

James Madison Elementary

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	James Madison Elementary
Street	109 Stadium Road
City, State, Zip	Madera, CA 93637
Phone Number	(559) 675-4630
Principal	Frank Espinosa
Email Address	Frankespinosa@maderausd.org
School Website	https://www.madera.k12.ca.us/madison
County-District-School (CDS) Code	20-65243-6023980

2023-24 District Contact Information

District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
District Website	www.madera.k12.ca.us

2023-24 School Description and Mission Statement

Principal's Message

On behalf of the staff at James Madison Elementary Dual Language Program School, I am delighted to welcome you to the 2023-2024 school year! We are looking forward to a productive partnership with you to ensure our children can achieve their highest potential. Our goal is to ensure that all students become critical thinkers, active problem-solvers, inquisitive readers, diligent researchers, and prolific writers. Teachers diligently work to refine their instructional strategies and identify best practices within Professional Learning Communities. Grade levels meet regularly to analyze student progress and identify areas of focus. We do this to prepare students for the demands of the real world so our students may become productive citizens, become our future leaders, and contribute and give back positively to the community. Education is a joint venture between school and home. As we work with our students to help them learn about the world around them through the prescribed curriculum, we very much appreciate the support that parents give their children at home as they strive to reach their learning goals. The foundation of a successful school is the cooperation between the students, staff, parents, and community. I look forward to a great year! On behalf of the staff of James Madison Elementary School, I want to thank you for being a part of our school community! Sincerely, Frank Espinosa Principal, James Madison Elementary School

2023-24 School Description and Mission Statement

Mission Statement

The Mission of the Madera USD The Madera Unified School District will be widely recognized throughout California as a leader in education, where the futures of children are driven by their aspirations, not bound by their circumstances. Madison Mission statement: James Madison School promotes a positive and safe learning environment where all students will learn and experience success. Vision: Mavericks collaborate, think critically, and persevere through rigorous, relevant, and engaging tasks using multiple strategies and materials.

School Profile

James Madison Elementary is one of 28 elementary/middle/concurrent middle school/comprehensive/ alternative high schools in Madera Unified School District. Currently, the 2023-2024 school year enrollment is at 671 students. All programs follow a traditional school year calendar. Madison students participated in an Extended Learning summer school program during the 2023 summer session. Madison Elementary sits in the heart of Madera next to Madera High School. Our free and reduced lunch rate is at 89%. Our current English Language Learner population is 51% with the Spanish language spoken by 98.84% of our EL students. Advanced Learners: Although we no longer have the GATE program (Gifted and Talented Education), we still work hard to provide opportunities for our advanced students. Special Education Program: Students are in the general education classroom for the majority of their day. Support is provided by a special education staff member during a portion of their time while pulling out of the general education environment for more intense instruction is determined based on the needs identified in the student's Individualized Education Plan (IEP). ATSI support is provided to English Learners, Students with Disabilities, and Low Social Economic. Madison has one full-time special education teacher and two full-time special education aides to support our students. English Learner Program: All of Madison's teachers are trained to teach culturally diverse populations. AELD (Academic English Language Development) is taught daily in all Dual Immersion classrooms based on the program model of language delivery. The emphasis for all language acquisition is on listening, speaking, reading, writing, and thinking. Teachers evaluate students and monitor their progress. The results of multiple assessments conducted regularly in both English and Spanish help teachers determine the next steps for instruction not only for our EL students but also for our Spanish Learners enrolled in the Dual Immersion program. Dual Language Immersion Program: Dual Language Immersion is a form of education where students are taught literacy and content in two languages, Spanish and English. It prepares our students for 21st-century learning, as well as college and career opportunities that will lead to success in a global economy. We have highly qualified bi-literate teachers to ensure success in the program. The Dual Language Immersion (DLI) Program uses the core curriculum taught in both Spanish and English. The teacher never uses both languages at the same time. Teachers are highly trained in delivering lessons that are understood by all students, regardless of their home language. Hands-on experiences help students learn the language and content in a supportive environment. California Academic Standards are taught in all subject areas. Teachers receive continuous professional development to enhance the delivery of instruction that promotes high levels of academic language and literacy.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	87
Grade 2	77
Grade 3	96
Grade 4	90
Grade 5	98
Grade 6	86
Total Enrollment	639

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.9%
American Indian or Alaska Native	0.5%
Black or African American	0.5%
Hispanic or Latino	95.6%
Two or More Races	0.2%
White	1.9%
English Learners	52.9%
Homeless	0.9%
Migrant	2.5%
Socioeconomically Disadvantaged	89%
Students with Disabilities	5.6%

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)	26.40	86.84	821.90	85.09	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	6.58	25.70	2.67	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.29	44.60	4.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.29	15.10	1.57	12115.80	4.41
Unknown	0.00	0.00	58.40	6.05	18854.30	6.86
Total Teaching Positions	30.40	100.00	966.00	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)	27.90	82.35	850.50	83.46	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.94	28.20	2.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	8.83	59.00	5.79	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	23.70	2.33	11953.10	4.28
Unknown	2.00	5.88	57.50	5.64	15831.90	5.67
Total Teaching Positions	33.90	100.00	1019.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00
Misassignments	1.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	3.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	1.3	2.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Madera Unified held a public hearing on September 24, 2019, 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 and instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected	July 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Step Up to Literacy, 2014 McGraw Hill California Wonders, 2017 Benchmark Adelante, 2017 Board Approved: May 10, 2016	Yes	0.0%
Mathematics	California Math in Focus: Singapore Math, 2012 McGraw Hill My Math, 2014 Big Ideas Math, 2015 Board Approved: April 29, 2014	Yes	0.0%
Science	Twig Science, 2020 Board Approved June 11, 2019	Yes	0.0%
History-Social Science	California History-Social Science: myWorld Interactive, 2019 California History-Social Science: myWorld Interactive, Ancient Civilizations, 2019 TCI Social Studies Alive! California Series, 2016 Board Approved: May 8, 2018	Yes	0.0%
Foreign Language	Mc Dougal Avancemos 2013	Yes	0.0%

School Facility Conditions and Planned Improvements

The main campus was built in 1951, with additional portables added over the years. Madison now consists of 31 classrooms, one state preschool classroom, a multipurpose/cafeteria room, a library, a staff lounge/workroom, a staff meeting room, and administration offices. All of the classrooms are in good repair, as is evidenced by the annual Williams report. Playground space is adequate for the number of students we have enrolled; providing them with ample opportunity to be active during their recess time.

Cleaning Process

The site administration works daily with a custodial staff of 3.0 full-time employees to ensure that the school maintains cleanliness and safety. A staggered shift schedule ensures one custodian is available on campus from 6:00 a.m. to 10 p.m. A two-person team from the district maintenance department services the larger maintenance needs about every six weeks. The district makes a great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of School Construction. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review. The school grounds are clean and safe thanks to the efforts of many people. Madison has its own custodial staff that takes care of daily cleaning and maintenance.

Maintenance and Repair

Each year Madison is inspected by the Madera County Office of Education as part of the Williams Settlement and continues to meet all requirements for a safe school. 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 the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table reflect an inspection done in the summer of 2023. The last major update of James Madison's campus was in 2017 prior to the implementation of the Dual Immersion Program where the landscape was updated, new screens were placed on the cafeteria windows and all student and staff restrooms and kitchen areas were renovated. This remodeling was done to improve the curb appeal of our campus.

Year and month of the most recent FIT report

07/27/23

School Facility Conditions and Planned Improvements

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		
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Room 15: D- Windows- 2 BB holes D- Weather stripping broken D- Back window- 1 screen hanging * Ants in barn door style closet cubbards- pest control called D- Closet doors and wall near light switch-paint chipping D- Counter laminate chipped on edges
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	"Room 14: D- Windows- 3 BB holes D- Weather STRipping broken D- Ceiling tiles- 2 water damaged D- Back Windows- 3 screens hanging D- Outlets near sinks don't work D- Sink Countertop alminate missing on edge D- Closet doors and wall with light switch- chipped paint" "Room 15: D- Windows- 2 BB holes D- Weather stripping broken D- Back window- 1 screen hanging * Ants in barn door style closet cubbards- pest control called D- Closet doors and wall near light switch-paint chipping D- Counter laminate chipped on edges"
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Room 14: D- Windows- 3 BB holes D- Weather STRipping broken D- Ceiling tiles- 2 water damaged D- Back Windows- 3 screens hanging D- Outlets near sinks don't work D- Sink Countertop alminate missing on edge D- Closet doors and wall with light switch- chipped paint

Overall Facility Rate

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	27	26	30	31	47	46
Mathematics (grades 3-8 and 11)	23	19	16	18	33	34

2022-23 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	369	363	98.37	1.63	25.90
Female	180	175	97.22	2.78	26.86
Male	189	188	99.47	0.53	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	353	347	98.30	1.70	26.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	177	171	96.61	3.39	8.77
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	329	323	98.18	1.82	23.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	17	100.00	0.00	11.76

2022-23 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	369	368	99.73	0.27	19.02
Female	180	179	99.44	0.56	14.53
Male	189	189	100.00	0.00	23.28
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	353	352	99.72	0.28	19.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	177	176	99.44	0.56	6.82
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	329	328	99.70	0.30	17.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	17	100.00	0.00	11.76

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.87	13.40	15.25	14.88	29.47	30.29

2022-23 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	97	97	100.00	0.00	13.40
Female	39	39	100.00	0.00	12.82
Male	58	58	100.00	0.00	13.79
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	93	93	100.00	0.00	12.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	49	49	100.00	0.00	2.04
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	85	100.00	0.00	10.59
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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	94%	72%	70%	43%	25%

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.

2023-24 Opportunities for Parental Involvement

Madison provides a variety of opportunities for parental involvement and training. A Parent Resource Center (PRCs) at James Madison Elementary School is operated by MUSD. The PRCs is designed to provide the proper resources that will help parents with their children's education and promote parent engagement, by encouraging parents to take an active role in their children's school. The PRC center supports MUSD families by: Developing resources for families to support their children's learning at home, providing opportunities for parents to become involved in their children's education, ensuring that families receive literacy training and resources to support their children's academic achievement, networking with community organizations to support family engagement in education and supporting early learning programs to promote school readiness. Other involvement opportunities for parents are our School Site Council (SSC), and the English Language Advisory Committee (ELAC). These groups assist by providing input on budgetary and programmatic matters. The Madison DLI PTA assists with fundraising to support classroom activities, and materials, as well as fun school-wide student activities. Parental communication is provided via Parent Square, the Madison website, the marquee, weekly Parent Updates, and e-flyers, Madison offers the following activities: Back-to-School Night, Open House, Math and Literacy Nights, Winter & Spring Concerts, parent-teacher conferences, student recognition assemblies, and a multitude of parental classes to improve parental involvement and student connectedness to school. Parents are provided passwords to our grading system to monitor their child's progress and assignment completion. Our teachers are in frequent contact with their student's parents and strive to be accessible during non-instructional hours. For more information on how to become involved at the school, please contact Frank Espinosa, Principal, at (559) 675-4630.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	663	656	129	19.7
Female	327	324	65	20.1
Male	336	332	64	19.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	0	0	0	0.0
Black or African American	3	3	1	33.3
Filipino	0	0	0	0.0
Hispanic or Latino	635	628	128	20.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	12	12	0	0.0
English Learners	374	369	75	20.3
Foster Youth	0	0	0	0.0
Homeless	15	12	1	8.3
Socioeconomically Disadvantaged	594	588	123	20.9
Students Receiving Migrant Education Services	22	21	4	19.0
Students with Disabilities	42	42	9	21.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.89	1.51	0.18	3.95	5.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.25	0.31	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.51	0
Female	0.61	0
Male	2.38	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.26	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	8.33	0
English Learners	1.07	0
Foster Youth	0	0
Homeless	6.67	0
Socioeconomically Disadvantaged	1.68	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.14	0

2023-24 School Safety Plan

Staff members supervise our school playground during morning and lunch recesses to ensure student safety. James Madison Elementary has adopted Positive Behavioral Intervention and Support (PBIS) as the foundation for enhancing the positive atmosphere of our school. Madison was recently awarded a Platinum status in our PBIS implementation. PBIS is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on the prevention of problem behavior, the development of pro-social skills, and the use of data-based problem-solving for addressing existing behavior concerns. For this 2023-2024 school year, James Madison Elementary School continues to have staff participate in PBIS. This PBIS team continues enhancing the implementation of PBIS as a framework for creating and sustaining a safe and effective school. PBIS meetings are interactive, activity-based preparation for the implementation of School-wide PBIS matrices. Parents and students are informed of school rules and discipline policies through school-wide behavior matrices, school-wide bilingual intercom announcements, and during parent meetings such as ELAC, Madison DLI PTA, and SSC. These policies are also included in the Parent/Student handbook that is available digitally on our school website all year round. James Madison School regularly undergoes a thorough safety evaluation as a result of Madera Unified School District's Crisis School Management Project and Madera County Office of Education's yearly monitoring of Williams Settlement requirements. Our District also provides a maintenance team that reviews safety issues on our campus monthly. The School Safety Plan was reviewed and updated in the Spring and then again in the Summer. SSC reviews the School Safety Plan, as does faculty, and other stakeholders. Revisions are based on feedback received from parents, staff, and students on a school-wide survey. The key elements of the plan include regular inspection and maintenance of the campus, emergency procedures, an emergency alarm system, a specific campus emergency plan, and a list of emergency phone numbers. The entire staff is trained on portions of the plan and various emergency procedures throughout the year.

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.

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	22		7	
1	20	9	6	
2	20	9	6	
3	21	14		1
4	28		9	
5	25	1	6	
6	22	1	6	

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	21	5	9	
1	21	3	9	
2	19	11	3	
3	18	15		
4	24		12	
5	32		4	1
6	28		6	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
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2022-23 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	639

2022-23 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	8974.94	1368.29	7606.65	71232
District	N/A	N/A	3671.58	\$77,690
Percent Difference - School Site and District	N/A	N/A	69.8	-13.2
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	14.3	-21.5

Fiscal Year 2022-23 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, After School Programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.--

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$47,813	\$55,550
Mid-Range Teacher Salary	\$76,198	\$84,645
Highest Teacher Salary	\$97,406	\$111,284
Average Principal Salary (Elementary)	\$129,854	\$139,860
Average Principal Salary (Middle)	\$132,984	\$146,440
Average Principal Salary (High)	\$139,061	\$158,447
Superintendent Salary	\$225,000	\$278,268
Percent of Budget for Teacher Salaries	25.65%	32.21%
Percent of Budget for Administrative Salaries	4.57%	4.89%

Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.

The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in-class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside with that provides coaching support and feedback.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	8	8