



Madison Elementary

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>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



San Leandro Unified School District

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Dr. Kevin Collins
Assistant Superintendent
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Principal's Message

James Madison Elementary School aligns and supports the mission of the San Leandro Unified School District (SLUSD) which is to educate students to achieve academic excellence in order to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where we value our traditions and embrace innovation. 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 successfully into the 21st century. Our slogan is "Madison Works", for Students, for Staff, and for the Community!" We are developing programs and practices with a goal of preparing students for college and career. I am very proud of the school and the collective effort of students, staff and the community. Collaboratively we maintain a school culture and climate that builds success.

James Madison Elementary School 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). The Educational Results Partnership recognizes higher performing schools in the state that are progressing to eliminate achievement disparities by demographic indicators. The Campaign for Business and Educational Excellence uses state assessment data to determine Honor Roll schools. In addition the CBEE honors achievement with Science Technology Engineering and Mathematics (STEM) and Madison received this emphasis designation in 2015.

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.

School Vision

James Madison Elementary serves more than 500 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 enthusiasm for learning. We focus on supporting and inspiring each child to dream and see themselves as successful and caring adults. 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 how our school is active in the community. James Madison is proud to align our work with the SLUSD strategic plan and Local Control Accountability Plan (LCAP) to maximize efficient use of resources and prioritize our efforts to ensure the best learning environment for all students.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	76
Grade 1	83
Grade 2	61
Grade 3	77
Grade 4	76
Grade 5	58
Total Enrollment	431

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.5
Asian	46.9
Filipino	9.3
Hispanic or Latino	23.2
Native Hawaiian or Pacific Islander	0.2
White	6.5
Two or More Races	5.6
Socioeconomically Disadvantaged	49
English Learners	30.9
Students with Disabilities	10.4
Foster Youth	0.2

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.

Teacher Credentials			
Madison Elementary	15-16	16-17	17-18
With Full Credential	21	22	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Madison Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 November 14, 2017 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 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: April, 2016	
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Eureka Math Adopted April 2016 Great Minds The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	MacMillan/McGraw Hill Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Scott Foresman Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/24/18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	57	60	38	38	48	48
Math	51	53	24	25	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	48	65	43	44	56	54

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.1	29.6	38.9

* 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	212	210	99.06	59.52
Male	104	102	98.08	58.82
Female	108	108	100	60.19
Black or African American	16	16	100	43.75
American Indian or Alaska Native	--	--	--	--
Asian	98	98	100	66.33
Filipino	16	16	100	43.75
Hispanic or Latino	48	46	95.83	60.87
White	13	13	100	69.23
Two or More Races	17	17	100	52.94
Socioeconomically Disadvantaged	107	106	99.07	47.17
English Learners	93	92	98.92	56.52
Students with Disabilities	31	29	93.55	10.34
Foster Youth	--	--	--	--

Note: 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.

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

-Note: The number of students tested includes 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 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	212	210	99.06	53.33
Male	104	102	98.08	54.9
Female	108	108	100	51.85
Black or African American	16	16	100	25
American Indian or Alaska Native	--	--	--	--
Asian	98	98	100	66.33
Filipino	16	16	100	50
Hispanic or Latino	48	46	95.83	41.3
White	13	13	100	69.23
Two or More Races	17	17	100	41.18
Socioeconomically Disadvantaged	107	106	99.07	40.57
English Learners	93	92	98.92	56.52
Students with Disabilities	31	29	93.55	3.45
Foster Youth	--	--	--	--

Note: 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.

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

-Note: The number of students tested includes 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 State priority: Parental Involvement (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 2017-18)

Our success is built on a foundation of strong family 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 State priority: School Climate (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 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.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.5	1.5	2.2
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.9	6.4	6.5
Expulsions Rate	0.1	0.1	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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

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	.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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	26	22	1		1	2	3	3			
1	25	28	27				3	2	3			
2	25	26	27				3	3	2			
3	21	21	25	1	1		2	3	3			
4	32	29	32				2	2	2			
5	22	22	24	1	1	1	2	2	2			
Other		12			1							

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

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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,645	\$46,511
Mid-Range Teacher Salary	\$80,977	\$73,293
Highest Teacher Salary	\$107,065	\$92,082
Average Principal Salary (ES)	\$122,739	\$113,263
Average Principal Salary (MS)	\$134,702	\$120,172
Average Principal Salary (HS)	\$156,104	\$131,203
Superintendent Salary	\$284,181	\$213,732
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4574	44	4530	84522
District	♦	♦	4574	\$86,964
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-1.0	-2.8
Percent Difference: School Site/ State			-31.1	13.5

* Cells with ♦ do not require data.