Desert Sands Unified School District
James Madison Elementary School

Grades TK through 5
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2024-25 School Accountability Report Card

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Principal's Message

Welcome to the James Madison Elementary School's School Accountability Report Card! Madison is a close-knit neighborhood school providing a nurturing and safe environment for our students, a place where children come to learn both academically and socially. Our highly qualified staff follows state and district guidelines to provide quality instruction in large group, small group, and individual settings to ensure that our students excel in their education. Built in 1990, Madison is a place where former students bring their children to learn. We do our best to build lasting partnerships between students, parents, and teachers to best support the needs of each child as they move along their academic pathway. We are proud to share that in both 2016 and 2018 - two cycles in a row - Madison was awarded the Civic Learning Award of Merit through the California Courts and Judicial Branch because of our student involvement in local government and our close associations with local businesses. In 2020, Madison was awarded the Positive Behavioral Interventions & Supports award by the California Department of Education. Our students are Patriot PROUD (Positive, Respectful, Outstanding, United, Determined)!

Following the state guidelines, our teaching staff uses the state approved curriculum to guide instruction as we implement the newly adopted Common Core standards. District-created modules have been developed by teachers, with full and on-going training sessions occurring throughout the year to help staff provide the most current instructional techniques as possible. Our dedicated, professional staff strives to meet the individual needs of each and every child, every day. We are always available to answer questions or provide information about our school and our programs. Madison welcomes comments and suggestions on ways to improve how we do things. Together, through the hard work of the partnership between students, parents, and teachers our students will be challenged to reach their maximum potential. James Madison is the district's best kept secret!

Thank you for taking time to read James Madison Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. We hope you will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. James Madison Elementary School is the place to be - as we always say, "Once a Patriot, always a Patriot!"

District Mission

To inspire and nurture every student ... one opportunity at a time.

District Vision

We will be the district of choice to successfully prepare every student for college, career, and life.

School Profile

James Madison Elementary School is located in the southwestern region of Indio and serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2024-25 school year, 403 students were enrolled, including 13.9% in special education, 29.5% English Learners, 1.0% foster youth, 16.4% homeless youth, 0.5% migrant education and 93.5% socioeconomically disadvantaged.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	48.1%
Male	51.9%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	0%
Black or African-American	0.5%
Filipino	0.2%
Hispanic or Latino	89.1%
Native Hawaiian or Pacific Islander	0%
Two or More Races	0%
White	2.0%
English Learners	29.5%
Foster Youth	1.0%
Homeless	16.4%
Migrant Services	0.5%
Socioeconomically Disadvantaged	93.5%
Students with Disabilities	13.9%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
TK	30
K	59
Grade 1	51
Grade 2	57
Grade 3	64
Grade 4	76
Grade 5	66
Total Enrollment	403

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Preparation and Placement, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout & Graduation Rates, including the Dropout chart; and Graduation Requirements, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Student Achievement

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics for All Students 2024-25						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	20.0	20.0	39.0	41.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	19.0	10.0	26.0	27.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	214	175	81.78	18.22	20.00
Female	106	87	82.08	17.92	21.84
Male	108	88	81.48	18.52	18.18
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	194	155	79.90	20.10	19.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0	21.43
White	--	--	--	--	--
English Learners	84	46	54.76	45.24	0
Foster Youth	0	0	0	0	0
Homeless	45	7	15.56	84.44	--
Military	--	--	--	--	--
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	200	161	80.50	19.50	19.25
Students with Disabilities	38	37	97.37	2.63	5.41

CAASPP Test Results in Mathematics by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	214	213	99.53	0.47	10.33
Female	106	106	100.00	0	7.55
Male	108	107	99.07	0.93	13.08
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	194	193	99.48	0.52	10.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0	7.14
White	--	--	--	--	--
English Learners	84	84	100.00	0	1.19
Foster Youth	0	0	0	0	0
Homeless	45	45	100.00	0	0
Military	--	--	--	--	--
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	200	199	99.50	0.50	9.05
Students with Disabilities	38	37	97.37	2.63	5.41

Note: ELA & 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Test Results in Science for All Students 2024-25						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	10.3	7.6	24.2	25.1	30.7	32.3

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Test Results in Science by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	66	66	100.00	0	7.58
Female	35	35	100.00	0	8.57
Male	31	31	100.00	0	6.45
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	59	59	100.00	0	6.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	23	100.00	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	61	61	100.00	0	8.20
Students with Disabilities	13	13	100.00	0	7.69
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					

Physical Fitness

In the spring of each year, James Madison Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test % of Students Participating in each of the Five Fitness Components 2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
Note: The administration of the PFT requires only participation results for these five fitness areas. *To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*					

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through principal newsletters, the school marquee, the school website, and School Messenger (automated telephone message delivery system). Contact Amy Zink, Principal, at (760) 775-3850 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
- Chaperone Field Trips
- Classroom Helper

Committees
- English Learner Advisory Council
- School Advisory Council
- School Site Council

School Activities
- Back to School Night
- District Sports
- English Classes for Parents
- Fall Festival
- Fundraising
- Latino Family Literacy Night
- Literacy Nights
- Read Across America Fun Night
- Parent Education Workshops
- PRICE Parenting Classes
- Science Night
- Talent Show

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. James Madison Elementary School's original facilities were built in 1990 and modernized in 2022; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to James Madison Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaninge

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1990
Acreage	13.1
Square Footage	62,918
	Quantity
Permanent Classrooms	23
Portable Classrooms	1
Restrooms (Sets)	4
Library	1
Cafeteria (Outside Area)	1
Multipurpose Room	1
Parent Room	1

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for James Madison Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff by March 1, 2026.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, a campus security agent, school site monitors, and the counselor are strategically assigned to designated entrance areas and the playground. Administrators and school site monitors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators, teachers, and school site monitors monitor student behavior to ensure a safe and orderly departure.

James Madison Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the Raptor Security System and wear an identification sticker while on school grounds. They must then check out at the school office upon exit from the school site.

Facilities Inspection

The district's maintenance department inspects James Madison Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). James Madison Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on November 5, 2025. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	**Repair Status**			
Inspection Date: November 5, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces	X			
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural	X			
External	X			

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	X			
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.				

Classroom Environment

Discipline & Climate for Learning

James Madison Elementary School's discipline policies are based upon Positive Behavior Intervention and Supports (PBIS), a multi-tiered approach to social, emotional and behavior support. This schoolwide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by the school administrator in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	1.46	0.40	1.14
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	4.46	3.80	3.36
% Students Expelled	0.04	0.06	0.03
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	1.14	0.0
Female	1.62	0.0
Male	0.72	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	1.04	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	0.0	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	1.00	0.0
Students with Disabilities	1.41	0.0
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.		

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
	2022-23			
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	13	3	2	
1	19	1	2	
2	31		2	1
3	17	1	2	
4	19	1	2	
5	22	1	2	
6			2	
	2023-24			
K	16	1	2	
1	18	1	2	
2	27	1	1	1
3	19	1	3	
4	18	1	2	
5	23	1	1	
	2024-25			
K	15	4		
1	17	1	2	
2	19	1	2	
3	21	1	2	
4	19	1	3	
5	22	1	2	
**Number of classes indicates how many classes fall into each size category (a range of total students per class).*				
***"Other" category, if applicable, is for multi-grade level classes.*				

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for James Madison Elementary School for the 2024-25 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	526	474	167	35.2
Female	247	225	81	36.0
Male	279	249	86	34.5
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	482	432	155	35.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	220	186	88	47.3
Foster Youth	--	--	--	--
Homeless	178	129	81	62.8
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	501	450	164	36.4
Students with Disabilities	71	69	19	27.5
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.				

Curriculum & Instruction

Staff Development

All training and curriculum development activities at James Madison Elementary School revolve around the California State Content Standards and Frameworks. During the 2024-25 school year, James Madison Elementary School held staff development training devoted to:

- Data Analysis
- Chromebooks, Tables & Google Docs Training
- Strategies for English Learner Students
- Professional Learning Communities (PLCs)
- Multi-Tiered System of Supports (MTSS)
- i-Ready
- Technology Training
- Early Literacy

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. James Madison Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2023-24, 2024-25, and 2025-26 school years, James Madison Elementary School's teachers had the opportunity to attend the following events hosted by the Desert Sands Unified School District:

2023-24 Trainings:

- Digital Citizenship: Student Data & Privacy, DSUSD Digital Resources
- Integrated ELD (including data, ELPAC levels, ELLevation, academic supports)
- Universal Design for Learning (UDL)
- Positive Behavioral Interventions & Supports (PBIS)
- SPSA and Strategic Planning
- Tier I Site Leadership
- Educational Technology (Google Apps, LFDs, Synergy Assessments, Grade Book, Engagement Tools, Classified Google Training)
- Tier II Site Team Training and Coaching
- Dual Language Immersion
- Reclassification for Dually Identified Students
- MTSS Training
- AVID Pathways Training
- Secondary ELA Training on UDL and Engaging Learning Environments that are Inclusive
- World Language Framework and New Curriculum Training for Spanish and French
- Secondary Science - Gizmos and Curriculum Support
- Ethnic Studies
- High School Math Teacher Training on New Textbooks
- Administering and Scoring Academic Assessments
- MindSet Training
- Middle School Math Teachers Training on New Framework, UDL, SEL

2024-25 Trainings:
• Affirming Spaces for LQBTQ+ Students with Dr. Pompeii
• Visual and Performing Arts Training
• Foster Youth and Trauma Informed Practices for Counselors

2025-26 Trainings:
• TK Training
• PE/Play 360 Training
• LETRS for Early Childhood Teachers
• Visual and Performing Arts
• AVID Math Discourse

Desert Sands Unified School District also offered teachers supplemental professional development training during the 2025-26 school year on the following topics:

• Digital Citizenship
• Integrated ELD
• Universal Design for Learning
• Inclusive Practices
• Positive Behavioral Interventions and Supports
• Educational Technology
• Early Literacy-Foundational Skills and Planners
• LETRS
• Professional Learning Community (PLC)
• Visual and Performing Arts
• Science K/1 Trainings
• AVID Pathways
• Mindset Training

James Madison Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2023-24	2024-25	2025-26
2	2	2

Instructional Materials

All textbooks used in the core curriculum at James Madison Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 16, 2025, the Desert Sands Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 05/2025-2026 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2025-26 school year, Desert Sands Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2022	Benchmark Education: *Benchmark Advance*	Y	0%
Health			
2006	McGraw: *Health & Wellness*	Y	0%
History-Social Science			
2020	Studies Weekly: *Studies Weekly History*	Y	0%
Mathematics			
2015	Houghton Mifflin Harcourt: *Go Math!*	Y	0%
2015	Pearson: *Envision Math*	Y	
Science			
2020	Saavas Learning Company, LLC: *Elevate Science*	Y	0%

Professional Staff

Counseling & Support Staff

James Madison Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to James Madison Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25

	No. of Staff	FTE
Academic Counselor	0	0.0
Adaptive PE	1	As Needed
Counselor	1	1.0
Health Clerk	1	0.2
Library Media Technician	1	0.75
Nurse	1	0.2
Occupational Therapist	1	As Needed
Psychologist	1	0.4
Speech & Language Specialist	1	0.4

Note: One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Teacher Assignment

The charts below identify the number of teachers at James Madison Elementary School, Desert Sands Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report James Madison Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment

	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator

	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments / Indicator

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	0.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0

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

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	**Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)**	Unknown	Total Teaching Positions
2023-24						
School #	17.7	0.0	0.0	0.0	0.3	18.0
School %	98.17	0.0	0.0	0.0	1.83	100.0
District #	996.8	28.4	39.2	37.7	40.3	1142.5
District %	87.25	2.49	3.43	3.3	3.53	100.0
State #	230039.4	6213.8	16855.0	12112.8	13705.8	278927.1
State %	100.0	2.23	6.04	4.34	4.91	100.0
2022-23						
School #	18.5	0.0	0.0	0.0	0.5	19.0
School %	97.4	0.0	0.0	0.0	2.6	100.0
District #	226.3	0.0	0.0	5.4	8.6	240.4
District %	94.2	0.0	0.0	2.3	3.6	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	18.5	0.0	0.0	0.0	0.5	19.0
School %	97.4	0.0	0.0	0.0	2.6	100.0
District #	226.3	0.0	0.0	5.4	8.6	240.4
District %	94.2	0.0	0.0	2.3	3.6	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% 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.

SARC Data

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 James Madison Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Desert Sands Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional material sections were acquired in November 2025 and school facilities sections were acquired in December 2025.

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$14,352	N/A	N/A	N/A	N/A
Restricted	$3,541	N/A	N/A	N/A	N/A
Unrestricted	$10,811	$8,688	124.4%	$11,146	97.0%
Avg Teacher Salary	$97,836	$107,161	91.3%	$100,333	97.5%
Note: Cells with N/A values do not require data.					

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	$63,144	$60,862
Mid-Range Teacher Salary	$102,278	$93,575
Highest Teacher Salary	$131,140	$125,548
Superintendent Salary	$324,357	$357,064
Average Principal Salaries:		
Elementary School	$167,802	$157,644
Middle School	$171,849	$165,340
High School	$189,287	$182,579
Percentage of Budget:		
Teacher Salaries	29.1%	30.1%
Administrative Salaries	4.4%	4.9%
For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.		

Expenditures Per Student

For the 2023-24 school year, Desert Sands Unified School District spent an average of $18,622 of total general funds to educate each student (based on 2023-24 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Desert Sands Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- American Rescue Plan - Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Arts and Music in Schools (Prop 28)
- California Partnership Academies Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Dual Enrollment Opportunities
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: CA Partnership Academies
- Head Start Program
- Indian Education
- LCFF Equity Multiplier
- Learning Recovery Emergency Block Grant
- Literacy Coaches & Reading Specialists Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education