

Madera Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Madera Elementary School
Street	8500 Madera Drive
City, State, Zip	El Cerrito, CA 94530-2051
Phone Number	(510) 231-1412
Principal	Alison Makela
E-mail Address	amakela@wccusd.net
Web Site	http://maderapta.com/
Grades Served	K-6
CDS Code	07-61796-6004840

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

Nestled in the hills of El Cerrito, overlooking the San Francisco Bay, Madera Elementary School is a high-achieving school within the large West Contra Costa Unified School District. Madera serves a diverse population of nearly 500 students in grades K-6. Ethnic, cultural, linguistic and academic diversity is one of the many characteristics we love about our school. We have more than 13 ethnic groups represented, with no group comprising more than 40% of the total population. Many students speak a language other than English at home and within their cultural communities. In each class, there is a wide range of abilities, with students who far exceed grade level expectations, others for whom schoolwork is a challenge, and everything in between. We have a full-inclusion program, supporting children with autism spectrum disorders and other disabilities. This tapestry of people reflects the broader community in which we live and contributes much to helping us become people who are more compassionate and understanding of a variety of cultures.

Madera strives to provide all our students with a high-quality education that prepares them with the foundational skills needed to be successful in future academic endeavors and as global citizens who make a positive contribution to their communities and world. We are becoming a true learning community in which teachers, staff, parents and students are working, learning and growing together to create a school in which we develop the skills and habits of mind necessary to foster creativity, high level thinking, and thoughtful interactions. We acknowledge and respond to students' unique strengths and needs by providing engaging, challenging curriculum that address individual differences and fosters academic competence and confidence. Our active PTA provides funds needed to support school programs that benefit all students such as a whole-school morning running club, weekly music classes, a substantial garden program, art classes, assemblies, technology, and classroom field trips and materials. They support our collective effort to provide opportunities for inquiry and integrated, experiential learning, indoors and out, sharing the belief that children need to explore, interact with and learn to appreciate the world around them.

With a shared vision and collective effort, we are, as our motto states, "One school, one community, one team: learning and growing together."

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	73
Grade 1	66
Grade 2	74
Grade 3	75
Grade 4	88
Grade 5	73
Grade 6	70
Total Enrollment	519

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	8.5
American Indian or Alaska Native	0.4
Asian	27.4
Filipino	2.5
Hispanic or Latino	14.8
Native Hawaiian or Pacific Islander	0.4
White	38.2
Two or More Races	7.9
Socioeconomically Disadvantaged	19.7
English Learners	13.5
Students with Disabilities	7.1

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	20	23	22	22
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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 (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.7	5.3
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: 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 2015-16)

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Madera Elementary School was constructed in 1956. Madera School completed a \$10.1 million reconstruction in 2005. Two additional portables were added in 2011 to accommodate the 6th grade at Madera.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Replace ceiling tiles in classroom (work order submitted). Secure bookcases to wall in classroom (work order submitted).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Check all emergency lights site-wide (work order submitted). Check classroom electrical cords (work order submitted). Check light switch by chair lift in MPR (work order submitted). Check light fixture in MPR hallway (work order submitted).
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Adjust drinking fountain lower playground (work order submitted). Repair bottom boots of partitions (work order submitted). Leaking faucet in girls restroom (work order submitted).

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials		X		Secure bookcases to the wall (work order submitted). Boxes stacked too high on top of storage cabinets site-wide (work order submitted). Remove paper hanging from wires site-wide (work order submitted). Replace missing fire extinguisher in MPR(work order submitted). Remove all wood boards blocking exit door in MPR (work order submitted). Remove stacked tables blocking fire extinguisher box in MPR (work order submitted).
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2014				
Overall Rating	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], Science California Standards Tests); 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	72	32	44
Mathematics	63	22	33

Note: 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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	75	74	98.7	11	23	28	36
	4	87	84	96.6	12	17	24	45
	5	71	70	98.6	9	14	36	40
	6	70	68	97.1	6	15	38	41
Male	3		36	48.0	11	25	28	33
	4		48	55.2	15	17	27	40
	5		31	43.7	13	13	29	42
	6		41	58.6	5	17	41	37
Female	3		38	50.7	11	21	29	39
	4		36	41.4	8	17	19	53
	5		39	54.9	5	15	41	38
	6		27	38.6	7	11	33	48
Black or African American	3		6	8.0	--	--	--	--
	4		6	6.9	--	--	--	--
	5		7	9.9	--	--	--	--
	6		6	8.6	--	--	--	--
American Indian or Alaska Native	3		1	1.3	--	--	--	--
	5		1	1.4	--	--	--	--
Asian	3		18	24.0	0	17	33	50
	4		20	23.0	5	10	20	65
	5		34	47.9	3	3	35	56
	6		21	30.0	10	10	24	57
Filipino	3		4	5.3	--	--	--	--
	4		2	2.3	--	--	--	--
	5		2	2.8	--	--	--	--
	6		4	5.7	--	--	--	--
Hispanic or Latino	3		9	12.0	--	--	--	--
	4		22	25.3	23	18	32	27
	5		5	7.0	--	--	--	--
	6		10	14.3	--	--	--	--
Native Hawaiian or Pacific Islander	4		1	1.1	--	--	--	--
	6		1	1.4	--	--	--	--
White	3		33	44.0	9	21	27	39
	4		30	34.5	0	20	23	50
	5		18	25.4	11	17	50	22
	6		26	37.1	4	12	35	50

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	3		3	4.0	--	--	--	--
	4		3	3.4	--	--	--	--
	5		3	4.2	--	--	--	--
Socioeconomically Disadvantaged	3		8	10.7	--	--	--	--
	4		21	24.1	33	24	19	24
	5		18	25.4	11	11	50	22
	6		13	18.6	0	31	54	15
English Learners	3		12	16.0	25	42	25	8
	4		8	9.2	--	--	--	--
	5		1	1.4	--	--	--	--
	6		4	5.7	--	--	--	--
Students with Disabilities	3		5	6.7	--	--	--	--
	4		4	4.6	--	--	--	--
	5		6	8.5	--	--	--	--
	6		5	7.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	75	73	97.3	14	27	36	22
	4	87	84	96.6	7	30	38	24
	5	71	70	98.6	7	21	20	50
	6	70	69	98.6	14	23	25	38
Male	3		35	46.7	14	29	23	31
	4		48	55.2	6	33	33	25
	5		31	43.7	6	23	13	55
	6		41	58.6	12	22	24	41
Female	3		38	50.7	13	26	47	13
	4		36	41.4	8	25	44	22
	5		39	54.9	8	21	26	46

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		28	40.0	18	25	25	32
Black or African American	3		6	8.0	--	--	--	--
	4		6	6.9	--	--	--	--
	5		7	9.9	--	--	--	--
	6		6	8.6	--	--	--	--
American Indian or Alaska Native	3		1	1.3	--	--	--	--
	5		1	1.4	--	--	--	--
Asian	3		18	24.0	0	39	22	39
	4		20	23.0	0	20	35	45
	5		34	47.9	3	6	29	62
	6		21	30.0	19	14	29	38
Filipino	3		4	5.3	--	--	--	--
	4		2	2.3	--	--	--	--
	5		2	2.8	--	--	--	--
	6		4	5.7	--	--	--	--
Hispanic or Latino	3		9	12.0	--	--	--	--
	4		22	25.3	14	36	32	18
	5		5	7.0	--	--	--	--
	6		10	14.3	--	--	--	--
Native Hawaiian or Pacific Islander	4		1	1.1	--	--	--	--
	6		1	1.4	--	--	--	--
White	3		32	42.7	9	19	50	22
	4		30	34.5	0	23	57	17
	5		18	25.4	11	28	11	44
	6		27	38.6	7	22	19	52
Two or More Races	3		3	4.0	--	--	--	--
	4		3	3.4	--	--	--	--
	5		3	4.2	--	--	--	--
Socioeconomically Disadvantaged	3		8	10.7	--	--	--	--
	4		21	24.1	19	48	24	10
	5		18	25.4	6	39	28	28
	6		14	20.0	36	21	21	21
English Learners	3		12	16.0	25	42	17	8
	4		8	9.2	--	--	--	--
	5		1	1.4	--	--	--	--
	6		4	5.7	--	--	--	--
Students with Disabilities	3		4	5.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		4	4.6	--	--	--	--
	5		6	8.5	--	--	--	--
	6		6	8.6	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	80	92	82	46	48	46	59	60	56

Note: 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	82
Male	77
Female	87
Black or African American	--
American Indian or Alaska Native	--
Asian	94
Filipino	--
Hispanic or Latino	--
White	88
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	77
Foster Youth	--

Note: 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.30	16.90	31.00

Note: 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.

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 (Most Recent Year)

Parents are a valued, integral part of the Madera school community. There are many, many opportunities for parent and community involvement at the school, both in the classroom and out, in ways large and small. We rely on parents to drive or chaperone on field trips, provide supervision on the playground at lunchtime and to help with projects, specific lessons, and for adult support during enrichment programs such as art and library.

Our active Parent Teacher Association (PTA) hosts events throughout the year including monthly membership meetings that serve to maintain and build upon our long-standing, strong sense of community. In addition, at present, the PTA works to provide the resources needed to support school programs that benefit all students. To better manage the growing supplementary budget needed to support our programs, an education foundation, Madera Elementary Foundation (ME!) is being established through the focused efforts of our parent community.

The Dad's Club is another vital organization within the school. This group raises funds, helps with audio/visual technology, provides assistance for set-up and clean-up of events, hosts work parties and helps with various other school building projects. They are instrumental in helping to foster the highly participatory community that we enjoy.

Our School Site Council (SSC) is composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). This leadership team oversees the educational program and school site budget as outlined in the Madera School Site Plan. All parents are invited to share their time and talents as they are able as active participants who contribute to the overall well-being and high success of our children.

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.69	0.36	0.00	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The West Contra Costa Unified School District incorporates requirements of all legislative mandates into a single Emergency Preparedness Plan that is updated annually. Along with a committee of school staff and parents, the principal manages the site Emergency Plan which is reviewed and revised annually. The District and school site work closely with local police and fire departments to develop and revise comprehensive safety plans. Further, annual faculty training and monthly drills help all persons become familiar with proper procedures and individual responsibilities required in the event of an emergency.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		3		22		3		24		3	
1	27		3		26		2		22		3	
2	28		3		24		3		25		3	
3	28		3		26		4		25		3	
4	33		1	1	31		2		33			2
5	33			3	32		1	2	33			2
6	28		2		32		2		33			3
Other					26		1					

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.15	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7467.01	\$5472.53	\$1994.48	\$63647.94
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-79.3	12.9
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-62.7	-12.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Madera School include:

Special Education
 CA Instr Sch Gardens Program
 Economic Impact Aid
 Gifted and Talented Education

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, WCCUSD's Educational Services Department engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Culturally and Linguistically Responsive Pedagogy, differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

At the site level, professional development is planned on an annual basis. Given the wide range of abilities and needs present in every classroom at Madera, along with the shift in implementation of the Common Core State Standards, our school currently focuses on pedagogy around workshop models for reading and writing; integration of science, technology, engineering, arts and mathematics (STEAM); and, child development and social-emotional learning. Teachers actively learn collaboratively through book study, workshops, conferences and visits to neighboring schools within and outside our district.