

James Monroe Elementary School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



San Leandro Unified School District

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<https://www.sanleandro.k12.ca.us/Domain/1>

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Dr. Sonal Patel
**Assistant Superintendent
Educational Services**

Dr. Zarina Zaniapatin
**Assistant Superintendent
Administrative Services**

Dr. Kevin Collins
**Assistant Superintendent
Business & Operations**

School Description

Principal's Message

At James Monroe, our focus is on academic and social-emotional growth for all students regardless of race, ethnicity, religion, home/first language, socio-economic status, special education needs, and previous academic success or struggles. Our vision is to foster long term friendships that will create a lasting support system, through a connected community for our students and families. As principal, my goal is always to meet the needs of our students and families, creating a sense of belonging and accountability to the community, that fosters high levels of academic success with rigor, collaboration, and civic engagement.

James Monroe Elementary School is a Community of Learners—students, staff, families, neighbors, community-based organizations, and local San Leandro businesses—who work collaboratively to ensure students with a nurturing and safe environment while focusing on an interactive, relevant, and equitable education for all children. As a diverse learning community, Monroe strives towards academic excellence within an inclusive environment that brings all students and families together. Working collaboratively, we strive to close the racial, linguistic, and economic resource gap many of our families face, achieving high academic standards for all of our children. We provide many opportunities both within the school day as well as the extended day, which supports and enriches the lives of our students including targeted intervention, enrichment classes, after school library programming, and a comprehensive full-service low cost after school program. Daily access and use of technology to enhance learning, is an integral component of our instruction both during the school day and during after school hours. We focus on Project Based Learning to make education relevant, rigorous, and integrated; engaging all students in meaningful learning.

James Monroe has very active parent organizations. Our Parent Teacher Organization (PTO), Dad's Club, English Learner Advisory Committee (ELAC), School Site Council (SSC,) work together with our principal and parent facilitator, 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. You can also visit the James Monroe Facebook page to keep up to date on current events at our school.

District Mission Statement

The mission of the San Leandro Unified School District is to educate students to achieve academic excellence in order to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where we value our traditions and embrace innovation.

Our Monroe Vision:

"Our community is inclusive, engaged, and collaborative; providing a safe, equitable, and rigorous learning environment, promoting success and resiliency 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 associations.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	57
Grade 2	54
Grade 3	54
Grade 4	59
Grade 5	70
Total Enrollment	392

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	11.2
American Indian or Alaska Native	0.3
Asian	21.9
Filipino	8.7
Hispanic or Latino	39.3
White	10.7
Two or More Races	6.4
Socioeconomically Disadvantaged	68.9
English Learners	29.3
Students with Disabilities	15.6
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for James Monroe	17-18	18-19	19-20
With Full Credential	16	18.2	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Leandro Unified	17-18	18-19	19-20
With Full Credential	♦	♦	426.7
Without Full Credential	♦	♦	12.2
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at James Monroe Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 August 20, 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 are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of August 2019 are illustrated in the chart.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders K-5 Adopted 2018 McGraw-Hill Maravillas K-2 Adopted 2018 McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Eureka Math Adopted April 2016 Great Minds The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	MacMillan/ McGraw Hill Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	K- Learn and Work 1st - Time and Place 2nd- Then and Now 3rd - Our Communities 4th - Our California 5th - Our Nation Scott Foresman Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

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 library, a staff lounge, a staff workroom, a multi-purpose room, and a playground. Recent renovations include the installation of new exterior fencing, exterior paint, and connection to the city's fiber loop for high-speed internet access. The library was renovated in 2015-16. We recently had new flooring, new siding on the walls installed. We also have a new security door to the Kindergarten wing of the school which allows us to secure the campus. We also put in a drop off loop in front of the school for parents to drop students off in the morning and pick them up in the afternoon.

Cleaning Process

The principal works daily with the head custodian and custodial staff to ensure a clean and safe school environment.

Maintenance and Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility.

Measure J1 Bond Work:

The school received new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school’s electrical system was upgraded to accommodate future needs.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/25/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Front Office - Security light is out. MPR - Door needs adjustment. Room 10 door not latching.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	45	46	38	42	50	50
Math	31	40	26	29	38	39

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.4	19.2	26.0

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	175	168	96.00	45.83
Male	83	78	93.98	41.03
Female	92	90	97.83	50.00
Black or African American	15	15	100.00	13.33
Asian	39	37	94.87	67.57
Filipino	15	15	100.00	53.33
Hispanic or Latino	68	66	97.06	28.79
White	19	17	89.47	76.47
Two or More Races	15	15	100.00	66.67
Socioeconomically Disadvantaged	114	108	94.74	40.74
English Learners	69	64	92.75	40.63
Students with Disabilities	21	21	100.00	9.52
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	174	172	98.85	40.12
Male	82	80	97.56	38.75
Female	92	92	100.00	41.30
Black or African American	15	15	100.00	6.67
Asian	39	39	100.00	74.36
Filipino	15	15	100.00	46.67
Hispanic or Latino	67	66	98.51	24.24
White	19	18	94.74	38.89
Two or More Races	15	15	100.00	60.00
Socioeconomically Disadvantaged	114	112	98.25	35.71
English Learners	68	67	98.53	41.79
Students with Disabilities	21	21	100.00	9.52
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents and guardians (and community members) are welcome at Monroe School. We have many opportunities for involvement. The opportunities vary from classroom support to planning and contributing to cultural celebrations, helping with the school events, running the book fair, fundraising, and countless other activities. Parents and the community are very supportive of and engaged with the educational program at Monroe Elementary School. There are many members of our school and local community who regularly volunteer at Monroe on a continuous basis.

Parents participate in the Parent Teacher Organization (PTO), Dad's Club, School Site Council (SSC,) and the English Learner Advisory Committee (ELAC.) Please see our website, www.gojamesmonroe.org to find out how to get involved or to see an updated calendar of meetings and events for James Monroe. You can also check our school website, www.slusd.us/Monroe for updated programming and opportunities. The community can also access current events on our Monroe Elementary School Facebook page.

All volunteers must provide necessary forms and documentation to volunteer at our school site. We follow the San Leandro Unified School District Volunteer Policy strictly to ensure the safety of our community.

At Monroe, we have a full-time Parent Facilitator who supports all members of our community and regularly supports and runs programs for parents and guardians including a parent education series called School Smarts.

Monroe Elementary School has several partnerships with local community organizations and businesses, including the Floresta Homeowners Association, and Papa Murphy's Pizza.

We also receive regular donations from community members who are dedicated to our school and give generously of their time and resources.

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 State priority: School Climate (Priority 6):

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

School Safety Plan

The safety of students and staff is 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 November 14, 2019. 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. Visitors including family members are required to follow updated District Visitor Policies at all times as communicated by the principal and office staff. We have a button that connects us directly to the San Leandro Police Department in the event of an armed intruder. We have a District Administrator in charge of Safety and Security who works with the District and our school in our planning, training, and support.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.4	0.5	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.5	5.6	5.2
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	3		21	1	3		19	1	4	
1	26		2		27		2		25		2	
2	27		2		27		2		26		2	
3	27		2		25		2		19	1	2	
4	22	1	2		22	1	2		28		2	
5	26	1	2		23	1	2		25	1	2	
Other**									12	1		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Teachers and staff at James Monroe are continually working to improve our practice. The District supports staff development through three Professional Growth Days each year. At the site level we are continuing to consistently implement English Language Development instruction and Academic Language Development, regrouping students based on their language level/needs. Teachers meet weekly for 50 minutes and monthly for 90 minutes to work on implementing district curriculum and initiatives, incorporating best practices in the classroom daily. Our main focuses this year are English Language Arts and Science, integrated with Project Based Learning.

Teachers regularly 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 reflecting and improving their practice. Teachers and staff are also supported by our Intervention Specialist who helps in the area of push in classroom intervention, and small pull out groups for remediation of curriculum.

First and second year teachers are additionally assisted by BTSA (Beginning Teachers Support and Assessment) support providers.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$61,314	\$49,084
Mid-Range Teacher Salary	\$84,662	\$76,091
Highest Teacher Salary	\$111,937	\$95,728
Average Principal Salary (ES)	\$132,635	\$118,990
Average Principal Salary (MS)	\$140,831	\$125,674
Average Principal Salary (HS)	\$163,207	\$137,589
Superintendent Salary	\$321,143	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	42%	35%
Administrative Salaries	6%	6%

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

Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- Special Education Services (state and federal)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety
- Behavioral Health
- Coordination of Services (COST)
- Learning Communities for School Success (LCSSP Grant)
- Title IV, Part A, Student Support and Academic Enrichment

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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,959.00	\$356.00	\$5,603.00	\$98,457.00
District	N/A	N/A	\$6,034.00	\$90,101.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.4	10.6
School Site/ State	-23.9	25.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.