



# James Madison Elementary School

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

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<http://www.sanleandro.k12.ca.us/site/Default.aspx?PageID=488>

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### San Leandro Unified School District

835 E. 14th Street

San Leandro, CA 94577

(510) 895-4199

<http://www.sanleandro.k12.ca.us/Page/1>

#### District Governing Board

Monique Tate, Vice-President

Lance James, Clerk

Evelyn Gonzalez, Member

Leo Sheridan, Member

Diana J. Prola, President

Victor Aguilar, Jr., Member

Peter Oshinski, Member At Large

#### District Administration

Dr. Michael McLaughlin  
Superintendent

Dr. Rosanna Mucetti  
Deputy Superintendent  
Educational Services

Dr. John Thompson  
Assistant Superintendent  
Human Resources

Dr. Kevin Collins  
Assistant Superintendent  
Business & Operations

### Principal's Message

The San Leandro Unified School District is working hard to create successful futures for every student. With the support of District leadership James Madison has embraced the innovative instructional practices designed to lead our students into the 21st century. Our Slogan this year is "Madison Works", for Students, for Staff, and for the Community!" Our school continues to foster a life-long appreciation of learning for each and every student. We are developing programs and practices with an eye on preparing students for college in the year 2022 and beyond. I am very proud of the of our school and effort students, staff, and community are working collaboratively to maintain a school culture and climate that works .

James Madison Elementary School was recognized in 2014 and 2015 as a STAR HONOR ROLL SCHOOL by the Education Results Partnership and the Campaign for Business and Educational Excellence.

Through the Honor Roll School program, CBEE identifies and recognizes higher performing schools in the state, particularly higher poverty schools that are closing achievement gaps and those with a focus on STEM proficiency. The CBEE Honor Roll is the only school recognition program in the state using only student achievement outcomes as the criteria and is a growing resource for all schools to learn about best practices that increase student achievement. CBEE utilizes data from the non-profit Educational Results Partnership, the largest longitudinally-linked, actionable school data system in the country.

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 three classes of amazingly-abled special education students. We are proud to support the needs of all students and foster the understanding of differences as we prepare students for success now and long into their future.

#### School Vision & Mission Statement

James Madison Elementary serves more than 450 scholars who represent a community rich with culture, language, and diversity. Our creative and energetic staff continue 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 student depends on nurturing 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 21st-century competencies by creating purposeful learning experiences that help each student reach their potential. We are proud of how our school works, and the work our school does for the community.

#### 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

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	81
Grade 1	64
Grade 2	79
Grade 3	81
Grade 4	61
Grade 5	62
<b>Total Enrollment</b>	<b>428</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.2
American Indian or Alaska Native	0.5
Asian	45.8
Filipino	10.3
Hispanic or Latino	22.7
Native Hawaiian or Pacific Islander	0.2
White	7
Two or More Races	5.4
Socioeconomically Disadvantaged	49.5
English Learners	23.6
Students with Disabilities	10.7
Foster Youth	0.2

#### 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	14-15	15-16	16-17
With Full Credential	20	21	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
James Madison Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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

2015-16 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
This School	100.0	0.0
Districtwide		
All Schools	96.4	3.6
High-Poverty Schools	96.4	3.6
Low-Poverty Schools	94.7	5.3

\* 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 2016-17)

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
Reading/Language Arts	Hampton Brown Adopted 2002  Houghton Mifflin Adopted 2002  Hampton Brown Adopted 2011 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Mathematics	Envision Math Adopted 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Science	MacMillan/McGraw Hill Adopted 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
History-Social Science	Scott Foresman Adopted 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

### 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 day custodian and one full-time night 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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	49	57	34	38	44	48
Math	45	51	22	24	34	36

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

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	78	48	65	51	43	44	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.4	23	34.4

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	62	62	100.0	64.5
Male	38	38	100.0	60.5
Female	24	24	100.0	70.8
Asian	27	27	100.0	63.0
Hispanic or Latino	14	14	100.0	50.0
Socioeconomically Disadvantaged	30	30	100.0	53.3
English Learners	12	12	100.0	25.0
Students with Disabilities	11	11	100.0	45.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	82	81	98.8	61.7
	4	61	61	100.0	55.7
	5	62	62	100.0	51.6
Male	3	42	41	97.6	58.5
	4	36	36	100.0	55.6
	5	38	38	100.0	47.4
Female	3	40	40	100.0	65.0
	4	25	25	100.0	56.0
	5	24	24	100.0	58.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	40	40	100.0	62.5
	4	26	26	100.0	73.1
	5	27	27	100.0	59.3
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	17	17	100.0	47.1
	4	15	15	100.0	53.3
	5	14	14	100.0	28.6
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	37	37	100.0	40.5
	4	33	33	100.0	42.4
	5	30	30	100.0	40.0
English Learners	3	23	23	100.0	30.4
	4	--	--	--	--
	5	12	12	100.0	8.3

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	--	--	--	--
	4	11	11	100.0	
	5	11	11	100.0	9.1
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	82	81	98.8	65.4
	4	61	61	100.0	42.6
	5	62	62	100.0	40.3
Male	3	42	41	97.6	61.0
	4	36	36	100.0	41.7
	5	38	38	100.0	34.2
Female	3	40	40	100.0	70.0
	4	25	25	100.0	44.0
	5	24	24	100.0	50.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	40	40	100.0	72.5
	4	26	26	100.0	65.4
	5	27	27	100.0	63.0
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	17	17	100.0	47.1
	4	15	15	100.0	20.0
	5	14	14	100.0	7.1

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	37	37	100.0	51.4
	4	33	33	100.0	36.4
	5	30	30	100.0	26.7
English Learners	3	23	23	100.0	39.1
	4	--	--	--	--
	5	12	12	100.0	
Students with Disabilities	3	--	--	--	--
	4	11	11	100.0	
	5	11	11	100.0	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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.

### 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 (School Year 2016-17)

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. 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 parent empowerment has helped bridge the language and cultural differences that often keep parents from understanding standards, curriculum, instruction, and assessment. We support parents in their ability to advocate for their children now and throughout their career in public education.

James Madison Elementary School actively develops 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 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 and has been a speaker at state conferences pertaining to creating and maintaining safe schools. 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.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.3	0.5	1.5
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	7.6	5.9	6.4
Expulsions Rate	0.0	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

### 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.

2016-17 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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	3
Resource Specialist	1
Other	4
Average Number of Students per Staff Member	
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.

### Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	21	22	22	1	1	1	2	2	2			
1	29	25	25				2	3	3			
2	27	25	25				2	3	3			
3	28	21	21		1	1	2	2	2			
4	29	32	32				2	2	2			
5	24	22	22	1	1	1	2	2	2			
Other	6			1								

#### Professional Development provided for Teachers

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 the Teacher Action Research Initiative and Project Based Learning Consultation. 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.

#### FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,852	\$43,821
Mid-Range Teacher Salary	\$77,121	\$69,131
Highest Teacher Salary	\$101,967	\$89,259
Average Principal Salary (ES)	\$120,214	\$108,566
Average Principal Salary (MS)	\$117,248	\$115,375
Average Principal Salary (HS)	\$148,670	\$125,650
Superintendent Salary	\$245,544	\$198,772
Percent of District Budget		
Teacher Salaries	46%	37%
Administrative Salaries	6%	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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4009	78	3931	74450
District	♦	♦	5167	\$83,516
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-23.9	-10.9
Percent Difference: School Site/ State			-30.8	4.1

\* Cells with ♦ do not require data.

#### 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
- 9-12 Career Technical Education
- Regional Occupational Program
- Career Pathways
- College Readiness Grant
- Special Education Services (state and federal)
- Pre-School (Special Education)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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).

#### 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.