

James Madison Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	James Madison Elementary
Street	14751 Juniper St.
City, State, Zip	San Leandro, CA 94579
Phone Number	(510) 895-7944
Principal	Paulette Smith
Email Address	psmith@slusd.us
School Website	https://www.slusd.us/madison/
County-District-School (CDS) Code	01-61291-6002414

2022-23 District Contact Information

District Name	San Leandro Unified School District
Phone Number	(510) 895-4199
Superintendent	Dr. Michael McLaughlin
Email Address	mmclaughlin@slusd.us
District Website Address	https://www.slusd.us/

2022-23 School Overview

Principal Smith's Message

James Madison Elementary School, recognized in 2019 as a California Distinguished School, exemplifies the vision and mission of the San Leandro Unified School District (SLUSD). We strive to educate students to achieve academic excellence in order for each person to become confident, collaborative, and engaged citizens. We celebrate a community rich in heritage and diverse in culture. James Madison has embraced innovative instructional practices designed to support success in the 21st century. Our slogan is "Madison Mustangs Works Hard, Plays Fair, and Takes Care" for Students, for Staff, and for the Community!" We are very proud of our school and the collective effort of students, staff and the community. Collaboratively we maintain a school culture and climate that harnesses our community to create success for all students. Our success was recognized in 2014, 2015 and 2016 as a "Star Honor Roll School" by the Educational Results Partnership and the Campaign for Business and Educational Excellence (CBEE).

James Madison is proud to be an inclusive school community, we serve students in classes TK/K-5th Grade. Madison is one of the first schools to offer a Sensory Room. What is a Sensory Room?
"Sensory room" is an umbrella term for a broad variety of therapeutic spaces set apart for promoting self-organization and positive change. They contain specific sensory equipment for self-regulation activities designed to alleviate sensory processing difficulties.

Madison believes that every elementary student should have access, exposure, and opportunity to engage in Computer Science (CSI). We have an amazing MakerSpace with both hands on low tech and high tech tools for students to tinker with during the school day. Nearly every future job and profession will involve coding and computer science.

James Madison School recognizes, celebrates and teaches to the cultural, linguistic and racial diversity of all learners. We nurture and develop parent leaders and family partners to work collaboratively with the school and district. We are thankful for the staff, families, and especially the children, who continue to learn with their hearts, minds, and bodies. Our school is also home to classes of amazingly-abled special education students. We are proud to support their needs in an inclusive and integrated environment.

2022-23 School Overview

School Vision

James Madison Elementary School is dedicated to inspiring all students with pure excitement for learning and a deep appreciation for the rich and diverse cultures in our community. We collaborate through a lens of equity across our school community to build trusting relationships, that will lead students to confidently pursue multiple colleges and career pathways.

School Motto

At Madison We Work Hard, We Play Fair and We Take Care.

PBIS

Mustang's "RIDE" with Responsibility, Integrity, Determination, and Equity for all.

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of their schools and have invested in the future success of students through the approval of facility bond and parcel taxes that stabilize and support the funding needed to maintain high-quality teaching and learning.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	99
Grade 2	109
Grade 3	105
Grade 4	99
Grade 5	69
Total Enrollment	594

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.0
Male	53.0
American Indian or Alaska Native	0.7
Asian	49.5
Black or African American	4.9
Filipino	6.4
Hispanic or Latino	26.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	4.5
White	5.9
English Learners	32.3
Foster Youth	0.8
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	62.5
Students with Disabilities	16.8

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.40	90.76	380.40	89.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	0.94	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.60	1.10	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.90	2.35	12115.80	4.41
Unknown	3.00	9.24	25.00	5.91	18854.30	6.86
Total Teaching Positions	32.40	100.00	424.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.90	76.69	363.50	84.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	1.19	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.40	13.65	20.90	4.89	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.00	2.36	11953.10	4.28
Unknown	3.10	9.66	28.30	6.61	15831.90	5.67
Total Teaching Positions	32.50	100.00	427.90	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	4.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	4.40

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	18.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	2.50

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school’s instructional program. San Leandro Unified School District held a public hearing on September 14, 2021, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of August 2021 are illustrated in the chart.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders Grades K-5 Adopted 2018 McGraw-Hill Maravillas Grades K-2 (ELD) Adopted 2018 McGraw-Hill	Yes	0
Mathematics	Eureka Math Adopted 2016 Great Minds	Yes	0
Science	Amplify Science Adopted 2020	Yes	0
History-Social Science	Inspiring Wonder and Facilitating Change: History for All District Developed Adopted Curriculum 2021	Yes	0

School Facility Conditions and Planned Improvements

Age & Condition of Facilities

James Madison Elementary was originally constructed in 1956 and is currently comprised of 18 permanent classrooms, four portable classrooms, a library, staff work and break room, a multiuse room, and a playground. James Madison Elementary was closed from 1982 to 1998. Recent renovations include the installation of new exterior fencing and exterior paint and connection to the city's fiber loop for high-speed internet access.

Cleaning Process

The principal works daily with the head custodian and custodial staff to ensure a clean and safe school environment.

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs. The wing that previously housed the district office is being converted to classrooms spaces a STEM room and a library. Work is scheduled to begin in 2018-19. In 2021-2022 our school will have a shade structure built in front of the school MPR space. This will allow our school to expand outdoor seating in the cafeteria. New Tables have already been added this school year.

Year and month of the most recent FIT report	10/19/2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	51	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	48	N/A	25	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	267	256	95.88	4.12	51.17
Female	122	118	96.72	3.28	48.31
Male	145	138	95.17	4.83	53.62
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	129	128	99.22	0.78	61.72
Black or African American	12	10	83.33	16.67	--
Filipino	18	18	100.00	0.00	33.33
Hispanic or Latino	74	66	89.19	10.81	36.36
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	17	17	100.00	0.00	47.06
White	17	17	100.00	0.00	52.94
English Learners	71	68	95.77	4.23	22.06
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	170	162	95.29	4.71	45.06
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	49	41	83.67	16.33	4.88

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	267	255	95.51	4.49	48.03
Female	122	118	96.72	3.28	49.57
Male	145	137	94.48	5.52	46.72
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	129	128	99.22	0.78	64.84
Black or African American	12	9	75.00	25.00	--
Filipino	18	18	100.00	0.00	55.56
Hispanic or Latino	74	67	90.54	9.46	19.70
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	17	17	100.00	0.00	23.53
White	17	16	94.12	5.88	56.25
English Learners	71	68	95.77	4.23	25.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	170	161	94.71	5.29	42.50
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	49	40	81.63	18.37	15.00

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	33.9	NT	24.07	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	59	98.33	1.67	33.9
Female	27	27	100	0	33.33
Male	33	32	96.97	3.03	34.38
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100	0	54.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	20	95.24	4.76	20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	13	92.86	7.14	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100	0	27.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	87.30%	87.30%	85.71%	87.30%	87.30%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Our success is built on a foundation of strong family and community involvement. We are proud of our parent school governance connections in both SSC and ELAC. We want parents to play an active role in our school's community development. We have an active Parent Teacher Organization (PTO) that plans and funds some school-wide events. This supports a climate that celebrates family, honors culture and respects a community of differences by harnessing the energy and resources to ensure student success. Creating a strong home to school partnership has created a trusting and nurturing learning environment that helps Madison work to support each student's potential. Our partnership with PIQE in 2022, has helped bridge the language and cultural differences that often keeps parents from understanding standards, curriculum, instruction, and assessment. We support parents in their ability to advocate for their children now and throughout their journey in public education. Our parents are active and involved in a wide variety of district committees and initiatives.

James Madison Elementary School actively develops partnerships with local businesses, community organizations, and the "SLED" San Leandro Education Foundation.

To learn more information on how you can make a difference, contact our school:

James Madison Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 895-7944.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	627	625	197	31.5
Female	293	291	85	29.2
Male	334	334	112	33.5
American Indian or Alaska Native	4	4	1	25.0
Asian	305	305	40	13.1
Black or African American	31	30	13	43.3
Filipino	38	38	14	36.8
Hispanic or Latino	174	174	98	56.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	27	27	12	44.4
White	38	38	17	44.7
English Learners	220	220	65	29.5
Foster Youth	5	5	3	60.0
Homeless	4	4	4	100.0
Socioeconomically Disadvantaged	406	404	145	35.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	116	114	65	57.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.36	3.85	2.45
Expulsions	0.00	0.05	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.64	0.03	4.32	0.20	3.17
Expulsions	0.00	0.00	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.64	0.00
Female	0.34	0.00
Male	0.90	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.33	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.15	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.63	0.00
English Learners	0.45	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.86	0.00

2022-23 School Safety Plan

The safety of students and staff is always the first concern at James Madison Elementary School. The district supports our school with policies and regulations for compliance with all laws, rules, and regulations pertaining to safety, hazardous materials, and state earthquake standards. The Comprehensive School Site Safety Plan is updated annually by the principal and approved by the School Site Council. The Safety Plan is evaluated, revised and approved by the School Site Council each spring. The School Site Safety Plan outlines all emergency procedures. Lockdown, Shelter in place, Fire and Earthquake drills are conducted on a regular basis throughout the school year. The school principal actively seeks to improve all aspects of school safety both physical and emotional. Our district policies support a safe and productive working environment for staff.

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. Any visitors to the campus are required to check-in at the school's office and wear the proper identification badge at all times. Our SLUSD leadership continues to focus on and support initiatives that create the safest school possible for all students.

All SLUSD schools have newly installed video doorbells at the front doors, a uniform emergency procedures for an intruder on campus, unsafe situations in the surrounding community, chemical spills, or environmental and natural disasters. All procedures were created in collaboration with local law enforcement and are based upon nationwide best practices. Procedures are kept confidential to the community to protect students and staff. In response to COVID-19, SLUSD will report all confirmed positive cases among personnel and students physically present at district schools and facilities during their infectious period for COVID-19. The infectious period begins two days before the onset of symptoms. If the case did not have symptoms, the infectious period is considered to be two days prior to the testing date. Note that personnel includes contractors, substitutes, and others working at SLUSD schools and facilities. For the most up-to-date emergency and safety information and the district COVID-19 Resources and information visit <https://www.slusd.us/families-community/>.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	5	
1	24		4	
2	21	1	4	
3	23	1	2	
4	30		1	
5	32		1	
Other	25	1	2	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	6		
1	23		5	
2	20	1	4	
3	20	1	4	
4	30		2	
5	27		2	
Other	16	2	1	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	3	
1	22		4	
2	19	4	1	
3	19	1	4	
4	23	1	3	
5	20	1	2	
Other	9	7		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.6
Resource Specialist (non-teaching)	
Other	0.7

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,287.	\$2,963.	\$5,324.	\$91,152.48
District	N/A	N/A	\$6,001.	\$102,465.90
Percent Difference - School Site and District	N/A	N/A	-12.0	-11.7
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-21.3	9.2

2021-22 Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- Special Education Services (state and federal)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- Behavioral Health
- Coordination of Services (COST)
- Learning Communities for School Success (LCSSP Grant)
- Title IV, Part A, Student Support and Academic Enrichment

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$65,522	\$52,478
Mid-Range Teacher Salary	\$87,439	\$80,810
Highest Teacher Salary	\$119,620	\$101,276
Average Principal Salary (Elementary)	\$141,739	\$127,080
Average Principal Salary (Middle)	\$150,497	\$134,264
Average Principal Salary (High)	\$174,409	\$147,200
Superintendent Salary	\$371,764	\$242,351
Percent of Budget for Teacher Salaries	39%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional development at James Madison is aligned with the SLUSD Strategic Plan and supports beginning and veteran teachers in all subjects and instructional practices. James Madison Elementary School staff is actively participating in the district initiatives and harnessing the district instructional coaches to help effectively transition to 21st century skills and Common Core Standards. Staff development for beginning teachers is enhanced through BTSA (Beginning Teachers Support and Assessment) Support Providers. We are most proud of our ongoing work with Project Based Learning Consultation and Positive Behavior Intervention and Support. District committees and action teams also allow for collaboration between teachers. Minimum days and release time assures ongoing personal and professional growth. Additional resources are earmarked for outside conferences and workshops to support teacher growth and innovation.

The district supports staff development through three Professional Growth Days each year. In addition our teachers are released to pursue ongoing growth and development to ensure they remain inspired and excited about teaching at James Madison Elementary School.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3