

Madison Elementary

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

School Name	Madison Elementary
Street	5241 Harrison Street
City, State, Zip	North Highlands, CA 95660
Phone Number	(916) 566-1900
Principal	Marty Powers
Email Address	Martin.Powers@trusd.net
School Website	https://madison.trusd.net/
County-District-School (CDS) Code	34765056033542

2023-24 District Contact Information

District Name	Twin Rivers Unified School District
Phone Number	916.566.1600
Superintendent	Steven Martinez
Email Address	steve.martinez@trusd.net
District Website	https://www.trusd.net/

2023-24 School Description and Mission Statement

ABOUT TWIN RIVERS UNIFIED SCHOOL DISTRICT

Twin Rivers Unified School District encompasses 80 square miles in a growing, ethnically diverse region in northern Sacramento County characterized by a mix of suburban development and light industry. The district serves more than 26,000 students in preschool through adult education who come from families that speak 46 different languages. All enrolled students, regardless of income level, are eligible to receive a healthy school breakfast and lunch at no charge. Our families live in the neighborhoods of Arden Fair, Del Paso Heights, Dos Rios, Elverta, Foothill Farms, Gardenland, McClellan Park, North and South Natomas, Northgate, North Highlands, North Sacramento, Robla, Rio Linda and Woodlake.

Twin Rivers is comprised of 43 schools— 27 elementary schools, four comprehensive high schools, five middle schools, two alternative high schools, one special education center, a K-12 independent study school, preschools, three dependent charter schools on eight sites, and Twin Rivers Adult School.

OUR MISSION

To inspire each student to extraordinary achievement every day.

OUR VISION

An unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success.

TWIN RIVERS UNIFIED SCHOOL DISTRICT GOALS

1. By 2024-2025, TR will have 55% of all graduating seniors meeting A-G criteria, with each high school increasing rates by 3.5% each year.
2. By 2024-2025, TR will have a 92% cohort graduation rate, with each high school increasing by 2% each year or maintaining 95% or higher.
3. By 2024-2025, TR will be a 50/50 district in SBAC results, with each school growing no less than 10% (ELA) and 10% (math) during 2022-2023.
4. For 2021-22 and subsequent years, TR will have a budget that does not include a structural deficit.
5. For 2021-22 and subsequent years, the retention rate for all employees will remain above 95%.

2023-24 School Description and Mission Statement

OUR CORE BELIEFS

- All students will graduate college, career and civic-minded ready.
- All students will have a safe, clean and secure environment that is free of bullying and that creates opportunities for learning.
- Student engagement is critical to student success.
- Partnerships with all stakeholders are vital to student success
- TRUSD will be fiscally sound and maximize resources for student success.

Principal's Message

Madison staff embraces the district's mission to inspire all students to extraordinary achievement every day! We strive to provide engaging learning experiences that prepare students for college, career, and life success in a safe and caring environment. All aspects of the school contribute to providing children with skills they need to be successful learners: a safe and equitable learning climate, rigorous and in-depth instructional programs, and ongoing teacher professional development and support.

We believe every child can achieve academic success. Each student is provided quality instructional experiences, which recognize, and maintain high expectations for all students. We have implemented the Dual Immersion Program in Kindergarten, First Grade, Second Grade, Third Grade, Fourth, Fifth and Sixth grade. We are a TEAM! Parents and guardians are welcome and encouraged to TEAM with staff members in order to ensure a successful school year for our students.

Parent support and involvement continue to be important aspects of the success of Madison Elementary. This support takes many different forms. Some parents help plan the programs and policies; others serve as classroom volunteers, and/or plan family activities. Parents also support student success by providing space, time and encouragement for daily homework. In turn, it sends a clear message that education and regular school attendance are important. Our goal is to meet 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.

The safety of our students at Madison School is our first priority and the goals of a safe & civil learning community are taught and enforced. We emphasize CHAMPS with structure in classroom for success, we teach students how to be successful in the classroom, observe student behavior in and out of the classroom, promote positive interactions with fluid correction. Through teamwork, open communication, and dedication to continuous improvement, Madison Elementary continues to be a place where children develop socially, emotionally and academically.

Mission Statement

The mission of Madison Elementary School is to provide a quality education for all students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	106
Grade 2	102
Grade 3	110
Grade 4	103
Grade 5	91
Grade 6	83
Total Enrollment	706

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	50.4%
American Indian or Alaska Native	0.1%
Asian	14%
Black or African American	8.8%
Filipino	0.4%
Hispanic or Latino	54.4%
Native Hawaiian or Pacific Islander	1.3%
Two or More Races	4.4%
White	13.6%
English Learners	51.3%
Foster Youth	0.3%
Homeless	8.1%
Socioeconomically Disadvantaged	95.5%
Students with Disabilities	7.1%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.00	100.00	1191.70	82.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	16.00	1.11	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	54.70	3.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	103.50	7.18	12115.80	4.41
Unknown	0.00	0.00	75.30	5.22	18854.30	6.86
Total Teaching Positions	30.00	100.00	1441.50	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.20	96.80	1155.60	80.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	17.10	1.19	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	36.80	2.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	94.00	6.51	11953.10	4.28
Unknown	1.00	3.20	140.50	9.73	15831.90	5.67
Total Teaching Positions	31.20	100.00	1444.20	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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	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.

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
Total Out-of-Field Teachers	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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

Twin Rivers Unified held a public hearing on October 17, 2023, 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 October 2023, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

Year and month in which the data were collected	October, 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK: McGraw Hill - World of Wonders, 2017 Grades K-6: Houghton Mifflin - Journeys, 2017	Yes	0.0%
Mathematics	Grade TK: Swun Math - Student Materials, Domains 1, 2, 3, 4, 5 2012 Grades K-6: Swun Math - Student Journal Trimester 1,2,3, 2018	Yes	0.0%
Science	Grades TK-6: Amplify Science - Student Edition, 2019	Yes	0.0%
History-Social Science	Grade TK: McGraw Hill - World of Wonders, 2017 Grades K-5: Studies Weekly - Weeks 1-36 Newsprint, 2020 Grade 6: TCI - Student Edition, 2017	Yes	0.0%
Foreign Language	Dual Language Immersion: McGraw Hill - Maravillas, 2020		

School Facility Conditions and Planned Improvements

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

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.

Year and month of the most recent FIT report 4/5/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		P RM 21: 4. WATER STAIN CEILING TILES P RM 22: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS MISSING P RM 25: 4. CABINET DOORS ARE BROKEN P RM 30: 4. WATER STAIN CEILING TILES

School Facility Conditions and Planned Improvements

			P RM 34: 4. WATER STAIN CEILING TILES IN RESTROOM AREA 5. ROOM IS CLUTTERED RM 14: 4. CEILING TILE FRAME IS LOOSE RM K2/KINDER: 4. CEILING TILE TRIM IS LOOSE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		P RM 34: 4. WATER STAIN CEILING TILES IN RESTROOM AREA 5. ROOM IS CLUTTERED
Electrical	X		P BOYS RR: 7. LIGHT SWITCH COVER IS CRACKED P BOYS RR: 7. SENSOR IS LOOSE ON CEILING 14. TRIP HAZARD AT RAMP ENTRY P RM 22: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS MISSING P RM 27: 7. ELECTRICAL COVER IS MISSING ON CONDUIT P RM GIRLS RR: 7. LIGHT SWITCH COVER IS CRACKED
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		LIBRARY/MEDIA CTR: 11. PAINT IS CHIPPING ON WAVES IN PATIO AREA OFC: 11. PAINT IS CHIPPING ON CEILING AND WALLS P GIRLS RR: 11. PAINT IS CHIPPING ON STALLS P RM 16: 10. BOXES ARE STACKED ON TOP OF CABINETS (EARTHQUAKE HAZARD) P RM 17: 10. BOXES ARE STACKED ON TOP OF CABINETS (EARTHQUAKE HAZARD) P RM 18: 10. BOXES ARE STACKED ON TOP OF CABINETS (EARTHQUAKE HAZARD)
Structural: Structural Damage, Roofs	X		P RM 26: 12. DRY ROT AND SOFT SPOTS ON RAMP AT OFFICE ENTRY
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		P BOYS RR: 7. SENSOR IS LOOSE ON CEILING 14. TRIP HAZARD AT RAMP ENTRY P RM 24: 14. ASPHALT IS RAISED ON WALKWAY RM 15: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM

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
English Language Arts/Literacy (grades 3-8 and 11)	36	34	32	31	47	46
Mathematics (grades 3-8 and 11)	27	30	20	22	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
All Students	385	359	93.25	6.75	33.70
Female	199	184	92.46	7.54	40.76
Male	185	174	94.05	5.95	26.44
American Indian or Alaska Native	0	0	0	0	0
Asian	58	46	79.31	20.69	19.57
Black or African American	30	30	100.00	0.00	23.33
Filipino	--	--	--	--	--
Hispanic or Latino	209	206	98.56	1.44	42.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	17.39
White	62	51	82.26	17.74	23.53
English Learners	198	173	87.37	12.63	11.56
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	40.00
Military	22	20	90.91	9.09	60.00
Socioeconomically Disadvantaged	291	268	92.10	7.90	31.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	6.06

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
All Students	385	383	99.48	0.52	30.03
Female	199	198	99.50	0.50	28.28
Male	185	184	99.46	0.54	32.07
American Indian or Alaska Native	0	0	0	0	0
Asian	58	57	98.28	1.72	22.81
Black or African American	30	30	100.00	0.00	23.33
Filipino	--	--	--	--	--
Hispanic or Latino	209	208	99.52	0.48	35.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	26.09
White	62	62	100.00	0.00	20.97
English Learners	198	197	99.49	0.51	14.21
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	40.00
Military	22	22	100.00	0.00	36.36
Socioeconomically Disadvantaged	291	290	99.66	0.34	27.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	15.15

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
Science (grades 5, 8 and high school)	25.30	30.77	14.24	14.86	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
All Students	91	91	100.00	0.00	30.77
Female	48	48	100.00	0.00	35.42
Male	42	42	100.00	0.00	26.19
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	18.18
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	52	100.00	0.00	34.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	23.53
English Learners	43	43	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	70	70	100.00	0.00	27.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	100	99	100	97	99
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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

Madison Elementary has a School Site Council (SSC) which consists of elected parents, staff and community members. This committee provides input and helps develop the School Plan for Student Achievement (SPSA). As the official governance body, the committee approves the school plan and budget.

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 Parent-Teacher Organization (PTO) organizes school events throughout the year. They raise funds to support classroom teachers, provide student incentives, and sponsor field trips and other educational activities. 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!

Madison Elementary also provides parents and families the opportunity to give feedback through Principal's Coffee and Conversation each month. This open forum gives parents a voice to express what is working and to share what additional supports are needed. Finally, each school year we involve families through our "Picnic with Parents" day where they come and enjoy lunch with their child at school.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	781	749	232	31.0
Female	388	367	121	33.0
Male	392	381	110	28.9
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	1	1	0	0.0
Asian	122	113	10	8.8
Black or African American	73	66	35	53.0
Filipino	3	3	0	0.0
Hispanic or Latino	403	394	131	33.2
Native Hawaiian or Pacific Islander	9	9	6	66.7
Two or More Races	38	35	18	51.4
White	108	104	26	25.0
English Learners	434	422	91	21.6
Foster Youth	3	3	3	100.0
Homeless	96	90	38	42.2
Socioeconomically Disadvantaged	747	715	224	31.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	70	29	41.4

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
Suspensions	0.00	3.54	4.87	0.06	5.30	5.32	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.18	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.87	0
Female	1.29	0
Male	8.42	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.64	0
Black or African American	13.7	0
Filipino	0	0
Hispanic or Latino	3.47	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.26	0
White	8.33	0
English Learners	2.53	0
Foster Youth	0	0
Homeless	5.21	0
Socioeconomically Disadvantaged	4.55	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.85	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Twin Rivers Unified School District. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among school staff, teachers, and school administrators. All guests to the campus must sign in at the office and wear a visitor's badge at all times.

To safeguard the well-being of students and staff, our school has a comprehensive School Site Safety Plan, which is reviewed and updated annually by the Site Safety Committee. Any revisions made to the plan are reviewed and immediately with the staff. School staff also review the plan annually at the beginning of the school year. The plan was last reviewed with school staff in August 2022

Key elements of the Safety Plan focus on the following: disaster response procedures, school-wide dress code, child abuse reporting procedures, bullying prevention, sexual harassment policy, teacher notification of dangerous pupils procedures and safe ingress and egress of pupils, parents, and school employees.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis, fire drills are held once a month, earthquake and lockdown drills are held minimally three times a year. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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	22	1	6	
1	25		6	
2	27		6	
3	24		6	
4	23		5	
5	21	4	1	
6	28		3	
Other	20	1	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	23	2	5	
1	25		6	
2	26		6	
3	25		6	
4	23		6	
5	21	4	1	
6	21	4	1	
Other	20	1	1	

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	21	3	4	0
1	26	0	6	0
2	25	0	6	0
3	27	0	6	0
4	21	1	6	0
5	24	0	5	0
6	21	4	0	0
Other	20	1	1	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	706

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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	\$14,067	\$1,645	\$7,121	\$81,860
District	N/A	N/A	\$8,304	\$82,951
Percent Difference - School Site and District	N/A	N/A	-15.3	1.3
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	7.7	-4.2

Fiscal Year 2022-23 Types of Services Funded

Based on 2021-22 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. 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:

- After School Education & Safety- Ag Incentive Grant- CA Partnership Academies- Carl Perkins- Career Tech Ed Incentive Grant- Early Literacy Support Block Grant- Education for Homeless Children and Youth- Educator Effectiveness Funds- Elementary and Secondary School Emergency Relief- Expanded Learning Opportunity Grant- Expanded Learning Opportunity Programs- Head Start- Learning Communities for School Success Program- Medi-Cal- Special Education- State Lottery- Strong Workforce Program- Supplemental/Concentration- Title I- Title II- Title III- Title III- Title IV- Title VI- TUPE

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	\$53,753	\$55,550
Mid-Range Teacher Salary	\$76,025	\$80,703
Highest Teacher Salary	\$104,786	\$109,418
Average Principal Salary (Elementary)	\$123,838	\$137,703
Average Principal Salary (Middle)	\$130,502	\$143,760
Average Principal Salary (High)	\$138,134	\$159,021
Superintendent Salary	\$329,494	\$319,443
Percent of Budget for Teacher Salaries	23.93%	30.35%
Percent of Budget for Administrative Salaries	4.59%	4.87%

Professional Development

The teacher evaluation process is one of the most critical professional development opportunities we have with our staff. A well-constructed evaluation helps to promote high quality instruction and is a fundamental way to support growth. Staff evaluations are completed through formal, non-formal, and non-evaluative interactions. Temporary and probationary teachers are evaluated at least two times annually and tenured teacher evaluations alternate every other year and can be extended up to 5 years. Staff evaluations are conducted by trained administrators and the criteria used is closely linked to the California Standards for the Teaching Profession (CSTP). The CSTP domains are; 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 their participation in conferences and after school workshops throughout the year. In the 2022-2023 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 early release days. Professional development sessions were focused on high quality first instruction, early literacy instruction, literacy in all content areas, math, English Language Arts Lesson Design and leadership development, as well as other numerous curricular support programs necessary to support student's continued growth. During the Fall of the 2022-23 school year, the district also supported over 165 beginning teachers through our partnership with the Sacramento County Office of Education's Teacher Induction Program and local University Intern programs.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5