

# James Monroe Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2022-23 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | James Monroe Elementary School  |
| <b>Street</b>                            | 3750 Monterey Blvd.   |
| <b>City, State, Zip</b>                  | San Leandro, CA 94578   |
| <b>Phone Number</b>                      | (510)618-4340   |
| <b>Principal</b>                         | Jeannette McNeil  |
| <b>Email Address</b>                     | jmcneil@slusd.us  |
| <b>School Website</b>                    | <a href="https://www.slusd.us/monroe/">https://www.slusd.us/monroe/</a> |
| <b>County-District-School (CDS) Code</b> | 01-61291-6002430  |

## 2022-23 District Contact Information

|                                 |   |
|---------------------------------|---|
| <b>District Name</b>            | San Leandro Unified School District                       |
| <b>Phone Number</b>             | (510) 895-4199  |
| <b>Superintendent</b>           | Dr. Michael McLaughlin                                    |
| <b>Email Address</b>            | mmclaughlin@slusd.us                                      |
| <b>District Website Address</b> | <a href="https://www.slusd.us/">https://www.slusd.us/</a> |

## 2022-23 School Overview

### Principal's Message

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

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 we provide students with a nurturing and safe environment while focusing on an interactive, relevant, and equitable education for all children. As a diverse learning community, Monroe strives towards academic excellence within an inclusive environment that brings all students and families together. Working collaboratively, we strive to close the racial, linguistic, and economic resource gap many of our families face, achieving high academic standards for all of our children. We provide many opportunities both within the school day as well as the extended day, which supports and enriches the lives of our students including targeted intervention, enrichment classes, 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 active parent organizations. Our Parent Teacher Organization (PTO,) 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.

### 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.

## 2022-23 School Overview

### Our Monroe Vision:

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

### Monroe School Mission Statement

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

### District Profile

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

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 81                 |
| Grade 1                 | 64                 |
| Grade 2                 | 85                 |
| Grade 3                 | 76                 |
| Grade 4                 | 62                 |
| Grade 5                 | 53                 |
| <b>Total Enrollment</b> | <b>421</b>         |

## 2021-22 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 44.2                        |
| Male                                | 55.8                        |
| American Indian or Alaska Native    | 0.0                         |
| Asian                               | 27.1                        |
| Black or African American           | 11.2                        |
| Filipino                            | 6.9                         |
| Hispanic or Latino                  | 38.5                        |
| Native Hawaiian or Pacific Islander | 0.7                         |
| Two or More Races                   | 7.1                         |
| White                               | 7.1                         |
| English Learners                    | 30.6                        |
| Foster Youth                        | 0.0                         |
| Homeless                            | 2.4                         |
| Migrant                             | 0.0                         |
| Socioeconomically Disadvantaged     | 81.9                        |
| Students with Disabilities          | 17.6                        |

### 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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 21.30         | 91.44          | 380.40          | 89.70            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 1.00          | 4.28           | 4.00            | 0.94             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 4.60            | 1.10             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 9.90            | 2.35             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 1.00          | 4.28           | 25.00           | 5.91             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 23.30         | 100.00         | 424.10          | 100.00           | 274759.10    | 100.00        |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 20.00         | 88.58          | 363.50          | 84.95            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 5.00            | 1.19             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.40          | 1.94           | 20.90           | 4.89             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 10.00           | 2.36             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 2.10          | 9.44           | 28.30           | 6.61             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 22.60         | 100.00         | 427.90          | 100.00           | 279044.80    | 100.00        |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers  | 0.00    | 0.00    |
| Misassignments   | 0.00    | 0.40    |
| Vacant Positions   | 0.00    | 0.00    |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 0.40    |

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00    | 0.00    |
| Local Assignment Options                               | 0.00    | 0.00    |
| <b>Total Out-of-Field Teachers</b>                     | 0.00    | 0.00    |

## 2021-22 Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.00    | 8.00    |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 3.70    | 0.00    |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other 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 14, 2021, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of August 2021 are illustrated in the chart.

|  |             |
|--|-------------|
| <b>Year and month in which the data were collected</b> | August 2021 |
|--|-------------|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent | Percent Students Lacking Own |
|---------|--|------------------|------------------------------|
|---------|--|------------------|------------------------------|

|                               |  | Adoption ? | Assigned Copy |
|-------------------------------|--|------------|---------------|
| <b>Reading/Language Arts</b>  | Wonders Grades K-5<br>Adopted 2018<br>McGraw-Hill<br><br>Maravillas Grades K-2 (ELD) Adopted 2018<br>McGraw-Hill | Yes        | 0             |
| <b>Mathematics</b>            | Eureka Math<br>Adopted 2016<br>Great Minds   | Yes        | 0             |
| <b>Science</b>                | Amplify Science<br>Adopted 2020  | Yes        | 0             |
| <b>History-Social Science</b> | Inspiring Wonder and Facilitating Change: History for All<br>District Developed<br>Adopted Curriculum 2021       | Yes        | 0             |

## School Facility Conditions and Planned Improvements

### Age & Condition of Facilities

Monroe Elementary School was originally constructed in 1955 and is currently comprised of 20 permanent classrooms, five portables, a library, a staff lounge, a staff workroom, a multi-purpose room, and a playground. Recent renovations include the installation of new exterior fencing, exterior paint, and connection to the city's fiber loop for high-speed internet access. The library was renovated in 2015-16. We recently had new flooring, new siding on the walls installed. We also have a new security door to the Kindergarten wing of the school which allows us to secure the campus. We also put in a drop off loop in front of the school for parents to drop students off in the morning and pick them up in the afternoon.

### Cleaning Process

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

### Maintenance and Repair

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

### Measure J1 Bond Work:

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

### Year and month of the most recent FIT report

10/24/2022

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces                               | X         |           |           |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           |   |
| <b>Electrical</b>   | X         |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains          | X         |           |           |   |

## School Facility Conditions and Planned Improvements

|   |   |  |  |  |
|---|---|--|--|--|
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X |  |  |  |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |  |  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |  |  |  |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X         |      |      |      |



### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject  | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | N/A            | 43             | N/A              | 37               | N/A           | 47            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | N/A            | 33             | N/A              | 25               | N/A           | 33            |

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 189                     | 180                  | 95.24                 | 4.76                      | 42.78                          |
| <b>Female</b>  | 81                      | 77                   | 95.06                 | 4.94                      | 33.77                          |
| <b>Male</b>  | 108                     | 103                  | 95.37                 | 4.63                      | 49.51                          |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Asian</b>   | 42                      | 40                   | 95.24                 | 4.76                      | 65.00                          |
| <b>Black or African American</b>                     | 29                      | 27                   | 93.10                 | 6.90                      | 25.93                          |
| <b>Filipino</b>                                      | 13                      | 13                   | 100.00                | 0.00                      | 69.23                          |
| <b>Hispanic or Latino</b>                            | 70                      | 68                   | 97.14                 | 2.86                      | 38.24                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 21                      | 19                   | 90.48                 | 9.52                      | 31.58                          |
| <b>White</b>   | 13                      | 12                   | 92.31                 | 7.69                      | 25.00                          |
| <b>English Learners</b>                              | 54                      | 48                   | 88.89                 | 11.11                     | 27.08                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Socioeconomically Disadvantaged</b>               | 151                     | 144                  | 95.36                 | 4.64                      | 39.58                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Students with Disabilities</b>                    | 40                      | 37                   | 92.50                 | 7.50                      | 24.32                          |

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 189                     | 182                  | 96.30                 | 3.70                      | 32.97                          |
| <b>Female</b>  | 81                      | 79                   | 97.53                 | 2.47                      | 24.05                          |
| <b>Male</b>  | 108                     | 103                  | 95.37                 | 4.63                      | 39.81                          |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Asian</b>   | 42                      | 41                   | 97.62                 | 2.38                      | 65.85                          |
| <b>Black or African American</b>                     | 29                      | 28                   | 96.55                 | 3.45                      | 10.71                          |
| <b>Filipino</b>                                      | 13                      | 13                   | 100.00                | 0.00                      | 38.46                          |
| <b>Hispanic or Latino</b>                            | 70                      | 68                   | 97.14                 | 2.86                      | 23.53                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 21                      | 19                   | 90.48                 | 9.52                      | 31.58                          |
| <b>White</b>   | 13                      | 12                   | 92.31                 | 7.69                      | 25.00                          |
| <b>English Learners</b>                              | 54                      | 50                   | 92.59                 | 7.41                      | 30.00                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Socioeconomically Disadvantaged</b>               | 151                     | 146                  | 96.69                 | 3.31                      | 31.51                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Students with Disabilities</b>                    | 40                      | 37                   | 92.50                 | 7.50                      | 5.41                           |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject   | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | NT             | 21.28          | NT               | 24.07            | 28.5          | 29.47         |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 47               | 47            | 100            | 0                  | 21.28                   |
| <b>Female</b>  | 19               | 19            | 100            | 0                  | 10.53                   |
| <b>Male</b>  | 28               | 28            | 100            | 0                  | 28.57                   |
| <b>American Indian or Alaska Native</b>              | 0                | 0             | 0              | 0                  | 0                       |
| <b>Asian</b>   | --               | --            | --             | --                 | --                      |
| <b>Black or African American</b>                     | --               | --            | --             | --                 | --                      |
| <b>Filipino</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Hispanic or Latino</b>                            | 18               | 18            | 100            | 0                  | 16.67                   |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | --               | --            | --             | --                 | --                      |
| <b>White</b>   | --               | --            | --             | --                 | --                      |
| <b>English Learners</b>                              | --               | --            | --             | --                 | --                      |
| <b>Foster Youth</b>                                  | 0                | 0             | 0              | 0                  | 0                       |
| <b>Homeless</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 34               | 34            | 100            | 0                  | 20.59                   |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | --               | --            | --             | --                 | --                      |

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5     | 100.00%                          | 92.00%   | 100.00%   | 94.00%  | 100.00%                     |

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

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 school events, fundraising, and countless other activities. School volunteers must fill out the required paperwork and go through a screening process for safety, before working with students on campus. 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,) School Site Council (SSC,) and the English Learner Advisory Committee (ELAC.) Please see our PTO website, [www.gojamesmonroe.org](http://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](http://www.slusd.us/Monroe) for updated programming and opportunities. The community can also access current events on our Monroe Elementary School Facebook page.

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

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

Monroe Elementary School has several partnerships with local community organizations and businesses, such as 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

## 2022-23 Opportunities for Parental Involvement

contact the main office at (510) 618-4340.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 437                   | 428                                     | 197                       | 46.0                     |
| Female  | 192                   | 189                                     | 92                        | 48.7                     |
| Male  | 245                   | 239                                     | 105                       | 43.9                     |
| American Indian or Alaska Native              | 1                     | 0                                       | 0                         | 0.0                      |
| Asian   | 117                   | 115                                     | 31                        | 27.0                     |
| Black or African American                     | 51                    | 50                                      | 31                        | 62.0                     |
| Filipino                                      | 30                    | 29                                      | 9                         | 31.0                     |
| Hispanic or Latino                            | 166                   | 163                                     | 85                        | 52.1                     |
| Native Hawaiian or Pacific Islander           | 3                     | 3                                       | 3                         | 100.0                    |
| Two or More Races                             | 32                    | 32                                      | 22                        | 68.8                     |
| White   | 31                    | 30                                      | 15                        | 50.0                     |
| English Learners                              | 147                   | 145                                     | 57                        | 39.3                     |
| Foster Youth                                  | 0                     | 0                                       | 0                         | 0.0                      |
| Homeless                                      | 11                    | 11                                      | 10                        | 90.9                     |
| Socioeconomically Disadvantaged               | 367                   | 361                                     | 173                       | 47.9                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 82                    | 81                                      | 51                        | 63.0                     |

## C. Engagement

### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject     | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.00           | 3.85             | 2.45          |
| Expulsions  | 0.00           | 0.05             | 0.05          |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject     | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00           | 0.46           | 0.03             | 4.32             | 0.20          | 3.17          |
| Expulsions  | 0.00           | 0.00           | 0.00             | 0.01             | 0.00          | 0.07          |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0.46             | 0.00            |
| Female  | 1.04             | 0.00            |
| Male  | 0.00             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 0.00             | 0.00            |
| Black or African American                     | 0.00             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 0.60             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 3.13             | 0.00            |
| White   | 0.00             | 0.00            |
| English Learners                              | 0.00             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 9.09             | 0.00            |
| Socioeconomically Disadvantaged               | 0.54             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 1.22             | 0.00            |



## 2022-23 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 September 23, 2021. The key elements of the School Site Safety Plan include anti-bullying policies and procedures, district discipline policies and documents, child abuse reporting procedures, sexual harassment policy, and a section devoted to emergency preparedness. Fire, earthquake, and intruder drills are conducted on a monthly basis throughout the school year. To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. All visitors to the campus are required to check-in at the school's office and wear the proper identification badge at all times. Visitors including family members are required to follow updated District Visitor Policies at all times as communicated by the principal and office staff. We have a button that connects us directly to the San Leandro Police Department in the event of an armed intruder. We have a District Administrator in charge of Safety and Security who works with the District and our school in our planning, training, and support. We also have many additional safety measures to stay safe during the Covid 19 pandemic. The health and safety of our entire community are of the highest concern. The District and School have many new protocols and procedures regarding health and safety to address the current pandemic and keep our community safe.

All SLUSD schools have uniform emergency procedures for an intruder on campus, unsafe situations in the surrounding community, chemical spills, or environmental and natural disasters. All procedures were created in collaboration with local law enforcement and are based upon nationwide best practices. Procedures are kept confidential to the community to protect students and staff. In response to COVID-19, SLUSD will report all confirmed positive cases among personnel and students physically present at district schools and facilities during their infectious period for COVID-19. The infectious period begins two days before the onset of symptoms. If the case did not have symptoms, the infectious period is considered to be two days prior to the testing date. Note that personnel includes contractors, substitutes, and others working at SLUSD schools and facilities. for the most up-to-date emergency and safety information and the district COVID-19 Resources and information visit <https://www.slusd.us/families-community/>.

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 23                 | 1                                    | 4                                     |                                     |
| 1           | 24                 |                                      | 3                                     |                                     |
| 2           | 25                 |                                      | 2                                     |                                     |
| 3           | 25                 |                                      | 2                                     |                                     |
| 4           | 30                 |                                      | 2                                     |                                     |
| 5           | 28                 |                                      | 2                                     |                                     |
| Other       | 13                 | 3                                    |                                       |                                     |

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 17                 | 4                                    |                                       |                                     |
| 1           | 21                 |                                      | 4                                     |                                     |
| 2           | 23                 |                                      | 3                                     |                                     |
| 3           | 25                 |                                      | 2                                     |                                     |
| 4           | 23                 |                                      | 2                                     |                                     |
| 5           | 29                 |                                      | 2                                     |                                     |
| Other       | 13                 | 3                                    |                                       |                                     |

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 18                 | 2                                    | 2                                     |                                     |
| 1           | 16                 | 1                                    | 2                                     |                                     |
| 2           | 18                 | 1                                    | 3                                     |                                     |
| 3           | 22                 |                                      | 3                                     |                                     |
| 4           | 17                 | 1                                    | 2                                     |                                     |
| 5           | 15                 | 1                                    | 2                                     |                                     |
| Other       | 12                 | 5                                    | 1                                     |                                     |

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0     |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title  | Number of FTE Assigned to School |
|--|----------------------------------|
| <b>Counselor (Academic, Social/Behavioral or Career Development)</b> |                                  |
| <b>Library Media Teacher (Librarian)</b>                             |                                  |
| <b>Library Media Services Staff (Paraprofessional)</b>               |                                  |
| <b>Psychologist</b>  | 0.4                              |
| <b>Social Worker</b>   |                                  |
| <b>Nurse</b>   |                                  |
| <b>Speech/Language/Hearing Specialist</b>                            | 0.2                              |
| <b>Resource Specialist (non-teaching)</b>                            |                                  |
| <b>Other</b>   | 1.8                              |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | \$8,513.00                   | \$2,569.                            | \$5,944.                              | \$94,353.50            |
| <b>District</b>                                      | N/A                          | N/A                                 | \$6,001.                              | \$102,465.90           |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | -1.0                                  | -8.2                   |
| <b>State</b>   | N/A                          | N/A                                 | \$6,594                               | \$83,102               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | -10.4                                 | 12.7                   |

## 2021-22 Types of Services Funded

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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category   | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$65,522        | \$52,478                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$87,439        | \$80,810                                     |
| <b>Highest Teacher Salary</b>                        | \$119,620       | \$101,276                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$141,739       | \$127,080                                    |
| <b>Average Principal Salary (Middle)</b>             | \$150,497       | \$134,264                                    |
| <b>Average Principal Salary (High)</b>               | \$174,409       | \$147,200                                    |
| <b>Superintendent Salary</b>                         | \$371,764       | \$242,351                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 39%             | 33%  |
| <b>Percent of Budget for Administrative Salaries</b> | 6%              | 6%   |

## Professional Development

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

Teachers regularly receive support from District Coaches who work to improve daily teaching practices, provide support for teachers to reflect and stay current with technology, implement the best teaching strategies and District curriculum, as well as other areas of need. The principal visits classrooms regularly, providing feedback to support teachers as they are continuously reflecting and improving their practice. Teachers and staff are also supported by our Intervention Specialist who helps in the area of push in classroom intervention, and small pull out groups for remediation of curriculum, as well as social emotional regulation support, two days a week. We also have two teacher Technology Educational Consultants (TEC's) who support our use of technology to enhance instruction and learning.

First and second year teachers are additionally assisted by teacher support providers.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 3       | 3       | 3       |