Bancroft Middle School .

1150 Bancroft Ave. • San Leandro, CA 94577 • (510) 618-4380 • Grades 6-8
Valentin del Rio, Principal
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

San Leandro Unified School District
835 E. 14th Street, Suite 200
San Leandro, CA 94577
(510) 895-4199
https://www.sanleandro.k12.ca.us/

District Governing Board

Monique Tate, Clerk
Christian Rodriguez, Member
Evelyn Gonzalez, Member
Leo Sheridan, President
Diana J. Prola, Member
James Aguilar, Member
Peter Oshinski, Vice President
Katherine Han Ngo, Student Board Member

District Administration

Dr. Michael McLaughlin
Superintendent

Sonal Patel
Assistant Superintendent Educational Services

Dr. John Thompson
Assistant Superintendent Human Resources

Dr. Kevin Collins
Assistant Supertinendent Business & Operations

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. Bancroft Middle School is part of the San Leandro Unified School District.

District Vision 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.

Mission Statement

Our mission at Bancroft Middle School to provide all students with the opportunity to develop academically, socially, and emotionally as they maneuver through the middle grades. Every student will have the opportunity to express and expand their talents, their interests, and their aspirations both in the classroom and through a wide range of extracurricular activities. Further, it is our mission to assure that every student is prepared for successful transition to high school and college.

School Motto

Take Care of Yourself, Take Care of One Another, and Take Care of Bancroft.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	353
Grade 7	336
Grade 8	359
Total Enrollment	1,048

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	18.0
American Indian or Alaska Native	0.6
Asian	6.8
Filipino	4.0
Hispanic or Latino	55.2
Native Hawaiian or Pacific Islander	1.2
White	9.3
Socioeconomically Disadvantaged	69.9
English Learners	26.6
Students with Disabilities	13.7
Foster Youth	0.4

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			
Bancroft Middle School .	16-17	17-18	18-19
With Full Credential	41	40	47.7
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	418.8
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Bancroft Middle School .	16-17	17-18	18-19
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 2018-19)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on November 14, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	StudySync Adopted 2018 McGraw Hill **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Eureka Math Adopted April 2016 Algebra 1 Great Minds **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	California: Earth, Life and Physical Science Holt, Rinehart & Winston Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%%
History-Social Science	World History: Ancient Civilization, World History: Medieval to Early Modern Times, Us History Holt, Rinehart & Winston Adopted 2006 Houghton Mifflin Holt **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Realidades 1 Adopted 2003 Prentice Hall **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Teen Health 2006 Positive Prevention: HIV/STD Prevention for California Youth 2004 Botvin's LifeSkills 2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Bancroft Middle School was originally constructed in 1955 and is currently comprised of 33 permanent classrooms, a library, a staff lounge, a multipurpose/ cafeteria room, two playgrounds, and a gymnasium. Recent renovations to Bancroft Middle School include the installation of new exterior fencing and exterior paint, and connection to the city's fiber loop for high-speed internet access.

Cleaning Process

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

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 08/14/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	One window has been boarded up. One ceiling light fixture is not working.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	The fountain has low water pressure.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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

2017-18 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	32.0	29.0	38.0	38.0	48.0	50.0
Math	17.0	15.0	25.0	26.0	37.0	38.0

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	21.1	22.0	26.5

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

School Year 2017-18 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	1061	1046	98.59	28.83
Male	544	536	98.53	23.69
Female	517	510	98.65	34.25
Black or African American	192	191	99.48	17.80
American Indian or Alaska Native	--	--	--	--
Asian	72	72	100.00	44.44
Filipino	43	42	97.67	30.95
Hispanic or Latino	578	569	98.44	25.22
Native Hawaiian or Pacific Islander	13	12	92.31	8.33
White	99	97	97.98	54.64
Two or More Races	51	50	98.04	42.00
Socioeconomically Disadvantaged	738	733	99.32	21.72
English Learners	386	382	98.96	14.44
Students with Disabilities	152	152	100.00	3.95
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 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	1,061	1,047	98.68	14.71
Male	544	535	98.35	15.33
Female	517	512	99.03	14.06
Black or African American	192	190	98.96	6.32
American Indian or Alaska Native	--	--	--	--
Asian	72	72	100	34.72
Filipino	43	42	97.67	21.43
Hispanic or Latino	578	571	98.79	10.51
Native Hawaiian or Pacific Islander	13	13	100	7.69
White	99	96	96.97	38.54
Two or More Races	51	50	98.04	20
Socioeconomically Disadvantaged	738	732	99.19	9.43
English Learners	386	384	99.48	7.81
Students with Disabilities	152	152	100	1.32
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

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

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

Opportunities for Parental Involvement (School Year 2018-19)
Parents and the community are very supportive of the education program at Bancroft Middle School. Parents may participate in the School Site Council, the PTA, United Parents of Bancroft Group, School Smarts Academy, and the English Learner Advisory Committee (ELAC.)
There are also ample volunteer opportunities for parents to be involved with the athletics and music programs as well as with the school play and in the classroom. Parents also are able to volunteer their time with supervision of students.
Parents who wish to participate in Bancroft Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the Parent Facilitator at the main office at (510) 618-4380 ext. 3612.

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 Bancroft Middle School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is updated every year in the fall. The key elements of the School Site Safety Plan include communication, preparation and safety. Fire, earthquake, stay in place, and intruder drills are conducted on a monthly basis throughout the school year.

The School Site Safety Plan was last thoroughly reviewed in the 2017/2018 school year. The 2018/2019 Bancroft administration is in the process of revising the School Safety Plan for recommendation to the School Site Council for approval.

To ensure student safety, staff members supervise students at all times before and after school, and during all breaks. Any visitors to the campus are required to check in and check out at the school's office and wear the proper identification badge at all times.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	14.7	14.8	9.9
Expulsions Rate	0.1	0.1	0.2
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.4	6.5	5.6
Expulsions Rate	0.1	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.6
Social Worker	0
Nurse	.6
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	508

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
6	33	28	29	4	10	8	23	38	31	36	19	29

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

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	28.0	25.0	25.0	6	8	10	5	9	6	11	11	15
Mathematics	31.0	29.0	26.0	1	3	6	4	6	17	12	12	6
Science	28.0	26.0	28.0	1	2	1	18	21	23			
Social Science	30.0	29.0	30.0	1	3	2	7	3	9	10	15	12

* 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.

Professional Development provided for Teachers

To work towards improving student achievement, Bancroft faculty members participate in professional development in the areas of Project Based Learning Practices, Restorative Justice Practices, Empathy, grade level meetings, and common instructional practices training, twice a month for each. Department meetings and additional staff meeting also provide many opportunities for professional development. Ton ensure relevance, some professional development is teacher led.

Teachers may also receive assistance through the California Teacher Induction Program (A program designed to support teachers to diversify their skills in order to obtain their clear credential) & Site Instructional Coaches.

The district supports staff development through three professional growth days each year.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$60,112	$47,547
Mid-Range Teacher Salary	$83,002	$74,775
Highest Teacher Salary	$109,742	$93,651
Average Principal Salary (ES)	$126,537	$116,377
Average Principal Salary (MS)	$138,070	$122,978
Average Principal Salary (HS)	$160,007	$135,565
Superintendent Salary	$305,851	$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,935.00	$425.00	$5,510.00	$74,052.00
District	♦	♦	$5,423.00	$88,515
State	♦	♦	$7,125	$76,522
Percent Difference: School Site/District			1.6	-17.8
Percent Difference: School Site/ State			-70.8	-3.3

* Cells with ♦ 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.

Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- Special Education Services (state and federal)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at 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.

Garfield Elementary School

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Lynda Hornada, Principal
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Assistant Superintendent Human Resources

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Assistant Supertinendent Business & Operations

Principal's Message

Garfield is a community of learners who are committed to ensuring that every child who comes into our school receives an equitable education within a nurturing and safe environment. The strength of our school lies with the staff who are knowledgeable, thoughtful and caring, and who share the belief that all students can learn and embrace the skills that will make them lifelong learners. Our teaching faculty of highly qualified, fully credentialed teachers is dedicated to teaching students a rigorous core academic curriculum based on the Common Core Standards and Next Generation Science Standards. They collaborate and analyze data regularly to produce deeper learning opportunities for our students including an analysis of academic performance and language development to determine English Learners (EL) program needs as well as other student group needs.

Garfield School is made up of a diverse student body. The school serves students in grades K-5. Additional resources are allocated to serve students in need of Reading and Math Intervention, English Language Development instruction, Speech, and Language support, Special Education Resource services, Adaptive Physical Education, Occupational Therapy, and Counseling. Students also participate in Music, Art, Physical Education classes taught by Specialists.

The Garfield staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of students. Our teachers strive to provide students with explicit direct instruction lessons and project-based learning (PBL) opportunities that are combined with blended learning opportunities in our digital learning environments. It is always our goal to provide academic programs that are culturally responsive, rigorous, personalized and appropriately challenging for all students.

Instruction is focused on the Common Core and Next Generation Science Standards and all students are making progress towards mastery. Garfield teachers differentiate their instruction by regularly assessing and grouping students within and/or outside of the classroom for instruction in a variety of core academic content areas. Through this process, teachers can work together to meet needs of all students by sharing resources and best instructional practices.These practices align activities to reach school goals to improve the academic performance of English Learner students and students who require additional intervention to support their learning needs. Recognizing the need to focus on the whole child, our teachers also provide learning experiences which foster social/emotional growth as well as develop students' communication and collaboration skills.

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.

School Mission Statement

Working together, all members of the Garfield School community will do whatever it takes to get everyone to the same place while fostering high academic achievement and social standards for ALL students. We will provide a safe, supportive and accessible school environment so that all students and adults are valued and respected for their unique qualities, strengths, and contributions.

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.

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- 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	74
Grade 1	57
Grade 2	62
Grade 3	58
Grade 4	66
Grade 5	95
Total Enrollment	412

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.1
American Indian or Alaska Native	0.2
Asian	10.4
Filipino	10.2
Hispanic or Latino	50.7
Native Hawaiian or Pacific Islander	1.5
White	6.1
Socioeconomically Disadvantaged	64.8
English Learners	28.2
Students with Disabilities	16.5
Foster Youth	0.0

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			
Garfield Elementary School	16-17	17-18	18-19
With Full Credential	23	17	19
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	418.8
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Garfield Elementary School	16-17	17-18	18-19
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 2018-19)

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 determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Wonders Grades K-5 Adopted 2018 McGraw-Hill Maravillas Grades K-2 (ELD) Adopted 2018 McGraw-Hill **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 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%
Science	California Science MacMillan/McGraw Hill Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 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:** 00%

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Garfield Elementary School was originally constructed in 1948 and is currently comprised of 21 permanent classrooms, a library, a staff lounge, a multi-purpose/cafeteria room, and two playgrounds. 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 the 2017-18 school year.

Cleaning Process

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

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs. Aging portables will be replaced with newer classroom structures.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/13/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	The formica edge is missing from one cabinet. There are ceiling tiles which have water stains. The fire extinguisher is on the floor by the door (not wall mounted).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	The fountain has low water pressure. There is one loose toilet seat.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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

2017-18 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	25.0	33.0	38.0	38.0	48.0	50.0
Math	24.0	26.0	25.0	26.0	37.0	38.0

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.2	28.6	19.8

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

School Year 2017-18 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	213	209	98.12	33.49
Male	131	128	97.71	27.34
Female	82	81	98.78	43.21
Black or African American	19	19	100.00	26.32
American Indian or Alaska Native	--	--	--	--
Asian	26	25	96.15	60.00
Filipino	22	22	100.00	40.91
Hispanic or Latino	109	106	97.25	23.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.00	31.25
Two or More Races	16	16	100.00	62.50
Socioeconomically Disadvantaged	130	127	97.69	23.62
English Learners	90	87	96.67	32.18
Students with Disabilities	32	32	100.00	6.25

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 2017-18 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	213	210	98.59	26.19
Male	131	129	98.47	27.13
Female	82	81	98.78	24.69
Black or African American	19	19	100	15.79
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100	50
Filipino	22	22	100	31.82
Hispanic or Latino	109	107	98.17	14.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	15	93.75	46.67
Two or More Races	16	16	100	50
Socioeconomically Disadvantaged	130	128	98.46	17.19
English Learners	90	89	98.89	25.84
Students with Disabilities	32	32	100	9.38

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 2018-19)
Parents and the community are very supportive of the education program at Garfield Elementary School. Parents may participate in the Gatorville Parent Teacher Organization (PTO), English Language Advisory Committee (ELAC), School Site Council (SSC), and volunteer within the classroom and for various school events and field trips. The PTO and ELAC groups sponsor a variety of fundraising and community-building activities throughout the school year. Their fundraisers also sponsor field trips for every student. Each year, parents are invited to attend our six-session School Smarts Academy. The curriculum for the academy is designed by the National PTA. It helps parents understand how to navigate the school system and advocate for their child.

Garfield Elementary School has several partnerships with local community organizations and businesses, such as Davis Street Community Center, City of San Leandro Safe Routes to School, the San Leandro Rotary, and the San Leandro Education, Sports, and Music Foundations.

Contact Information
Parents who wish to participate in Garfield Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4300.

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 Garfield Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated annually by the School Site Council and staff. The key element of the School Site Safety Plan encompasses student safety and evacuation procedures, if necessary. Fire, earthquake, and lock down drills are conducted on a regular basis throughout the school year, and intruder drills are conducted twice a year. Emergency parent information is outlined in the Parent/Student Handbook and provided each year to families.

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. Any visitors to the campus are required to check in at the school's office and wear the proper identification badge at all times. The designated areas for student drop off and pick up are at the front of the school and are supervised by staff. The Safe School Plan was last reviewed in January 2019 by School Site Council and staff.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	4.3	1.5	1.6
Expulsions Rate	0.0	0.2	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.4	6.5	5.6
Expulsions Rate	0.1	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	21	20	2	1	2	2	2	2			
1	28	27	27				2	2	2			
2	21	25	27	1			3	2	2			
3	26	22	26		1		3	3	2			
4	30	31	30				2	3	2			
5	30	26	25		1	1	2	2	3			
Other	16	8	14	1	1	1						

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

Professional Development provided for Teachers

Teachers may receive assistance through the Peer Assistance and Review (PAR) Program. The PAR program uses exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies.

Staff development is supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and by Site and District Instructional Coaches. The district supports staff development through three Professional Growth Days each year.

The focus of professional development for 2018-19 will be on the implementation of our new reading curriculum, Wonders, Project Based Learning as it relates to Next Generation Science Standards and our STEAM Lab pilot, and the State and Local Assessment Plan data. As a site, we have implemented a social-emotional learning curriculum and are also participating in a conflict resolution/anti-bullying program called Soul Shoppe. These programs are in addition to our Positive Behavior Intervention and Support.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$60,112	$47,547
Mid-Range Teacher Salary	$83,002	$74,775
Highest Teacher Salary	$109,742	$93,651
Average Principal Salary (ES)	$126,537	$116,377
Average Principal Salary (MS)	$138,070	$122,978
Average Principal Salary (HS)	$160,007	$135,565
Superintendent Salary	$305,851	$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,709.00	$520.00	$5,189.00	$89,043.00
District	♦	♦	$5,423.00	$88,515
State	♦	♦	$7,125	$76,522
Percent Difference: School Site/District			-4.4	0.6
Percent Difference: School Site/ State			-76.0	15.1

* Cells with ♦ 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.

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

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.

Thomas Jefferson Elementary School

14300 Bancroft Ave. • San Leandro, CA 94578 • (510) 618-4310 • Grades K-5
Nikki Seaberg, Principal
nseaberg@slusd.us
https://www.sanleandro.k12.ca.us/Domain/106

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

San Leandro Unified School District
835 E. 14th Street, Suite 200
San Leandro, CA 94577
(510) 895-4199
https://www.sanleandro.k12.ca.us/Domain/1

District Governing Board

Monique Tate, Clerk
Christian Rodriguez, Member
Evelyn Gonzalez, Member
Leo Sheridan, President
Diana J. Prola, Member
James Aguilar, Member
Peter Oshinski, Vice President
Katherine Han Ngo, Student Board Member

District Administration

Dr. Michael McLaughlin
Superintendent

Sonal Patel
Assistant Superintendent Educational Services

Dr. John Thompson
Assistant Superintendent Human Resources

Dr. Kevin Collins
Assistant Superintendent Business & Operations

Principal's Message

Thomas Jefferson Elementary School is a large (624 students) TK-5th grade school with an excellent reputation in our community. Our goal is to provide a college-going culture for all Jefferson students. Jefferson's strength is teacher leadership at each grade level. We are dedicated to promoting excellence in student achievement through deliberate and thoughtful instructional programs based on Common Core Standards and Next Generation Science Standards geared to meet the needs of our diverse student population. We are proud of our work to ensure students have a quality education that represents and celebrates the diverse cultures in the school (64% Latino, 14% African American, 10% Asian, 5% White, 3% Filipino). We are also actively engaged in staff development focused on Project Based Learning (PBL), Blended Learning and technology integration and instructional coaching to help our English Language Learners become proficient readers and writers. Additional resources are allocated to support instruction for English Language Learners, reading and math intervention and Special Education programs. We are committed to excellence for all students and we continually improve our instruction, curriculum, and resources toward that end.

The parents and community play a crucial role at Jefferson. We welcome parents, family members, and the community to partner with us, including volunteering in our classrooms, in our library, in our office, or on the playground during recess and lunch. We encourage parent participation in the Parent and Teacher Association (PTA), the English Language Advisory Committee (ELAC), the School Site Council (SSC) and invite and encourage parent input into our school decisions.Connections between home and school have included our parent engagement workshops, that include CA PTA School Smarts Academy, the monthly parent newsletter known as the Jefferson Journal, weekly Friday night announcements and electronic messages through the PTA Facebook account. We are confident that by working collaboratively with our parent community we can achieve our goal of excellence for all students.

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. The Thomas Jefferson staff is dedicated and committed to supporting this vision. The staff is committed to creating responsive, personalized, learning pathways for Career and College Readiness.

School Mission Statement

At Thomas Jefferson Elementary School, we have an ethical responsibility to ensure readiness for college, career and responsible citizenship. All students will achieve or exceed the standards established by the district as a result of:

- All stakeholders accepting responsibility for student progress.
- Ongoing innovation in teacher practices and school culture.

In order to ensure that our students are able to reach their highest potential as learners, the Jefferson staff has committed to the following:

- Implementation of culturally responsive teaching and the use of AVID teaching and learning strategies to decrease the achievement gap through targeted staff development.
- Using arts integration as a vehicle for greater student engagement.
- Regularly utilizing curriculum guides, adopted materials and other resources.
- Integrating writing across the curriculum.
- Exploring and implementing ways to allow all students access to the curriculum.
- Regularly analyzing student work and planning curricula with other teachers of their grade level.

District Profile

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

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	104
Grade 1	112
Grade 2	105
Grade 3	92
Grade 4	89
Grade 5	107
Total Enrollment	609

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.1
American Indian or Alaska Native	0.2
Asian	10.0
Filipino	3.6
Hispanic or Latino	62.1
Native Hawaiian or Pacific Islander	0.5
White	4.4
Socioeconomically Disadvantaged	79.1
English Learners	50.9
Students with Disabilities	6.4
Foster Youth	0.3

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			
Thomas Jefferson Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	31	29	29.2
Without Full Credential	1	0	2
Teaching Outside Subject Area of Competence	1	0	0
San Leandro Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	418
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Thomas Jefferson Elementary School	**16-17**	**17-18**	**18-19**
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 2018-19)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on November 14, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: April, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	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	California 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%

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Jefferson Elementary School was originally constructed in 2004 and is currently comprised of 22 permanent classrooms, two portable classrooms, three Special Day Classrooms, a library, two staff work and break rooms, a multi-purpose room (MPR), a science/art room, and two playgrounds. The library was renovated in 2017-18. Two aging portables were replaced with newer portables in 2017.

Cleaning Process

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

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 08/08/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	**Good**	

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

2017-18 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	26.0	26.0	38.0	38.0	48.0	50.0
Math	20.0	24.0	25.0	26.0	37.0	38.0

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.2	14.9	6.1

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

School Year 2017-18 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	301	296	98.34	26.35
Male	158	157	99.37	21.66
Female	143	139	97.20	31.65
Black or African American	51	51	100.00	11.76
Asian	29	28	96.55	50.00
Filipino	--	--	--	--
Hispanic or Latino	181	180	99.45	23.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.00	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	241	237	98.34	24.47
English Learners	159	156	98.11	23.72
Students with Disabilities	25	25	100.00	0.00
Foster Youth	--	--	--	--

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

- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 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	301	299	99.34	23.75
Male	158	158	100	25.95
Female	143	141	98.6	21.28
Black or African American	51	51	100	9.8
Asian	29	29	100	44.83
Filipino	--	--	--	--
Hispanic or Latino	181	181	100	22.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100	56.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	241	239	99.17	22.18
English Learners	159	159	100	23.27
Students with Disabilities	25	25	100	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
Parents are very supportive of the education program at Thomas Jefferson Elementary School. Parents may participate in the Parent Teacher Association (PTA), School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteer within the classroom. Jefferson has a growing PTA that advises the principal on all aspects of school governance and coordinates fundraising efforts to support the school through teacher grants, special projects, and assemblies. The PTA Board of Directors and the general assembly meet monthly and coordinate parent outreach and special events such as the Obstacle-A-Thon, Science Night and other events. The SSC and ELAC meet monthly to facilitate the development of the School Plan for Student Achievement (SPSA)

Once a month, parents are invited to meet informally with the principal for our ELAC Coffee & Conversation Meetings. A parent newsletter is sent home monthly with a school calendar of upcoming events and information about school business. The school website is updated once a week so parents can have the latest information about the school. Most teachers utilize Class Dojo to communicate with families. Jefferson has a full-time parent liaison who is fluent in Spanish and who conducts further parent outreach and parent education programs such as School Smarts Academy, Positive Discipline, Understanding Assessments and Blended Learning.

Parents who wish to participate in Jefferson Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4310.

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 Jefferson Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated every fall by the principal and the School Site Committee. The key element of the School Site Safety Plan entails emergency evacuation procedures. Fire, earthquake, shelter in place, and intruder drills are conducted on a regular 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. Jefferson is committed to restorative practices in all matters of student discipline. All visitors to the campus are required to check in at the school's office, wear the proper identification badge at all times, and check out of the office upon leaving.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.7	2.9	3.0
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.4	6.5	5.6
Expulsions Rate	0.1	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1.0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	24	23	19	1	1	2	4	4	5			
1	27	27	26				3	4	3			
2	26	27	26				4	3	4			
3	26	26	23				4	4	4			
4	29	30	30				3	3	3			
5	29	30	27				4	4	4			

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

Professional Development provided for Teachers

Professional development is a part of the Thomas Jefferson Site Plan for Student Achievement (SPSA) and a major component of instructional support to teachers. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students (ELD standards and ELA/ELD Framework and Eureka Math Curriculum), subject area expertise, use data from assessments and online platforms to plan instructional improvement strategies and acquire new instructional strategies. Teachers may receive assistance throughout the school year through the District's Instructional Coaches.

Jefferson Staff and committee meetings are developed to supported classroom implementation of District initiatives including PBIS, Project Based Learning, Imagine Learning, AVID, and use of Chromebooks to support student learning. Staff members also have an opportunity to attend professional development opportunities through San Leandro Teachers' Association, the Alameda County Office of Education-NGSS, partnership with San Francisco Opera.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$60,112	$47,547
Mid-Range Teacher Salary	$83,002	$74,775
Highest Teacher Salary	$109,742	$93,651
Average Principal Salary (ES)	$126,537	$116,377
Average Principal Salary (MS)	$138,070	$122,978
Average Principal Salary (HS)	$160,007	$135,565
Superintendent Salary	$305,851	$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,419.00	$289.00	$5,121.00	$83,845.00
District	♦	♦	$5,423.00	$88,515
State	♦	♦	$7,125	$76,522
Percent Difference: School Site/District			-5.7	-5.4
Percent Difference: School Site/ State			-77.1	9.1

* Cells with ♦ 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.

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)
- Pre-School (Special Education)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at 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.

John Muir Middle School

1444 Williams St. • San Leandro, CA 94577 • (510) 610-4400 • Grades 6-8
Vernon L. Walton Jr, Ed.D, Principal
vwalton@slusd.us
https://www.sanleandro.k12.ca.us/Domain/113

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

San Leandro Unified School District
835 E. 14th Street, Suite 200
San Leandro, CA 94577
(510) 895-4199
https://www.sanleandro.k12.ca.us/Domain/1

District Governing Board
Monique Tate, Clerk
Christian Rodriguez, Member
Evelyn Gonzalez, Member
Leo Sheridan, President
Diana J. Prola, Member
James Aguilar, Member
Peter Oshinski, Vice President
Katherine Han Ngo, Student Board Member

District Administration
Dr. Michael McLaughlin
Superintendent
Sonal Patel
Assistant Superintendent Educational Services
Dr. John Thompson
Assistant Superintendent Human Resources
Dr. Kevin Collins
Assistant Supertinendent Business & Operations

JOHN MUIR MIDDLE SCHOOL

John Muir Middle School is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. The city of San Leandro is a suburban community of approximately 90,000 residents. The city occupies 15 square miles between the cities of Oakland and Hayward and is bordered on the west by the San Francisco Bay and in the east by the East Bay Foothills. 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.

John Muir Middle School is an Advancement via Individual Determination (AVID) site. The AVID program promotes a college-going culture through an instructional framework that supports teachers in the implementation of Common Core State Standards and Next Generation Science Standards. The core academic program at John Muir includes English Language Arts, Mathematics, Science, History, Physical Education, and Electives. Students can choose from among the following electives: Art, Instrumental Music, Orchestra, Computers,Maker Space, Spanish, Leadership, AVID, ELD, Independent Work Education (IWE), Drama, Symphonic Band, Orchestra, and Choir. During the instructional day, John Muir Middle School has a full-service multimedia center including a 3-D printer and laser cutter. John Muir also has a thriving Athletic program that includes softball, track and field, boys/girls basketball, boys/girls volleyball, flag football, wrestling, cross county, tennis, and golf. With a 1:1 computer ratio John Muir is committed to providing all students with a learning environment that encourages higher-level thinking skills, creativity, meaning-centered learning, collaborative exploration, discovery, and independent reflective work. Our teaching faculty of highly qualified teachers is dedicated to teaching students a rigorous core academic program that will prepare students for the rigors of high school. The John Muir staff regularly analyzes data to inform their instruction. Analysis of data by the John Muir teaching staff includes examination of STAR Renaissance data, CAASPP data, district interim assessment data, surveys, and ELPAC data.

AVID

John Muir is an Advancement via Individual Determination (AVID) site. A number of John Muir teachers have been trained in the AVID methodology. Through the AVID College Readiness System, the John Muir staff is committed to providing all students with a middle school experience that will support them in accessing college and career opportunities. In addition, through the instructional methodology of the AVID College Readiness System, all John Muir teachers receive ongoing professional development in WICOR (Writing, Inquiry, Collaboration, Organization, Reading) to support their delivery of instruction.

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ACADEMIC EXCELLENCE

John Muir is committed to providing our students with a variety of enrichment programs to promote academic excellence, college and career readiness, positive student behavior, and to promote a positive climate for learning. The John Muir staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of every student. Our teachers strive to provide students with high-quality instruction through WICOR,Project Based Learning (PBL), blended learning, and PBIS leading to classroom environments that are culturally responsive to students. It is John Muir's goal to provide academic programs that are rigorous, personalized, culturally responsive, and appropriately challenging for all students.

COLLABORATION

A core value of John Muir is to foster a collaborative community where all stakeholders have a voice. John Muir Middle School is a school community that promotes shared decision-making, parent involvement, and community involvement. We believe that it is through the collaboration of students, families, staff, and the John Muir community where we will attain positive experiences and success for all John Muir students.

INSTRUCTION

During the 2017-2018 school year the instructional periods at John Muir were fifty minutes long on Mondays, Tuesdays, and Thursdays, and forty-five minutes long on Wednesday and Friday. Fridays were early release days and this time was used for teacher collaboration, parent communication, and professional development. The focus of staff collaboration is to align our instructional activities in order to improve the academic performance of all students, specifically English Learners (EL) and students who require additional intervention to support their learning needs. Recognizing the need to focus on the whole child, our teachers provide learning experiences which foster social/emotional growth through the development of students' communication and collaboration skills.

PROFESSIONAL DEVELOPMENT

During the 2017-2018 school year, John Muir teachers were provided with a number of opportunities to grow professionally and improve. At the site level, professional development occurs during a variety of meetings (faculty, departmental, grade level, cross-school collaboration, admin updates). The John Muir administrators, AVID Site team, Department Chairs, and other members of the staff facilitate professional development sessions. In addition, all teachers participate in the district-wide professional development days in the fall and spring that support San Leandro Unified instructional vision of providing responsive, personalized learning pathways for college and career readiness. Classified staff also participates in a variety of tradings throughout the school year.

CONFERENCES AND WORKSHOPS

John Muir teachers attend conferences and workshops throughout the year. Teachers focus their professional development in the areas of the Common Core Standards, Next Generation Science Standards, Project Based Learning, Eureka Math, Studysync, Integrated ELD and Designated ELD. Many John Muir teachers have attended a Advancement via Individual Determination (AVID) Summer Institute. Our Science teachers work closely with the Alameda County Office of Education as they have transitioned to the Next Generation Science Standards. These conferences and workshops have supported the staff in the implementing the Common Core Standards and Next Generation Science Standards. New teachers at John Muir are provided support through John Muir's monthly new teacher meetings and through the Center for Teacher Innovation.

LOCAL AND STATE ASSESSMENTS

John Muir administered the STAR Renaissance assessments three times throughout the 2017-2018 school year and a District interim assessment. In addition, John Muir math teachers use Eureka end of Module assessments as a district benchmark assessment. John Muir administers the SBAC to all students as their end of year summative assessment. In combination the above assessments are used to analyze our instructional program.

ENGLISH LEARNERS (EL)

During the 2017-2018 school year John Muir had approximately 270 EL students. The majority of the English Learners speak Spanish. The other languages spoken in the school are Tagalog, Vietnamese, Chinese, Arabic, and Japanese. A Designated ELD course provides the John Muir English Learners with 30 minutes a day of English Language Development instruction. In addition to the Designated ELD instruction, all content area teachers provide Integrated language supports for our English Learners. To support the teacher with the systematic language instruction of English, John Muir teachers are participate in professional development training in Designated ELD and Integrated ELD.

JOHN MUIR MISSION VISION AND SOCIAL VISION

John Muir Mission Statement - To prepare each student for academic, emotional, and social success.
John Muir Vision Statement - John Muir Middle School is a safe and inclusive community where everyone is actively engaged in learning.
John Muir Social Vision- Falcons Stand Up, Stand Strong, and Stand Together

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	338
Grade 7	325
Grade 8	332
Total Enrollment	995

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.6
American Indian or Alaska Native	0.4
Asian	22.3
Filipino	11.7
Hispanic or Latino	44.6
Native Hawaiian or Pacific Islander	1.6
White	6.6
Socioeconomically Disadvantaged	67.5
English Learners	27.8
Students with Disabilities	15.7
Foster Youth	0.3

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			
John Muir Middle School	16-17	17-18	18-19
With Full Credential	46	42	45
Without Full Credential	2	0	2
Teaching Outside Subject Area of Competence	2	0	0
San Leandro Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	418.5
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
John Muir Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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 2018-19)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on November 14, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: November, 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	StudySync Adopted 2018 McGraw Hill **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Eureka Math Adopted April 2016 Algebra 1 Great Minds **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	California: Earth, Life and Physical Science Holt, Rinehart & Winston Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	World History: Ancient Civilization, World History: Medieval and Early Modern Times, Us History Holt, Rinehart & Winston Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Realidades 1 Adopted 2003 Prentice Hall **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Teen Health 2006 Positive Prevention: HIV/STD Prevention for California Youth 2004 Botvin's LifeSkills 2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

John Muir Middle School was originally constructed in 1950 and is currently comprised of 58 permanent classrooms, a library, a staff lounge, a multipurpose/ cafeteria room, a gymnasium, and a playfield with soccer and baseball fields. 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 the 2017-18 school year.

Cleaning Process

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

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school received new heating, ventilation, and air conditioning (HVAC) units in all classrooms in 2016. Additionally, the school's electrical system will be upgraded to accommodate future needs.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/05/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Heater blowing cold air
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Lights on ceiling need replacement.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	B-Hallway leaking toilet.
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

2017-18 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	40.0	39.0	38.0	38.0	48.0	50.0
Math	25.0	26.0	25.0	26.0	37.0	38.0

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	21.7	23.9	21.1

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

School Year 2017-18 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	973	961	98.77	38.50
Male	484	476	98.35	31.51
Female	489	485	99.18	45.36
Black or African American	93	92	98.92	21.74
American Indian or Alaska Native	--	--	--	--
Asian	217	217	100.00	65.44
Filipino	112	112	100.00	44.64
Hispanic or Latino	433	422	97.46	28.20
Native Hawaiian or Pacific Islander	16	16	100.00	37.50
White	66	66	100.00	31.82
Two or More Races	33	33	100.00	36.36
Socioeconomically Disadvantaged	652	642	98.47	33.02
English Learners	402	395	98.26	25.82
Students with Disabilities	137	130	94.89	6.15
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 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	976	962	98.57	26.2
Male	486	478	98.35	25.52
Female	490	484	98.78	26.86
Black or African American	93	92	98.92	8.7
American Indian or Alaska Native	--	--	--	--
Asian	217	217	100	54.84
Filipino	112	112	100	28.57
Hispanic or Latino	436	423	97.02	16.08
Native Hawaiian or Pacific Islander	16	16	100	25
White	66	66	100	16.67
Two or More Races	33	33	100	30.3
Socioeconomically Disadvantaged	655	643	98.17	20.84
English Learners	405	395	97.53	15.19
Students with Disabilities	140	130	92.86	2.31
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
Parents and the community are very supportive of the education program at John Muir Middle School. Parents may participate in the Parent Teacher Student Organization (PTSO), School Site Council (SSC), Bi-weekly Principal Chats, Title 1 Parent groups, and the English Language Advisory Committee (ELAC).

Parents also participate in a number of school-related events throughout the school year. Parents who wish to participate in John Muir Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4400.

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 John Muir Middle School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated annually by the John Muir Middle School Safe Schools Team. The key elements of the School Site Safety Plan entail disaster preparedness and assignment of responsibilities. Fire, earthquake, and intruder drills are conducted on a regular 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. Any visitors to the campus are required to check in and check out at the school's office and wear the proper identification badge at all times.
The designated area for student drop-off and pickup is at the front of the school and the West side of the building.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	9.3	11.4	9.2
Expulsions Rate	0.1	0.1	0.1
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.4	6.5	5.6
Expulsions Rate	0.1	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	482

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
6	31	29	28	7	11	10	17	26	26	34	24	24

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

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	23.0	25.0	26.0	10	8	9	15	11	8	5	9	13
Mathematics	26.0	24.0	26.0	6	10	9	4	8	11	14	10	13
Science	29.0	27.0	29.0		2		22	22	22			
Social Science	28.0	28.0	32.0	4	4	2	11	7	2	8	12	16

* 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.

Professional Development provided for Teachers

The goal of John Muir's Professional Development plan is to support the district vision of creating responsive, personalized, learning pathways for career and college readiness. John Muir Teachers participate in a variety of professional development opportunities to achieve this goal. As an AVID site, the John Muir staff receives continuous professional development in AVID WICOR strategies. In addition, the John Muir staff receives monthly trainings in Positive Behavior Interventions and Supports (PBIS) to maintain a positive school climate and address the Social Emotional needs of our students. A number of our John Muir teachers have been receiving training in Project Based Learning and Assessing Student Learning Accurately. Project Based Learning, or (PBL), is a teaching method that engages students actively in learning by asking them to investigate an interesting and complex question, problem, or challenge, and then to create something in response. Assessing Student Work Accurately or (ASLA), supports teachers in examining their grading practices and supports teachers in creating grading systems that provide equitable outcomes for all students. All John Muir teachers participate in our monthly staff development meetings, department meetings, and grade level meetings. Staff development for beginning teachers is supported through Beginning Teachers Support and Assessment (BTSA), and all teachers have access to,and may receive assistance through the district Instructional coaches. San Leandro Unified School District supports staff development through two Staff Development days each year.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$60,112	$47,547
Mid-Range Teacher Salary	$83,002	$74,775
Highest Teacher Salary	$109,742	$93,651
Average Principal Salary (ES)	$126,537	$116,377
Average Principal Salary (MS)	$138,070	$122,978
Average Principal Salary (HS)	$160,007	$135,565
Superintendent Salary	$305,851	$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$6,074.00	$365.00	$5,709.00	$88,521.00
District	♦	♦	$5,423.00	$88,515
State	♦	♦	$7,125	$76,522
Percent Difference: School Site/District			5.1	0.0
Percent Difference: School Site/ State			-67.7	14.5

* Cells with ♦ 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.

Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- Special Education Services (state and federal)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at 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.

Lincoln Continuation High School

2600 Teagarden St. • San Leandro, CA 94577 • (510) 618-4460 • Grades 9-12
Matthew Steinecke, Principal
msteinecke@slusd.us
https://www.sanleandro.k12.ca.us/Domain/115

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

San Leandro Unified School District
835 E. 14th Street, Suite 200
San Leandro, CA 94577
(510) 895-4199
https://www.sanleandro.k12.ca.us/Domain/1

District Governing Board
Monique Tate, Clerk
Christian Rodriguez, Member
Evelyn Gonzalez, Member
Leo Sheridan, President
Diana J. Prola, Member
James Aguilar, Member
Peter Oshinski, Vice President
Katherine Han Ngo, Student Board Member

District Administration
Dr. Michael McLaughlin
Superintendent
Sonal Patel
Assistant Superintendent Educational Services
Dr. John Thompson
Assistant Superintendent Human Resources
Dr. Kevin Collins
Assistant Supertinendent Business & Operations

Principal's Message:

The purpose of Lincoln High School is to provide an alternative education setting for San Leandro Unified School District students to earn a diploma in ways markedly different than the traditional education setting in our district's comprehensive high school. Credit deficiency is the main reason students enroll in Lincoln Continuation High School. We recognize that students have different reasons for being behind in credits: family concerns, truancy, relocating, and more. We must provide them with a non-traditional way of earning credits towards graduation. The staff at Lincoln High School works with students individually as young adults to help them gain academic focus, gearing them towards graduating and preparing them for future scholarly and occupational aspirations. We have high academic and social expectations for all of our students; we encourage them to succeed.

Lincoln High School is a credit recovery school for students 11th and 12th graders who are behind on credits and are willing to work hard to graduate on time. Lincoln offers a personalized learning environment with small classes and student choice about how to earn credits. Lincoln students can take up to six classes per day, taught from 9:07 a.m. to 2:17 p.m. The before/after-school program offers enrichment and credit recovery classes. Lincoln High School is accredited by the Western Association of Schools and Colleges and is a Model Continuation High School in California.

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 innovation.

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.

School Mission Statement:

The mission of Lincoln High School is to provide an alternative educational setting where all students receive individualized support and experience success in a nurturing, comfortable environment that promotes respect, integrity, and academic excellence.

Philosophy:

We believe that everyone is capable of greatness and that is our responsibility to do whatever it takes to ensure the academic, social and emotional success of each student.

SLUSD Graduate Profile:
Upon graduation from Lincoln High School, students will:

Be Critical Thinkers
- Anticipate, persevere and reflect
- Are open and curious
- Are flexible and creative

Have Healthy Mind and Body
- Pursue a passionate, joyful and vibrant life

Communicators and Collaborators
- Listen
- Deliver information effectively
- Collaborate

Ethical and Cultural Leaders
- Act with integrity and respect for self and others
- Initiate actions and are committed to shaping a better community and world

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	3
Grade 11	53
Grade 12	99
Total Enrollment	155

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	24.5
American Indian or Alaska Native	0.0
Asian	3.9
Filipino	3.2
Hispanic or Latino	58.7
Native Hawaiian or Pacific Islander	1.9
White	5.8
Socioeconomically Disadvantaged	71.6
English Learners	21.3
Students with Disabilities	11.0
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Lincoln Continuation High School	**16-17**	**17-18**	**18-19**
With Full Credential	9	8	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	418.8
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln Continuation High School	**16-17**	**17-18**	**18-19**
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 2018-19)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on November 14, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: November, 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	StudySync Adopted 2018 McGraw Hill English Language and Composition, AP - The Language Composition Adopted 2018 Bedford Freeman and Worth English Language and Composition, AP - Literature and Composition Adopted 2018 Bedford Freeman and Worth **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 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%
Science	Science I Physical Science – Physical Science Science II Biology - Biology Adopted 2007 Prentice Hall General Science – Gateway to Science: Vocabulary and Concepts Adopted 2007 Thomson/Heinly **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Grade 10 World History – World History: Modern Times California Edition Grade 11 – U.S. History – American Vision: Modern Times California Edition 2006 Glencoe Grade 12 Government - American Government (Holt, 2003) Grade 12 Economics CP - Economics (Holt, 2006) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Textbooks and Instructional Materials Year and month in which data were collected: November, 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Foreign Language	Realidades: Spanish I-III Conexiones: Spanish IV and AP 2003 Prentice Hall Tu Mundo: Spanish Speakers I-II Nuestro Mundo: Spanish Speakers I-II 2003 McDougal Littell Allex Viens I-III: French I-III Bonne Continuation: French IV & AP 2003 Holt, Rhinehart & Winston **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Glencoe Adopted 2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Lincoln High School was originally constructed in 1991 and is currently comprised of six portable classrooms, a mini-library, a staff lounge, and administrative offices. The old computer lab was converted to a classroom space in 2017 to allow for increased enrollment. The school is connected to the city's fiber loop allowing for high-speed internet connection.

Cleaning Process

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

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/05/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Heater not working.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Fire Extinguisher needs to be mounted.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Broken window latch.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/05/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
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

2017-18 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	1.0	5.0	38.0	38.0	48.0	50.0
Math	0.0	0.0	25.0	26.0	37.0	38.0

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						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**

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

School Year 2017-18 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	90	77	85.56	5.19
Male	54	48	88.89	0.00
Female	36	29	80.56	13.79
Black or African American	18	16	88.89	6.25
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	47	83.93	4.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	56	84.85	3.57
English Learners	25	23	92.00	0.00
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 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	91	75	82.42	0
Male	54	47	87.04	0
Female	37	28	75.68	0
Black or African American	18	15	83.33	0
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	46	82.14	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	54	81.82	0
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

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

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

Opportunities for Parental Involvement (School Year 2018-19)
All families participate in an orientation workshop when their student enters Lincoln to understand the educational options available and help ensure that Lincoln is the right place for their student, at the start of the new school year or as their student enrolls during the course of the year.

Every quarter Lincoln hosts a Transcript Celebration Night. At our Celebration Night, families and their students get the chance to see their latest grades and credits and celebrate their progress. We have dinner for the whole family, and all the teachers are on hand to answer questions and check in about students' progress. Families have a chance to see what has been going on around campus, and maybe even snap a picture of their student next to their name on the Honor Roll. The event is quite informal: families stay as long, or as short, as they'd like.

Lincoln High School also has a School Site Council (SSC) and English Learner Advisory Committee (ELAC) that meets periodically throughout the year to review the site plan and to discuss pertinent issues, curriculum, and policies.

Contact Information
Parents who wish to participate in Lincoln High School's school committees, school activities, or become a volunteer may contact the main office at (510) 618-4460.

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 Lincoln High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake and fire standards. The School Site Safety plan is updated annually by teachers and classified staff, most recently in October 2018.. The key elements of the School Site Safety Plan include how to handle an emergency, staffing in an emergency, emergency procedures, and student/staff safety.

To ensure student safety, staff members supervise students at all times before and after school, and during breaks. Visitors are not allowed on campus without prior permission from the principal. In addition, we collaborate with SLPD to maintain student safety both on and off campus.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	4.7	8.0	17.7
Expulsions Rate	0.0	0.4	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.4	6.5	5.6
Expulsions Rate	0.1	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	176

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**

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

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	19.0	15.0	18.0	4	13	12	5	1				
Mathematics	14.0	10.0	15.0	5	7	5						
Science	14.0	13.0	18.0	4	8	5						
Social Science	21.0	16.0	16.0	6	14	12	4					

* 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.

Professional Development provided for Teachers

Primary areas of focus for staff development include analyzing student performance data and implementing action steps to address areas of need, building strong relationships with students, common core state standards/NGSS, improving instructional strategies and equity. The areas of focus are determined through the WASC self-study, as well as input from staff, students and families and constant data analysis. In addition, support is given in implementing new curriculum resources. Lincoln utilizes the district's academic coaches to provide "on demand" professional development.

Teachers are given release time by the principal to observe other teachers and also to attend workshops and conferences. Staff development is supported for classroom implementation through district instructional coaches, specifically with PBL.

The district supports staff development through three Professional Growth Days each year.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$60,112	$47,547
Mid-Range Teacher Salary	$83,002	$74,775
Highest Teacher Salary	$109,742	$93,651
Average Principal Salary (ES)	$126,537	$116,377
Average Principal Salary (MS)	$138,070	$122,978
Average Principal Salary (HS)	$160,007	$135,565
Superintendent Salary	$305,851	$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$6,690.00	$157.00	$6,533.00	$77,791.00
District	♦	♦	$5,423.00	$88,515
State	♦	♦	$7,125	$76,522
Percent Difference: School Site/District			18.6	-12.9
Percent Difference: School Site/ State			-55.5	1.6

* Cells with ♦ 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.

Types of Services Funded

- Supplemental and Concentration Grant
- Regional Occupational Program
- Career Pathways - CPT II
- Special Education Services (state and federal)
- Mental Health
- ASSETS

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Lincoln Continuation High School	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	23.2	12.5	19.0
Graduation Rate	66.3	84.4	75.9
San Leandro Unified School District	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	8.9	7.5	8.5
Graduation Rate	87.0	90.3	86.4
California	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	9.7
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	168
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20.0%

2017-18 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	97.8	87.7	88.7
Black or African American	82.6	86.5	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	100.0	81.3	94.9
Filipino	50.0	84.8	93.5
Hispanic or Latino	100.0	90.3	86.5
Native Hawaiian/Pacific Islander	50.0	80.0	88.6
White	100.0	93.2	92.1
Two or More Races	100.0	84.6	91.2
Socioeconomically Disadvantaged	95.0	88.5	88.6
English Learners	76.9	62.1	56.7
Students with Disabilities	84.6	71.6	67.1
Foster Youth	0.0	100.0	74.1

Career Technical Education Programs

Lincoln High School's Career Technical Education programs provide a sequence of courses that furnish individuals with the academic, technical knowledge, and skills individuals need to prepare for further education and for careers in current or emerging employment sectors. The table displays questions and answers about student participation in Lincoln High School's Career Technical Education (CTE) programs.

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.

Madison Elementary

14751 Juniper St. • San Leandro, CA 94579 • (510) 895-7944 • Grades K-5
Gerhard Grotke, Principal
ggrotke@slusd.us
https://www.sanleandro.k12.ca.us/Domain/107

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

San Leandro Unified School District
835 E. 14th Street, Suite 200
San Leandro, CA 94577
(510) 895-4199
https://www.sanleandro.k12.ca.us/Domain/1

District Governing Board

Monique Tate, Clerk
Christian Rodriguez, Member
Evelyn Gonzalez, Member
Leo Sheridan, President
Diana J. Prola, Member
James Aguilar, Member
Peter Oshinski, Vice President
Katherine Han Ngo, Student Board Member

District Administration

Dr. Michael McLaughlin
Superintendent

Sonal Patel
Assistant Superintendent Educational Services

Dr. John Thompson
Assistant Superintendent Human Resources

Dr. Kevin Collins
Assistant Supertinendent Business & Operations

Principal's Message

James Madison Elementary School, recognized in 2018 as a California Distinguished School, exemplifies the vision and mission of the San Leandro Unified School District (SLUSD). We strive to educate students to achieve academic excellence in order for each person to become confident, collaborative, and engaged citizens. We celebrate a community rich in heritage and diverse in culture. James Madison has embraced innovative instructional practices designed to support success into the 21st century. Our slogan is "Madison Works", for Students, for Staff, and for the Community!" We are very proud of the school and the collective effort of students, staff and the community. Collaboratively we maintain a school culture and climate that harnesses our community to create success for all students. Our success was recognized in 2014, 2015 and 2016 as a "Star Honor Roll School" by the Educational Results Partnership and the Campaign for Business and Educational Excellence (CBEE).

James Madison School recognizes, celebrates and teaches to the cultural, linguistic and racial diversity of all learners. We nurture and develop parent leaders and family partners to work collaboratively with the school and district. We are thankful for the staff, families, and especially the children, who continue to learn with their hearts, minds, and bodies. Our school is also home to classes of amazingly-abled special education students. We are proud to support their needs in an inclusive and integrated environment.

School Vision

James Madison Elementary serves more than 500 scholars who represent the diversity of our community. Our creative and energetic staff continue to work collaboratively with parents and the community to create experiences that foster enthusiasm for learning. We support and inspire each child with purposeful learning through project based learning, and one to one technology. We believe that looking at student achievement through a lens of equity will allow all students to reach their full potential. We strive to create learning which will reflect on the past, analyze the present, and help to anticipate a future that has yet to be invented. We understand that the focus on developing individual character and group responsibility is created through instructional programs, community partnerships, and best practices.

It is the vision of James Madison Elementary School to understand that the success of every student depends on nurturing a positive attitude, developing usable skills, and acquiring knowledge in order to reach goals now and in the future. It is our daily mission to inspire 21st-century competencies by creating purposeful learning experiences that help each student reach their potential. We are proud of how our school works, and how our staff is active in the community. James Madison is proud to align our work with the SLUSD strategic plan and Local Control Accountability Plan (LCAP) to maximize efficient use of resources and prioritize our efforts to ensure the best learning environment for all students.

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities. 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 their schools and have invested in the future success of students through the approval of facility bond and parcel taxes that stabilize and support funding needed to maintain high quality teaching and learning.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	98
Grade 1	81
Grade 2	84
Grade 3	69
Grade 4	80
Grade 5	76
Total Enrollment	488

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.6
American Indian or Alaska Native	0.2
Asian	45.1
Filipino	8.6
Hispanic or Latino	24.6
Native Hawaiian or Pacific Islander	0.0
White	7.6
Socioeconomically Disadvantaged	50.2
English Learners	33.6
Students with Disabilities	14.3
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Madison Elementary	16-17	17-18	18-19
With Full Credential	22	18	24.4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	418.8
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Madison Elementary	16-17	17-18	18-19
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 2018-19)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on November 14, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: April, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	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	California 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%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

James Madison Elementary was originally constructed in 1956 and is currently comprised of 18 permanent classrooms, four portable classrooms, a library, a staff work and break room, a multiuse room, and a playground. James Madison Elementary was closed from 1982 to 1998. Recent renovations include the installation of new exterior fencing and exterior paint, and connection to the city's fiber loop for high-speed internet access.

Cleaning Process

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

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs. The wing that previously housed the district office is being converted to classrooms spaces a STEM room and a library. Work is scheduled to begin in 2018-19.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/05/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Air vent on ceiling is loose.
Interior: Interior Surfaces	Good	Carpet is in need of repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Toilet leaking from the base (main hall restroom)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof leak
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

2017-18 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	60.0	56.0	38.0	38.0	48.0	50.0
Math	53.0	58.0	25.0	26.0	37.0	38.0

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.6	25.7	41.4

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

School Year 2017-18 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	201	199	99.00	56.28
Male	97	96	98.97	50.00
Female	104	103	99.04	62.14
Black or African American	17	17	100.00	58.82
American Indian or Alaska Native	--	--	--	--
Asian	96	96	100.00	57.29
Filipino	11	11	100.00	54.55
Hispanic or Latino	44	42	95.45	50.00
White	17	17	100.00	70.59
Two or More Races	13	13	100.00	61.54
Socioeconomically Disadvantaged	104	103	99.04	44.66
English Learners	76	76	100.00	46.05
Students with Disabilities	32	31	96.88	25.81

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 2017-18 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	202	199	98.51	58.29
Male	98	96	97.96	60.42
Female	104	103	99.04	56.31
Black or African American	18	17	94.44	35.29
American Indian or Alaska Native	--	--	--	--
Asian	96	96	100	67.71
Filipino	11	11	100	54.55
Hispanic or Latino	44	42	95.45	52.38
White	17	17	100	64.71
Two or More Races	13	13	100	46.15
Socioeconomically Disadvantaged	105	104	99.05	47.12
English Learners	77	76	98.7	57.89
Students with Disabilities	33	31	93.94	29.03

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 2018-19)
Our success is built on a foundation of strong family and community involvement. We have an active Parent Teacher Organization (PTO) that plans and funds school-wide events. This supports a climate that celebrates family, honors culture and respects a community of differences by harnessing the energy and resources to ensure student success. Creating a strong home to school partnership has created a trusting and nurturing learning environment that helps Madison work to support each student's potential. Our parent empowerment has helped bridge the language and cultural differences that often keeps parents from understanding standards, curriculum, instruction, and assessment. We support parents in their ability to advocate for their children now and throughout their career in public education. In addition to our PTO, we develop parent leadership and empowerment in order to ensure alignment of support through the San Leandro Unified School District strategic plan. Our parents are active and involved in a wide variety of district committees and initiatives.

James Madison Elementary School actively develops partnerships with local businesses, community organizations, and the "SLED" San Leandro Education Foundation.

Contact Information
Parents who wish to participate in James Madison Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 895-7944.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is always the first concern at James Madison Elementary School. The district supports our school with policies and regulations for compliance with all laws, rules, and regulations pertaining to safety, hazardous materials and state earthquake standards. The Comprehensive School Site Safety plan is updated annually by the principal and approved by the School Site Council. The Safety Plan is evaluated, revised and approved by the School Site Council each spring. The School Site Safety Plan outlines all emergency procedures. Lockdown, Shelter in place, Fire and Earthquake drills are conducted on a regular basis throughout the school year. The school principal actively seeks to improve all aspects of school safety both physical and emotional. Our district policies support a safe and productive working environment for staff.

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. Any visitors to the campus are required to check in at the school's office and wear the proper identification badge at all times. Our SLUSD leadership continues to focus and support initiatives that create the safest school possible for all students.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.5	2.2	2.6
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.4	6.5	5.6
Expulsions Rate	0.1	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.6
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	.2
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	26	22	20		1	1	3	3	4			
1	28	27	26				2	3	3			
2	26	27	27				3	2	3			
3	21	25	27	1			3	3	2			
4	29	32	30				2	2	2			
5	22	24	26	1	1	1	2	2	3			
Other	12		11	1		1						

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

Professional Development provided for Teachers

Professional development at James Madison is aligned with the SLUSD Strategic Plan and supports beginning and veteran teachers in all subjects and instructional practices. James Madison Elementary School staff is actively participating in the district initiatives and harnessing the district instructional coaches to help effectively transition to 21st century skills and Common Core Standards. Staff development for beginning teachers is enhanced through BTSA (Beginning Teachers Support and Assessment) Support Providers. We are most proud of our ongoing work with Project Based Learning Consultation and Positive Behavior Intervention and Support. District committees and action teams also allow for collaboration between teachers. Minimum days and release time assures ongoing personal and professional growth. Additional resources are earmarked for outside conferences and workshops to support teacher growth and innovation.

The district supports staff development through three Professional Growth Days each year. In addition our teachers are released to pursue ongoing growth and development to ensure they remain inspired and excited about teaching at James Madison Elementary School.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$60,112	$47,547
Mid-Range Teacher Salary	$83,002	$74,775
Highest Teacher Salary	$109,742	$93,651
Average Principal Salary (ES)	$126,537	$116,377
Average Principal Salary (MS)	$138,070	$122,978
Average Principal Salary (HS)	$160,007	$135,565
Superintendent Salary	$305,851	$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$4,850.00	$63.00	$4,788.00	$78,919.00
District	♦	♦	$5,423.00	$88,515
State	♦	♦	$7,125	$76,522
Percent Difference: School Site/District			-12.4	-11.5
Percent Difference: School Site/ State			-82.8	3.1

* Cells with ♦ 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.

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

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.

McKinley Elementary School

2150 E. 14th St. • San Leandro, CA 94577 • (510) 618-4320 • Grades K-5
Grozelia Ward, Principal
gward@slusd.us
https://www.sanleandro.k12.ca.us/Domain/108

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

San Leandro Unified School District
835 E. 14th Street, Suite 200
San Leandro, CA 94577
(510) 895-4199
https://www.sanleandro.k12.ca.us/Domain/1

District Governing Board

Monique Tate, Clerk
Christian Rodriguez, Member
Evelyn Gonzalez, Member
Leo Sheridan, President
Diana J. Prola, Member
James Aguilar, Member
Peter Oshinski, Vice President
Katherine Han Ngo, Student Board Member

District Administration

Dr. Michael McLaughlin
Superintendent

Sonal Patel
Assistant Superintendent Educational Services

Dr. John Thompson
Assistant Superintendent Human Resources

Dr. Kevin Collins
Assistant Supertinendent Business & Operations

Principal's Message

McKinley Elementary School is a community of learners who share a committed focus on ensuring that every child who comes to our school receives an equitable education within a nurturing and safe environment. The strength of our school lies with the staff who are knowledgeable, thoughtful, conscientious, and who share the belief that all students can learn and embrace the skills that will make them lifelong learners. Our teaching faculty of highly qualified, fully credentialed teachers is dedicated to teaching rigorous core academic curriculum based on the Common Core State Standards and the Next Generation Science Standards that ensure access for all of our student subgroups. Educators at McKinley Elementary School collaborate and analyze data regularly to produce deeper learning opportunities for our students that include an analysis of academic performance and language development to determine English Learner program needs as well as other student subgroup needs. Our goal is to make continuous year to year growth for each individual student so that all are prepared for middle school, high school, college and career and beyond. Education requires collaboration. The McKinley staff, teachers, families, community members, and students will continue to communicate clearly and work effectively to enable our students to succeed academically and to achieve our school-wide site plan goals and objectives.

McKinley Elementary School is made up of a diverse student body. The school serves students in grades TK-5. Additional resources are allocated to serve students in need of math and reading intervention support services. Also support services are offered in Speech and Language, Special Education Resource Program, Adaptive Physical Education, Occupational Therapy, and Counseling. In addition, students receive instruction in Music, Art, and Physical Education.

The McKinley staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of students. Our teachers strive to provide students with explicit direct instruction lessons and project-based learning (PBL) opportunities that are combined with blended learning opportunities in our 1:1 (1st-5th grades) and 2:1 (TK/Kindergarten) digital learning environments. It is always our goal to provide academic programs that are culturally responsive, rigorous, personalized and appropriately challenging for all students.

Instruction is focused on Common Core State Standards in English Language Arts and Mathematics, English Language Development Standards, and Next Generation Science Standards. Teachers at McKinley Elementary School differentiate their instruction by regularly assessing and grouping students within and/or outside of the classroom for instruction in a variety of core academic content areas. Through this process, teachers are able to work together to meet the needs of all students by sharing resources and best instructional practices.

School Mission Statement

At McKinley Elementary School, we have a unified focus: to nurture the unique strengths of each student so that she or he builds personal responsibility, reaches high levels of academic achievement and contributes positively to society. Supporting all students in meeting these aspirations takes all of us: students, parents, staff and community members. This requires our collective commitment to a common road-map, consistent follow-through, and a continuous improvement mindset.

By working in partnership with parents and community, McKinley Elementary School will nurture confident, responsible and capable learners.

District Vision 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.

District Profile

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

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	91
Grade 1	81
Grade 2	78
Grade 3	79
Grade 4	91
Grade 5	64
Total Enrollment	484

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.8
American Indian or Alaska Native	0.0
Asian	11.8
Filipino	3.9
Hispanic or Latino	57.2
Native Hawaiian or Pacific Islander	2.1
White	5.6
Socioeconomically Disadvantaged	74.0
English Learners	43.4
Students with Disabilities	6.0
Foster Youth	0.0

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			
McKinley Elementary School	16-17	17-18	18-19
With Full Credential	20	23	21.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	418.8
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
McKinley Elementary School	16-17	17-18	18-19
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 2018-19)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on November 14, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
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%
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%
Science	MacMillan/ McGraw Hill Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 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%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

McKinley Elementary School was originally constructed in 1917 and is currently comprised of 23 permanent classrooms, twelve portable classrooms, a library, a staff work and break room, a multipurpose room, and one playground. Recent renovations include the installation of new exterior fencing and exterior paint, and connection to the city's fiber loop for high speed internet access. The library was renovated in the 2017-18 school year.

Cleaning Process

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

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school recently received new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs. Aging portables will be replaced with newer classroom structures.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/13/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Some rooms are warm. The handicapped lift permit has an expiration date of 12/5/17.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	There is a large data box attached in the middle of the east wall. This box protrudes into the classroom approximately two feet, with the bottom being approximately four feet off the ground (bump potential).
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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

2017-18 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	21.0	25.0	38.0	38.0	48.0	50.0
Math	18.0	18.0	25.0	26.0	37.0	38.0

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.6	28.1	4.7

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

School Year 2017-18 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	241	237	98.34	24.89
Male	129	127	98.45	22.05
Female	112	110	98.21	28.18
Black or African American	38	37	97.37	13.51
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.00	28.57
Filipino	11	10	90.91	70.00
Hispanic or Latino	144	142	98.61	23.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.00	18.18
Two or More Races	11	11	100.00	36.36
Socioeconomically Disadvantaged	177	176	99.44	19.32
English Learners	127	126	99.21	16.67
Students with Disabilities	17	16	94.12	0.00

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 2017-18 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	241	239	99.17	17.57
Male	129	128	99.22	17.97
Female	112	111	99.11	17.12
Black or African American	38	37	97.37	8.11
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100	47.62
Filipino	11	11	100	45.45
Hispanic or Latino	144	143	99.31	13.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100	9.09
Two or More Races	11	11	100	36.36
Socioeconomically Disadvantaged	177	176	99.44	15.34
English Learners	127	127	100	14.17
Students with Disabilities	17	16	94.12	0

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 2018-19)
Parents and the community are very supportive of the education program at McKinley Elementary School. Parents may participate in many committees and activities, McKinley School provided these parent involvement events throughout the year:
PTO membership and volunteering for ongoing school-wide events such as Book Fairs, Walking Club, Movie Nights, Family Dances, Field Trips, Outdoor Education, Beautification Day, Talent Showcase, Game Room, VIP Recess, End of the Year Bash, Pajama and Pancake Breakfast, etc..
School Smarts Academy
Family Technology Night
Annual Title 1 Meeting
School Site Council
English Language AdvisoryCommittee
English Language Learner Parent Survey
Parent Needs Assessment
School/Parent Compact
School/Parent Compact Survey
Monthly Coffee and Conversation with the Principal
Wednesday Morning Messages - school wide
Welcome Back Event
Anti-Bullying Club (ABC)

Contact Information
Parents who wish to participate in McKinley Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4320. Thank you!

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 priority at McKinley Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The McKinley School Site Safety plan was last updated December 13, 2018 at which time the Safety Plan was reviewed, updated and discussed with our School Site Council and faculty. The key element of the School Site Safety Plan entails emergency evacuation procedures. Fire, earthquake, shelter in place and lockdown drills are conducted on a regular basis throughout the school year.

To ensure student safety, staff members supervise students from 7:45 to 3:10pm. All gates are locked at 8:30 each morning and any visitors are required to sign in at the McKinley Office. All adults on campus are required to wear ID while on campus. Volunteers are required to complete and have an approved Volunteer Packet located in the McKinley Office, prior to providing volunteer services for our learning community.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.9	1.6	0.6
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.4	6.5	5.6
Expulsions Rate	0.1	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	25	23				4	4	4			
1	27	26	27				3	3	3			
2	27	27	26				3	3	3			
3	27	27	26				2	3	3			
4	32	32	30				2	1	3			
5	32	32	32				3	3	2			

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

Professional Development provided for Teachers

The McKinley staff love their school and continually work together to help our McKinley Eagles soar to success. This group of dedicated professional believe in working together to continuously improve our ability to meet the varied academic and social emotional needs of our students. For the past two years, McKinley teachers have had focused professional development in the areas of the Common Core Standards, Next Generation Science Standards, Project Based Learning, Social Emotional Learning, Eureka Math, and Designated and Integrated ELD. This training has resulted in school-wide teaching and learning practices that have supported the transition to implementing the Common Core Standards that have allowed for deeper learning opportunities for students at each grade level. Grade level professional learning communities meet to plan instruction, analyze assessment results, and determine intervention and enrichment activities, and an instructional leadership team meets monthly to guide the school in a process of continual growth. There are weekly collaboration meetings where teachers meet in their collaborative groups and 13 after school staff meetings per year focused on school-wide instructional initiatives. Furthermore, teachers are provided with opportunities to observe each other and get additional hourly pay for planning, and learning. Coaching and individualized support is provided for teachers through District Coaches, Site Based Interventionist, and the New Teacher Induction. The principal engages in regular classroom visits and learning conversations around instruction.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$60,112	$47,547
Mid-Range Teacher Salary	$83,002	$74,775
Highest Teacher Salary	$109,742	$93,651
Average Principal Salary (ES)	$126,537	$116,377
Average Principal Salary (MS)	$138,070	$122,978
Average Principal Salary (HS)	$160,007	$135,565
Superintendent Salary	$305,851	$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,154.00	$427.00	$4,727.00	$78,370.00
District	♦	♦	$5,423.00	$88,515
State	♦	♦	$7,125	$76,522
Percent Difference: School Site/District			-13.7	-12.2
Percent Difference: School Site/ State			-83.8	2.4

* Cells with ♦ 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.

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

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.

James Monroe Elementary School

3750 Monterey Blvd. • San Leandro, CA 94578 • (510) 618-4340 • Grades K-5
Jeannette McNeil, Principal
jmcneil@slusd.us
www.slusd.us/monroe

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

San Leandro Unified School District
835 E. 14th Street, Suite 200
San Leandro, CA 94577
(510) 895-4199
https://www.sanleandro.k12.ca.us/Domain/1

District Governing Board

Monique Tate, Clerk
Christian Rodriguez, Member
Evelyn Gonzalez, Member
Leo Sheridan, President
Diana J. Prola, Member
James Aguilar, Member
Peter Oshinski, Vice President
Katherine Han Ngo, Student Board Member

District Administration

Dr. Michael McLaughlin
Superintendent

Sonal Patel
Assistant Superintendent Educational Services

Dr. John Thompson
Assistant Superintendent Human Resources

Dr. Kevin Collins
Assistant Supertinendent Business & Operations

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 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 support and enrich 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's associations.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	82
Grade 1	55
Grade 2	55
Grade 3	53
Grade 4	64
Grade 5	67
Total Enrollment	376

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.0
American Indian or Alaska Native	0.0
Asian	24.2
Filipino	9.6
Hispanic or Latino	39.6
Native Hawaiian or Pacific Islander	0.5
White	9.6
Socioeconomically Disadvantaged	64.9
English Learners	30.1
Students with Disabilities	16.0
Foster Youth	0.5

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			
James Monroe Elementary School	16-17	17-18	18-19
With Full Credential	21	16	18.2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	418.8
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
James Monroe Elementary	16-17	17-18	18-19
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 2018-19)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on November 14, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: April, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	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%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/05/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Security Lights at end of main building need replacing.
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

2017-18 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	44.0	45.0	38.0	38.0	48.0	50.0
Math	32.0	31.0	25.0	26.0	37.0	38.0

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.0	24.6	31.9

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

School Year 2017-18 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	169	165	97.63	44.85
Male	83	81	97.59	45.68
Female	86	84	97.67	44.05
Black or African American	13	12	92.31	25.00
Asian	43	40	93.02	57.50
Filipino	12	12	100.00	66.67
Hispanic or Latino	65	65	100.00	32.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.00	26.67
Two or More Races	19	19	100.00	68.42
Socioeconomically Disadvantaged	104	101	97.12	40.59
English Learners	64	61	95.31	45.90
Students with Disabilities	18	18	100.00	5.56
Foster Youth	--	--	--	--

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

- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 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	170	169	99.41	31.36
Male	84	84	100	28.57
Female	86	85	98.84	34.12
Black or African American	13	12	92.31	16.67
Asian	44	44	100	47.73
Filipino	12	12	100	25
Hispanic or Latino	65	65	100	20
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100	13.33
Two or More Races	19	19	100	57.89
Socioeconomically Disadvantaged	104	104	100	29.81
English Learners	64	64	100	34.38
Students with Disabilities	19	19	100	5.26
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
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 carnival, 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.

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 9, 2018. 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.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.7	2.4	0.5
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.4	6.5	5.6
Expulsions Rate	0.1	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.
Psychologist	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	.8
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	26	21	21		1	1	3	3	3			
1	26	26	27				2	2	2			
2	22	27	27	1			2	2	2			
3	27	27	25				2	2	2			
4	22	22	22	1	1	1	2	2	2			
5	24	26	23	1	1	1	2	2	2			

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

Professional Development provided for Teachers

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. This 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.

This year our emphasis was on implementation of 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 Title 1 Coordinator who helps in the area of classroom intervention, assessment, and after school programming.

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

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$60,112	$47,547
Mid-Range Teacher Salary	$83,002	$74,775
Highest Teacher Salary	$109,742	$93,651
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Superintendent Salary	$305,851	$222,853
Percent of District Budget		
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Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
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School Site	$5,259.00	$423.00	$4,836.00	$74,294.00
District	♦	♦	$5,423.00	$88,515
State	♦	♦	$7,125	$76,522
Percent Difference: School Site/District			-11.4	-17.5
Percent Difference: School Site/ State			-81.9	-3.0

* Cells with ♦ 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.

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
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- Mental Health
- Homeless Children
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- After School Safety

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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.

Roosevelt Elementary School

951 Dowling Blvd. • San Leandro, CA 94577 • (510) 618-4350 • Grades K-5
David Kumamoto, Principal
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

San Leandro Unified School District
835 E. 14th Street, Suite 200
San Leandro, CA 94577
(510) 895-4199
https://www.sanleandro.k12.ca.us

District Governing Board

Monique Tate, Clerk
Christian Rodriguez, Member
Evelyn Gonzalez, Member
Leo Sheridan, President
Diana J. Prola, Member
James Aguilar, Member
Peter Oshinski, Vice President
Katherine Han Ngo, Student Board Member

District Administration

Dr. Michael McLaughlin
Superintendent

Sonal Patel
Assistant Superintendent Educational Services

Dr. John Thompson
Assistant Superintendent Human Resources

Dr. Kevin Collins
Assistant Supertinendent Business & Operations

Principal's Message

Roosevelt is a community of learners who share a commitment to ensuring that every child who comes into our school receives a fair and equitable education within a nurturing and safe environment. Our staff and parent groups continually work to make Roosevelt a safe, respectful and responsible place to for all children to learn and grow.

We teach Common Core Standards which require our students to learn concepts deeply and be able to explain their thinking. Our classroom instruction is rich and engaging with a strong focus on Global Competency Skills: Collaboration, Critical Thinking, Creativity, and Communication. By ensuring that our students are proficient in the 4 C's, we move closer to closing the achievement gap and helping all students reach their full potential. We continue to engage in courageous conversations about race and its impact on students. Closing the achievement gap will take time, energy, and a commitment by all as we continually refine our instructional practice and realign resources to support success.

Our classrooms are equipped with Promethean Boards, Chrome Books at a 1:1 ratio (grades 1st - 5th) and 2:1 ratio (TK/K). Our blended learning model will help ensure that our children are college and career ready when they leave SLUSD. At Roosevelt, every child has a face and a name. At Roosevelt, every child has the potential to achieve, to learn, and to excel.

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.

School Mission Statement

Roosevelt's mission is to provide a safe environment where high expectations, standards-based differentiated curriculum, and life-long learning are the norm for all students, as well as adults. We are working towards improving all students' scores on high-stakes assessments, as well as narrowing and eventually closing the achievement gap through culturally responsive teaching, a rigorous academic program, and equitable practices. We believe this can be accomplished through a practice of open and honest communication, high expectations for every child, courageous conversations around race, partnerships with our families, and a commitment by all that values each child's voice. We invite our families and community members to partner with us and join us on this exciting journey.

District Profile

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

About the SARC

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

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- 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	102
Grade 1	82
Grade 2	92
Grade 3	94
Grade 4	78
Grade 5	80
Total Enrollment	528

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	12.5
American Indian or Alaska Native	0.6
Asian	11.4
Filipino	2.7
Hispanic or Latino	31.1
Native Hawaiian or Pacific Islander	1.5
White	28.6
Socioeconomically Disadvantaged	34.8
English Learners	15.7
Students with Disabilities	9.8
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Roosevelt Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	26	25	25.5
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	418.8
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Roosevelt Elementary School	**16-17**	**17-18**	**18-19**
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 2018-19)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on November 14, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
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%
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%
Science	MacMillan/ McGraw Hill Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 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%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Roosevelt Elementary School was originally constructed in 1928 and is currently comprised of 23 permanent classrooms, a library, a staff lounge, multi-purpose/cafeteria, two playgrounds, a preschool SDC room, a third through fifth grade SDC room, a music room, an art room, a speech room, a RSP room, a counseling room, and an after-school enrichment room. 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 the 2017-18 school year.

Cleaning Process

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

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs. Aging portables will be replaced with newer classroom structures. The City of San Leandro is currently planning on remodeling the Farrelly Pool which is located on the Roosevelt campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/05/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Heater isn't working.
Interior: Interior Surfaces	Good	Loose partition door.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Faucet keeps running.
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

2017-18 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	55.0	56.0	38.0	38.0	48.0	50.0
Math	51.0	50.0	25.0	26.0	37.0	38.0

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.6	21.6	40.5

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

School Year 2017-18 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	247	244	98.79	56.15
Male	122	120	98.36	51.67
Female	125	124	99.20	60.48
Black or African American	33	33	100.00	33.33
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.00	70.00
Filipino	--	--	--	--
Hispanic or Latino	82	80	97.56	43.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	72	71	98.61	78.87
Two or More Races	18	18	100.00	38.89
Socioeconomically Disadvantaged	89	88	98.88	37.50
English Learners	53	53	100.00	33.96
Students with Disabilities	30	28	93.33	14.29

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 2017-18 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	247	244	98.79	50
Male	122	120	98.36	55
Female	125	124	99.2	45.16
Black or African American	33	33	100	24.24
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100	63.33
Filipino	--	--	--	--
Hispanic or Latino	82	80	97.56	37.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	72	71	98.61	70.42
Two or More Races	18	18	100	44.44
Socioeconomically Disadvantaged	89	88	98.88	29.55
English Learners	53	53	100	26.42
Students with Disabilities	31	29	93.55	20.69

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 2018-19)
Parents and the community are very supportive of the educational program at Roosevelt Elementary School. Parents are invited to participate in a variety of groups such as the Parent Teacher Association (PTA), Dad's Club, ELAC (English Language Advisory Committee), DELAC (District English Language Advisory Committee), SSC (School Site Council), LGBTQS Alliance, AAPAG (African American Parent Advisory Group), Voces Unidas, Special Families Group, and After School Enrichment (ACE) programming. Parents are invited to attend monthly Coffee and Conversation meetings with the principal, School Site Beautification days, and Parent Education Workshops covering topics including Common Core Instruction, Student Safety, Anti-Bullying, and Adolescent Development. Parents are also involved in volunteering in classrooms, for field trips and fundraisers, and within the school garden.

Contact Information
Parents who wish to participate in Roosevelt Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4350.

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 Roosevelt Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated biannually at the beginning and end of the school year by the School Site Council and staff. The plan is reviewed annually at an October staff meeting. The key element of the School Site Safety Plan encompasses student safety and evacuation procedures, if necessary. Fire, earthquake and lock down drills are conducted on a monthly basis throughout the school year, and intruder drills are conducted twice a year.

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. Any visitors to the campus are required to check in at the school's office and wear the proper identification badge at all times. The designated areas for student drop off and pick up are at the front of the school and in the back of the school with a crossing guard. School Gates are locked on the Dutton side of campus in the morning after students arrive and are opened again at dismissal time. The front gates close from 8:30 - 1:30 and visitors are required to enter through the front door

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	2.3	3.1	1.8
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.4	6.5	5.6
Expulsions Rate	0.1	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	26	26	21			1	4	4	4			
1	27	25	27				3	3	3			
2	27	26	26				3	4	3			
3	28	26	26				3	3	4			
4	32	32	31				2	2	2			
5	25	25	32	1	1		3	3	3			

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

Professional Development provided for Teachers

Staff development is focused on becoming a Professional Learning Community and building capacity around the use of technology in the classroom as well as helping teacher implement our new Math and English Language Arts Curriculum, as well as, Project Based Learning. Our teachers meet every Wednesday in PLCs to discuss curriculum and student work. The Instructional Leadership Team (ILT) meets once per month to assess the professional development needs of the school and plan future staff meeting agenda items. We continue to include equity as an ongoing staff development focus area.

Staff development is supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and District Instructional Coaches. Teachers participate in District Professional Development days 2 times per year where they can choose training courses to meet their individual development needs. Teachers also participate in professional development after-school at the district and site level.

Teachers are also released for full day collaboration with their grade level twice a year. These planning days allow teachers to continually improve their craft and calibrate their teaching techniques with their colleagues.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$60,112	$47,547
Mid-Range Teacher Salary	$83,002	$74,775
Highest Teacher Salary	$109,742	$93,651
Average Principal Salary (ES)	$126,537	$116,377
Average Principal Salary (MS)	$138,070	$122,978
Average Principal Salary (HS)	$160,007	$135,565
Superintendent Salary	$305,851	$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,236.00	$100.00	$5,136.00	$86,599.00
District	♦	♦	$5,423.00	$88,515
State	♦	♦	$7,125	$76,522
Percent Difference: School Site/District			-5.4	-2.2
Percent Difference: School Site/ State			-76.9	12.4

* Cells with ♦ 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.

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

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San Leandro High School

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Assistant Superintendent Educational Services

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Assistant Superintendent Human Resources

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Assistant Supertinendent Business & Operations

School Description

San Leandro High School's mission is to prepare students to understand, contribute to, and succeed in a rapidly changing world and society. San Leandro High School will ensure that our students develop both the skills that a rich, culturally relevant, and robust education provides and the competencies essential for success and leadership in a diverse and creative world. We will also lead in generating practical and theoretical knowledge that enables our scholars to better understand our world and improve conditions for local and global communities.

We will fulfill our mission by expanding San Leandro High as a learning community that is responsive to change and one that:

- -Focuses on and provides students with engaging, responsive and personalized learning experiences that emphasize academic excellence and global competencies (i.e. critical thinking, problem-solving, communication, collaboration, creativity and civic engagement).
- -Prioritizes collaborative, project-based learning as part of each student's educational experience.
- -Prioritizes humanity and culture in designing systems and environments to improve the human condition, an approach that draws on personalized and real-world learning.

San Leandro High School will continue to challenge and motivate each student to achieve his or her full potential as a responsible member of our diverse community and society. We offer a positive safe learning environment that promotes intellectual growth, health, creativity, and respect for self and others. Our vision is to model excellence and encourage academic achievement and personal success for all our students. At San Leandro High School students are prepared to be productive members of society. Students will be pushed to access their highest level of success whether that be a 4-year college, community college to four-year college transfer, or vocational or trade school admittance. Each will develop a "ten year" career plan which will outline a detailed pathway to help them transition to their next steps beyond high school.

San Leandro High School is committed to building the capacity of staff, families, students and the community to establish partnerships that strengthen student learning and improve our school environment. We invite our families and community members to partner with us to ensure the success of all our students and community at large. Additionally, San Leandro High focuses on infusing our school virtues throughout our student body and staff to help foster character development and a positive school culture.

Our guiding community virtues are as follows:

- We are lifelong learners.
- We are leaders in training.
- Don't be part of the problem. Be part of the solution.
- Failure is not an option.
- Discipline yourself so no one else has to.
- Stay calm at all times.
- If you have a goal nothing is impossible.
- We come from greatness.

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- 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 8	1
Grade 9	647
Grade 10	676
Grade 11	652
Grade 12	681
Total Enrollment	2,657

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	15.6
American Indian or Alaska Native	0.2
Asian	17.1
Filipino	8.4
Hispanic or Latino	45.9
Native Hawaiian or Pacific Islander	1.2
White	8.2
Socioeconomically Disadvantaged	63.0
English Learners	18.5
Students with Disabilities	14.0
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
San Leandro High School	**16-17**	**17-18**	**18-19**
With Full Credential	118	109	125.3
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	1	1	1
San Leandro Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	418.8
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
San Leandro High School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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 2018-19)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on November 14, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	StudySync Adopted 2018 McGraw Hill English Language and Composition, AP - The Language Composition Adopted 2018 Bedford Freeman and Worth English Language and Composition, AP - Literature and Composition Adopted 2018 Bedford Freeman and Worth **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 Statistic, AP - Stats Modeling the World Adopted 2015 Pearson AP Calculus AB and BC - Calculus Adopted 2007 Pearson **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: December, 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Science	Science I – Physical Science Science II – Biology Adopted 2007 Prentice Hall Forensic Science – Forensic Science for High School Adopted 2007 Kendall/Hunt Physics, AP – Physics Adopted 2012 Brooks/Cole Cengage Learning) Physics, CP and Honors – Conceptual Physics Adopted 2012 Conceptual Physics Biology, AP – AP Biology Physiology, CP & Honors – Essentials of Anatomy and Physiology Adopted 2007 Pearson/Benjamin Cummings Chemistry, CP – Modern Chemistry Adopted 2007 Holt, Rhinehart & Winston Chemistry, AP – Chemistry Adopted 2007 Houghton Mifflin General Science – Gateway to Science: Vocabulary and Concepts Special Ed. Science – Gateway to Science: Vocabulary and Concepts Adopted 2007 Thomson Heinly **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: December, 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	Grade 10 World History - Modern World History: Patterns of Interaction Grade 11 U.S. Hisotry – The Americans: Reconstruction to the 21st Century Grade 11 U.S. History AP: American Pagent 2006 McDougal Littell Grade 12 Government - American Government (Holt, 2003) Grade 12 Economics CP - Economics (Holt, 2006) Sociology - Sociology 2006 Holt Psychology – Understanding Psychology 2006 Glencoe Ethnic Studies – Racial and Ethnic Groups 2006 Prentice Hall Grade 12 Economics Honors - Economics (Glencoe, 2001) Government, AP - Government in America (Pearson, 2014) World History, AP - The Earth and Its Peoples (Cengage, 2014) Micro and Macro Economics, AP - Principles of Economics (Cengage, 2018) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: December, 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Foreign Language	Realidades: Spanish I-III Conexiones: Spanish IV and AP 2003 Prentice Hall Tu Mundo: Spanish Speakers I-II Nuestro Mundo: Spanish Speakers I-II 2003 McDougal Littell Allex Viens I-III: French I-III Bonne Continuation: French IV & AP 2003 Holt, Rhinehart & Winston Abriendo Paso: Spanish AP (Pearson, 2014) Una Vez Mas: Spanish AP (Longman, 1993) Integrated Chinese: Chinese I-III (Cheng & Tsui, 2009) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Health	Glencoe Adopted 2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Visual and Performing Arts	Davis Publications Adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

San Leandro High School was originally constructed in the 1947 and is currently comprised of 95 permanent classrooms, a library, a staff lounge, a multi-purpose/cafeteria room, three computer labs, a gymnasium, and an athletic field. The Fred T. Korematsu campus was completed in Fall 2010. A new Arts Education Center, with a 550 seat theater, was completed in Spring 2011. The school's Career Technical Education Center was completed in Summer 2012, which includes state-of-the-art industrial arts programs and equipment.

Cleaning Process

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

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs. Aging portables will be replaced with newer classroom structures.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/14/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	There is an electrical cord across the floor.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	There are many classrooms in the main building with fire extinguishers on shelves and cabinets (not wall mounted).
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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

2017-18 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	55.0	49.0	38.0	38.0	48.0	50.0
Math	22.0	21.0	25.0	26.0	37.0	38.0

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.4	22.5	23.3

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

School Year 2017-18 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	621	597	96.14	49.41
Male	301	291	96.68	48.80
Female	320	306	95.63	50.00
Black or African American	101	97	96.04	27.84
American Indian or Alaska Native	--	--	--	--
Asian	119	116	97.48	72.41
Filipino	45	45	100.00	55.56
Hispanic or Latino	272	257	94.49	42.80
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	55	98.21	63.64
Two or More Races	20	19	95.00	57.89
Socioeconomically Disadvantaged	370	358	96.76	44.13
English Learners	123	105	85.37	20.00
Students with Disabilities	78	73	93.59	17.81
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 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	623	603	96.79	20.93
Male	303	295	97.36	24.15
Female	320	308	96.25	17.86
Black or African American	101	96	95.05	5.21
American Indian or Alaska Native	--	--	--	--
Asian	119	118	99.16	46.61
Filipino	46	45	97.83	22.22
Hispanic or Latino	273	261	95.6	12.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	56	100	30.36
Two or More Races	20	19	95	36.84
Socioeconomically Disadvantaged	371	360	97.04	17.55
English Learners	125	114	91.2	14.04
Students with Disabilities	80	69	86.25	5.88
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

. 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 2018-19)
Parents and the community are very supportive of the education program at San Leandro High School. Parents may participate in the Parent Equity Group, the English Language Advisory Committee (ELAC), the Boosters Club, GEAR Up Parent Group, and the United Parents of San Leandro High School.

San Leandro High School has partnerships with the following community organizations and businesses: Eden Area ROP, the Chamber of Commerce, Kiwanis, Rotary, and Lion's Club.

Contact Information
Parents who wish to participate in San Leandro High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4600.

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 of San Leandro High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated every fall by the administration, evacuation procedures are updated and reviewed with the staff and practiced each fall and spring with the students. The safety plan is reviewed by the School Site Council in February and approved in March of each school year. The key elements of the School Site Safety Plan include disaster plans and drills. Fire, earthquake, and intruder drills are conducted on a regular basis throughout the school year.

To ensure student safety, staff members supervise students regularly and at all times. Any visitors to the campus are required to check in at the principal's office.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	9.4	7.9	7.2
Expulsions Rate	0.2	0.1	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.4	6.5	5.6
Expulsions Rate	0.1	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5.5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	3
Average Number of Students per Staff Member	
Academic Counselor	454

* 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 (Secondary)												
	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	28.0	28.0	28.0	23	20	20	33	32	24	39	48	53
Mathematics	27.0	28.0	30.0	20	12	8	36	44	39	27	25	30
Science	28.0	27.0	28.0	8	9	7	70	76	70			
Social Science	28.0	27.0	30.0	15	20	10	32	21	18	26	35	43

* 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.

Professional Development provided for Teachers

Teachers are provided multiple opportunities for staff development throughout the year. Every Wednesday morning, teachers participate in 55 minutes of collaboration time within thier departments or interdepartmental groups to further the department or schoolwide goals. In addition, during this collaboration time, teachers voluntarily visit their colleague's classes to observe common and unique practices to improve instruction.

A team of teachers were trained in utilizing the Professional Learning Community format to support our efforts to improve the academic success of all of our students.

District-supported professional development include preparing English and Math teachers to understand and begin implementing new Common Core Standards.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$60,112	$47,547
Mid-Range Teacher Salary	$83,002	$74,775
Highest Teacher Salary	$109,742	$93,651
Average Principal Salary (ES)	$126,537	$116,377
Average Principal Salary (MS)	$138,070	$122,978
Average Principal Salary (HS)	$160,007	$135,565
Superintendent Salary	$305,851	$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,884.00	$133.00	$5,751.00	$80,129.00
District	♦	♦	$5,423.00	$88,515
State	♦	♦	$7,125	$76,522
Percent Difference: School Site/District			5.9	-9.9
Percent Difference: School Site/ State			-67.0	4.6

* Cells with ♦ 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.

Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- 9-12 Career Technical Education
- Regional Occupational Program
- Career Pathways
- College Readiness Grant
- Special Education Services (state and federal)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
San Leandro High School	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	6.5	6.6	6.4
Graduation Rate	90.5	91.3	88.7
San Leandro Unified School District	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	8.9	7.5	8.5
Graduation Rate	87.0	90.3	86.4
California	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	1,579
% of pupils completing a CTE program and earning a high school diploma	73.6%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	96.4
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	38.3

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	1	♦
English	7	♦
Fine and Performing Arts	1	♦
Foreign Language	4	♦
Mathematics	10	♦
Science	3	♦
Social Science	9	♦
All courses	35	21.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	87.1	87.7	88.7
Black or African American	90.9	86.5	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	78.7	81.3	94.9
Filipino	87.3	84.8	93.5
Hispanic or Latino	88.6	90.3	86.5
Native Hawaiian/Pacific Islander	87.5	80.0	88.6
White	90.9	93.2	92.1
Two or More Races	81.8	84.6	91.2
Socioeconomically Disadvantaged	87.9	88.5	88.6
English Learners	61.4	62.1	56.7
Students with Disabilities	75.0	71.6	67.1
Foster Youth	100.0	100.0	74.1

Career Technical Education Programs

San Leandro High School Career Technical Education programs provide a sequence of courses that furnish individuals with the academic, technical knowledge, and skills individuals need to prepare for further education and for careers in current or emerging employment sectors. The table displays questions and answers about student participation in San Leandro High School's Career Technical Education (CTE) programs.

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.

Washington Elementary School

250 Dutton Ave. • San Leandro, CA 94577 • (510) 618-4360 • Grades K-5
Elisa Alvarez, Principal
ealvarez@slusd.us
https://www.sanleandro.k12.ca.us/Domain/111

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

San Leandro Unified School District
835 E. 14th Street, Suite 200
San Leandro, CA 94577
(510) 895-4199
https://www.sanleandro.k12.ca.us/Domain/1

District Governing Board

Monique Tate, Clerk
Christian Rodriguez, Member
Evelyn Gonzalez, Member
Leo Sheridan, President
Diana J. Prola, Member
James Aguilar, Member
Peter Oshinski, Vice President
Katherine Han Ngo, Student Board Member

District Administration

Dr. Michael McLaughlin
Superintendent

Sonal Patel
Assistant Superintendent Educational Services

Dr. John Thompson
Assistant Superintendent Human Resources

Dr. Kevin Collins
Assistant Supertinendent Business & Operations

Dear Families,

It is a true honor to be a part of the Washington community! It is a postcard beautiful school with classic and stately architecture surrounded by lush park grounds that draw families who walk from nearby apartments, bungalows and sprawling homes, all where cherry orchards once stood. The diversity in architecture reflects the myriad faces in this community. The culturally and linguistically rich backgrounds, the inviting neighborhood, and an inspired staff are just some of the key elements that make Washington Elementary a coveted school in this district.

Our dedicated teachers provide a rigorous academic curriculum based on Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) to ensure access to all of our students. We incorporate Project Based Learning throughout the school day to help solidify the standards in a meaningful and memorable way. We collaborate and analyze data regularly to produce deeper and individualized learning pathways for every student.

We have worked especially hard to create a true home-school connection, where families are welcome to be on our campus before, during and after school. On any given day you will find our Parent Center and our classrooms bustling with volunteers. We have a dedicated parent facilitator who welcomes and guides parents in supporting their child's education.

Washington School has a robust Spanish Biliteracy Pathway program from first through fifth grade. We have a Dual Language Immersion(DLI) program that began with two Kindergarten classes (in 2017) and will grow each year thereafter. We believe that these programs promote the benefits of learning two languages, lead to increased friendships among multiple language groups and affirm all of our students' heritage, leading to increased academic achievement for all students.

We also believe that our students must have access to enrichment opportunities to help maintain focus on their future aspirations and dreams. This belief was the basis for the development of a substantial after school program. In addition to a traditional extended learning after school program, we offer a variety of outside of school classes each year. Examples include classes such as, Theater, Robotics, Coding, Ballet Folklórico, Jazz Band, Creative Arts, Hip Hop Dance, Science in the Garden, Spanish, and a Girls' Running program. We also open our library before and after school to instill the love of reading and allow access to computers and technology.

There are so many unique and amazing opportunities available for Washington students and their families. It would take pages to capture them all here! We offer tours to prospective families the first Monday of each month at 9:30 AM. I can be reached directly at (510) 618-4363 or via email at ealvarez@slusd.us.

With Warm Regards,
Elisa Alvarez
Principal

School Mission Statement

The Washington School Community is dedicated to providing equal access to learning for all students, where race, gender or socio-economic status does not predict which students achieve at school. Through culturally responsive instructional practices we recognize the varied learning styles and intelligence of all students while maintaining high expectations. We strive to provide a nurturing, respectful, and safe learning environment that will empower children with skills and knowledge that will lead to their success in a changing world. Our commitment to the implementation of state standards through the use of board-adopted curricula will ensure that all students achieve high levels of proficiency as determined by grade level, school, district, and state measures.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	84
Grade 1	49
Grade 2	75
Grade 3	47
Grade 4	51
Grade 5	76
Total Enrollment	382

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.0
American Indian or Alaska Native	0.3
Asian	6.8
Filipino	3.7
Hispanic or Latino	62.8
Native Hawaiian or Pacific Islander	0.5
White	7.9
Socioeconomically Disadvantaged	73.6
English Learners	44.8
Students with Disabilities	7.9
Foster Youth	0.0

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			
Washington Elementary School	16-17	17-18	18-19
With Full Credential	20	20	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	418.8
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Washington Elementary School	16-17	17-18	18-19
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 2018-19)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on November 14, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: April, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	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%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Washington Elementary School was originally constructed in 1917 and is currently comprised of 21 classrooms, an ELD room, an RSP room, a library, a staff room, a multi-purpose room, a kitchen/cafeteria, and two playgrounds. Recent renovations include the installation of new exterior fencing, exterior paint, and connection to the city's fiber loop for high-speed internet access.

Cleaning Process

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

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs. Aging portables will be replaced with newer classroom structures.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/14/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	There are several classrooms that have both microwave ovens and refrigerators (possible circuit overload)
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	There are two loose toilet seats.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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

2017-18 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	33.0	37.0	38.0	38.0	48.0	50.0
Math	22.0	31.0	25.0	26.0	37.0	38.0

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.7	23.7	28.9

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

School Year 2017-18 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	178	174	97.75	36.78
Male	99	97	97.98	31.96
Female	79	77	97.47	42.86
Black or African American	27	27	100.00	25.93
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	113	110	97.35	34.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	143	141	98.60	32.62
English Learners	100	97	97.00	35.05
Students with Disabilities	20	20	100.00	10.00

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 2017-18 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	177	176	99.44	30.68
Male	98	97	98.98	34.02
Female	79	79	100	26.58
Black or African American	27	27	100	11.11
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	113	113	100	31.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	143	143	100	29.37
English Learners	100	100	100	33
Students with Disabilities	19	19	100	15.79

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 2018-19)
Parent involvement is very important at Washington School. Our Parent Center serves as a gathering point for parents during the school day, before and after school. We host weekly Wednesday morning meetings for parents that include general coffee and conversation and workshops based on parent requests. We also have an active Parent Teacher Organization that meets in the evenings on the first Tuesday of the month at 6 PM. In addition to PTO, we also have a Dad's Club that meets off site every other month. Our School Site Council meets every other month on a Thursday at 3:30 PM. This group has a profound impact on the school budget and all are welcome to attend. Washington has an English Language Advisory Committee that meets once a month in the mornings. This meeting covers various topics pertinent to the success of our English Learners. We have an African American Parent group that meets both during mornings and evenings. We use this time to ensure that we are meeting the needs of our African American students.

We have a multitude of events that take place during the year that parents, partnering with staff, provide for our students and our community. Any parents interested in participating are welcome to call Maria Ochoa, our Parent Facilitator, at (510) 618-4360 extension 3333.

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 San Leandro Unified School District recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The governing Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

School site council at Washington School develops a comprehensive school safety plan relevant to the needs and resources of that particular school. A current copy of the school plan is required to be kept on file. Washington staff reviewed this at the October staff meeting.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.2	2.2	2.7
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.4	6.5	5.6
Expulsions Rate	0.1	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	19	20	21	3	1	2	1	2	2			
1	23	24	25	1			1	3	2			
2	27	24	25		1		2	1	3			
3	26	25	24			1	3	2	1			
4	25	30	26				3	2	2			
5	30	29	25				2	3	3			
Other		10			1							

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

Professional Development provided for Teachers

Our District is committed to excellent Professional Development. Several times a year our teachers receive training in the latest technology, curriculum, English Language Development, National Science Standards, ultimately refining the delivery of Common Core State Standards. In addition to the District PD, each Wednesday Washington teachers participate in optional mini PDs that strengthen their practice throughout each school year. Washington teachers are allotted three professional days to work collaboratively. This time is used to incorporate Project Based Learning into their daily teaching. All teachers also have the opportunity to work with Instructional coaches in the classroom and during collaboration time. New teachers participate in BTSA (Beginning Teachers Support and Assessment). Washington teachers were all trained at the Museum of Tolerance on the incorporation of Social Justice standards into their every day practice.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$60,112	$47,547
Mid-Range Teacher Salary	$83,002	$74,775
Highest Teacher Salary	$109,742	$93,651
Average Principal Salary (ES)	$126,537	$116,377
Average Principal Salary (MS)	$138,070	$122,978
Average Principal Salary (HS)	$160,007	$135,565
Superintendent Salary	$305,851	$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,646.00	$457.00	$5,189.00	$83,852.00
District	♦	♦	$5,423.00	$88,515
State	♦	♦	$7,125	$76,522
Percent Difference: School Site/District			-4.4	-5.4
Percent Difference: School Site/ State			-76.0	9.1

* Cells with ♦ 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.

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

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.

Woodrow Wilson Elementary School

1300 Williams St. • San Leandro, CA 94577 • (510) 618-4370 • Grades K-5
Virginia Quock, Principal
vquock@slusd.us
https://www.sanleandro.k12.ca.us/Domain/112

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

San Leandro Unified School District
835 E. 14th Street, Suite 200
San Leandro, CA 94577
(510) 895-4199
https://www.sanleandro.k12.ca.us/Domain/1

District Governing Board

Monique Tate, Clerk
Christian Rodriguez, Member
Evelyn Gonzalez, Member
Leo Sheridan, President
Diana J. Prola, Member
James Aguilar, Member
Peter Oshinski, Vice President
Katherine Han Ngo, Student Board Member

District Administration

Dr. Michael McLaughlin
Superintendent

Sonal Patel
Assistant Superintendent Educational Services

Dr. John Thompson
Assistant Superintendent Human Resources

Dr. Kevin Collins
Assistant Supertinendent Business & Operations

Principal's Message

Woodrow Wilson Elementary School is a community of learners who share a committed focus on ensuring that every child who comes to our school receives an equitable education within a nurturing and safe environment. The strength of our school lies with the staff who are knowledgable, thoughtful, conscientious, and who share the belief that all students can learn and embrace the skills that will make them lifelong learners. Our teaching faculty of highly qualified, fully credentialed teachers is dedicated to teaching rigorous core academic curriculum based on the Common Core State Standards and the Next Generation Science Standards that ensures access for all of our student subgroups. Educators at Woodrow Wilson Elementary School collaborate and analyze data regularly to produce deeper learning opportunities for our students that includes an analysis of academic performance and language development to determine EL student program needs as well as other student subgroups needs. We believe that focused practices lead to stronger results! Our goal is to make continuous year to year growth for each individual student, so that all are prepared for middle school, high school, and beyond for college and career. Education requires teamwork. The Wilson staff, teachers, families, community members, and students will continue to communicate clearly and work effectively to enable our students to meet the Common Core standards and to achieve our school-wide site plan goals and objectives.

Woodrow Wilson School is made up of a rich and diverse student body. The school serves students in grades TK-5. Additional resources are allocated to serve students in need of Math and Reading Intervention support services. Support services are also offered in English Language Development instruction, Speech and Language, Special Education Resource Program, Adaptive Physical Education, Occupational Therapy, and Counseling. Students also receive instruction in Music, Art, and Physical Education taught by Specialists.

The Woodrow Wilson staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to to meet the needs of students. Our teachers strive to provide students with explicit direct instruction lessons and project-based learning (PBL) opportunities that are combined with blended learning opportunities in our 1:1 (1st-5th Grade) and 2:1 (Kindergarten) digital learning environments. It is always our goal to provide academic programs that are culturally responsive, rigorous, personalized and appropriately challenging for all students.

Instruction is focused on English Language Arts and Mathematics Common Core State Standards and Next Generation Science Standards as all students make progress toward mastery. Teachers at Woodrow Wilson Elementary School differentiate their instruction by regularly assessing and grouping students within and/or outside of the classroom for instruction in a variety of core academic content areas. Through this process, teachers are able to work together to meet the needs of all students by sharing resources and best instructional practices. This has become a focus by aligning activities to achieve school goals through improving the academic performance of English Learner students and students who require additional intervention to support their learning needs. Recognizing the need to focus on the whole child, our teachers also provide learning experiences that foster social/emotional growth as well as develop students' communication and collaboration skills.

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.

School Mission Statement

High standards, equity, and accountability are central to the vision for our community of learners at Woodrow Wilson Elementary School. We are determined to provide our students with the life skills, tools, and knowledge to be successful life-long learners. We assure that our students can compete among the very brightest, best, and most creative individuals. In order for this to accomplish this, we are committed to building on our current successes, developing a collaborative pedagogy utilizing current, evidence-based practices that improve student achievement and recognizing the hard work and long road that is ahead of us with perseverance and motivation. We are optimistic in the simple truth that we know our students are capable, our teachers and staff are determined and our community is supportive.

Making our vision a reality means our continuing effort at creating a standards-based accountability system where every student is compared to a standard rather than each other, where every student is clear on what is expected of him or her, where every student is given multiple opportunities to learn and to show what they know in order to reach high, rigorous standards, and where there is no achievement gap.

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

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- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	138
Grade 1	106
Grade 2	114
Grade 3	118
Grade 4	123
Grade 5	123
Total Enrollment	722

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.1
Asian	19.9
Filipino	11.1
Hispanic or Latino	53.9
Native Hawaiian or Pacific Islander	1.2
White	4.7
Socioeconomically Disadvantaged	74.5
English Learners	48.9
Students with Disabilities	6.2
Foster Youth	0.0

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			
Woodrow Wilson Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	35	34	35
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	418.8
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Woodrow Wilson Elementary School	**16-17**	**17-18**	**18-19**
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 2018-19)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on November 14, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
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%
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%
Science	MacMillan/McGraw Hill Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 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%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Wilson Elementary School was originally constructed in 1947 and is currently comprised of 24 permanent classrooms, 14 portable classrooms, a library, a staff room, a multi-purpose room, a kitchen, and two playgrounds. Renovation of the library occurred during 2017.

Cleaning Process

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

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs. Aging portables will be replaced with newer classroom structures.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/05/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Lights need to be replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Toilet is loose.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Drinking fountain needs replacement
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

2017-18 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	38.0	44.0	38.0	38.0	48.0	50.0
Math	33.0	36.0	25.0	26.0	37.0	38.0

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.2	26.0	0.8

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

School Year 2017-18 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	365	362	99.18	44.48
Male	173	173	100.00	43.35
Female	192	189	98.44	45.50
Black or African American	16	16	100.00	37.50
Asian	68	67	98.53	58.21
Filipino	42	41	97.62	43.90
Hispanic or Latino	202	201	99.50	37.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.00	64.29
Two or More Races	21	21	100.00	61.90
Socioeconomically Disadvantaged	281	278	98.93	39.21
English Learners	220	218	99.09	35.32
Students with Disabilities	38	38	100.00	10.53

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 2017-18 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	365	364	99.73	36.26
Male	173	173	100	37.57
Female	192	191	99.48	35.08
Black or African American	16	16	100	31.25
Asian	68	67	98.53	52.24
Filipino	42	42	100	45.24
Hispanic or Latino	202	202	100	29.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100	42.86
Two or More Races	21	21	100	38.1
Socioeconomically Disadvantaged	281	280	99.64	29.64
English Learners	220	220	100	31.82
Students with Disabilities	38	38	100	10.53

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 2018-19)
Wilson is dedicated to engaging parents in a variety of ways. The Wilson staff believes in building engaging, collaborative partnerships with our families and community members. Staff members encourage parents/guardians to participate in and out of the classroom on an ongoing basis throughout the year. Kindergarten and TK teachers meet with parents prior to the start of the school year to welcome new families to our school. Staff communicates regularly with families through newsletters, phone calls, emails, auto-text programs, in-person meetings, and emails. Many staff utilize teacher webpages and online outreach programs to connect with families. Parents/guardians receive multilingual school and classroom newsletters on a regular basis in addition to messages sent through the the telephone system. Messages sent through the school's automated phone messaging system are multilingual. Parent volunteers are encouraged to work in classrooms around the school through our volunteer sign-up policies. Twice a month Coffee Chats with the Principal provide open format to receive information and ask pertinent questions on an ongoing basis. Parents may participate in the Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), as well as a variety of volunteer activities. Parents and families members may volunteer to help with fundraising, school-wide events such as assemblies or Beautification Day, assistance within the classroom, support during recess and lunch, and other activities including working in our community garden.

Wilson Elementary School has several partnerships with local community organizations, including the Boys & Girls Club/ASES and Girls, Inc. Other partners include Kaiser Permanente, Safe Routes to School, Safe Moves, Bike Mobile, and the Alameda County Office of Education Project Eat.

Family members who wish to participate in Wilson Elementary School's parent advisory committees, school activities, or become a volunteer may contact the main office at (510) 618-4370.

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 Wilson Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated every winter by a committee of six individuals, including the principal, vice principal, and SLTA representative. The key element of the School Site Safety Plan entails emergency evacuation procedures. Fire, earthquake, and intruder drills are conducted on a regular basis throughout the school year. The Wilson School Safety Plan was reviewed, discussed and updated during the 2018-2019 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	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.5	1.3	2.0
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.4	6.5	5.6
Expulsions Rate	0.1	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1.6
Other	1
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	25	23		1		5	4	6			
1	26	27	27	1			3	4	4			
2	28	25	26		1		4	3	4			
3	26	26	26				4	5	5			
4	29	30	31				5	3	4			
5	31	32	31				4	5	4			

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

Professional Development provided for Teachers

Staff development is delivered via a variety of means, including peer-to-peer mentoring, instructional coaching, teacher technology education consultants, site-based staff development opportunities, districtwide professional development, and off-site conferences at federal, state, and county levels. Peer-to-peer development opportunities include BTSA (Beginning Teachers Support and Assessment) Support Providers, instructional coaches, and Professional Learning Community Collaboration time and training. Administration at site and district level provide and deliver staff development based on student and site need. Professional development is provided in content areas, technological integration, socio-emotional learning, alignment with Common Core State Standards, English Language Development, Project Based Learning, special education, and in other areas designed to increase and improve student access, engagement, and achievement. Staff is able to receive training that is individualized, job-embedded, after school, during district-wide professional development days, via online learning platforms, and during release time. The district supports staff development through Professional Growth Days as well as grade-level specific trainings, including math and ELA/ELD framework trainings. Teachers are released each semester to plan by grade level for the upcoming based on student assessment data, Common Core standards, and curriculum. In order to select areas for staff development, factors including state and district assessment data, curriculum-based assessment, teacher feedback, community and family needs and input, English Language Learners, needs of students with disabilities, and state/federal standards are considered, among other essential data. Staff development is ongoing, reflective, globally and culturally relevant, and responsive to the needs of the students, staff, and school-wide community.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$60,112	$47,547
Mid-Range Teacher Salary	$83,002	$74,775
Highest Teacher Salary	$109,742	$93,651
Average Principal Salary (ES)	$126,537	$116,377
Average Principal Salary (MS)	$138,070	$122,978
Average Principal Salary (HS)	$160,007	$135,565
Superintendent Salary	$305,851	$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,828.00	$447.00	$5,381.00	$91,169.00
District	♦	♦	$5,423.00	$88,515
State	♦	♦	$7,125	$76,522
Percent Difference: School Site/District			-0.8	3.0
Percent Difference: School Site/ State			-72.9	17.5

* Cells with ♦ 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.

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)
- Pre-School (Special Education)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at 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.