



ESBMM Proposal

December 12, 2012

Madison Elementary

Education Service Center South

9820 Madison Avenue

South Gate, CA 90280



TEAMWORK Makes the DREAM WORK

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A. SUMMARY ANALYSIS

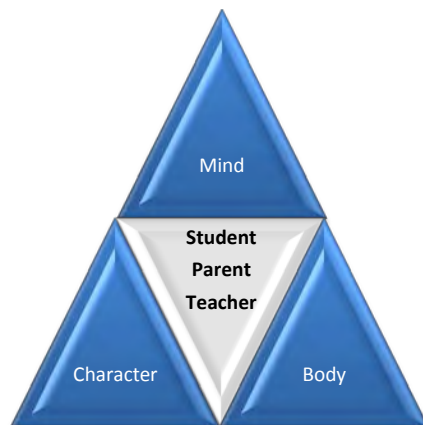
1. Madison's Mission

Madison Elementary is a California Distinguished School dedicated to educating every student to his or her fullest potential by implementing a rigorous, standards-based curriculum. We foster excitement and a love of learning. We develop the mind, body, and character of each individual. We include and value the input of the local community and recognize that teachers, students, staff, and families working together can achieve shared success.

Madison's Vision

Madison Elementary will generate 21st century learners who will guide their community with competence, creativity, and compassion. Their future contributions will direct the growth and maintenance of a thriving neighborhood. Our vision will be realized by the development of these three principles: Mind, Body, and Character. By highlighting these three principles we will encourage higher-level thinking, instill curiosity, develop personal and social awareness, shape future citizens, and create role models for a productive society. Our two adages are Leading by Reading for our K-3 students, and Readers Are Leaders for the 4th-5th grade students. The transition in the maxims exemplifies how the students will evolve from participation to ownership of their education. As we experience the influx of new students, any gap that exists between current and incoming students will be bridged by providing a rigorous standards-based curriculum, introduction and appreciation of the arts, and a foundation built on personal and social awareness. When our students walk out of our doors, they will be prepared to value and adjust to the demands of a diverse and ever-changing society. We are confident that through our philosophy, pedagogy, and preparation via professional development, the aforementioned will be accomplished.

Diagram A. Our Triad Model of the Principles for Success



2. School Data Analysis (2--3 pages)

The data analyzed in this section can be found at the following websites and in the appendix section: <http://schoolinfosheet.lausd.net/budgetreports/reports.jsp> (see Appendix A) and <http://getreportcard.lausd.net/reportcards/reports.jsp> (see Appendix B). Our results on the California Standardized Test (CST) in 2010-2011 showed a loss of 14 points in our API. It was the first time since our school's opening in 2005 that we experienced a decline in our API (Academic Performance Index). We had been recognized as a California Distinguished School the prior academic year. However, instead of allowing this setback to discourage our school, we became more focused on improving our pedagogy. In our Professional Learning Communities (PLCs), we analyzed the data and examined the standards that students performed below Proficient. We discussed common practices that were successful and those that were not. We decided upon new essential standards and created new grade level Common Formative Assessments (CFAs). While we trained and thoroughly poured through the newly district adopted California Treasures language arts program, our target became the standards. We did not focus on completing every lesson suggested in the language arts program that did not especially address our state standards. However, we used the English Language Development (ELD) manual and emphasized implementing the Universal Access Time (UAT) portion of our language arts program in order to target our struggling English Learner (EL) students. We then identified and grouped students based on their levels of language proficiency and CST scores. Our goal was ensure that those students increased by at least by one level on their CST (California Standard Test) score. At a minimum, we aimed to advance students within the same level. We are confident that these goals and our explicit instruction during UAT and ELD instruction facilitated the achievement of a 48 point API gain that resulted this year. This increase has been our greatest to date. We are continuing this teaching methodology for the 2012-2013 academic year.

Below is a table of our student demographics/population.

Table A

Student Demographics 2011-2012			
Total Students Enrolled: 585	Percentage		Percentage
African American	<1%	English Learner (EL)	29%
American Indian	<1%	Reclassified ELs (RFEP)	19%
Asian	0%	Students w/Disabilities	10%
Latino	99%	Economically Disadvantaged	100%
White, not Latino	0	Identified Gifted-All	0.05
Pacific Islander	0%	Identified Gifted-African Am	33%
Filipino	0	Identified Gifted-Latino	0.05

Student Demographics

An analysis of the table above reflects an insignificant change in the ethnicity of our school population from the prior year. (See appendix A for 2011-2012 data.) Of important note in this table is the reduction of ELs from 37% the previous year to 29% during the current year. Our reclassification rates increased from 14% the previous year to 19% during the current year. This gain demonstrates a shift from EL to Reclassified Fluent English Proficient (RFEP) in our attempt to close the achievement gap by reclassifying a higher percentage of students. Our ongoing goal is to continue this trend on a yearly basis. No change was noted in the percentage of our population that remains economically disadvantaged (100%).

Goal 1- Graduation Rate- N/A

Our school was in Program Improvement (PI) 1 during the 2010-2011 school year. During 2011-2012, our school met the AYP (Adequate Yearly Progress) goal in all 17 areas of criteria.

Goal 2- Proficiency for All

EL progress is also evident in the results in Goal 2. Students scoring Proficient on the California English Language Development Test (CELDT) increased from 26.4% to 31.9% (net change = 5.5%). Additionally, the number of EL students increased to Basic or above on the CST ELA (English Language Arts) from 49.2% to 67.7% (net change = 18.5%). However, there was a decline of 4.4% in the number students passing English with a score of “3” or “4” on their report cards. This decrease in report card grades may reflect a change to a higher standard of grading during 2011-2012.

Our reclassification rates continue to increase yearly. Currently, we have a higher percentage of EL students attaining proficiency in less than five years. In that time frame, 35% of EL students are achieving proficiency. We have 32.3% who take longer than 5 years to achieve proficiency. Although a higher percentage of students reclassify in less than five years as opposed to greater than 5 years, the margin is small. Reclassifying students to English Proficient at a faster rate is an area that needs improvement. We believe that continuing the strategies we used in instruction this past year will allow us to continue the upward trend of reclassification in less than 5 years. Doing so is critical so that our students enter middle school and take classes designed for mainstream English students. This area of concern is being addressed by the methods described under the 1st paragraph in School Data Analysis.

Our Students with Disabilities (SWD) results also indicate a significant increase in those students scoring Basic and Above on the CSTs. The change was a positive gain of almost 40% in English Language Arts. Additionally, a positive gain of more than 27% scoring in Basic and Above on Mathematics was noted.

The CST trends in English Language Arts show a rise from 46.2% to 59.7% across the entire student population (net gain = 13.5%). This growth was also evident in the subgroup of ELs. This subgroup jumped from 12.1% to 29% (net gain = 16.9%). Our SWD scores also increased by 20.5%. Mathematics showed an increase from 69.5% proficient to 76% (net gain = 6.5%). This trend was not noted in our ELs. They showed a drop from 52.2% to 48.9% (net loss = 3.3%). It is surprising that the ELs did not experience a similar increase. It has been our school's prior experience that increased proficiency in ELA corresponds with a positive change in math scores, as reading becomes more prominent in word problems.

Disaggregated data by grade level show a positive trend across all grade levels in an increase in the amount of Proficient (P)/Advanced (A) students. More importantly, there was a negative trend in the amount of students in the Below Basic (BB)/Far Below Basic (FBB) groups. The students are moving from BB/FBB into the P and A levels of proficiency. These results convey quantitatively that our students' achievements are in the direction of our goals.

We attribute the positive gains in the aforementioned groups and subgroups to our efforts of providing additional support in the classrooms through the dedicated usage of Universal Access Time (UAT). This time is recommended by our language arts program, California Treasures. We dedicate 45 minutes of the day to providing additional, small group support to our ELs. In addition focusing on ELs, UAT was also used as enrichment time for our students that scored Proficient or Advanced on the CSTs. The use of our Learning Center, which is led by our certified Special Education instructor, has assisted in providing support to students scoring in BB or FBB on the CSTs. This support has assisted in achieving our goal of

advancing our ELs. Also, our Categorical Program Advisor taught intervention classes to support ELs to advance their level of English proficiency. Additionally, our school also offered Intervention Classes after school at each grade level for students struggling to meet essential standards. In addition, our faculty voted to hire an Intervention Support Coordinator to hold intervention classes during school hours for 2012-2013. This position was created to increase our support of EL advancement in CELDT scores, ELD levels, and CST scores. Additionally, our Intervention Coordinator renders services to students who demonstrated initial low comprehension and fluency based on assessments conducted at the beginning of the year as well as students whose CST scores were Below Basic and Far Below Basic. These students attend 45 minutes of intervention daily.

Goal 3- 100% Attendance

Our goal is for all of our students to achieve 100% attendance. Currently, 70% of our students have achieved this objective. Our overall daily attendance is approximately 96%. We continue to offer incentives of awards and trophies to reward individual accomplishment of this goal. Some of our students have taken part in the district's incentive to promote perfect attendance by applying on-line.

Goal 4-Parent and Community Engagement

It is very important for our school staff and faculty to be mindful of how parents view the school and whether or not they feel included and respected at Madison Elementary. During 2011-2012, we aimed to increase participation in the annual Parent Survey. In order incorporate parental involvement in accomplishing this goal, our Categorical Program Advisor held a parent meeting. The parents present at the meeting set a S.M.A.R.T. Goal to increase all parents' participation in the survey. This goal was achieved using various methods. ConnectEd messages were sent to each home reminding parents to complete and return the surveys. Additionally, all faculty assigned the return of the survey as homework. Finally, we awarded pizza parties to the top two classes with the highest rate of return. One party was for grades K-2 and one was for grades 3-5. Our efforts were rewarded by an increase in responses from 25.2% in 2010-2011 to 81.6% to 2011-2012 (net gain = 56.4%).

Our goal is to have a high participation rate in the survey. The results are more generalizable. For example, in 2010-2011, 71.7% of parents who completed the survey reported speaking to their child's teacher about schoolwork. In 2011-2012, when a much larger proportion of parents completed the survey, only 43.7% of parents reported talking to their child's teacher. This more accurate feedback reflected by a higher participation rate helps us to determine areas that need improvement. Our aim is to promote a "community" of inclusion, safety, and mutual respect. Due to the success of our method described above in achieving a high participation rate, we will be employing the same method this school year and future years as well.

Another resource to increase communication with parents is ConnectEd, which allows daily contact with parents. The use of ConnectEd is especially helpful for teachers when students have difficulty delivering important letters and notes to their parents. This system also facilitates communication with parents whose work schedules make the traditional forms of correspondence challenging.

Goal 5- School Safety

Our 2011-2012 School Report Card indicated that of those students, parents, and staff who participated in the survey, 93%, 90%, and 100% respectively, felt safe on school grounds. These results are also noted under the section for School Success Plan, #3 in School Culture and Climate. We also conduct monthly Emergency Drills and comments are collected monthly from teachers so that we can make changes to improve our practices.

An addition to our definition of school safety is the inclusion of emotional safety for the 2013-2014 school year. Current nationwide reports of playground and cyber bullying suggest that these issues need to be addressed daily in ALL schools. Despite the fact that 93% of our students reported feeling physically safe on school grounds, our school recognizes that we cannot overlook the emotional component of safety. As teachers, we are the students' first support system at school. We need to make certain we are providing care if necessary. Starting our next school year, we will begin administering annually an emotional survey titled, Is Your School An Emotionally Safe Place? by Jane Bluestein, Ph.D. All teachers will take this survey and evaluate what their strengths and weaknesses are in providing emotional safety. The objective of this task is to make teachers more cognizant of the behaviors we currently exhibit that contribute positively to our students' feeling of emotional safety. Our awareness will help each of us make the necessary adjustments to serve as a "safety net" for those students who are in need of that manner of reassurance. A copy of the contents of this survey is located in the Appendix C.

Analysis of Performance Meter

The analysis of Performance Meter scores reinforces that our current methodology is supporting our mission and vision. That is not to say that we are complacent. It simply underscores that our collaborative, consistent, and systematic approach is helping us accomplish our current objectives. As these goals are met, we will continue to enrich instruction and meet the new challenges that will certainly come with that.

One area of weakness that needs to be addressed is the reclassification of our ELs. The biggest obstacle facing these students is writing. The last 2 district-adopted language arts programs have not included quality writing portions. The lack of having a high-quality writing program has hindered reclassification. Acquiring a first rate, systematic writing program is our top priority. The autonomy and flexibility that ESBMM offers in choosing curriculum and using funds will help us to achieve our reclassification goal.

Another area of weakness is attendance. The number of students and staff members who achieved 100% attendance dropped this year. Nevertheless, we did exceed the district's Baseline and Annual Targets in the number of students' with 100% attendance. Currently, we give yearly awards and trophies at graduation to students as incentives to improve attendance. We also have an "Attendance Wall" that displays the names of students who achieved 100% attendance for the month. These practices will continue. We also are promoting the district's incentive program by exhibiting the district's posters in our hallways and explaining to students how to apply. In the coming school year, we will be implementing a Traveling Trophy Award. The trophy will be issued each month to the grade level class with the highest perfect attendance. In addition to these incentives, students with the most improved attendance from the previous year will receive recognition with an award. Parents will also receive ConnectEd announcements commending them on their child's attendance and timeliness. It is important to recognize parents' participation in student attendance and timeliness to school. Our staff exceeded the district's Baseline and Annual Targets as well. We are in the process of developing staff incentives for attendance.

While our top priority is academic achievement, we recognize that parental involvement greatly facilitates all of our goals. The biggest challenge every school faces is keeping parents involved and interested in their child's academic successes during the course of their elementary education. That is the thrust

behind recognizing parental participation in academics, attendance, and timeliness during our Awards Assemblies. These meetings help our school and our families celebrate participation and success. At Madison Elementary we strive to achieve this and hope that parental and teacher dedication continues throughout the secondary portion of our students' education.

B. SCHOOL SUCCESS PLAN

1. Instructional Program

California State standards currently drive our instruction. We have used this approach since 2005. Our Kindergarten and First Grade classes have begun the implementation of the new Common Core State Standards (CCSS). We are phasing in the remaining grades in the 2013-2014 and 2014-2015 school years. Currently, we are using the district-approved language arts program and mathematics programs, Macmillan/McGraw-Hill California Treasures and Scott Foresman-Addison Wesley envisionMATH for California, respectively. We supplement the programs with grade-appropriate, carefully chosen material, to bridge any gaps between the programs and the grade-level standards. In conjunction with standards-focused instruction, we work in our Professional Learning Communities (PLC's) to prepare curriculum mapping. We identify essential standards to guide, assess, and instruct our teaching. We also generate grade-specific Common Formative Assessments (CFA's). Additionally, we use the Los Angeles Unified School District (LAUSD) Periodic Assessments for language arts and mathematics, and California Treasures Language Arts Assessments to guide instruction. Moreover, we set school-wide Specific, Measureable, Attainable, Realistic, and Timely (S.M.A.R.T.) Goals. We will continue to use these assessments as necessary to gauge student growth and adjust teaching methods. A full description of our processes and practices is included in the following section. As our students' needs and achievement levels change, we will make the necessary modifications in assessments so that we continue to raise our API and AYP scores. Additionally, changes in our standards that are not met by our current language arts program will need to be reassessed as the phase in of CCSS continues. Moreover, if the LAUSD's Periodic Assessments do not correlate with the CCSS, we will develop our own school standards-focused assessments across the grade levels.

Our methodology to assist the at-risk students struggling to meet grade-level standards is the district's Response to Intervention and Instruction's (RTI²) three-tiered instructional model. We have delineated each tier and the interventions employed for each level.

- Tier 1: Differentiated Instruction through Universal Access Time (small groups) for application of skills, re-teaching, and/or additional activities as determined by DIBELS Benchmark Data, Progress Monitoring Data, Weekly Assessment Data, Unit Assessment Data, and Core K-12 Periodic Assessments (Core Curriculum).
- Tier 2: Homogenous, flexible small groups (3-5 students) or Individual Differentiated Instruction in order to scaffold and explicitly teach systemic, targeted, and specific skills. Students are monitored through Progress Monitoring Assessments (Pull-Out and Push-In Model).
- Tier 3: Small, homogenous groups (2-3 students) or Individual Instruction that is explicit and targeted for intensive support (LANGUAGE!, Triumphs Intervention).
- Teacher Tutor X-Time will be used to provide before and after-school Interventions through Local School Design.
- Our Categorical Program Advisor, Intervention Support Coordinator, and the Principal will identify and follow up on attendance (e.g., excessive absences and tardies) and health issues that

affect student learning. Our screening begins with the Coordination of Services Team (COST). If the students' needs are not met through the strategies suggested by the COST, then the Student Success Team (SST) and Language Appraisal Team (LAT) come together to further explore other factors affecting students' success.

Our instructional program also includes music and the arts. We have been part of the district's Arts Program since our school opened in 2005. This year our students are receiving dance instruction the 1st semester and dance and theater the second semester. Every teacher has participated in this program. We have trained all teachers in the different art's disciplines and continue to emphasize creativity and self-expression. The lessons are shared across the grade level to include classes not currently receiving instruction. In addition to this program, we have been partners with different arts companies who have come to teach our students about the visual arts and music. We have had a partnership with Education thru Music for the past 4 years. Additionally, a group of teachers are part of The Paul Getty Museum Art and Language Arts Program. We have yearly field trips to The Getty Center as well as professional development opportunities for teachers due to our partnership.

Currently, we have the district-offered orchestra program for music which is fully supported by our staff. Our school has been involved in this program for the past 3 years. The program is designed for 3rd to 5th grade students. Participating students receive instruction in music and an instrument of their choice. The students range in levels of proficiency from beginner to advanced. The advanced level consists of students who have participated in the previous years. Our emphasis on music has led us to create an annual musical performance. Moreover, our students have had the opportunity to present what they have learned by performing at other schools. Additionally, teachers have incorporated what the students have learned in the Arts Program by creating an annual school-wide dance performance. Every year there is a different theme for our performance. All of our students, faculty, and parents are invited to our Annual Spring Dance. Our parents are also invited to create their own dance and perform it as the culminating dance of the performance, and they have participated for the past two years.

a. The Principle of Mind & Our Professional Learning Communities (PLCs)

In an on-going effort to improve student academic progress, we embrace the PLCs. Through PLCs, teachers work together to develop a guaranteed and viable curriculum so all students meet or exceed grade-level proficiency. According to DuFour & Eaker, "The most promising strategy for sustained, substantive school improvement is developing the ability for school personnel to function as professional learning communities."

- Description of the Practice

At Madison Elementary, our PLCs are comprised of grade-level teams, from Kindergarten to fifth grade. We work collaboratively and are committed to improving student achievement and closing the achievement gap. At the heart of our PLCs is a dedication to student learning. As a school team, we began implementation by tailoring the PLCs process to meet our school's specific needs.

This process involved the steps listed on the next page.

Nine Steps to Professional Learning Communities (Curriculum Cycle)

1. Identify Essential Standards
2. Curriculum Maps
3. Periodic Assessment
4. Common Formative Assessment
5. S.M.A.R.T. Goals
6. Execute a rigorous lesson
7. Analyze student work & data
8. Share best practices
9. Intervention

After identifying the essential standards, our PLCs meet during grade-level release days and use specific criteria to determine the focus for their Common Formative Assessments (CFAs). After developing the CFAs, S.M.A.R.T. goals are created and revisited after administering the periodic assessments. We analyze student work, share best practices, and design interventions based on individual student needs using data gathered from periodic assessments and CFAs. During the process of sharing best practices, we determine a plan to execute targeted, standards-based rigorous lessons. We use Curriculum Maps to document all elements relating to our PLCs curriculum cycle.

At the core of our PLCs curriculum cycle, are CFAs. The CFAs are developed to maintain a rigorous level of instruction and consistency throughout the grade-level to hold teachers and students accountable for learning. We utilize the assessment results to identify areas of strength and weaknesses to guide future instruction. Teachers collaborate and share successes and failures experienced with lessons based upon the results of the CFAs. In addition to informing instructional needs, we use the results to guide interventions (i.e. re-teaching, specific grouping, differentiated instruction, team teaching, and small group instruction). Articulation across the grade-levels is also a vital component to sharing academic progress, needs, and possible resources in order to further assist students needing additional instructional support. This articulation takes place in both formal and informal settings throughout the school year.

Our PLCs process has evolved into grade-level teams working collaboratively on a weekly basis. Meetings take place during school hours during grade-level psychomotor (i.e., physical education instruction for students). Grade levels also meet during professional development times. Every member of the grade-level PLCs shares the responsibility of facilitating meetings and developing agendas for future discussions. We use staff-created feedback forms to record topics discussed. These are shared with the administration in an effort to communicate PLCs progress and possible needs. Teachers' high expectations lay the foundation for our mission to educate each student to his or her fullest potential.

An added resource at Madison Elementary is our five National Board Certified (NBC) Teachers. These teachers are in both lower and upper grades. They often lead Professional Development activities and support teachers in instruction as the need arises. They also mentor teachers who are transferred to our school. This support is invaluable to the continuation of our mission and vision.

b. The Principle of Body (Physical Education and Health Instruction)

As part of our vision, one of our guiding principles is the development of a healthy body. This component is vital for the development of a strong and thriving individual. The Principle of Body

encompasses the physical, emotional, and mental aspects of the child. We want our students to have physical, personal, and emotional awareness.

The need for daily, structured physical activity is highlighted in our most recent Fitnessgram. The results revealed that 53% of our 5th grade students' body composition ranked in the Need of Improvement and High Risk categories. Additionally, over 47% are in the Need of Improvement category of Aerobic Capacity.

The effect of physical activity on overall physical, mental and emotional health, academic performance, and self-concept has been the focus of several studies throughout the last decade. Strong et al. (2005) completed a comprehensive literature review on the effects of physical activity in school-aged children. The review showed that increased physical activity was correlated with gains in academic performance on standardized tests. It must also be noted that the time allocated to physical activity as opposed to academic instruction did not compromise academic performance. In other words, minutes lost in instructional time did not adversely affect the students' scores. Correspondingly, increased physical activity was also correlated with positive effects on memory, concentration, and classroom behavior. In addition to improvements in academics, there were beneficial effects on the musculoskeletal system, reduced body fat in overweight youths, improved self-concept, and a positive influence on depressive and anxiety symptoms. The researchers recommend 60 minutes of daily physical activity. Moreover, the hour does not need to occur in one session. It can be achieved cumulatively throughout the day, including activities such as recess and physical education.

The stress of academic performance in standardized testing can lead to neglecting other areas of education for students. We intend to make changes to our instructional blocks to include physical and health education. Providing the state-mandated minutes of physical activity as well as health and nutritional instruction by qualified instructors may assist our students' in making informed decisions about their health. By using our two recess blocks of 20 minutes daily and an additional 20 minutes of physical education, our students can receive the recommended time.

c. The Principle of Character

Research suggests that academic achievement is positively affected by character development (Benninga, Berkowitz, Kuehn, & Smith, 2003). Character building is essential to creating citizenship, community, and leadership. Our Student Council is a good example of the benefits of character building. Unlike the traditional Student Councils, ours is comprised of non-elected students. The rationale behind this approach is to motivate and encourage cooperation and community responsibility, not competition. Through participation in this council, the students engage in leadership building activities. An example of this form of activity is the creation of The Electric Company of Madison Elementary. The members of this team have educated the student body about the problem of energy over-usage and its effect on the environment. The team includes Gifted students, English Learners, and recently transferred students from a neighboring school. They have worked together to gather information, present plays, and inspire the entire school to conserve energy. The effectiveness of their project is evident when you enter our classrooms and see our lighting reduced to one row. The teachers also receive daily reminders from students to turn off the lights and computers when we leave our classrooms. This student group affects positive change in the community and draws upon the knowledge gained from Readers are Leaders.

While building and emphasizing citizenship, we recognize there are some students struggling with social issues and acceptance. In an attempt to help the adjustment process, we use the Second Step Program. We plan to expand our character building program by incorporating the use of the six pillars in CHARACTER COUNTS!: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. This approach is inclusive and encompasses our school's vision.

Random House's On-Line Webster's College Dictionary defines education as: the act or process of imparting or acquiring general knowledge and of developing the powers of reasoning and judgment. At Madison, we believe in this definition. We also believe that some successes cannot be measured through testing. It is because of this understanding and view of success that our approach is the triad of Body, Mind, and Character. It is through all of these avenues that we will assist each child to work to his or her fullest potential.

Becoming an ESBMM school will allow us the flexibility to adapt our curriculum to meet our students' needs, while focusing on the standards. This type of management allows for control over funds so that we can purchase programs to guide instruction to better prepare students in areas of weakness as determined by assessments.

2. Professional Development (PD) & ESBMM

Our academic progress, advancement in English Language Development (ELD) levels, and reclassification rates demonstrate that Madison teachers are effective in their classrooms. However, our greatest successes come when we make a concerted effort to work as one. Professional Development is a time when we all come together to improve our pedagogy and expand our knowledge as educators within and between the grade levels. In order to broaden our base of knowledge and become more effective facilitators of concepts, we will include more school-site workshops. An improvement and change to our PD will be having Madison educators lead workshops to share their expertise in various areas. Areas of interest where we are able to provide professional development for our teachers by our teachers include: technology, differentiated instruction practices, Common Core, Gifted Education, and standards-based concept lessons. This new PD design will allow our teachers sign up to train in specific areas of need and/or interest. In addition, our NBC teachers will continue to lead workshops and mentor incoming teachers. Our PD will be aligned with our school calendar, daily schedules, and assessment schedules.

Our PD will continue to include State- and Federally-Mandated trainings (e.g., Blood-Borne Pathogens Training, Harassment). However, the schedule of our PD sessions will change to accommodate parents' needs. Parents often pick their children up early on a Friday for travel when the following Monday is a holiday. In order to address the loss in instructional minutes and improve attendance, we proposed the idea to parents to change the shortened day for PD to be Friday. The parents voted in favor (68.5%) of the change.

Grant writing is an area in which our teachers have expressed great interest. Due to the increasing cuts in our budget and education as a whole, grants are a viable option for funds. However, in order for grants to be successful, they have to be written properly. A workshop on grant writing will allow our school to move forward and seek the resources needed to provide our students proper preparation for present and future successes. For example, as the CCSS test becomes computerized, we need to prepare our students to become computer literate and proficient. Presently, we do not have properly functioning, or sufficient equipment, to provide our students a 21st century education. A grant would provide this needed equipment.

We are seeking the adoption of a standards-based writing program and PD to guide the implementation of the new program. The last two language arts programs adopted by the district have lacked substance in the area of writing instruction. Without a structured, comprehensive writing program, our students' writing skills are not keeping pace with the rest of their academic development. This deficiency is reflected in their performance on the Writing Strategies standard section of the Periodic Assessments, CELDT, and writing as a sub-group in the California Standards Tests (CSTs).

Feedback from teachers on PD presentations is essential to improving practices. Therefore, we are in the process of developing a form to assess each PD. The evaluation will include feedback on the usefulness and adaptability of the information for classroom instruction, whether questions were answered, and what questions still remain. We will subsequently seek feedback on how teachers specifically used the material in their classrooms and its effectiveness. It is important to measure PDs' effectiveness so that future ones can be planned successfully.

3. School Culture and Climate

Central to continuing our support and improving our partnership with our parents and community is our commitment to maintaining an open and welcoming school culture and climate. We strive to maintain an inviting office environment, hold meetings and workshops designed for parents, distribute a monthly school newsletter, use of ConnectED, promote the school website, provide a Comments/Suggestions box, and offer our parents the opportunity to meet with teachers on an on-going basis. We also support the district's observation policy so that parents can sit in their child's classroom.

In addition to the aforementioned practices, we also looked at recent research on school culture and climate. The Center for Social and Emotional Education (School Climate Brief Vol. 1 No. 1, January 2010) conducted a summary review of research on the importance of school climate. Four essential areas were found to be significant factors in creating a positive school culture and climate: Safety (emotional and physical), Relationships (respect for diversity, school-connectedness, and social support), Teaching and Learning (professional relationships, social, emotional, and ethical learning, and Institutional Environment (physical surrounding). All of these factors are included in the three principles found in Madison Elementary's Vision Statement.

a. Safety

Our 2011-2012 School Report Card indicated that of those students, parents, and staff who participated in the survey, 93%, 90%, and 100% respectively, felt safe on school grounds. This assessment only reflects the physical aspect of safety. We currently do not have measures to report emotional safety other than of an anecdotal nature. Nevertheless, we are going to implement the use of the Survey: Is Your School An Emotionally Safe Place? by Jane Bluestein, Ph.D. (reprinted with permission). The survey can be found in Appendix C and at the website: http://www.educationworld.com/a_curr/bluestein-emotional-safety-survey.html. Taking this survey annually will allow our school to determine the things that we are successfully providing as well as areas that need improvement to have an emotionally safe school. Our goal is to reach "Agree" or "Strongly Agree" in all sections. The results will support us in monitoring the growth towards achieving an emotionally safe environment. Moreover, we have brought the problem of bullying to the attention of our students by having annual weeklong spirit-building activities to teach conflict resolution. Students are encouraged to report bullying during school and after school hours. We use the Second Step Program to address the conflict-resolution approach by role-playing and peer-counseling.

As added support, our school website lists various community, health, and mental health resources available to our school community. The website provides information to our parents in a culturally sensitive and private manner.

We are constantly reviewing our emergency preparedness to improve upon our practices. Fire drills and Emergency Drop drills are done on a monthly basis. The automaticity developed through consistent practice assists in ensuring safe responses during an unexpected disaster. Teachers actively discuss drills

and emergency protocols with their students and discuss how to increase emergency preparedness at home as well.

b. Relationships

In order to create positive and lasting parent/teacher relationships early in the year, our School Readiness Language Development Program (SRLDP) requires parental involvement. This program allows our parents the opportunity to showcase their talents and skills and allows our school to demonstrate that we value parents' contributions. In addition, every Kindergarten class starts with a Parent Orientation on the first day of school. Early in the school year we also offer Back to School Night for all grade levels so that parents can meet the teachers, ask questions, and gain valuable information about their child's upcoming year. In order to try to preserve the connection with parents throughout the year, our conference periods are scheduled so that we can meet with them to report progress at the midpoint of the reporting period. These conferences are one-on-one meetings between parents and teachers to share the child's strengths and weaknesses and collaborate on how to help the child progress. Discussions include, but are not limited to, support for homework, behavior, and academics.

Our efforts to create positive relationships with students, parents, and staff members are reflected in our 2011-2012 School Report Card survey. This sense of a close community was shown by 86% of the students reporting that adults at the school knew their name. Also, 91% of the students felt that they could go to an adult at this school if they needed help with schoolwork. That statistic is 7% higher than the district average. Of parents surveyed, 94% felt welcomed to volunteer their time in their child's classroom and that there were opportunities to participate in parent councils and organizations. (Note: 82% of all parents participated in the School Report Card survey.) Additionally, 91% of parents reported speaking to teachers regularly about their child's academic progress, and 97% of our teachers reported getting the help necessary to communicate with parents. In order to enhance academic communication, we also utilize the California Treasures' Home Connection to keep parents up-to-date on the skills being introduced and/or reinforced for the week. These letters are available in English and Spanish.

Relationships among staff members are continuously cultivated through our PLCs within grade levels and PD across the grade levels. Both work in concert and are data-driven to enhance our school and individual classroom performance as well as expanding and maintaining our student-centered approach to education. One hundred percent of our staff reported pride in our school. Teachers also reported 100% agreement or strong agreement with the statement: "I work with other teachers at this school to improve my instruction." Moreover, 94% of the teachers reported agreement or strong agreement with "OVERALL SUPPORT, COMMITMENT, AND COLLABORATION". This statistic is 7% higher than the district average. In accordance with LAUSD policy, our school has a zero-tolerance policy toward racial, gender, sexual-orientation, or religious discrimination. We take any incidence of harassment seriously, and it is dealt with immediately as recommended by the district. The school report card reflects that 93% of students and 94% of parents reported that our school respected people of all backgrounds. Again, this statistic is higher than the district average.

c. Teaching and Learning

The awareness that teachers are also learners and models of appropriate conduct is indispensable. Nowhere is the modeling more present than in the classroom. We, as teachers, have learned the norms and values of our society. We transfer that knowledge to our students through clear guidelines of decorum in the hallways, cafeteria, and classrooms. Our behavior standards are posted throughout the school and in every classroom for referencing and reinforcing. As part of our incentive program, *Golden*

Tickets are issued to students “caught being good or doing a kind deed”, and *Golden Horseshoes* are issued to classrooms showing proper behavior and manners during lunch time. *Golden Tickets* winners are randomly chosen every week and are awarded prizes. *Golden Horseshoes* are collected in groups of 25 and prizes are awarded to the entire class once a group of 25 is accumulated. To reward citizenship, we select a Student of the Month. All teachers choose a student from their classroom that demonstrates leadership, responsibility, and good citizenship. The students receive a certificate and their pictures are posted in the hallway for a month. These incentives, which were created by teachers and Local School Leadership, are all part of our positive reinforcement program to maintain and encourage character-building on a daily, weekly, and monthly basis.

We also have service-learning projects to develop civic awareness. As discussed above in greater detail, the Electric Company of Madison Elementary is an example of a service-learning project. All upper grade students have the opportunity to participate in Student Council. Teachers (4th and 5th grades) select and train the members. Members of Student Council have the responsibility of service jobs throughout the school. These include, but are not limited to, collecting recycling materials, raising and lowering the flag, and conducting our school-wide assemblies. While performing their duties, they also serve as role models by leading through example.

Our school also has clubs. The clubs are Umpires and Leaders. Club members are trained by the upper-grade teachers. Teachers demonstrate each game so that it is played correctly. The main objective is that the students learn the importance of fairness, responsibility, sportsmanship, respect, and citizenship. Club members meet during recess in the 4th and 5th grades. During this time, students assume leadership positions such as umpires and leaders. These positions are rotated every few weeks. Doing so allows all students to participate in the physical activity component of recess.

d. Institutional Environment

Addressing the physical cleanliness and school layout is crucial to safety, hygiene, and pride. While we are a small school, we cannot discount the importance of continuous monitoring to ensure safe and healthy school grounds. We recognize that doing so is important so that students, parents, and staff continue to feel pride in their immediate environment. Currently, we are facing the monumental task of keeping our school clean, safe, and attractive while facing shrinking funds and a reduced custodial staff. In order to meet this challenge, classrooms have monitors that help keep the rooms clean and safe. To address the larger issue of campus cleanliness, our Local School Leadership Council, under the Student Conduct and Discipline subcommittee, is in the process of developing a plan for a School Beautification Club. The club will include all grade levels and each classroom will assume the responsibility of cleaning a portion of the campus. Cleaning will be done on a weekly basis, one afternoon a week. School improvement can impact school climate. Having a School Beautification Club also increases students’ ownership of their environment and assist in ensuring school-wide pride and participation.

4. Parent and Community Engagement

Parental involvement and community engagement play an integral role in promoting the culture of the school and improving overall student achievement at Madison Elementary School. Madison’s strong relationships with parents, effective collaboration, and high expectations for all students to achieve have enabled us to create a unique spirit and culture of hope and belief in our students’ abilities to prosper, succeed, and achieve their dreams.

a. Policy Involvement

Madison Elementary School has set aside a specific room to use as a Parent Center. Two Community Representatives keep the Center open throughout the school day to facilitate the volunteer program and other parent activities. Parents are actively encouraged to be involved in the school as leaders by participating in the various school councils (e.g., ELAC, SSC, LSLC, and PHBAO) and the PTA. They can also volunteer during special events as well as in the Parent Center and classrooms. Parents are actively involved in the annual review, dissemination, and implementation of various policies. Parents are also encouraged to be active participants in their child's education by attending informational and decision-making meetings such as: our annual Title I meeting, Back to School Night held in the Fall, Open House in the Spring, and Parenting workshops held throughout the year. They can also participate in interactive activities with their child during Family Day at the Park, Literacy Night, and Math/Science Family Night. To facilitate the creation of a bond between parents and our Principal, parents are invited to participate in monthly meetings of "Coffee with the Principal." During these meetings, they are able to converse about any topic they wish without the limitations of an agenda.

Communication with parents includes the following: letters, flyers, newsletters, and monthly activity calendars sent home with students, parent conferences, progress reports, signs on school grounds, ConnectEd, and the school's website. All communication given to parents is provided in both English and Spanish. Community Representatives play an integral role in ensuring good communication with parents. They greet parents at the gates each morning. They invite and remind parents of meetings, workshops, and any other special events. Our main office is open during our normal school business hours of 7:30 a.m. – 4:30 p.m.

b. Shared Responsibility for High Student Academic Achievement

Parents on the councils are provided with opportunities to review the available achievement data and recommend support to improve student achievement. Parents collaborate with staff to develop the Parent Involvement Policy as well as Madison's School-Parent Compact (see Appendix D) that describes the school's and parents' responsibility to support student academic achievement.

c. Building Capacity for Involvement

1. Annual Title I meetings are held to inform parents about policies as well as their rights. We inform parents about Title I requirements and how to get involved with the school. Parents are provided regular workshops on how to become active participants in their child's education and ways in which to monitor their progress and ensure academic success. Parent-Teacher conferences also offer supplemental support to parents by listening to their concerns and offering strategies for home support.
2. Our intervention and categorical coordinators develop and lead parent trainings on literacy, mathematics, and English Language Development. Topics include, but are not limited to: Phonics, Reading Comprehension, Blending, Writing, Basic Math Facts, Algebra, Thinking Maps, and ELD Strategies. These workshops provide take-home materials to use with their child to improve academic achievement. The school nurse, psychologist, and PSW counselor provide information and demonstrations for parental education. Information concerning student achievement is provided during the Parent Advisory Council meetings. We include relevant data such as reading scores on unit assessments by grade level, math quarterly assessments by grade level, and English Learner student progress on the CELDT and EL reclassification.

3. Teachers and parents have various opportunities to work together. Parents and teachers communicate during both formal biannual Parent Conferences, informal conferences, Back to School Night, and Open House. Parents and the community are invited to participate in Read Across America, Scholastic Book Fairs, Reading Is Fundamental book distributions, Literacy Night, Math/Science Night, and other related activities.
4. Meetings, Parent Workshops, trainings, and other informational materials given to parents are provided in English and Spanish. Our Kindergarten offers the Read With Me/Lee Conmigo program that is both in English and Spanish. The availability of the materials in both languages affords all parents the opportunity to read nightly with their child and encourages participation in their child's education.
5. Feedback and suggestions from parents and the community are vital to improving school culture and climate. Parents are able to communicate with the school through our school's Community Representatives, parent surveys, Parent Needs Assessments, and a Suggestion Box located in the Parent Center. Parental input is an integral part of improving student achievement and getting closer to closing the achievement gap.

d. Accessibility

Accessibility cannot be simply defined as physical access to information or areas. Madison provides opportunities for parents with limited English proficiency and parents with disabilities to participate in all activities. Parents are often not familiar with the acronyms and language used in our district. Therefore, we provide information written in language that is comprehensible. For example, we hold annual meetings to present information on the ELD folders and standards in a parent-friendly format. We also have a website that provides accessibility to school information for parents with demanding work schedules. They are able to access relevant information 24 hours a day.

e. Non-Academic Opportunities for Parental Involvement

At Madison Elementary, we believe that meaningful school participation and the creation of fond memories are central to academic motivation and achievement. As part of our school year, we incorporate a Winter Program, a Spring Program, and a Halloween Parade that culminates with a Harvest Festival. All classes must perform in at least one of the programs; however, they are invited to participate in all. To demonstrate cultural and religious sensitivity, students may opt out of performing or participating in any of the aforementioned activities. Additional non-academic activities include field trips to our city park and community establishments such as Lucky and Bestway supermarkets, McDonalds, as well as our neighborhood convalescent home. Our hope is to foster an appreciation and understanding of their community.

5. Additional Accountability Measures

At this time, we have not created or employed accountability measures other than those provided by the district and our CFAs. Our objectives continue to be assessed with these current measures. Ultimately, we will design our own measures that correlate more precisely with the incorporation and application of the CCSS.

In the 2013-2014 school year, we will begin using the emotional safety survey to assist us in raising our

level of awareness of students' emotional needs. Our involvement and growth in this area will be assessed by a rise in individual scores. This new measure is being introduced to our school by the School Conduct and Discipline subcommittee of Local School Leadership Council. It is our hope that being more aware of students' emotional issues and addressing them early will lead to improved conduct and attendance.

To address accountability in attendance, we are preparing to create a school-wide S.M.A.R.T. Goal for attendance. This method will allow us to evaluate school, grade level, and classroom attendance rates. As previously stated, we are promoting the district's incentive program by displaying the district's posters in our hallways and explaining the application process to students. In the coming school year, we will be implementing a Traveling Trophy Award. The trophy will be awarded each month to the grade level class with the highest percentage of attendance. In addition to these incentives, students with the most improved attendance from the prior year will receive recognition with an award. It is also important to recognize parent participation in student attendance and timeliness. Parents will receive a ConnectEd announcement commending them on their child's attendance and timeliness. We are currently in the process of developing staff incentives for attendance.

Another measure of attendance we want to improve upon is Parent Conference participation. We will be calculating the percentage of parental attendance for each class. Parents who did not attend will be called to set an alternate date to discuss the grades. The School-Parent Compact will be reviewed so that we can reemphasize the importance of approaching education as a team and that all stakeholders are responsible.

As part of measuring accountability and the improvement of school discipline, we would like to restructure our after school program. Currently, we have the Beyond the Bell program from 2:30 to 6:00 pm. During this time, the incidence of bullying in the school increases. We feel that this increase in bullying requires action. In an effort to develop alternative behaviors and build character, we propose a change to our after school program. We would like to offer after school Physical Education and Theatre classes. We propose to use our intervention money to hire teachers from our staff to lead the classes. These classes will be held from 2:30-6:00. The objective of these classes is to increase positive behavior and build healthy lifestyles.

6. School Governance

When Madison Elementary's doors first opened in September 2005, the faculty and staff collaborated to create the climate for academic and social excellence we enjoy today. We consider working together as a team to be the reason that after 8 years, we have retained close to 90% of our original staff and faculty. This cohesion is also underscored by <1% of our faculty transferring from our school to another. It is imperative that our mission and vision continue into the future.

We developed PLCs as a research-based professional practice to advance student learning. PLCs are based on trust and a willingness to share with colleagues our best practices and areas needing improvement.

Research indicates that hiring is one of the most important factors in maintaining a high performing school. Established mission and vision statements are essential to assisting new teachers in their transition to our school culture and climate. These statements ensure continuity of our school practices. At Madison, a school-based hiring committee that includes an administrator, teachers, and classified staff conducts interviews of job candidates. This committee ensures the selection of a candidate who matches our own high expectations as well as shares our mission and vision.

In theory, our preparation for ESBMM began 8 years ago when Madison first opened. For example, we have consistently increased our leadership responsibilities each year. We are ready to assume additional involvement in the management of our school. We understand that LAUSD is a very large school district with varying student populations. Becoming an ESBMM school ensures a curriculum designed to better fit the needs of our specific student population. Our curriculum will be determined across and within the grade levels by the teachers. Regular assessments will allow the teachers to continue to use the methods and supplemental materials when a positive trend is noted as well as modify when necessary. All of the stakeholders at Madison Elementary want to ensure that we have the flexibility to address our population's specific needs. Through the use of the ESBMM governance, we will hold ourselves accountable for further improvement and growth.

a. Governing Councils/Bodies/Committees

Local School Leadership Council (LSLC)- Local School Leadership Council is our largest governing body and will work with all stakeholders to make decisions regarding the school. Currently, this council is comprised of the Principal, 5 teachers, parent elected as representative(s), and our UTLA Chair. The LSLC will expand its current role to include ESBMM responsibilities. In the ESBMM committee opinion survey, the majority of teachers and parents expressed interest in maintaining the current style of school governance for the future. Our currently successful LSLC will maintain its governance practices and modify them when necessary to address the specific needs of ESBMM. Furthermore, this governing body will also fulfill all the requirements of LSLC as outlined in the LASUD-UTLA Collective Bargaining Agreement.

The LSLC consists of 5 elected teachers and the UTLA Chair. Each of the teachers and the UTLA Chair will chair a subcommittee. The LSLC will meet the second week of each month. All stakeholders can refer school issues, concerns or ideas to the principal or any members of LSLC. In turn, the LSLC will refer the issues to the appropriate subcommittees. All non-elected faculty at Madison will serve on a subcommittee they choose at beginning of each school year. These subcommittees will be established by combining current LSLC responsibilities with the added responsibilities of ESBMM. (The subcommittees are shown in Appendix E.) Each of these subcommittees will meet the first week of each month for a minimum of 45 minutes after dismissal. The subcommittees are: Staff and Professional Development, Master Calendar, Bell Schedule & School Activities, Budget, Use of School Equipment and Technology, Curriculum, Instruction, and Assessments, and Student Conduct and Discipline. The subcommittee chairs will bring the new proposals of each subcommittee back to LSLC for final approval. Additionally, the LSLC will seek approval for its proposals from the School Site Council (SSC) when necessary. During the approval process, the SSC will determine if the proposals are in accordance with State and Federal regulations.

Our goal is that with this process, all stakeholders will have a voice in making decisions. We wish to establish an environment of transparency so that parents, teachers, and administration are all well-informed when making decisions.

Below is a brief description of each subcommittee.

1. Staff & Professional Development

This subcommittee will survey staff and develop workshops based on the needs and interests of the staff. It will also make sure that all State- and Federally-mandated trainings are scheduled and completed in a timely manner. This subcommittee will coordinate with our NBC teachers on

developing and leading PDs. Feedback forms will be created evaluated to follow-up on completed workshops. In addition, the subcommittee will make suggestions to the Grant Writing Committee.

2. Master Calendar, School Calendar/Activities and Bell Schedule

This subcommittee will schedule and coordinate all school-wide events. It will also determine whether the bell schedule needs to be altered to improve instruction. Additionally, any topics involving time or schedules will be referred to this subcommittee.

3. Budget

This subcommittee will look at the needs of the staff and prioritize purchases as determined by the budget. It will make allocations of school funds and determine that funds are used appropriately. The subcommittee will inform SSC of available funds and how it may be used. The SSC may also make recommendations to this subcommittee.

4. Use of School Equipment and Technology

This subcommittee will determine how school property and equipment will be handled at the school site. It will also decide the technology needed at Madison and determine ways to acquire the necessary items. This subcommittee may refer suggestions to the Grant Writing Committee.

5. Curriculum, Instruction, and Assessments

This subcommittee will make choices on curriculum implementation and usage. It will coordinate with grade level chairs on PLCs and grade level needs. This subcommittee will be responsible for ensuring the use of Common Formative Assessments and Periodic Assessments. If needed in the future, the subcommittee may recommend alternative assessments to meet instructional needs.

6. Student Conduct and Discipline

This subcommittee will be responsible for student-related matters. It will ensure the implementation of our school-wide positive behavior plan and make changes when necessary. The subcommittee will coordinate grade-level awards assemblies, Student of the Month awards, and school-wide motivators. These activities will be managed and adjusted according to school needs and requests. This subcommittee will also evaluate programs targeting appropriate behavior and student discipline and make suggestions when needed.

School Site Council (SSC)- This council has an equal number of school members and parents. School members include an administrator, 3 classroom teachers, and one out-of-classroom or classified personnel. There are 5 parent members. Officers for this committee are elected. SSC evaluates the single school plan, approves recommendations from ELAC, initiates recommendations, and approves categorical budgets that include Title I funds. SSC will continue to meet and make budget decisions. The council will keep an open communication with LSLC regarding issues and decisions made. This council will continue to operate at its current capacities as required by State and Federal guidelines.

English Learner Advisory Council (ELAC)- Members of this council are nominated, and the council elects its officers. Fifty-one percent of the members must have students in school who are English Learners. The committee reviews the single school plan, makes recommendations to the SSC, and makes recommendations regarding categorical funds for EL learners. This council meets 6 times a year. This council will also continue to function in compliance with State and Federal guidelines.

Grant Writing Committee- We will be adding a Grant Writing Committee next year. This committee will be independent of the school governing committees. Members will meet monthly for a minimum of 45 minutes as do the aforementioned committees. The purpose of this committee is to investigate the school's needs and investigate which grants will be able to subsidize our needs.

Aside from the aforementioned committees, each teacher will also serve on an adjunct committee (See Appendix I). The purpose of these committees is to continue to provide our student body with the level of commitment and community that makes us "Madison". An example of such a committee is the Literacy Night and Read Across America Week Committee. The creation of this committee fostered excitement for reading through daily school-wide competitions. An example is the 'Wacky Wednesday' competition. All grade levels and classes compete. Certificates are given to students for participation and prizes are awarded for classes with the highest percentage of participation. These types of activities continue throughout the week. The culmination of the week is having a family Literacy Night. Parents come with their children and enjoy a play put on by staff and students. Later, they attend a class of their choice for story time.

A diagram showing the breakdown of our governing committees is located in Appendix E. A copy of our adjunct committees and their responsibilities is located in Appendix I.

- a. The ESBMM was voted on and ratified on December 11, 2012. The results showed ____% in favor of the proposal being submitted.

7. School Planning Team

a. Planning Team Members

1. The leaders of the planning team are Monica Polanco-Arias and Iris Verbera. These two members volunteered to serve as the leaders. The leaders took the Webinar Autonomy 101 that the district offered. They presented the Autonomous School Models to the staff. The entire staff voted in favor of applying to the district for ESBMM.
2. The members of our planning team are as follows:

Araceli Arellano (1st Grade Teacher, BCLAD, National Board Certified Teacher)
Geoff Jamora (5th Grade Teacher, CLAD)
Kimberly Klopfer (5th Grade Teacher, CLAD, National Board Certified Teacher & UTLA Chair)
Monica Polanco-Arias (Leader, 2nd Grade Teacher, CLAD)
Soraya Ramos (Categorical Program Advisor)
Iris Verbera (Leader, 1st Grade Teacher, BCLAD, National Board Certified Teacher)

Lourdes Vidal (3rd Grade Teacher, BCLAD)
Unfilled (Parent)

3. After the initial application was submitted, the leaders requested that staff members volunteer to join the planning team. All members volunteered to serve on the planning team.
 4. The members of the planning team span different grade levels, credentials, and certifications.
- b. Parents were engaged in the process in the development of the plan. Four of the team members, including one of the leaders, held a parent meeting on November 15, 2012 to inform parents and answer questions about ESBMM (see Appendix G). All parents were invited to this informational meeting. The 6 Areas of Autonomy were explained. Additionally, surveys were given to the attending parents, and surveys were also sent home to those unable to attend. A copy of the survey was given to parents in dual languages (see Appendix H). In addition we requested that a parent volunteer to be part of the planning team. However, we were unable to fill this position. Nevertheless, we used responses from the parents' survey to guide the team in writing our proposal and took into account the issues that affect the families.

Appendices

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Appendix B

MADISON ELEMENTARY
9820 MADISON AVE
SOUTH GATE, CA 90280



Developed in partnership with
LIVE UNITED
CALIFORNIA COMMUNITY FOUNDATION
United Way



Los Angeles Unified School District

SCHOOL report card

Dear Parent or Guardian,

Our responsibility for educating our children is to work together as a team—the school and district staff, parents, guardians and families, and students themselves. We all need to make our best efforts, individually and as a group, to support our students, believe in their abilities and potential, and create conditions for their success.

The 2010-11 School Report Card, revised with input from various parent and community groups, is a valuable tool for you to learn about your student's school. Bring this document with you when you visit with your student's teacher(s). Learn how your school is working to help your student read, write, think, and speak at or above grade level. Ask questions. Find out how you can help. We are a team, and we need you!

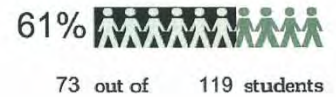
Dr. John E. Deasy
Superintendent

Gretchen E Young
Principal

5th graders scoring proficient or advanced in English language arts



5th graders scoring proficient or advanced in math



MADISON ELEMENTARY

MADISON ELEMENTARY

The Academic Performance Index (API) is a score California gives each school based on student test scores. 200 is the lowest possible score. 800 is the target API score; 1000 is the maximum.

API Score 2010-2011 **789** Change from 2009-2010 **-14**

► How many students are at this school? **612**

PROGRESS

Moving toward learning goals

► Are students meeting California standards in English language arts and math?

Students in grades 2-11 are tested annually to assess their achievement of state content standards. California Standards Test (CST) scores fall into 1 of 5 performance levels. The state's goal is for all students to score proficient or advanced, the top 2 performance levels.

Students scoring at the proficient or advanced performance level in...	2009-10	2010-11	LAUSD Average
English language arts	51%	46%	50%
Math	67%	69%	62%

Research shows that students who are reading at grade level by the 3rd grade have much better chances at success in middle school and high school.

3rd graders scoring proficient or advanced in English language arts	38%	41%	40%
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► How much Academic Growth over Time (AGT) did the school make on standardized tests?

A method known as value-added analysis helps us know how much students have progressed on standardized tests from one year to the next. The table below provides Grade-Level AGT results for English language arts (ELA) and Math for the past academic year 2010-11.

	Far Below Predicted	Below Predicted	At Predicted	Above Predicted	Far Above Predicted
ELA Grade 3		✓			
ELA Grade 4			✓		
ELA Grade 5			✓		
ELA Grade 6					
Math Grade 3		✓			
Math Grade 4				✓	
Math Grade 5			✓		
Math Grade 6					

Find detailed information about your school's AGT results online at <http://agt.lausd.net>.

*Data not shown when the number of students or other respondents is 10 or less to protect student privacy and ensure statistical accuracy, or when data are not available.

1

READINESS

For college or career

► Are students getting ready to move up to middle school?

5th graders scoring proficient or advanced in English language arts

42% 

50 out of 119 students

5th graders scoring proficient or advanced in math

61% 

73 out of 119 students

5th graders scoring at the proficient or advanced performance level in...	2009-10	2010-11	LAUSD Average
English language arts	45%	42%	51%
Math	60%	61%	60%
Science	52%	45%	51%

2

LEARNING environment

What it's like to be at this school

In 2010-11, students, staff, and parents were surveyed about their experiences at this school. Here is what they told us...

Students:	Number (percent) responding:	227 (72%)
What we are learning takes a lot of thinking.		91%
Adults at this school know my name.		81%
My school is clean.		75%
I feel safe on school grounds.		91%
Parents:	Number (percent) responding:	122 (25%)
I feel welcome to participate at this school.		98%
The school offers me opportunities to participate in councils, parent organizations.		98%
I talk with the teacher about my child's schoolwork.		72%
My child is safe on school grounds.		97%
Staff:	Number (percent) responding:	32 (53%)
I get the help I need to communicate with parents.		94%
I am proud of this school.		100%
My school is clean.		83%
I feel safe on school grounds.		100%

For more information on the survey results, go to <http://schools.survey.lausd.net>

► What is the highest level of education students PLAN to complete?

Students responding: 214

High school	4%	2-year college	4%	Graduate school	48%
Vocational school	7%	4-year college	14%	Unsure of plans	24%

► What are other important things to know about this school?

	2009-10	2010-11	LAUSD Average
Students suspended one or more times	0%	0%	1%
Teachers at this school for at least 3 years	89%	93%	82%
Staff with 96% or higher attendance*	74%	76%	72%
Students with 96% or higher attendance*	72%	72%	64%
*96% attendance is equal to 7 days absent			
Highly qualified teachers (fully accredited and demonstrate subject area competence)	92%	100%	95%

3

STUDENT groups

Performance of different groups

► What percentage of students is scoring proficient or advanced across student groups?*

	ELA	Math
All students	46%	69%
African American	**%	**%
American Indian	**%	**%
Asian	**%	**%
Filipino	**%	**%
Latino	45%	69%
Pacific Islander	**%	**%
White	**%	**%
English learners	32%	64%
Economically disadvantaged	46%	69%

► How are African Americans, English learners and students in special education performing?*

This section shows information about three major student groups who have been historically under-served and have struggled to meet performance targets in English language arts (ELA) and math.

African Americans scoring proficient or advanced in...	2009-10	2010-11	LAUSD Average
English language arts	**%	**%	44%
Math	**%	**%	49%

Students in special education scoring proficient or advanced in...

English language arts	15%	11%	29%
Math	34%	42%	40%

English learners must achieve 3 goals to be reclassified as fluent English proficient (RFEP): 1. Score proficient on the California English Language Development Test (CELDT) 2. Show basic skills on the California Standards Test (CST) 3. Be recommended by the school by passing English with a "3" or "4".

English learners...

1 ...scoring proficient on the CELDT	29%	26%	26%
2 ...scoring basic or above in CST-ELA	57%	49%	58%
3 ...passing English with a "3" or "4"	29%	28%	33%

*Student performance is defined by AYP criteria

BOARD DISTRICT 5
BENNETT KAYSER

Local District 6
323-566-8500

9820 MADISON AVE
SOUTH GATE, CA 90280
323-566-3900

MADISON ELEMENTARY

4

LEARN_{more}

► Who are the students at this school?

► Total number of students enrolled: 612

► Percentage of students enrolled who are...

African American	0%	Gifted and talented	4%
American Indian	0%	Students with disabilities	9%
Asian	0%	English learners	37%
Filipino	0%	Reclassified fluent	
Latino	99%	English proficient	14%
Pacific Islander	0%	Economically disadvantaged	100%
White	0%	Students entering and leaving	13%

► What is Adequate Yearly Progress (AYP) and Program Improvement (PI) Status?

A school must meet targets under No Child Left Behind (NCLB) on standardized tests and graduation rates for all students and for certain groups (economically disadvantaged students, students with disabilities, English learners, and students in different ethnic groups). For information on the specific requirements for your school, visit <http://www.cde.ca.gov/ta/acl/ar/> and click on the link called School Level AYP Reports.

Did this school meet AYP requirements?	No
How many requirements did the school meet?	13
...out of a possible	17

A Title I school is in **Program Improvement (PI)** status when it does not meet AYP requirements two years in a row. When this happens, an intervention plan is designed to help the school meet its requirements. Parents are notified when a school enters PI status. You may view a copy of your school's plan at your school.

What was the school's PI status as of September 2011? Year 1

► How are students performing in magnet centers?

Students scoring proficient or advanced in...

Magnet Center	ELA	Math

5

GET_{involved}

► What you can do as a parent...

As a parent, you play a critical role in your child's success in school. Aside from teachers and counselors, the school principal is someone every parent can talk to at the school. Many schools also have a parent center with additional resources for parents.

Principal of this school: Gretchen E Young

School phone number: 323-568-3900

Parent center phone number: 323-568-3900

madison-laUSD-ca.schoolloop.com

► Get involved with your child's school.

For resources like guidelines on how to help your child succeed in school, how to support your child's school, back to school tips, information about volunteering, school governance, parent centers, and advisory committees, contact:

LAUSD Parent Community Services Branch

(866) 669-7272

www.lausd.net/parent-services

► As a parent of a student in special education, become more informed.

To access tools like an informational training series for parents of students with disabilities and to learn about resources like the Complaint Response Unit that responds to concerns of parents of students with disabilities, contact:

Division of Special Education

(213) 241-6701

<http://sped.lausd.net>

► Access information on your student's progress.

To find information on your child's grades, attendance, behavior, etc., contact your school to find out how to get access to the Integrated Student Information System (ISIS) Family Module. You may access the tool at:

<http://family.lausd.net>

6

Results of the 2012 School Experience Survey

MADISON EL - 3210 EDUCATION SERVICE CTR - SOUTH

What is the purpose of this survey report?

This report provides detailed information on the responses that LAUSD students, parents and employees gave to the School Experience Survey last spring. The report gives schools feedback from the entire school community to inform their planning efforts.

Alongside the results for each school are the aggregated results across all LAUSD schools, which are provided as a basis for comparisons. Beginning on page 2 of this report, the righthand column labeled 'LAUSD' contains the results aggregated across all LAUSD elementary schools.

Who was given an opportunity to participate in the School Experience Survey?

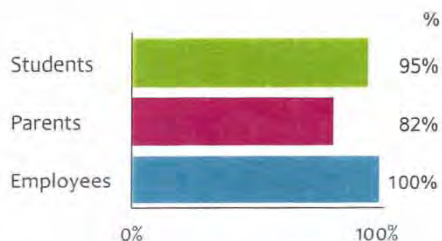
All school employees and parents, as well as students in grades 3-12 were asked to complete the survey in 2012, and will be given another opportunity to participate in the survey in Winter 2013.

In Spring 2012, who completed the survey at MADISON EL?

Number of surveys completed:

Students	272
Parents	408
Employees	58

In Spring 2012, what were the response rates at MADISON EL?



In Spring 2012, what were the key findings of the survey at MADISON EL?

Students

In total, 272 students completed the survey:

- 86% said adults at their school know their name.
- 73% said their school is clean.
- 93% said they are safe on school grounds.

Turn to [page 2](#) for the results of the student survey.

Parents

In total, 408 parents completed the survey:

- 94% said they feel welcome at their school.
- 44% said they talk with the teacher about their child's schoolwork.
- 90% felt their child is safe on school grounds.

Turn to [page 5](#) for results of the parent survey.

Employees

In total, 34 teachers completed the survey:

- 100% said that the school's professional development addresses their students' needs.
- 100% said they work with other teachers to improve their instruction.

In total, 58 employees, including teachers, completed the survey:

- 90% said that their school grounds are clean.
- 100% said that they feel safe on school grounds.

Turn to [page 9](#) for results of the employee survey.

For more information on how to read this report, visit our website at <http://schoolsurvey.lausd.net>.

Results of the 2012 School Experience Survey for STUDENTS

MADISON EL - 3210

EDUCATION SERVICE CTR - SOUTH

1. What was the level of SCHOOL SUPPORT reported by STUDENTS?

SURVEY QUESTION	% of students who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. Adults at this school know my name.	4%	10%	51%	36%	272	86%	73%
B. Adults at this school care if I'm absent.	7%	8%	27%	58%	271	86%	71%
C. I can go to an adult at this school if I need help with schoolwork.	6%	4%	22%	68%	267	91%	84%
D. I can go to an adult at this school if I need help with a personal problem.	6%	8%	14%	71%	271	85%	83%
E. Adults at this school are fair to people of all backgrounds (race, religion, rich/poor, etc.).	3%	4%	15%	78%	270	93%	84%
F. Adults at this school do not allow teasing or name-calling.	5%	4%	6%	85%	270	91%	87%
G. I can use the Internet when I need it for my schoolwork.	6%	6%	29%	58%	269	87%	66%
H. I can go to an adult at this school for help to prepare me for college or career.	14%	12%	27%	47%	267	74%	54%
OVERALL SCHOOL SUPPORT	6%	7%	24%	63%	272	87%	75%

2. What was the level of SCHOOL INVOLVEMENT reported by STUDENTS?

SURVEY QUESTION	% of students who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. I study hard for tests and quizzes.	3%	3%	22%	73%	271	94%	92%
B. I come to class with my homework completed.	3%	8%	34%	55%	270	89%	91%
C. I am proud to be a student at this school.	0%	5%	9%	86%	269	95%	91%
OVERALL SCHOOL INVOLVEMENT	2%	5%	22%	71%	271	93%	91%

Notes: Data are not presented for fewer than 10 respondents. *Overall number of responses to this question may be low, due to an error in the printing of the survey.

**Question excluded from the overall score for the content area.

MADISON EL | 2

3. What were the OPPORTUNITIES FOR LEARNING reported by STUDENTS in their Elementary classroom?

SURVEY QUESTION	% of students who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. What we are learning takes a lot of thinking.	4%	7%	28%	61%	272	89%	92%
B. My teacher believes I can do well in class.	1%	2%	9%	88%	270	96%	97%
C. My teacher cares about me.	2%	3%	15%	80%	268	95%	93%
D. Students have chances to talk about what we're learning.	2%	4%	24%	71%	270	94%	91%
E. If I don't understand something in class, my teachers work with me until I do.	1%	2%	13%	84%	270	96%	92%
OVERALL OPPORTUNITIES FOR LEARNING	2%	4%	17%	77%	272	94%	93%

4. What were the PLANS FOR THE FUTURE reported by STUDENTS?

SURVEY QUESTION	% of students						Number of responses
	High school diploma	Tech/vocational school	2-year college	4-year college degree	Graduate degree	Unsure of plans	
How far do you plan to go in school?	4%	4%	9%	24%	47%	12%	268

SURVEY QUESTION	% of students who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
My school is helping me prepare for this plan.	2%	4%	13%	81%	269	94%	87%

Notes: Data are not presented for fewer than 10 respondents. *Overall number of responses to this question may be low, due to an error in the printing of the survey.

**Question excluded from the overall score for the content area.

MADISON EL | 3

5. What was the level of SCHOOL CLEANLINESS reported by STUDENTS?

SURVEY QUESTION	% of students who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. The cafeteria and lunch areas at my school are clean.	4%	19%	49%	27%	272	76%	64%
B. The bathrooms at my school are clean.	18%	31%	36%	15%	272	51%	38%
C. The other areas of my school (field, halls) are clean.	2%	5%	31%	62%	270	93%	83%
OVERALL SCHOOL CLEANLINESS	8%	19%	39%	35%	272	73%	62%

6. What was the level of SCHOOL SAFETY reported by STUDENTS?

SURVEY QUESTION	% of students who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. I feel safe on school grounds.	3%	4%	17%	76%	271	93%	89%
B. I feel safe in the neighborhood outside my school.**	17%	15%	32%	37%	272	68%	67%
C. Graffiti/tagging is not a problem at my school.	25%	18%	14%	43%	268	57%	57%
D. Gangs are not a problem at my school.	19%	12%	7%	62%	267	69%	62%
E. Bullying is not a problem at my school.	39%	21%	15%	25%	272	41%	37%
OVERALL SCHOOL SAFETY	22%	14%	13%	51%	272	65%	61%

Notes: Data are not presented for fewer than 10 respondents. *Overall number of responses to this question may be low, due to an error in the printing of the survey.

**Question excluded from the overall score for the content area.

Results of the 2012 School Experience Survey for PARENTS

MADISON EL - 3210

EDUCATION SERVICE CTR - SOUTH

1. What were the OPPORTUNITIES FOR INVOLVEMENT reported by PARENTS?

SURVEY QUESTION	% of parents who responded:					Number of responses	% who agree or strongly agree	
	Don't know	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. The school offers me opportunities to participate in councils/committees/parent organizations.	5%	0%	1%	44%	49%	406	93%	93%
B. My school's councils/committees/parent organizations represent my needs.	14%	0%	5%	46%	35%	403	81%	81%
C. The school offers parent trainings when I can attend.	12%	2%	9%	40%	37%	403	78%	79%
D. Translation and interpretation services are readily available when I need them.	12%	1%	2%	38%	46%	401	85%	76%
OVERALL OPPORTUNITIES FOR INVOLVEMENT	11%	1%	4%	42%	42%	404	84%	82%

2. How WELCOME did PARENTS feel at this school?

SURVEY QUESTION	% of parents who responded:					Number of responses	% who agree or strongly agree	
	Don't know	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. I feel welcome to participate at this school.	3%	1%	2%	45%	49%	405	94%	94%
B. School staff respects people of all backgrounds.	4%	0%	1%	39%	55%	404	94%	92%
C. The office staff at the school treats me with respect.	1%	3%	10%	47%	38%	403	85%	93%
D. School staff takes my concerns seriously.	4%	1%	5%	47%	43%	402	90%	90%
E. School staff welcomes my suggestions.	13%	1%	4%	50%	32%	398	82%	82%
F. The school lets me know about school rules and policies.	1%	0%	1%	49%	48%	406	97%	96%

Notes: Data are not presented for fewer than 10 respondents. *Overall number of responses to this question may be low, due to an error in the printing of the survey.

*Question excluded from the overall score for the content area.

SURVEY QUESTION	% of parents who responded:					Number of responses	% who agree or strongly agree	
	Don't know	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
G. The school gives me enough notice about things that are happening at school.	1%	1%	7%	45%	45%	405	90%	90%
H. My child's teacher(s) regularly inform(s) me about my child's academic progress.	0%	1%	5%	35%	57%	408	93%	94%
OVERALL FEELING OF WELCOME	4%	1%	5%	45%	46%	408	91%	91%

Notes: Data are not presented for fewer than 10 respondents. *Overall number of responses to this question may be low, due to an error in the printing of the survey.

*Question excluded from the overall score for the content area.

3. What was the level of HOME INVOLVEMENT reported by PARENTS?

SURVEY QUESTION	% of parents who responded:					Number of responses	% who often or always	
	Don't know	Never	Some-times	Often	Always		School	LAUSD
A. I review my child's schoolwork.	0%	0%	3%	16%	81%	401	97%	95%
B. I provide materials to help my child learn.	0%	2%	9%	17%	73%	396	90%	89%
C. I spend time with my child on creative activities.	0%	1%	14%	28%	57%	399	85%	83%
D. I take my child to educational places in the community.	0%	2%	31%	30%	37%	399	67%	67%
E. I make sure my child does physical activities outside of school.	0%	1%	14%	28%	56%	398	84%	80%
OVERALL HOME INVOLVEMENT	0%	1%	14%	24%	61%	401	85%	83%

4. What was the level of SCHOOL INVOLVEMENT reported by PARENTS?

SURVEY QUESTION	% of parents who responded:					Number of responses	% who often or always	
	Don't know	Never	Some-times	Often	Always		School	LAUSD
A. I talk with/email the teacher(s) about my child's schoolwork.	1%	24%	31%	19%	24%	398	44%	46%
B. I talk with/email the teacher(s) about how I can help my child learn at home.	1%	25%	27%	25%	22%	395	46%	44%
C. I talk with/email the teacher(s) about how my child gets along with his/her classmates at school.	1%	28%	28%	21%	22%	391	43%	44%
D. I talk with/email other parents about school meetings and events.	1%	46%	25%	13%	15%	398	27%	30%
E. I volunteer at my child's school.	3%	50%	29%	9%	9%	385	18%	21%
OVERALL SCHOOL INVOLVEMENT	2%	35%	28%	17%	18%	401	36%	37%

Notes: Data are not presented for fewer than 10 respondents. *Overall number of responses to this question may be low, due to an error in the printing of the survey.

**Question excluded from the overall score for the content area.

5. What was the level of involvement reported by PARENTS in the PARENT CENTER?

SURVEY QUESTION	% of parents who responded:					Number of responses
	This school has no parent center	Not at all	Once or twice	A few times	Many times	
A. I have used the parent center at this school in the past year.	2%	56%	14%	17%	11%	385

SURVEY QUESTION	% of parents who responded:					Number of responses	% who agree or strongly agree	
	Don't know	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
B. The parent center is open at times I can use.	34%	1%	6%	37%	23%	368	60%	60%
C. The parent center provides resources to help me support my child's education.	28%	0%	2%	38%	31%	371	70%	67%
D. The parent center helps me to help my child learn at home.	31%	1%	3%	38%	27%	369	65%	61%

6. To what degree did PARENTS feel that their student was SAFE at this school?

SURVEY QUESTION	% of parents who responded:					Number of responses	% who agree or strongly agree	
	Don't know	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. My child is safe on school grounds.	5%	1%	4%	48%	43%	406	90%	89%
B. My child is safe in the neighborhood around the school.	6%	5%	11%	48%	30%	403	78%	82%

Notes: Data are not presented for fewer than 10 respondents. *Overall number of responses to this question may be low, due to an error in the printing of the survey.

**Question excluded from the overall score for the content area.

MADISON EL | 8

7. How prepared are you for your child's future?

SURVEY QUESTION	% of parents who responded:					Number of responses	% who often or always	
	Don't know	Never	Some-times	Often	Always		School	LAUSD
A. I talk to my child about the importance of education.	0%	0%	3%	12%	85%	400	97%	95%
B. I talk to my child about going to college.	0%	1%	8%	13%	78%	400	91%	90%
C. I know what my child needs to do to get into college.	8%	0%	5%	44%	43%	395	87%	89%
D. I can go to someone at the school for help preparing my child for college or career.	25%	1%	5%	41%	28%	394	69%	70%

SURVEY QUESTION	% of parents						Number of responses
	Don't know	Graduate Degree	4-year college degree	2-year college	A technical certificate for a career	High school diploma	
E. What is the highest level of education you expect your child to complete?	6%	46%	36%	6%	3%	3%	387

8. To what extent did PARENTS report access to COMPUTERS and the INTERNET?

SURVEY QUESTION	% of parents who responded:		Number of responses
	No	Yes	
A. I have a computer at home with Internet access.	30%	70%	400
B. I have a mobile/cell phone with Internet access.	24%	76%	395
C. I would prefer to receive school correspondence by email.	39%	61%	398

Notes: Data are not presented for fewer than 10 respondents. *Overall number of responses to this question may be low, due to an error in the printing of the survey.

**Question excluded from the overall score for the content area.

SURVEY QUESTION	% of parents who responded:				Number of responses
	Never	Once a month	Once a week	Once a day	
D. How often do you use the Internet?	14%	6%	19%	60%	403

Notes: Data are not presented for fewer than 10 respondents. *Overall number of responses to this question may be low, due to an error in the printing of the survey.

*Question excluded from the overall score for the content area.

MADISON EL | 10

Results of the 2012 School Experience Survey for EMPLOYEES

MADISON EL - 3210

EDUCATION SERVICE CTR - SOUTH

I. What was the level of SCHOOL SUPPORT, COMMITMENT, AND COLLABORATION reported by TEACHERS?

SURVEY QUESTION	% of staff who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. I am proud of this school.	0%	0%	24%	76%	34	100%	92%
B. At this school we treat one another with respect.	0%	18%	52%	30%	33	82%	87%
C. People at this school care if I'm absent.	0%	3%	65%	32%	34	97%	89%
D. I enjoy teaching at this school.	0%	0%	26%	74%	34	100%	91%
E. This school is clear about our standards for student learning.	0%	0%	44%	56%	34	100%	92%
F. My colleagues and I share information effectively at this school.	0%	3%	52%	45%	33	97%	88%
G. I work with other teachers at this school to improve my instruction.	0%	0%	50%	50%	34	100%	93%
H. I get the help I need to communicate with parents.	0%	3%	56%	41%	34	97%	90%
I. I get useful feedback from my supervisors to improve my performance.	0%	3%	63%	34%	32	97%	82%
J. At this school we trust one another.	0%	26%	47%	26%	34	74%	79%
K. I have opportunities to influence what happens at this school.	0%	6%	62%	32%	34	94%	77%
OVERALL SUPPORT, COMMITMENT, AND COLLABORATION - TEACHER	0%	6%	49%	45%	34	94%	87%

Notes: Data are not presented for fewer than 10 respondents. *Overall number of responses to this question may be low, due to an error in the printing of the survey.

*Question excluded from the overall score for the content area.

MADISON EL | 11

2. What did TEACHERS report about how RESOURCES ARE ALLOCATED?

SURVEY QUESTION	% of staff who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. I have the technology I need at this school to do my job well.	0%	9%	74%	18%	34	91%	72%
B. I understand how resources (staff, funds, etc.) are allocated to my school.	0%	6%	68%	26%	34	94%	81%
C. Funds are equitably allocated to schools within LAUSD.	0%	35%	52%	13%	31	65%	49%
D. I have sufficient autonomy to implement an instructional program that meets the needs of my students.	0%	3%	62%	35%	34	97%	81%
E. I have the materials I need to do my job well.	0%	0%	48%	52%	33	100%	81%
F. Teachers have the opportunity to provide input into developing and spending the budget at this school.	0%	0%	74%	26%	34	100%	80%
OVERALL RESOURCE ALLOCATION	0%	9%	63%	29%	34	92%	74%

Notes: Data are not presented for fewer than 10 respondents. *Overall number of responses to this question may be low, due to an error in the printing of the survey.

**Question excluded from the overall score for the content area.

MADISON EL | 12

3. What was the level of SCHOOL SUPPORT, COMMITMENT, AND COLLABORATION reported by CLASSIFIED and OUT-OF-CLASS CERTIFICATED STAFF (incl. PRINCIPALS)?

SURVEY QUESTION	% of staff who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. I am proud of this school.	0%	4%	13%	83%	24	96%	93%
B. At this school we treat one another with respect.	4%	4%	17%	75%	24	92%	88%
C. People at this school care if I'm absent.	0%	8%	42%	50%	24	92%	91%
D. At this school we trust one another.	4%	8%	29%	58%	24	88%	83%
E. My colleagues and I share information effectively at this school.	4%	8%	38%	50%	24	88%	87%
F. I get the help I need to communicate with parents.	5%	10%	38%	48%	21	86%	90%
G. I get useful feedback from my supervisors to improve my performance.	0%	4%	50%	46%	24	96%	86%
H. I have opportunities to influence what happens at this school.	5%	14%	29%	52%	21	81%	77%
I. I have the technology I need at this school to do my job well.	8%	0%	46%	46%	24	92%	84%
J. I understand how resources (staff, funds, etc.) are allocated to my school.	5%	23%	36%	36%	22	73%	77%
K. Funds are equitably allocated to schools within LAUSD.	18%	18%	32%	32%	22	64%	61%
L. I have the materials I need to do my job well.	4%	13%	30%	52%	23	83%	84%
OVERALL SUPPORT, COMMITMENT, AND COLLABORATION - OTHER STAFF	5%	9%	33%	53%	24	86%	84%

Notes: Data are not presented for fewer than 10 respondents. *Overall number of responses to this question may be low, due to an error in the printing of the survey.

*Question excluded from the overall score for the content area.

MADISON EL | 13

4. What were the OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT reported by TEACHERS?

SURVEY QUESTION	% of staff who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. What I learn in our school professional development meetings addresses my students' needs.	0%	0%	56%	44%	34	100%	77%
B. I use ideas from my professional development in my classroom.	0%	0%	56%	44%	34	100%	83%
C. The professional development at this school is appropriate for my level of teaching experience.	0%	0%	56%	44%	34	100%	77%
D. During our meetings, my ideas about instruction are taken up by other teachers.	0%	3%	53%	44%	34	97%	84%
OVERALL OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT	0%	1%	55%	44%	34	99%	80%

5. About how frequently did TEACHERS do the following in their PROFESSIONAL DEVELOPMENT meetings this year?

SURVEY QUESTION	% of teachers who responded:				Number of responses	% who often or always	
	Never	Some-times	Often	Always		School	LAUSD
A. Made decisions about my instruction based on my students' test data.	0%	0%	39%	61%	33	100%	90%
B. Discussed instructional interventions for specific students.	0%	3%	47%	50%	34	97%	80%
C. Used a protocol for analyzing student work (e.g., Lesson Study, rubric, school-developed procedure).	0%	6%	44%	50%	34	94%	83%
D. Made recommendations for future professional development based on teachers' needs.	6%	18%	44%	32%	34	76%	55%
E. Worked on instructional strategies with other teachers during common planning time.	0%	3%	47%	50%	34	97%	75%
F. Observed the instruction of my colleagues to get ideas for my own instruction.	29%	38%	24%	9%	34	32%	25%
G. Helped maintain discipline in other areas of the school, not including my own classroom.	9%	29%	44%	18%	34	62%	52%
OVERALL TEACHER COLLABORATION	6%	14%	41%	38%	34	80%	66%

Notes: Data are not presented for fewer than 10 respondents. *Overall number of responses to this question may be low, due to an error in the printing of the survey.

**Question excluded from the overall score for the content area.

MADISON EL | 14

SURVEY QUESTION	% of staff who responded:		Number of responses
	No	Yes	
Do you prefer online classes to instructor-led training?	52%	48%	29

5. What was the rating of the SCHOOL ORDER & SAFETY reported by ALL EMPLOYEES?

SURVEY QUESTION	% of staff who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. Graffiti is not a problem at this school.	0%	9%	52%	39%	56	91%	83%
B. I feel safe in the neighborhood around my school.	2%	13%	66%	20%	56	86%	79%
C. I feel safe on school grounds during the day.	0%	0%	57%	43%	56	100%	96%
D. Students do not threaten or bully adults at my school.	2%	2%	48%	48%	56	96%	84%
E. My school teaches us how to be ready for emergencies.	0%	0%	54%	46%	56	100%	93%
F. Gangs are not a problem at my school.	0%	2%	45%	53%	55	98%	91%
OVERALL SCHOOL SAFETY	0%	3%	51%	46%	56	97%	89%

7. What was the rating of the SCHOOL CLEANLINESS reported by ALL EMPLOYEES?

SURVEY QUESTION	% of staff who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. The places where adults eat at this school are clean.	0%	11%	66%	23%	56	89%	83%
B. The bathrooms at my school are clean.	0%	7%	64%	29%	56	93%	76%
C. The other areas of my school are clean.	0%	11%	62%	27%	55	89%	78%
OVERALL SCHOOL CLEANLINESS	0%	10%	64%	26%	56	90%	79%

Notes: Data are not presented for fewer than 10 respondents. *Overall number of responses to this question may be low, due to an error in the printing of the survey.

*Question excluded from the overall score for the content area.

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Appendix C

Survey: Is Your School An Emotionally Safe Place?

http://www.educationworld.com/a_curr/bluestein-emotional-safety-survey.shtml

Survey: Is Your School An Emotionally Safe Place? 1
by Jane Bluestein, Ph.D. Reprinted with permission.

This survey lists a number of practices which characterize a school with an emotionally safe climate. This tool can help you evaluate your school's goals, policies and intentions, as well as the degree to which each exists in actual practice.

The list is deliberately idealistic and comprehensive. Studies suggest that each item is an important component of an emotionally safe school environment, and that emotional safety is built on a combination of all of the characteristics listed in this survey.

As schools strive to achieve the specific behaviors each item suggests, they will no doubt see improvements in the culture of the school, as well as in the performance, commitment, behavior and interactions that occur within its walls. Likewise, as schools increase the agreement with each of the items in this survey, they can expect a reduction of stress commonly associated with failure, rebelliousness, disruptiveness and passive student behavior.

Instructions

You may wish to use this survey to evaluate the degree to which your school is committed to each item in terms of its philosophy or vision, as well as the degree to which the behaviors described in each item regularly occur in actual practice. You can rate each item for an individual classroom, or according to your perception of the school environment as a whole.

Use the following scale to rate each item:

- 1- Strongly agree*
- 2- Somewhat agree*
- 3- Somewhat disagree*
- 4- Strongly disagree*

Need for Meaningful Outcomes (Positive Consequences), Structure, Boundaries (Limits) and Follow-Through

- ☐ We make a deliberate effort to anticipate what students and teachers (and parents) will need in various situations in order to prevent problems from occurring.
- ☐ We have and communicate boundaries and policies that clearly describe desirable and acceptable student behaviors.
- ☐ We have and communicate boundaries and policies that clearly describe desirable and acceptable staff behaviors.
- ☐ The school environment is reward oriented (as opposed to being punishment oriented): Rules and boundaries emphasize the positive consequences of cooperation and compliance.

Survey: Is Your School An Emotionally Safe Place? 2

- ☐ Our goal is to motivate through access to positive outcomes, rather than through avoidance or fear of negative outcomes.
- ☐ We attempt to motivate students with the promise of a positive outcome, rather than using statements that offer conditional approval or safety (avoidance of disapproval, punishment) for cooperation (threats).
- ☐ We attempt to follow through consistently, withholding (or withdrawing) positive outcomes until students follow through on what is required on their end.
- ☐ We are committed to avoiding warnings, threats, meaningless or delayed (negative) consequences.
- ☐ We make students and their parents aware, as soon as possible, of changes in behavior or performance that could affect grades, promotion or graduation.
- ☐ We communicate with parents on a regular basis about what their kids are doing well.

Need for Respect, Belonging and Dignity

- ☐ We attempt to avoid equating students' worth with their behavior or achievement.
- ☐ We attempt to avoid humiliation, shaming, sarcasm, ridicule or other forms of attack with regard to students' personality, achievement or behavior.
- ☐ We attempt to avoid depending on negative adult reactions (anger, punishment, disappointment) in order to motivate students (or control their behavior).
- ☐ We recognize that students have a need to experience meaningful positive outcomes, just as adults do.
- ☐ We treat our students with the same respect we want them to show us and one another.

☐ We recognize that our students have a need for dignity, purpose, success, impact (seeing outcomes of choices and behaviors), acceptance, belonging, attention, structure, power and fun, among other things.

☐ We encourage students to have and voice their own thoughts and opinions.

☐ We encourage students to speak up for their own instructional needs (for example, more help, additional information or resources, clarification, other learning needs).

☐ We encourage inquiry and debate, and attempt to avoid negatively reacting to students who challenge or disagree with adults (although we do ask students to present their positions respectfully).

Survey: Is Your School An Emotionally Safe Place? 3

☐ We attempt to adhere to the same standards of behavior (including language and tone of voice) that we expect or require from our students.

☐ We regard—and use—a student’s mistakes simply as opportunities for new learning.

☐ We avoid responding with impatience, anger or disappointment to a student who is having difficulty understanding or mastering a new concept or performing a new skill.

☐ We respect students’ affective needs and are committed to listening and supporting their feelings in positive ways.

☐ We work to eliminate prejudices toward students based on their racial or cultural background, physical appearance; academic, artistic or athletic competence; sexual orientation; family history; prior achievement or performance.

☐ We avoid gossiping about students or their families.

☐ We strive to stay aware of put-downs expressed by students or staff, especially those that involve the use of slurs or derogatory names or remarks.

☐ We respond immediately to put-downs, slurs and derogatory names or remarks (rather than ignoring or excusing them).

Need for Autonomy (Power and Control)

☐ We accept the importance of students’ learning decision-making and self-management skills.

☐ We encourage kids to set goals and evaluate options in order to take responsibility for solving their own problems, rather than “rescuing” them or telling them what they should do.

☐ We allow students to self-manage with regard to materials and resources.

☐ We encourage students to self-manage their personal needs within clearly stated boundaries (ex: drinking water or using the restrooms as needed).

☐ We allow and encourage students to have input in and make decisions about their learning (topics, presentation, media, sequence, assignments, need for additional practice, readiness for the next skill or topic, etc.).

☐ We allow and encourage students to have input in and make decisions about how, where and with whom they work.

☐ We hold students accountable for their behavioral choices without blaming, shaming, attacking or punishing (ex: withholding positive outcome, privileges, credit for work due).

☐ Students are encouraged to initiate and take risks regarding their own learning.

Survey: Is Your School An Emotionally Safe Place? 4

☐ We allow and encourage students to create, design, request or renegotiate projects and assignments to make them personally meaningful and relevant.

Need for Recognition, Attention and Emotional Safety

☐ We attempt to recognize positive behavior with statements that emphasize a positive outcome or meaningful benefit to the students, rather than using statements that emphasize students' worth ("goodness"), our happiness or pleasure, or students' ability to please us.

☐ We attempt to reinforce positive behavior by allowing positive outcomes to occur, continue or become available, contingent, for example, on work completion or non-disruptive behavior.

☐ We attempt to meet students' needs for attention in positive, constructive and proactive ways in order to diminish the tendency for them to act out to get these needs met.

☐ We strive to stay aware of changes in patterns in students' behavior and to maintain a sense of how students are doing (that is, not just focusing on their academic performance).

☐ We attempt to create emotional safety by noticing and supporting students in crisis.

☐ We provide appropriate outlets for students in crisis.

☐ Our students know that if they need to talk, we are willing to listen (or set a time when we can listen, or refer them to someone who can listen).

☐ We respect students' needs for confidentiality to the degree that doing so will not put that student or anyone else in danger.

☐ We strive to maintain awareness of how students treat one another.

☐ We immediately respond to incidents we witness that involve any form of bullying, harassment or threat to a student's safety.

Need for Options as a Learner (Individuality)

☐ We attempt to determine what interests and motivates our students and use this information in our planning and instruction.

☐ We attempt to identify various aspects of our students' individual learning needs (such as learning styles, modality preferences, dominance profiles, temperament or personality

profiles), and use this information in our planning and instruction.

Survey: Is Your School An Emotionally Safe Place? 5

- ☐ We attempt to identify various types of intelligences (linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, naturalistic, interpersonal and intrapersonal) and use this information to capitalize and build on students' strengths.
- ☐ We provide resources and activities to accommodate a variety of intelligences in each class.
- ☐ We attempt to accommodate a variety of modality strengths (visual, auditory, tactile and kinesthetic preferences) in our directions and activities.
- ☐ We attempt to accommodate a variety of learning style and preferences in our instruction and assignments.
- ☐ We recognize and attempt to accommodate the needs of tactile and kinesthetic learners (as well as high visual, verbal and auditory learners).
- ☐ We acknowledge and appreciate the fact that some students may pay attention without sitting up straight and making continual eye contact.
- ☐ We make sure kids have ample opportunities to move during the day.
- ☐ We teach children ways to self-regulate (maintain appropriate alertness for the particular class or activity) without disrupting others.
- ☐ We attempt to accommodate a variety of learning preferences by offering choices, particularly during independent work time (ex: seating or location in room, affiliation, music or sound, intake, etc.).
- ☐ We offer a variety of assessment tools to allow students to demonstrate mastery in ways besides paper-and-pencil tests.

Need for Success (Academic, Social, Intrapersonal)

- ☐ We assess student ability before beginning instruction or assigning tasks.
- ☐ We attempt to accept students exactly the way they come to us, build on what they know, and encourage growth from wherever they start.
- ☐ We attempt to provide opportunities for success for each child in the school, even if he or she is far behind curricular expectations.
- ☐ We attempt to match instruction and assignments to individual student needs according to their current skill or mastery levels or prior experience.
- ☐ We have adopted the belief that the primary purpose of evaluating a student's work is to determine what type of instruction or resources that particular student needs next.

Survey: Is Your School An Emotionally Safe Place? 6

☐ We invite and consider student input and self-assessment when assigning placement, follow-up work or grades.

☐ If a student fails to master a concept or skill, we see our role as that of improving understanding, rather than simply evaluating his/her performance before moving on to the next concept.

☐ We encourage students to use our feedback to improve their work and resubmit (for a higher grade, for example, or until they get it right).

☐ We attempt to build interpersonal skills such as communication skills, respect, tolerance, compassion, resistance to teasing and peer pressure, and other positive social behaviors.

☐ We attempt to build intrapersonal (character) skills such as persistence, responsibility, honesty, integrity, as well as confidence, the ability to stick up for oneself, problem-solving skills and resistance to failure, defeatism or victim thinking.

Note areas of greatest strengths:

Note areas most in need of improvements:

Excerpted and adapted from *Creating Emotionally Safe Schools*, by Jane Bluestein, Ph.D.

Buy the book at: <http://janebluestein.com/bookstore/cess.html>.

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SCHOOL-PARENT COMPACT

I, as a Principal:

- Provide high-quality curriculum and instruction.
- Set high standards in all areas in reading, mathematics and other content areas by providing a challenging curriculum.
- Report publicly on school wide academic scores, and help teachers and parents understand how adopting high standards can lead to the improvement of scores.
- Allocate resources to ensure support that high standards are met.
- Will provide support and an effective learning environment so that each student can reach his/her maximum potential based on the school and district standards

I, as a Teacher:

- Teach in accordance with the California Instructional Standards and the LAUSD curriculum
- Hold high academic expectations for all children.
- Differentiate instruction to meet individual learning needs.
- Assign homework that reinforces instruction
- Provide a classroom environment that supports learning.
- Show respect for each child and his/her family.
- Foster an accessible communication system with students and parents.
- Guide parents to help their children with home learning activities.
- Support parent involvement in school programs and activities.
-

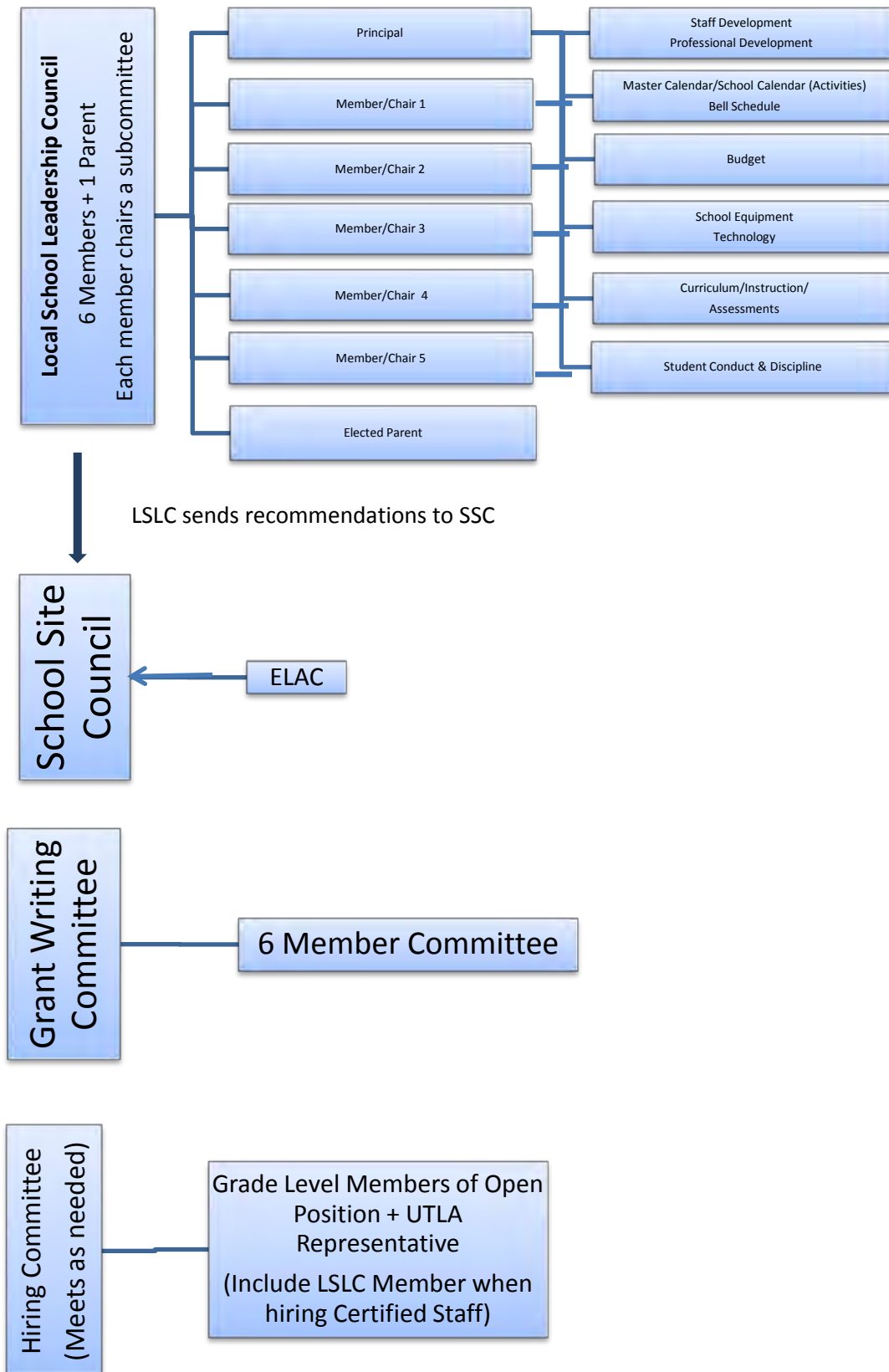
I, as a Parent/Guardian:

- Ensure that my child attends school every day regularly and is on time.
- Provide a home environment that encourages my child to learn.
- Encourage my child to respect the school by keeping it clean.
- Ensure that all homework assignments are completed.
- Become familiar with grade level expectations.
- Discuss the importance of being a strong, independent reader and writer.
- Communicate regularly with my child's teacher.
- Show respect and support for my child, the teacher and the school.
- Will make sure that my child will follow school rules including the Uniform Policy.
-

I, as a Student:

- Come to school on time and ready to learn.
- Affirm to do my best in my work and in my behavior.
- Pay attention to those who teach me.
- Ask questions when I need help.
- Show respect for myself, my school and other people.
- Obey the school and classroom rules.
- Complete my homework on time in a thorough and legible way.
- Read to an adult for 30 minutes at home each day.
- Respect school by keeping it clean.

Diagram A: Governing Committees



Appendix F

Los Angeles Unified School District
Madison Elementary-ESC South
Wednesday, October 17, 2012
2:30-4:00 p.m. Room 4

ESBMM Meeting

AGENDA

Discuss the 6 Areas of Autonomy

Review RFP

Discuss Madison's strengths and weaknesses

Assign roles for team collaboration

Plan for future meeting

Reflection & Feedback

Name	Title
1. Louroes Vogt	Teacher
2. Kim Boyer	Teacher
3. Iris Verbera	Teacher
4. Monica Polanco	Teacher
5. Anacel Mellan	teacher
6. Soraya Ramos	Categorical Program Advisor

Los Angeles Unified School District
Madison Elementary-ESC South
Wednesday, October 24, 2012
2:30-4:00 p.m. Room 4

ESBMM Meeting

.....

AGENDA

Discuss the 6 Areas of Autonomy

Madison mission and vision

Discuss weakness and areas for possible change

Sign-up for LOOC workshops

Reflection & Feedback

Name	Title
1. Anaceli Arellano	teacher
2. Iris Verbera	Teacher
3. LAUREDES VIDAL	TEACHER
4. Soraya Ramos	Categorical Program Advisor
5. Monica Polanco	Teacher
6. Kimberly	teacher

Los Angeles Unified School District
Madison Elementary-ESC South
Wednesday, November 7, 2012
2:30-4:00 p.m. Room 4

ESBMM Meeting

.....

AGENDA

Madison mission and vision revision

Analyze school data

Discussion of ESBMM presentation for teachers

Reflection & Feedback

Name	Title
1. Kriebelger	Teacher
2. Lauree Vidal	Teacher
3. Monica Polanco	Teacher
4. Iris Verbera	Teacher
5. Soraya Ramos	Categorical Program Advisor
6. Araceli Arellano	teacher

Los Angeles Unified School District
Madison Elementary-ESC South
Wednesday, November 14, 2012
2:30-4:00 p.m. Room 4

ESBMM Meeting

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AGENDA

Review data gathered from Teacher presentation

Input teacher recommendations to ESBMM plan

Plan for Parent presentation of ESBMM plan

Reflection & Feedback

Name	Title
1. Anaceli Arellano	teacher
2. Louisa Von	Teacher
3. Kirby Kim	Teacher
4. Soraya Ramos	Categorical Program Advisor
5. Iris Verbera	Teacher
6. Monica Polanco	Teacher

Los Angeles Unified School District
Madison Elementary-ESC South
Wednesday, November 28, 2012
2:30-4:00 p.m. Room 4

ESBMM Meeting

.....

AGENDA

Review data gathered from Parent and Teacher surveys

Input recommendations to ESBMM plan

Review sample proposals

Revise & Edit ESBMM plan

Reflection & Feedback

Name	Title
1. Anaceli Arellano	teacher
2. Soraya Ramos	Categorical Program Coordinator
3. Monica Polanco	Teacher
4. Kimberly Liu	teacher
5. Leuroes Vioti	TEACHER
6. Iris Verbera	Teacher

Los Angeles Unified School District
Madison Elementary-ESC South
Wednesday, December 5, 2012
2:30-4:00 p.m. Room 4

ESBMM Meeting

.....

AGENDA

Finalize ESBMM proposal

Plan for proposal presentation to staff

Reflection & Feedback

Name	Title
1. <i>Araceli Arellano</i>	teacher
2. <i>Louedes Vidal</i>	TEACHER
3. <i>Monica Polanco</i>	Teacher
4. <i>Kimberly</i>	Teacher
5. <i>Dis Verbera</i>	Teacher
6.	

Los Angeles Unified School District
Madison Elementary-ESC South
Monday, December 10, 2012
2:30-4:00 p.m. Room 4

ESBMM Meeting

.....

AGENDA

Add final additions to proposal

Plan for teacher voting

Discuss & plan for final submission

Look ahead for meeting in January

Reflection & Feedback

Name	Title
1. Kimberly Nish	Teacher
2. Soraya Ramos	Categorical Program Advisor
3. Iris Verbera	Q-74.52 Teacher
4. Lourdes Vidal	TEACHER
5. Monica Polanco	MPLA Teacher
6.	

Appendix G

9820 Madison Avenue

South Gate, CA 90280

Phone: (323) 568-3900 Fax: (323) 357-0301

November 8, 2012

Dear Parents:

The Madison teachers would like to invite you to attend an informational meeting on Thursday, November 15, 2012 at 4:00p.m. in the School's multi-purpose room.

Our teachers are working to improve our school by applying for increased autonomy through the District approved School Based Management Program. Parent involvement is a priority at Madison; therefore, it is important for us to inform as many parents as possible about this program. Your feedback in this process is vital.

We look forward to seeing you at the meeting. If you have any questions please call the office at (323) 568-3900.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Madison Elementary School

9820 Madison Avenue

South Gate, CA 90280

Phone: (323) 568-3900 Fax: (323) 357-0301

8 de noviembre del 2012

Estimados padres de familia:

Los maestros de Madison gustaría invitarle a asistir a una reunión informativa el Jueves, 15 de noviembre 2012 a las 4:00 p.m. en el auditorio escolar. Nuestros maestros están trabajando para mejorar nuestra escuela mediante la solicitud de una mayor autonomía a través del Programa, aprobado por el Distrito, Escuela de Gestión Basado. Participación de los padres es una prioridad en Madison, por lo tanto, es importante para nosotros informar a todos los padres como sea posible acerca de este programa. Sus comentarios en este proceso son vitales.

Esperamos poder verlos en la junta. Si tiene cualquier pregunta, por favor hable a la escuela al (323) 568-3900.

What is ESBMM?

The Expanded School Based Management (ESBMM) model is a dramatically new and innovative approach to local control of schools. It offers charter-like freedoms while allowing schools to operate within the School District.

The Six Elements of School-based Management

The ESBMM program will be based on the Six Elements of School Based Management. These Six Elements are the belief that a School Based Management Program can thrive only if the school has:

1. Increased funding to the local school site based on the State ADA and categorical funding framework
2. Control over its financial resources
3. Control over the hiring of administrative, certificated, and classified employees, with no must-place placements
4. Control over curriculum
5. Control over professional development
6. Control over bell schedule

Seis Elementos de ESBMM

¿Que es ESBMM?

La escuela expandida Based Management (ESBMM) modelo es un enfoque radicalmente nuevo e innovador para el control local de las escuelas. Dispone de ciertas libertades como una escuela Charter y al mismo tiempo permite a las escuelas a operar dentro del Distrito Escolar.

Los Seis Elementos de este programa

Estos seis elementos son la creencia de que un programa escolar de gestión basada sólo puede prosperar si la escuela cuenta con:

1. Aumento de la financiación para la escuela local sobre la base de la ADA Estado y categórico marco de financiación
2. Control sobre sus recursos financieros
3. Control sobre la contratación de los empleados administrativos, certificado y clasificado, sin colocaciones ordenadas por el distrito
4. Control sobre el currículum
5. Control sobre el desarrollo profesional
6. Control sobre los horarios de campana

Appendix H

ESBMM Teacher Parent Questionnaire
Madison Elementary School

We are asking for your INPUT and opinions on some of the ideas we are considering. Please return to Madison by **Friday, November 16** for your opinions to be heard. Thank you for your help.

Please check one for each section:

I support the current hiring practice and leave the hiring
decisions to teachers and principals. _____

I think there should be a parent on the Hiring Committee. _____

How do you feel about the frequency of district assessments?

Keep the amount the same _____

Give more Assessments _____

Give less Assessments _____

I support the current process of teachers and principal working together

to make choices about professional development, instruction, school wide activities, etc at Local School Leadership meetings. _____

I think it is important that a parent be a part of the Local School Leadership meetings. _____

Many teachers believe that the two conference weeks are disruptive to instruction. The different schedule is confusing and difficult for families.

Yes, I think conferences should be 1-2 days and teachers should have conferences throughout the entire day. _____

No, I prefer the current practice of 4 minimum days. _____

We could have the ability to change the time school starts. Please check the school start time you would prefer:

7:55-2:19 _____ 8:15-2:39 _____ 8:25-2:49 _____

I will support the time teachers believe is best. _____

Many teachers believe that early dismissal on Tuesdays to allow Banked Time for Professional Development is disruptive to instruction.

I would support moving early dismissal days to *Fridays*. _____

I prefer to keep early dismissal days on *Tuesdays*. _____

Banked Time is for teacher professional development. There are many suggestions about how to conduct the 30 hours of banked time. Each option would ensure that the required number of instructional minutes are taught each year.

Keep the current 30, 1 hour Banked Day schedule.

Dismissal will be 1 hour early on those days. _____

Have 15, 2 hour Banked Days which would happen about every 2 or 3 weeks.

Dismissal will be 2 hours early on those days. _____

Have 10, 3 hour Banked Days about once each month.

Dismissal would be 3 hours early on those days. _____

I will support the time teachers believe is best. _____

If we were to gain more control of the budget, what items would you want Madison to put into the budget? 2 = Really important, 1 = would like, 0 = do not think is important

Teaching Assistants _____	P.E. teacher _____
After School Intervention Classes _____	New Writing Curriculum _____
Technology & new computers _____	Field Trips _____

There will be an informational meeting on

Thursday, November 15 at 4:00 in the MPR.

ESBMM Cuestionario para Padres
Madison Elementary School

Estamos pidiendo su opinión y opiniones sobre algunas de las ideas que estamos considerando. Por favor regrese a la escuela para el viernes, 16 de noviembre para que sus opiniones sean escuchadas. Gracias por su ayuda.

Por favor marque uno para cada sección:

***** *

Estoy a favor de la práctica de contratación actual y dejar las decisiones de contratación a los maestros y directores. _____

Creo que debe de haber un padre en el Comité de Contratación. _____

***** *

¿Qué opina acerca de la frecuencia de las pruebas del distrito?

Mantenga la misma cantidad de pruebas _____

Dale más pruebas _____

Dar menos pruebas _____

***** *

Yo apoyo el proceso actual de maestros y el director/a trabajando juntos para tomar decisiones sobre el desarrollo profesional, la instrucción, las actividades escolares, etc en las reuniones. en el grupo de Liderazgo de Escuela Local. _____

Creo que es importante que los padres tomen parte en las reuniones en el grupo de Liderazgo de Escuela Local. _____

***** *

Muchos profesores creen que las dos semanas de la conferencia son perjudiciales a la instrucción. El horario diferente es confuso y difícil para las familias.

Sí, creo que las conferencias deben ser de 1-2 días y los maestros tienen conferencias a lo largo de todo el día. _____

No, me quedo con la práctica actual de 4 días mínimos. _____

***** *

Podríamos tener la capacidad de cambiar la hora de inicio de clases. Por favor, escoja la hora de inicio de la escuela que prefiere:

7:55-2:19 _____ 8:15-2:39 _____ 8:25-2:49 _____

Yo apoyaré el tiempo de los maestros creen que es mejor. _____

***** *

Muchos profesores creen que salir temprano los martes para permitir para el Desarrollo Profesional es perjudicial para la instrucción.

Yo apoyaría mover días de salida temprano a viernes. _____

Yo prefiero mantener días de salida temprano los martes. _____

***** *

Las salidas de los niños temprano son para el desarrollo profesional de los maestros. Hay muchas sugerencias sobre cómo llevar a cabo las 30 horas de salida temprano. Cada opción garantizaría que el número requerido de minutos de instrucción mandado por el estado.

Sigue los mismas 30 salidas temprano.

El despido será de 1 hora antes en esos días. _____

Tiene 15 salidas temprano, 2 horas de salida temprano. Cada 2 ó 3 semanas.

El despido será de 2 horas antes de la salida regular. _____

Tiene 10 días, 3 horas de salida temprano. Una vez cada mes.

El despido sería de 3 horas antes de la salida regular. _____

Yo apoyaré la hora que los maestros creen que es mejor. _____

***** *

Si fuéramos a tener un mayor control del presupuesto, qué artículos le gustaría Madison para poner en el presupuesto? 2 = Muy importante, 1 = Me gustaria, 0 = no creo que sea importante

Asistentes de maestros _____ Maestro de Educación Física _____

Ayuda después de escuela _____ Nuevo programa de escritura _____

Tecnología y equipos nuevos _____ Excursiones _____

Habrá una reunión informativa el

Jueves, 15 de noviembre a las 4:00 en el MP

Appendix I

Adjunct Committees and Descriptions

Grade Level Chair: *Every grade level will have a Chair Person.*

Reading Logs: *This committee recognizes and rewards classes and individual students for the highest class average number of minutes read for the month. It also recognizes and rewards each class' highest individual student. Winning classes display a Word Wizards banner for the month.*

Math Magicians: *This committee rewards students who master the math standard agreed upon by grade levels. Each student that passes the test receives an award.*

Awards Assemblies: *This committee rewards academic achievement on our periodic assessments.*

Student of the Month: *This committee collects individual names of students in classes that have demonstrated the best citizenship for the month.*

Social Committee: *Social events for faculty and staff and collection of Dues. Also, work with grade level chairs to prepare for reception of any school visitors or special events.*

G.A.T.E.: *This committee is responsible for referral and testing of potentially gifted students and all activities associated with instruction.*

Harvest Festival: *Coordinate with PTA to set up & choose booths, and the committee creates seating chart & teacher sign-ups, and organizes clean-up after the festival.*

Red Ribbon Week: *This committee would be in charge of scheduling SG Police to come in and create the week-long Red Ribbon Week activities.*

Read Across America/Literacy Night: *Schedule activities for the week and arrange Literacy Night activities.*

Math/Science Night: *Handles Math/Science Night, select judges.*

Arts Chair: *This committee is in charge of managing the Arts Program at our school.*

Field Day: *End of the school year, involves setting up and designating games, creating a schedule, and posting a schedule for teacher sign-up.*

Website Technology: *Update school website as needed.*

On-Site Computer Technology: *Inventories working and nonworking computers.*

Spring Dance: *This requires scheduling and picking a theme, handling and delegating emcee (MC) duties.*

Winter Program: *This requires scheduling and picking a theme, handling and delegating emcee (MC) duties.*

Charitable Campaign: *This requires collecting donations for LAUSD and making a school-wide drive/campaign)*

School Safety Committee: *(Chair AND UTLA Representative)*

Modified Consent Decree Team *(SDC Teacher/APEIS, General Education Teacher)*

LOS ANGELES UNIFIED SCHOOL DISTRICT

Madison Elementary School