

Monroe Elementary School

3750 Monterey Blvd. • San Leandro, CA 94578 • (510) 618-4340 • Grades TK-5

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



San Leandro Unified School District

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San Leandro, CA 94577

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District Governing Board

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**Assistant Superintendent
Business & Operations**

Dr. Rosanna Mucetti
**Deputy Superintendent
Educational Services**

Dr. John Thompson
**Assistant Superintendent
Human Resources**

School Description

James Monroe Elementary School is a Community of Learners—students, staff, families, neighbors, and local San Leandro businesses—who collaboratively work together to ensure students with a nurturing and safe environment, while focusing on a fair and equitable education for all. As a culturally diverse learning community, Monroe strives towards academic excellence within an inclusive environment that brings all people together, and supports underserved communities. Working together, we strive to close the racial, linguistic, and economic achievement gap, achieving high academic standards for all of our children.

James Monroe has very active parent organizations. Our Parent Teacher Organization (PTO,) Dad's Club, English Learner Advisory Committee (ELAC,) School Site Council (SSC,) and our African American Parent Organization work together to ensure all students meet high standards and are included in all aspects of the school. We welcome our community to continue to get involved and become an active part of our school. Please visit our PTO/Dad's Club website at www.gojamesmonroe.org to see the enthusiasm and excitement of our parent community.

District Vision Statement

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

Our Monroe Vision:

"Our community is inclusive, engaged, and collaborative; providing a safe, equitable, and rigorous learning environment, promoting resiliency and success for all." (2013)

School Mission Statement

The mission of James Monroe Elementary School is to engage students in rigorous, meaningful learning, that is simultaneously student centered and standards based.

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (510) 618-4340.

| 2013-14 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kinder. | 79 |
| Gr. 1 | 61 |
| Gr. 2 | 59 |
| Gr. 3 | 65 |
| Gr. 4 | 71 |
| Gr. 5 | 66 |
| Total | 401 |

| 2013-14 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 13.0 |
| American Indian or Alaska Native | 0.2 |
| Asian | 21.9 |
| Filipino | 8.2 |
| Hispanic or Latino | 38.7 |
| Native Hawaiian/Pacific Islander | 2.5 |
| White | 9.0 |
| Two or More Races | 6.5 |
| Socioeconomically Disadvantaged | 68.1 |
| English Learners | 32.9 |
| Students with Disabilities | 15.2 |

A. Conditions of Learning

State Priority: Basic

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

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

| Teacher Credentials | | | |
|---|-------|-------|-------|
| Monroe Elementary School | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | 18 | 20 | 21 |
| Without Full Credential | 0 | 1 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| San Leandro Unified School District | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | ♦ | ♦ | 21 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Monroe Elementary School | 12-13 | 13-14 | 14-15 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

Core Academic Classes Taught by Highly Qualified Teachers

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

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

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

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school’s instructional program. San Leandro Unified School District held a public hearing on September 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks are illustrated in the chart.

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Monroe Elementary School was originally constructed in 1955 and is currently comprised of 20 permanent classrooms, five portables, a computer lab, a library, a staff lounge, a staff workroom, a multi-purpose room, and a playground. Recent renovation include new double doors at the hall entrances and restroom renovations.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication 100% of Monroe Elementary’s restrooms were in good working order.

Deferred Maintenance Budget

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

The chart displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district’s web site: www.sanleandro.k12.ca.us.

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

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|---|
| | Good | Fair | Poor | | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | | |
| Interior: Interior Surfaces | [] | [X] | [] | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | | |
| Electrical: Electrical | [X] | [] | [] | | (D) missing bulbs |
| 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 Pupil Achievement State Priority (Priority 4):

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

CAASPP Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---------|--|-------|-------|----------|-------|-------|-------|-------|-------|
| | School | | | District | | | State | | |
| | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science | 54 | 59 | 54 | 50 | 52 | 51 | 60 | 59 | 60 |

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

STAR Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---------|--|-------|-------|----------|-------|-------|-------|-------|-------|
| | School | | | District | | | State | | |
| | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA | 53 | 55 | 45 | 45 | 48 | 46 | 54 | 56 | 55 |
| Math | 60 | 66 | 58 | 36 | 37 | 37 | 49 | 50 | 50 |
| HSS | | | | 39 | 37 | 40 | 48 | 49 | 49 |

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

Academic Performance Index Ranks - Three-Year Comparison

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | 5 | 5 | 3 |
| Similar Schools | 3 | 4 | 2 |

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

Grade Level

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 21.2 | 19.7 | 43.9 |

* 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.

2013-14 CAASPP Results by Student Group

| Group | Percent of Students Scoring at Proficient or Advanced | |
|---|---|--|
| | Science (grades 5, 8, and 10) | |
| All Students in the LEA | 51 | |
| All Student at the School | 54 | |
| Male | 56 | |
| Female | 52 | |
| Black or African American | | |
| American Indian or Alaska Native | | |
| Asian | 64 | |
| Filipino | | |
| Hispanic or Latino | 47 | |
| Native Hawaiian/Pacific Islander | | |
| White | | |
| Two or More Races | | |
| Socioeconomically Disadvantaged | 51 | |
| English Learners | | |
| Students with Disabilities | | |
| Students Receiving Migrant Education Services | | |

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

API Growth by Student Group – Three-Year Comparison

| Group | Actual API Change | | |
|----------------------------------|-------------------|-------|-------|
| | 10-11 | 11-12 | 12-13 |
| All Students at the School | 38 | 11 | -41 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | -1 | -9 |
| Filipino | | | |
| Hispanic or Latino | 25 | 15 | -31 |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 25 | 21 | -45 |
| English Learners | 50 | -7 | -26 |
| Students with Disabilities | 142 | | |

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Monroe Elementary School. Parents may participate in the Parent Teacher Organization (PTO), School Site Council (SSC,) English Learner Advisory Committee (ELAC,) African American Parent Organization, and Dad's Club. Please see our web site, www.gojamesmonroe.org to find out how to get involved or to see an updated calendar of meetings and events for James Monroe.

Monroe Elementary School has several partnerships with local community organizations and businesses, including the Floresta Homeowners Association, North Face, Wells Fargo Bank, Washington Mutual, Pappa Murphys Pizza, and California Concepts.

Contact Information:

Individuals or businesses who wish to participate, sponsor, volunteer, or provide donations to Monroe Elementary School may contact the main office at (510) 618-4340.

State Priority: School Climate

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

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

School Safety Plan

The safety of students and staff is a primary concern at Monroe Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to our Safety Plan and emergency preparedness. The School Site Safety plan was reviewed, discussed and updated by the SSC and by Monroe Elementary School Staff. It was presented and approved by the SSC on February 6th, 2014. The key elements of the School Site Safety Plan include anti-bullying policies and procedures, district discipline policies and documents, child abuse reporting procedures, sexual harassment policy, and a section devoted to emergency preparedness. Fire, earthquake, and intruder drills are conducted on a monthly basis throughout the school year. To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. All visitors to the campus are required to check in at the school's office and wear the proper identification badge at all times.

| Suspensions and Expulsions | | | |
|----------------------------|-------|-------|-------|
| School | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 2.1 | 0.5 | 1.6 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 10.5 | 7.7 | 7.6 |
| Expulsions Rate | 0.1 | 0.1 | 0.0 |
| State | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 5.7 | 5.1 | 4.4 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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

D. Other SARC Information

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

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

| 2014-15 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2013-2014 | 2009-2010 |
| Year in Program Improvement | Year 1 | Year 3 |
| Number of Schools Currently in Program Improvement | 8 | |
| Percent of Schools Currently in Program Improvement | 100.0 | |

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

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Average Class Size and Class Size Distribution | | | | | | | | | | | | |
|--|------|----|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| Grade | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 |
| Kinder. | 25.5 | 18 | 19 | 0 | 1 | 2 | 2 | 2 | 2 | 0 | | |
| Gr. 1 | 23 | 20 | 20 | 1 | 1 | 1 | 2 | 2 | 2 | 0 | | |
| Gr. 2 | 23 | 20 | 19 | 1 | 1 | 1 | 2 | 2 | 2 | 0 | | |
| Gr. 3 | 28 | 22 | 22 | 0 | 1 | 1 | 2 | 2 | 2 | 0 | | |
| Gr. 4 | 30 | 16 | 24 | 0 | 3 | 1 | 2 | 1 | 2 | 0 | | |
| Gr. 5 | 25.7 | 18 | 21 | 1 | 2 | 1 | 2 | 1 | 2 | 0 | | |

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

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

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

| FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$4,765 | \$521 | \$4,245 | \$80,701 |
| District | ♦ | ♦ | \$4,333 | \$74,515 |
| State | ♦ | ♦ | \$4,690 | \$67,762 |
| Percent Difference: School Site/District | | | -2.0 | 7.4 |
| Percent Difference: School Site/ State | | | -23.3 | 20.3 |

Types of Services Funded at Monroe Elementary School

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

Professional Development provided for Teachers at Monroe Elementary School

Teachers and staff at James Monroe Elementary are continually working to improve their practice. The District supports staff development through three Professional Growth Days each year. This year at the site level we are working to consistently implement English Language Development instruction and Academic Language Development through the use of GLAD strategies, and regrouping students based on their language level/needs. Additionally we meet monthly for 90 minute meetings to work on issues such as implementing the Common Core State Standards, equity, discipline, English Language Development, safety procedures/emergency preparedness, etc..

Teachers meet weekly for 45 minutes in Professional Learning Communities to discuss best practices and examine data from Common Formative Assessments to ensure mastery of essential standards for all students.

Teachers receive support from District coaches who work to improve daily teaching practices, provide support for teachers to reflect and stay current with technology, implement the best teaching strategies and District curriculum, as well as other areas of need. The principal visits classrooms regularly, providing feedback to support teachers as they are continuously improving.

For our newer teachers, staff development is supported by BTSA (Beginning Teachers Support and Assessment.)