range Teacher Salary	\$74,308	\$66,895
Highest Teacher Salary	\$94,284	\$86,565
Average Principal Salary (ES)	\$115,715	\$108,011
Average Principal Salary (MS)	\$118,268	\$113,058
Average Principal Salary (HS)	\$127,729	\$123,217
Superintendent Salary	\$265,000	\$227,183
Percent of District Budget		
Teacher Salaries	39	38
Administrative Salaries	4	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,062	\$930	\$4,132	\$79,233
District	♦	♦	\$4,130	\$78,285
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			0.0	1.2
Percent Difference: School Site/ State			-11.9	12.0

**Types of Services Funded at Madison Elementary**

In addition to general fund state funding, Santa Ana Unified School District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Common Core State Standards (CCSS)
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project - UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Quality Education Investment Act QEIA
- Special Ed
- Title I, II, III, and IV part B

**Professional Development provided for Teachers at Madison Elementary**

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California Common Core State Standards and Frameworks. Staff development concentrations are selected and identified based upon student assessment results, NCLB requirements, teacher input, state content standards, and professional development surveys.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2012-13 school year, our school sponsored three days of staff development. Staff training topics at the individual school sites may have included: Open Court, Frontloading, Thinking Maps, Guided Language Acquisition Design, effective teaching strategies from Marzano, et al., effective grading practices, etc.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. During the 2012-13 school year, district training opportunities focused on the following:

At the elementary level -

- Open Court Curriculum
- GLAD Training (Guided Language Acquisition Design)
- SDAIE Training (Specially Designed Academic Instruction In English)
- CTAP Technology Training (California Technology Assistance Project)
- Differentiated Instruction
- Frontloading
- Gifted and Talented Education
- Working with Parents
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Thinking Maps
- Write from the Beginning
- MAP and Extended Response Assessments in English Language Arts and Math
- Common Core State Standards training
- Units of Study for English Language Arts and Math

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The BTSA Induction Program (Beginning Teacher Support and Assistance) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the BTSA Induction Program is available on the SAUSD website.

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.