James Monroe Elementary School

1819 North Lake St. • Madera, CA 93638- 1640 • (559) 674-5679 • Grades K-6
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https://www.madera.k12.ca.us/monroe

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

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Arelis Garcia**Chief Financial Officer**

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Dr. Rebecca Malmo**Executive Director of Student and Family Support Services**

Principal's Message

On behalf of the entire James Monroe staff, it is with great pleasure that I welcome you to James Monroe Elementary School. James Monroe is located at the Northeast edge of the city limits of Madera. We have an enrollment of 681 students in preschool through sixth-grade school. James Monroe is an award-winning school and has achieved California Distinguished School Status. James Monroe is a two-time California School Board Association Golden Bell Winner (1997 and 2001).

The teachers at James Monroe Elementary School work together as grade level teams collaborating on student learning. They are dedicated to teaching students and make sure they are learning so that they can achieve grade level proficiency. We want to offer each child an equal opportunity to gain a quality education and provide the students the basic foundation to achieve academically and become life-long learners and productive citizens in their community.

Mission Statement

Our mission is to teach students and make sure they are learning so that they can achieve grade level proficiency or above. We want to offer each child an equal opportunity to gain a quality education and provide them the basic foundation to achieve academically and become lifelong learners and productive citizens in their community. We, along with the school board believe that the futures of children are driven by their aspirations, not bound by their circumstances.

School Vision Statement

In order for us to achieve our mission we must become facilitators of excellent first instruction focusing on Common Core State Standards. We must become adaptive teachers who are flexible and willing to change and take on new challenges and opportunities. We must become a culture of collaboration in with the parents, teachers, and administrators work together for the good of the students.

School Values

We have to be examples of superior behavior and instill excellent values in our students by example. We will post our expectation values. We must become a professional working community who can respect others and their opinions and appreciate diversity. We must focus on learning, and intervention must be timely and not remediation. Teachers must work as a team and must have time to meet and analyze data and teaching practices.

School Profile (School Year 2019-20)

James Monroe Elementary is one of 26 elementary/middle/comprehensive/ alternative high schools in Madera Unified School District. During 2019- 2020, 681 K-6th grade students were enrolled at the school, with classes arranged on a traditional calendar.

Special Education Program: Monroe serves students with special needs in grades K-6 both through an RSP and SDC model. Our RSP teacher supports students in the general education classrooms as well as pulls them into small groups to provide skill-based remediation. Our SDC teacher serves students in grades 4-6 whose IEP determined that the student needed special education service for more than half of their day. These students are mainstreamed with their peers for lunch, recess, and PE.

English Learner Program: All of Monroe's teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for a designated 45 minutes daily and integrated ELD throughout the day. Students are grouped by their language levels so that instruction can be targeted towards their specific areas of need. The emphasis is on oral language, listening, reading, and writing. The District provides a benchmark testing system for our English Language Learners. Teachers evaluate students three to four times a year and monitor their progress. The results of these tests help teachers determine what skills need to be taught or reviewed.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	117
Grade 2	78
Grade 3	95
Grade 4	84
Grade 5	104
Grade 6	103
Total Enrollment	697

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1
Asian	0.3
Hispanic or Latino	96.8
White	0.6
Two or More Races	0.4
Socioeconomically Disadvantaged	99
English Learners	55.7
Students with Disabilities	7.9
Foster Youth	0.6
Homeless	5.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for James Monroe	17-18	18-19	19-20
With Full Credential	33	30	31
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Madera Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	859
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at James Monroe Elementary School

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

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

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

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

Textbooks and Instructional Materials
Year and month in which data were collected: October, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-1: Benchmark Education Company - Benchmark Advance: Step Up to Literacy 2nd-6th: McGraw-Hill California Wonders **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	6th: Big Ideas Learning - Big Ideas Math K-1: Houghton Mifflin/Harcourt - California Math in Focus: Singapore Math 2nd-5th: McGraw-Hill - My Math **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	6th: Holt, Rinehart, & Winston - Holt California Earth Science K: Houghton Mifflin - Houghton Mifflin California Science 1st-5th: MacMillan/ McGraw Hill - Macmillan/McGraw-Hill California Science **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	1st-3rd: Pearson - California History-Social Science: myWorld Interactive, Ancient Civilizations 6th: Pearson - California History-Social Science: myWorld Interactive 4th-5th: Social Studies Alive! California Series K: Social Studies Alive! California Series **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

James Monroe Elementary was originally constructed in 1950 and is comprised of 34 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, and 2 playgrounds.

All of the classrooms are in good repair, as is evidenced by the positive Williams report that Monroe receives yearly. The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in August 2018.

Playground space is adequate for the number of students we have, providing them with ample opportunity to be active during their recess times. There is adequate space for staff to work, but storage space is still an issue. For 2018/19, a new, larger library is being developed, which will include a variety of genres of books, areas for students to sit and read, a detailed system of locating books quickly and effiiciently, and technology for student to utilize in searching for books, taking AR tests, and as a resource for informational access.

Cleaning Process

The principal works daily with the custodial staff of 3 full-time employees to ensure that the school is maintained to provide for a clean and safe school. They work a staggered shift schedule with one of them available on campus from 6:00 a.m. to 11:00 p.m. A three-person team from the district maintenance department services the larger maintenance needs about every six weeks. The district makes a great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of School Construction. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review. The school grounds are clean and safe thanks to the efforts of many people. Monroe has its own three full-time custodial staff that takes care of daily cleaning and maintenance.

Maintenance and Repair

Each year Monroe is inspected by the Madera County Office of Education as part of the Williams Settlement and continues to meet all requirements for a safe school. 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 is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	26	33	33	35	50	50
Math	19	24	23	22	38	39

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.6	23.5	6.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	381	378	99.21	32.54
Male	174	171	98.28	28.65
Female	207	207	100.00	35.75
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	369	368	99.73	32.61
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	378	375	99.21	32.27
English Learners	261	258	98.85	31.01
Students with Disabilities	35	34	97.14	5.88
Students Receiving Migrant Education Services	18	18	100.00	44.44
Foster Youth	--	--	--	--
Homeless	27	27	100.00	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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	378	376	99.47	24.47
Male	172	170	98.84	22.94
Female	206	206	100.00	25.73
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	366	365	99.73	24.38
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	375	373	99.47	24.40
English Learners	258	256	99.22	22.27
Students with Disabilities	35	34	97.14	0.00
Students Receiving Migrant Education Services	18	18	100.00	38.89
Foster Youth	--	--	--	--
Homeless	27	27	100.00	0.00

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

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

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

C. Engagement

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

Opportunities for Parental Involvement (School Year 2019-20)
James Monroe Elementary greatly benefits from its supportive parents who volunteer in the classrooms and help chaperone on field trips. Parents are also welcome to join the School Site Council or English Language Advisory Council (ELAC), and the Parent Advisory Committee (PAC).

Our Family School Compact and Title I School-Level Parent Involvement Policy can be found in our Parent-Student Handbook sent home with our students at the beginning of each school year.

Parents have full access to the Monroe Parent Resource Center from 8AM to 8PM, which includes access to computers. The MPC offers ELL, GED, Parenting classes, and Family Literacy and Family Math Nights.

The Monroe Parent Club is very active on Campus. They have purchased sports uniforms and shirts for the student spelling bee and math teams, with the money they have earned through their fundraisers such as Family Movie Nights and selling items at various events that the school site has hosted.

Parents are always welcome to visit their child's classroom or make an appointment with their child's teacher to discuss their child's behavior or academics.

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

Safety of students and staff is priority at James Monroe Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated February 2019, by the School Site Council. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown and Earthquake drills are held once per year. Students are supervised before and after school by certificated and classified staff , and classified staff/principal supervise students during lunch. Certificated staff/classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors entering the campus must enter the main office and sign in and receive a pass.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.4	3.9	2.9
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.5	6.6	6.5
Expulsions Rate	0.2	0.4	0.3

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	1742.5

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	2	3		23	1	5		19	4	2	
1	26		4		21	1	3		23		5	
2	21	2	2		25		4		20	4		
3	27		4		26		3		24		4	
4	32		2	1	27		4		27		3	
5	32		3	1	32		3		34			3
6	25	1	3		27	1	3	1	27	1	1	2
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	3

James Monroe Staff members build teaching skills and concepts by participating in selected conferences and workshops throughout the year, then sharing their experiences and knowledge with District colleagues. All trainings are aimed at supporting the goals outlined in the school site plan. Topics for staff development during the 2018-19 school year include:
- Cycle of Inquiry
- English Language Learner (ELL) principles
- Thinking Maps
- Guided Reading Techniques
- Professional Learning Communities (PLC)
- SBAC - IAB Training
- KAGEN Strategies
- Path to Proficienty PD
- 15-Day Plan

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,794	$51,374
Mid-Range Teacher Salary	$72,980	$80,151
Highest Teacher Salary	$93,558	$100,143
Average Principal Salary (ES)	$121,113	$126,896
Average Principal Salary (MS)	$123,871	$133,668
Average Principal Salary (HS)	$128,170	$143,746
Superintendent Salary	$215,000	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	35%
Administrative Salaries	5%	5%

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

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

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.

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$1,501	$1,002	$499	$72,321
District	N/A	N/A	$5,345	$74,582.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-165.8	-3.1
School Site/ State	-175.1	-12.6

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

Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2017-18 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www. cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

District Revenue Sources (Fiscal Year 2017-18)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:
- Title I, II, III, and IV

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.