



James Madison Elementary School

2007-2008 School Accountability Report Card

**Serving Grades
Kindergarten through Five**

**14751 Juniper Street
San Leandro, CA 94579
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www.gojamesmadison.org

**Principal
Gerhard Grotke**

**District Superintendent
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Principal's Message

Welcome to James Madison School! We have over 400 students, who represent our rich and diverse community. Our creative and energetic teaching staff continues to work collaboratively with parents and the community to create experiences that foster an excitement for learning. This excitement is evident on the faces of our students every day. We are improving student access to books through our growing library, and access to technology through our computer lab. Our after school programs support our quality classroom instruction and further student success. James Madison School celebrates the differences in all learners by weaving together valuable inclusion experiences that enrich the lives of all students and staff. Our staff makes all decisions around a guiding philosophy: "What is best for the kids?" With this "Kids First" attitude, our school community works together to help each child discover and nurture individual talents and strengths.

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 Vision & Mission Statement

James Madison Elementary School will focus on helping each student develop a lifelong connection to learning. We believe that looking at student achievement through a lens of equity will allow all students to reach their potential. Learning will reflect the past, reinforce the present, and help to anticipate a future that has yet to be invented. We understand that the development of individual character and group responsibility is created through programs, partnerships, and practices. Through this effort we will help all students find success.

It is our vision for the students of James Madison Elementary School to understand that their success depends on maintaining a positive attitude, developing usable skills, and acquiring knowledge needed to reach their goals. James Madison Elementary School enrolls students from a community rich with diversity. It is our daily mission to engage students with instruction and learning to help each student meet and exceed grade-level expectations.

District & School Profile

James Madison Elementary School 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 their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

The school district has an enrollment of 8,725, with 12 schools (eight elementary schools, two middle schools, one comprehensive high school, and one continuation high school). For the 2007-08 school year, 407 students were enrolled at James Madison Elementary School. Student body demographics are shown in the chart.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	11.1%
American Indian	1.0%
Asian	28.4%
Caucasian	9.9%
Filipino	11.6%
Hispanic or Latino	24.1%
Pacific Islander	0.8%
Multiple or No Response	13.2%

Discipline & Climate for Learning

The students, staff, and community of James Madison Elementary School believe that every student has a right to learn. School rules and policies are distributed at the beginning of each year in the Parent Handbook. Throughout the year, school rules and policies are reviewed through bi-weekly newsletters, at Back-To-School-Night, through the phone network, and the school's website.

The Suspensions and Expulsions table reflects total cases (not students suspended, as students may have been suspended on more than one occasion), as well as percentages of total enrollment. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	48	17	15	2598	1878	1348
Suspension Rate	12.8%	4.2%	3.8%	30.0%	21.5%	15.4%
Expulsions	0	0	0	75	28	22
Expulsion Rate	0.0%	0.0%	0.0%	0.9%	0.3%	0.3%

Homework

James Madison Elementary School follows the district's homework policy and feels homework is a fundamental part of the learning process, helping to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. James Madison Elementary School offers the following activities for students: art classes, music classes, physical education classes, basketball night, carnival, and spaghetti feeds. In addition, the school offers an after-school GATE program as well as Madison Adventure Days, which are after-school programs in cooking, tumbling, and other activities.

Student Recognition

James Madison Elementary School's student recognition program helps to contribute to the positive environment of the school. Students are recognized for achievements in the three tools for success: attitude, skills, and knowledge. Students' achievements are recognized throughout the year in the classroom and schoolwide.

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The following chart illustrates the trend in enrollment for the last three years.

	Enrollment Trend by Grade Level		
	2005-06	2006-07	2007-08
K	66	80	54
1st	63	75	83
2nd	58	62	73
3rd	69	62	67
4th	62	62	64
5th	55	67	66

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors daily student attendance very closely and contacts parents with phone calls and letters home if an attendance issue develops.

Class Size

James Madison Elementary School maintained a schoolwide average class size of 19.8 students and a pupil-to-teacher ratio of 18.5:1 for the 2007-08 school year. In addition to credentialed teachers, students in all classes may receive additional assistance in the classroom from volunteers and their buddies within the "Buddy-System." The following chart illustrates average class size by grade level, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	16	20	18	3	3	2	-	-	-	-	-	-
1	20	20	19	3	3	3	-	-	-	-	-	-
2	19	20	19	3	3	3	-	-	-	-	-	-
3	20	20	20	3	3	3	-	-	-	-	-	-
4	28	29	29	-	-	-	2	2	2	-	-	-
5	27	30	30	-	-	-	2	2	2	-	-	-
K-3	-	15	19	-	1	2	-	-	-	-	-	-

Instructional Materials

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 3, 2008 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. Recent textbook adoptions include Science and Visual & Performing Arts in 2007-08 and Math in 2008-09. The most recent textbooks as of October 2008 are illustrated in the chart.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	ELD	Hampton Brown	2005	Yes	0.0%
K-5	ELD	Hampton Brown	2003	Yes	0.0%
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Mathematics	Pearson Scott Foresman	2008	Yes	0.0%
K-5	Science	MacMillan/ McGraw Hill	2007	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2006	Yes	0.0%

Library Information

James Madison Elementary School's library is stocked with numerous texts and reference materials, as well as three computers with Internet access. Students visit the library weekly and are supervised by a part-time Library Clerk. The library has been updated with an automated checkout system.

Computer Resources

All classrooms at James Madison Elementary School are connected to the Internet with an average of three computers per classroom. In addition to the classroom computers, the school has a computer lab with 32 computers. Students are trained on the Microsoft Works software program.

Computer Resources			
	05-06	06-07	07-08
Computers	75	75	50
Students per computer	5.0	5.4	7.9
Classrooms connected to Internet	28	22	24

Additional Internet Access/Public Libraries

In addition to the computers at the school, students have access to the Internet and computers at the San Leandro Public Library and its branches throughout the city. For library hours, branch locations, and other information please call (510) 577-3971 or visit the library's website at www.ci.san-leandro.ca.us./sllibrary.html.

Curriculum Development

All curriculum development at James Madison Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Curriculum assessments are undertaken by James Madison staff and the School Site Council. Additionally, James Madison Elementary sends one representative to the Districtwide Curriculum Council to discuss the school's findings.

School Facilities

The safety of students and staff is a primary concern at James Madison 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 the principal. The key element of the School Site Safety Plan entails emergency evacuation procedures. Fire and earthquake 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 at the school's office and wear the proper identification badge at all times.

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 computer lab, a multi-use room, and a playground.

James Madison Elementary was closed from 1982 to 1998. The school was modernized in 2005, which entailed improving the parking area, adding four new portable classrooms, upgrading the technology service, playground renovations, adding a new ball field and drinking fountains. New windows were installed during the 2006-07 school year.

Cleaning Process

The principal works daily with one full-time and one part-time custodian to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication 100% of Madison Elementary's restrooms were in good working order. The chart displays the results of the most recent school facilities inspection provided by the district in September 2008. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: www.sanleandro.k12.ca.us.

School Facility Conditions				
Date of Last Inspection: 09/05/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			Multipurpose Room/Gym - Both stage doors missing door closers.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			Office - Stained ceiling tiles in principals office. Repairs ordered. Nurse Office - Stained ceiling tiles. Repairs ordered. 10 - One light fixture out. 34 - Missing ceiling tile. Repair ordered.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			42 - Duplex outlet next to sink not working.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Deferred Maintenance Budget

The district participates in the State Deferred Maintenance Program, which provides matching funds on a dollar for dollar basis, to assist the school district with expenditures for such things as roofing, plumbing, heating, electrical work, painting and flooring. For the 2007-08 school year, San Leandro Unified School District budgeted \$403,066 for the deferred maintenance program. This represents 0.6% of the district's total general fund expenditure budget. The district scheduled the following deferred maintenance projects for the school in 2007-08: electrical, paving, and roofing.

Student Achievement & Testing

A comprehensive assessment and accountability plan has been developed to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, the district's performance assessments, and classroom tests are utilized to determine whether each student is performing below, at, or above grade level standards. Additional site assessments include the CELDT (California English Language Development Test) for English Language Learner students, district benchmarks, and grade-level assessments.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in Language Arts, Math, and fifth grade Science, for the most recent three-year period, is shown in the chart.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math												Science		
	2			3			4			5			2			3			4			5			5		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
	All Students																										
School	41	55	67	36	38	51	47	51	45	36	51	35	74	79	79	72	66	85	60	66	65	35	66	49	26	40	34
District	40	40	39	32	29	30	40	48	43	37	41	44	57	59	53	52	51	53	47	50	47	41	51	49	21	29	37
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
	Males																										
School	33	41	56	34	27	45	41	50	23	32	46	31	78	74	79	80	57	93	45	67	43	32	68	46	24	43	37
District	38	34	32	28	25	27	35	43	37	34	36	37	58	58	55	53	49	56	44	49	46	41	50	44	21	31	38
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
	Females																										
School	48	68	78	39	50	57	54	52	66	41	56	40	71	82	78	61	76	78	75	67	84	41	64	52	29	39	28
District	42	47	48	36	34	34	47	52	49	41	44	50	56	59	52	50	53	50	49	49	48	42	54	53	19	29	36
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
	Socioeconomically Disadvantaged																										
School	37	*	67	27	*	52	29	*	38	20	*	14	68	*	70	59	*	83	52	*	54	20	*	33	20	*	14
District	27	17	28	23	17	22	31	33	34	30	20	33	50	37	43	40	43	48	38	35	40	35	34	39	11	18	27
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
	African American																										
School	*	*	*	*	*	*	54	*	*	27	33	*	*	*	*	*	*	*	31	*	*	27	47	*	27	27	*
District	33	30	37	22	23	25	38	37	32	25	36	32	39	45	45	37	34	42	38	30	29	28	42	35	11	27	33
State	38	39	39	27	27	28	37	39	43	30	32	35	44	44	44	41	42	46	38	41	46	31	32	36	18	22	33
	Asian																										
School	41	70	80	44	33	67	58	53	71	33	65	36	94	91	92	88	78	86	95	71	82	33	95	86	25	55	43
District	45	63	59	52	43	52	55	68	67	54	57	67	78	83	79	83	74	81	70	78	74	65	79	83	34	47	58
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
	Filipino																										
School	*	*	*	*	*	36	*	*	*	*	*	*	*	*	*	*	*	91	*	*	*	*	*	*	*	*	*
District	64	54	50	38	44	33	67	56	55	45	61	56	66	58	57	65	62	68	74	52	63	53	69	53	27	37	53
State	68	69	68	53	53	52	69	70	73	60	62	65	74	75	75	76	76	79	73	75	78	67	67	68	43	51	61
	Hispanic or Latino																										
School	47	*	60	29	44	*	17	41	22	18	50	20	80	*	67	67	65	*	33	59	72	18	38	35	18	25	25
District	29	29	23	22	21	19	28	37	34	28	29	32	50	52	43	37	46	45	33	40	43	33	41	37	10	18	24
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
	English Learners																										
School	36	37	75	9	9	42	29	24	*	7	9	14	86	79	90	61	82	83	71	53	*	7	55	50	13	9	14
District	24	26	28	11	14	14	17	25	24	13	10	16	50	53	48	34	44	45	31	36	33	28	35	32	3	6	15
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school and district performance are displayed in the chart.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Physical Fitness

In the spring of each year, James Madison Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ). For the 2007-08 school year, 23.3% of all fifth graders at James Madison Elementary School met the standards in all six fitness areas.

Data Sources

Data within the SARC was provided by San Leandro Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	7	6	7	
Similar Schools Rank	2	2	3	
All Students				
Actual Growth	-13	39	15	820
Socioeconomically Disadvantaged				
Actual Growth	-63	74	16	790
Asian				
Actual Growth	-41	35	13	874
Hispanic or Latino				
Actual Growth	13	60	11	777
English Learners				
Actual Growth	-55	81	33	818

Adequate Yearly Progress (AYP)

	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	28.57%

CAT-6

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart at right reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics for grade three.

Counseling & Support Staff

James Madison Elementary School provides a wide variety of programs to support students in the classroom and in the community. Teachers and parents are the primary agents for meeting the needs of students in their personal and social development. After school tutoring is available for students in the fourth and fifth grades with the Homework Club. Additional assistance, focusing on early reading support, is provided for first through third grades. The following chart shows the additional support staff available to students at James Madison Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
English Learner (EL) Coach	1	0.2
Library Clerk	1	0.5
Nurse	1	As Needed
Psychologist	2	0.4
Resource Specialist Aide	1	0.5
Resource Teacher	2	1.5
SDC Aide	11	6.9
Special Day Class (SDC) Teacher	4	4.0
Speech/Language Specialist	3	0.5

James Madison Elementary School provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). The school offers a preschool for developmentally delayed children and has a program for severely handicapped children in grades K-3. The school also provides students with a Resource Specialist Program (RSP) on a pull-out and push-in basis. SDC assistance is provided for students in Preschool.

James Madison Elementary School provides English Language Learner (ELL) students with a Specially Designed Academic Instruction in English (SDAIE) program within their regular classrooms. Additional assistance is also provided by an English Language Development (ELD) coach.

James Madison Elementary School also offers a Gifted and Talented Education (GATE) program after school to students who qualify.

Parent & Community Involvement

Parents and the community are very supportive of the education program at James Madison Elementary School. Parents may participate in the Parent Teacher Organization. James Madison Elementary School has several partnerships with local community organizations and companies, including Washington Mutual, Orchard Supply, and Scrip. The school received a Community Benefit Grant from the City of San Leandro, Garden Grant, and a generous donation from the Bonaire Civic League for library improvements.

Teacher Professional Development

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

Teacher Assignment

San Leandro Unified School District recruits and employs the most qualified credentialed teachers available. For the 2007-08 school year, James Madison Elementary School had 22 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	06	07	08	06	07	08
All Students						
School	29	29	39	62	62	71
District	31	30	28	47	49	49
State	37	38	38	55	56	56
Males						
School	29	23	31	66	50	72
Females						
School	30	34	46	57	75	70
Socioeconomically Disadvantaged						
School	23	*	31	50	*	66
Asian						
School	31	56	48	75	78	71
Filipino						
School	*	*	27	*	*	82
Hispanic or Latino						
School	24	24	*	62	65	*
English Learners						
School	13	36	25	48	64	42

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	22	23	22	424
Without Full Credentials	3	0	1	28
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2008-09 school year, the most current available data are reported.

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	85.7%	14.3%
District	99.1%	0.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Teacher & Administrative Salaries as a Percentage of Total Budget

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE web site <http://www.ed-data.k12.ca.us/welcome.asp>.

Average Salary Information Teachers - Principal - Superintendent 2006-07		
	District	State
Beginning Teachers	\$47,925	\$39,692
Mid-Range Teachers	\$66,596	\$62,830
Highest Teachers	\$88,406	\$80,472
Elementary School Principals	\$103,622	\$98,460
Middle School Principals	\$113,779	\$104,522
High School Principals	\$126,105	\$114,549
Superintendent	\$208,368	\$166,547
Salaries as a Percentage of Total Budget		
Teacher Salaries	49.2%	40.2%
Administrative Salaries	6.7%	5.8%

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having between 5,000 to 9,999 average daily attendance throughout the state. The following information is based upon data from the 2006-07 school year. The table illustrates the average teacher salary at the school and compares it to district and state levels.

Average Teacher Salaries	
School & District	
School	\$64,965
District	\$68,988
Percentage of Variation	5.84%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	4.51%

District Expenditures

San Leandro Unified School District spent an average of \$7,251 to educate each student (based on 2006-07 audited financial statements). The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$3,862
From Restricted Sources	\$90
From Unrestricted Sources	\$3,772
District	
From Unrestricted Sources	\$5,767
Percentage of Variation between School & District	34.59%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	28.83%

In addition to general state funding, San Leandro Unified School District receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA
- K-5 Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Federal, Special Education, Discretionary Grants
- Instructional Materials
- Vocational and Applied Technology Education Act
- Special Education Master Plan
- ROC/P Entitlement
- Tenth Grade Counseling
- Gifted & Talented Pupils
- School Improvement Program
- Federal, Special Education, Entitlement per UDC
- Drug/Alcohol/Tobacco Funds
- Special Education Transportation
- School Safety & Violence Prevention
- Title II Teacher Quality
- Title III English Learners
- Title IV Safe & Drug Free Schools & Communities