



# James Madison Elementary School

14751 Juniper Street • San Leandro, CA 94579 • (510) 895-7944 • Grades K-5

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



### San Leandro Unified School District

835 E. 14th Street  
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#### District Governing Board

Lance James

Ron Carey

Leo Sheridan

Diana J. Prola

Vince J. Rosato

Evelyn Gonzalez

#### District Administration

Dr. Michael McLaughlin  
Superintendent

Mark Martinelli  
Assistant Superintendent  
Business & Operations

Dr. Rosanna Mucetti  
Deputy Superintendent  
Educational Services

Dr. John Thompson  
Assistant Superintendent  
Human Resources

### Principal's Message

It is a very exciting time to be a Madison Mustang! James Madison Elementary School is an amazing place for all students to begin developing a life long appreciation of learning. Innovative district leadership and improved state funding has created a buzz of learning unlike any I have seen in my 27 years of public education. We are developing programs and practices with an eye on preparing students for college in the year 2021 and beyond. I am very proud of the students, staff and community for creating and maintaining a school where children want to learn.

In 2013 James Madison was honored by Edmentum as the Study Island Rock Star School of the year, (only west coast school to win this honor). In 2014 we were selected as the Alameda County English Language Learner site of the year! This recognition honored the 6th consecutive year Madison eliminated the achievement gap for English Language Learners.

James Madison School recognizes, celebrates and teaches to the cultural, linguistic and racial diversity in all learners. We nurture and develop parent leaders and family partners to work collaboratively with the school and district. We want to thank the staff, families, but mostly the children who continue to learn with their hearts, minds and bodies. Our school is also home to four classes of amazingly-abled special education students. We are proud to support the needs of all students and foster the understanding of all differences as we prepare students for success in the world.

### District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state of- the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

### School Vision & Mission Statement

James Madison Elementary serves nearly 400 scholars who represent a community rich with culture, language, and diversity. Our creative and energetic staff continues to work collaboratively with parents and the community to create experiences that foster an excitement for learning. We focus on inspiring each child to succeed. We believe that looking at student achievement through a lens of equity will allow all students to reach their potential. Learning will reflect the past, reinforce the present, and help to anticipate a future that has yet to be invented. We understand that the development of individual character and group responsibility is created through instructional programs, community partnerships, and best practices.

It is the vision of James Madison Elementary School to understand that the success of every students depends on developing a positive attitude, developing usable skills, and acquiring knowledge in order to reach goals now and in the future. It is our daily mission to inspire learning by creating experiences that help each student reach their potential.

## 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 including a 450-berth Marina, two golf courses and a large community library center. 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 both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (510) 895-7944.

### 2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	56
Gr. 1	62
Gr. 2	58
Gr. 3	57
Gr. 4	61
Gr. 5	67
<b>Total</b>	<b>361</b>

### 2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.3
Asian	42.4
Filipino	8.9
Hispanic or Latino	25.2
Native Hawaiian/Pacific Islander	0.6
White	8.0
Two or More Races	7.5
Socioeconomically Disadvantaged	42.4
English Learners	34.6
Students with Disabilities	11.1

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

James Madison Elementary School	12-13	13-14	14-15
<b>Fully Credentialed</b>	18	18	20
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
San Leandro Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	20
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at this School

James Madison Elementary	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

## Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
Districtwide		
<b>All Schools</b>	91.58	8.42
<b>High-Poverty Schools</b>	91.40	8.60
<b>Low-Poverty Schools</b>	100.00	0.00

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

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

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 20th, 2011 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 January 2012 are illustrated in the chart.

Textbooks and Instructional Materials	
Year and month in which data were collected: December, 2012	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0.0%</p>	<p>Hampton Brown Adopted 2002</p> <p>Houghton Mifflin Adopted 2002</p> <p>Hampton Brown Adopted 2011</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0.0%</p>	<p>Pearson Scott Foresman Adopted 2008</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0.0%</p>	<p>MacMillan/McGraw Hill Adopted 2007</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0.0%</p>	<p>Scott Foresman Adopted 2006</p>

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

**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, a staff work and break room, a computer lab, a multiuse room, and a playground.

James Madison Elementary was closed from 1982 to 1998. The school was modernized in 2005, which entailed improving the parking area, adding four new portable classrooms, upgrading the technology service, playground renovations, adding a new ball field and drinking fountains. New windows were installed during the 2006-07 school year.

**Cleaning Process**

The principal works daily with one full-time and one part-time custodian to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

**Maintenance & Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication 100% of Madison Elementary’s restrooms were in good working order. The chart displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district’s web site: [www.sanleandro.k12.ca.us](http://www.sanleandro.k12.ca.us).

**Deferred Maintenance Budget**

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated \$164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 1/22/14**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]		
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]		(B) ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]		
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]		(D) missing bulbs
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]		
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]		
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]		
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	[ ]	[X]	[ ]	[ ]	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	69	69	80	50	52	51	60	59	60

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	61	72	68	45	48	46	54	56	55
Math	70	74	79	36	37	37	49	50	50
HSS				39	37	40	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

API Rank	2010-11	2011-12	2012-13
Statewide	7	8	8
Similar Schools	2	8	8

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

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	35.4	20.0	38.5

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

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

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	51
All Student at the School	80
Male	96
Female	68
Black or African American	
American Indian or Alaska Native	
Asian	96
Filipino	
Hispanic or Latino	53
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	76
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

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

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

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-18	29	1
Black or African American			
American Indian or Alaska Native			
Asian	-3	9	-15
Filipino			
Hispanic or Latino	-49	45	25
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-53	71	12
English Learners	-12	32	-2
Students with Disabilities			

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

Our success is built on a foundation of strong parent and community involvement. We have an active Parent Teacher Organization that plans and funds school wide events that provide the climate to celebrate their family, culture and history as a community while harnessing the energy and resources to ensure student success.

Our award winning parent facilitator program trains and employs parent leaders to strengthen the school to home to classroom connection. The facilitators create connections from the classroom to the home in the families primary language. This program has helped bridge the language and cultural differences that often keep parents from understanding standards, curriculum, instruction and assessment. They also create opportunities to access programs and resources to support their children. Our goal is to create and educate empowered parents that can navigate and advocate for their children now and throughout their career in public school.

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

### Contact Information

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

### State Priority: School Climate

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

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

### School Safety Plan

The 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 was last approved in February 2014. The School Site Safety Plan outlines all emergency procedures. 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 and has been a speaker at state conferences pertaining to creating and maintaining safe schools.

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.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.2	1.7	0.3
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	10.5	7.7	7.6
Expulsions Rate	0.1	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

## D. Other SARC Information

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

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

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		100.0

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	2
Resource Specialist	1
Other	4
Average Number of Students per Staff Member	
Academic Counselor	400

\* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	22.7	20	19	1	1	1	2	2	2	0		
Gr. 1	28.5	20	21	0	1	1	2	2	2	0		
Gr. 2	23	20	20	1	1	1	2	2	2	0		
Gr. 3	24.3	21	19	1	1	1	2	2	2	0		
Gr. 4	31	23	20	0	1	1	2	2	2	0		
Gr. 5	19.8	17	23	2	2	1	2	2	2	0		

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,218	\$41,243
Mid-Range Teacher Salary	\$69,449	\$64,893
Highest Teacher Salary	\$91,913	\$83,507
Average Principal Salary (ES)	\$114,780	\$103,404
Average Principal Salary (MS)	\$115,812	\$109,964
Average Principal Salary (HS)	\$143,943	\$120,078
Superintendent Salary	\$226,205	\$183,557
Percent of District Budget		
Teacher Salaries	47	40
Administrative Salaries	7	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,820	\$179	\$3,640	\$74,789
District	♦	♦	\$4,333	\$74,515
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-16.0	-0.5
Percent Difference: School Site/ State			-34.3	11.4

### **Types of Services Funded at James Madison Elementary School**

- Federal, ECIA/ESEA/IASA (Title I)
- K-5 Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Special Education Master Plan
- Instructional Materials
- ROC/P Entitlement
- Supplemental Counseling
- Gifted & Talented Pupils
- School & Library Improvement Program
- Special Education Transportation
- School Safety & Violence Prevention
- Title II Teacher Quality
- Title III English Learners
- Federal, Special Education, Entitlement per UDC
- Vocational and Applied Technology Education Act / California Partnership Academy
- Vocational and Applied Technology Education Act / California Partnership Academy
- CAHSEE
- 21st Century
- Homeless Children
- Medi-Cal Billing
- Gear up
- After School Safety
- Mental Health
- QEIA

### **Professional Development provided for Teachers at James Madison Elementary School**

Professional development at James Madison coordinated in conjunction with the district programs and site needs. James Madison Elementary School is collaborating with the Alameda County Office of Education in the Bay Area Performance Based Assessment Network. Staff development for beginning teachers is supported through BTSA (Beginning Teachers Support and Assessment) Support Providers. We are most proud of our ongoing work with the Teacher Action Research Initiative and Integrated Learning programs. District committees and action teams also allow for collaboration between teachers. Minimum days and release time assures ongoing personal and professional growth.

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.