

School Accountability Report Card

School Year 2015-16

(Published during 2016-17)

Monroe Elementary School

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The School Accountability Report Card (SARC) is required by law to be published annually, by Feb 1st each year. It 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For more information about the school, parents and community members should contact the school principal or district office.

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners).

Internet access is available at public libraries and other locations that are publicly accessible.

About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

Monroe is a diverse school located in the Excelsior district that hosts three language programs serving children from many linguistic backgrounds around the city. It's school population mirrors that of San Francisco's and we celebrate the diverse qualities that make up our school's unique character. We are a community of language learners. Our three language strands weave together to create a rich tapestry of home cultures and languages where all students excel in high academic standards in Spanish Immersion, Chinese Bilingual or General Education English Instruction. The goal in each one of the strands is to provide all students with a well rounded, nurturing, academic education that allows them to be safe and successful at Monroe and in their future academic endeavors. The Chinese and Spanish programs also allow students to become bilingual and biliterate in a second language (Chinese, Spanish and/or English).

Monroe believes every person on campus is an educator, from each student, to each staff member to the families that participate in our community. Our staff and administration collaborate closely to ensure true engagement and shared leadership of all cultural and linguistic backgrounds.

Every student is becoming a life long learner in an environment that nurtures students' high academic achievement and love of learning. Classrooms are dynamic places where each child is challenged to reach her/his highest potential. Both teachers and students set both academic and personal goals that are measurable and attainable. We are focused on equity and social justice, which allows us to give everyone the different resources they need for equality of outcomes.

Students at Monroe become critical thinkers, life long learners and global citizens of the world. They are compassionate toward others, environmentally conscious, linguistically diverse, socially responsible and academically prepared to be our future's leaders.

Student Enrollment By Grade Level (School Year 2015-16)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	87
1	87
2	85
3	88
4	84
5	80
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	511

Student Enrollment By Group (School Year 2015-16)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.4
American Indian or Alaska Native	0
Asian	35.2
Filipino	2.7
Hispanic or Latino	49.9
Pacific Islander	0.4
White (Not Hispanic)	6.3
Two or More Races	2.7
Socioeconomically Disadvantaged	77.7
English Learners	65.8
Students with Disabilities	7.2
Foster Youth	0.4

Section A (Conditions of Learning) begins on next page.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	34	31	31	3384
Without Full Credential	1	1	0	169
Teaching Outside Subject Area of Competence	0	0	0	149

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	2

Core Academic Classes Taught by No Child Left Behind Compliant Teachers, 2015-16

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are 39 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

See table on next page.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
This School	95	5
All Schools in District	92	8
High-Poverty Schools in District	91	9
Low-Poverty Schools in District	95	5

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the September 27, 2016 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2016-2017, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the September 27, 2016 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

<http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm>

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			

WO - Work Order. DM - Deferred Maintenance.

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			
Inspection Date	FALL 2016			

Additional Comments:

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Monroe has recently added a solar array to its patio and a Cobb Bench to its garden. Monroe's Dream Team of students works on beautifying the school with murals, mosaics and other school wide improvements. Our green team is constantly dreaming up new ways to be better friends of the environment. Monroe is slated for structural upgrades and building renovations beginning in the summer of 2012. We are currently in the planning process with the architects to complete these renovations.

Part B (Pupil Outcomes) begins on the next page.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students

Subject	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8 and 11)	45	49	52	53	44	48
Mathematics (grades 3-8 and 11)	49	52	47	49	34	36

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.

See Grade Level / Subject / Subgroup results on next pages:

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade: 03

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	89	100.00	55.06
Male	38	38	100.00	47.37
Female	51	51	100.00	60.78
African American				
American Indian/Alaskan				
Asian	31	31	100.00	80.65
Filipino	--	--	--	--
Hispanic or Latino	51	51	100.00	33.33
Pacific Islander/Hawaiian				
White	--	--	--	--
Two or More Races	--	--	--	--
Economically Disadvantaged	23	23	100.00	43.48
English Learners	61	61	100.00	39.34
Students with Disabilities	--	--	--	--
Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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 that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	85	100.00	50.59
Male	45	45	100.00	40.00
Female	40	40	100.00	62.50
African American	--	--	--	--
American Indian/Alaskan				
Asian	29	29	100.00	72.41
Filipino	--	--	--	--
Hispanic or Latino	46	46	100.00	30.43
Pacific Islander/Hawaiian				
White	--	--	--	--
Two or More Races				
Economically Disadvantaged	23	23	100.00	26.09
English Learners	50	50	100.00	30.00
Students with Disabilities	--	--	--	--
Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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 that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	80	98.77	40.00
Male	40	40	100.00	40.00
Female	41	40	97.56	40.00
African American	--	--	--	--
American Indian/Alaskan				
Asian	29	29	100.00	55.17
Filipino	--	--	--	--
Hispanic or Latino	41	41	100.00	21.95
Pacific Islander/Hawaiian	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Economically Disadvantaged	36	36	100.00	44.44
English Learners	43	43	100.00	20.93
Students with Disabilities	--	--	--	--
Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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 that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	89	100.00	65.17
Male	38	38	100.00	68.42
Female	51	51	100.00	62.75
African American				
American Indian/Alaskan				
Asian	31	31	100.00	80.65
Filipino	--	--	--	--
Hispanic or Latino	51	51	100.00	52.94
Pacific Islander/Hawaiian				
White	--	--	--	--
Two or More Races	--	--	--	--
Economically Disadvantaged	23	23	100.00	52.17
English Learners	61	61	100.00	59.02
Students with Disabilities	--	--	--	--
Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Math 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 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 that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	85	100.00	54.12
Male	45	45	100.00	48.89
Female	40	40	100.00	60.00
African American	--	--	--	--
American Indian/Alaskan				
Asian	29	29	100.00	86.21
Filipino	--	--	--	--
Hispanic or Latino	46	46	100.00	34.78
Pacific Islander/Hawaiian				
White	--	--	--	--
Two or More Races				
Economically Disadvantaged	23	23	100.00	30.43
English Learners	50	50	100.00	42.00
Students with Disabilities	--	--	--	--
Migrant Education Services				
Foster Youth	--	--	--	--

Note: Math 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 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 that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	80	98.77	33.75
Male	40	40	100.00	30.00
Female	41	40	97.56	37.50
African American	--	--	--	--
American Indian/Alaskan				
Asian	29	29	100.00	65.52
Filipino	--	--	--	--
Hispanic or Latino	41	41	100.00	7.32
Pacific Islander/Hawaiian	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Economically Disadvantaged	36	36	100.00	30.56
English Learners	43	43	100.00	13.95
Students with Disabilities	--	--	--	--
Migrant Education Services				
Foster Youth	--	--	--	--

Note: Math 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 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 that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Test Results in Science for All Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Gr 5,8 and 10)	58	57	41	62	58	57	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternative Performance Assessment (CAPA) in grades five, eight, and ten.

Scores are not shown 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.

California Standards Test by Student Groups in Science (School Year 2015-16)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. Science assessments include CSTs, CMA and CAPA in grades 5, 8 and 10.

Group	Total Enrollment	Number of Students With Valid Scores	Percent of Students With Valid Scores	Percent Proficient or Advanced
All Students at the School	81	79	97.53	40.51
Male	40	39	97.50	46.15
Female	41	40	97.56	35.00
African American	--	--	--	--
American Indian or Alaska Native				
Asian	29	29	100.00	55.17
Filipino	--	--	--	--
Hispanic or Latino	41	40	97.56	27.50
Pacific Islander	--	--	--	--
White (not Hispanic)	--	--	--	--
Two or More Races	--	--	--	--
Economically Disadvantaged	36	36	100.00	41.67
English Learners	43	43	100.00	16.28
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (8)
- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5	19	19	19
Grade 7			
Grade 9			

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

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

School Safety Plan - Most Recent Year

This section provides information about the school's comprehensive safety plan.

Monroe has an organized safety committee that meets to ensure the safety of the students and staff. Additionally, the emergency plans for the school are reviewed systematically to ensure their efficacy. Disaster drills are practiced each quarter and fire drills happen monthly. Visitors are required to sign in in the office to ensure that all adults on campus are registered and wearing a visitor pass. Students use passes and walk with a buddy when they leave their classrooms as an additional safety measure. Monroe is a TRIBES school and works to ensure mutual respect and no put downs for the entire community. Students put on anti-bullying and inclusion skits in our weekly morning circle and during lunch to teach one another about making good choices in the classroom and on the yard.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Subject	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions	0.00	0.00	0.19	1.53	1.58	1.28	4.36	3.80	3.65
Expulsions	0.00	0.00		0.01	0.01	0.01	0.10	0.09	0.09

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Monroe parents have a number of opportunities to get involved. The PTA holds monthly meeting as well as fantastic fundraisers such as the Fall Fun Festival, performance nights and the read-a-thon to support our arts enrichment and teacher collaboration programs. We have both Chinese and Spanish speaking Parent Liaisons and secretaries that help the school ensure ever-greater parent participation. Parents are encouraged to volunteer in the classrooms, by going on field trips, helping students or

assisting the teacher prepare materials. Parents also volunteer in the office or at the whole school level; planning parent workshops, our weekly food bank, stuffing our communication folders or planning other school wide events. The School Site Council meets monthly to examine our academic program needs. Our Spanish and Chinese speaking ELAC parent groups, who meet monthly in their specific language groups advise the SSC. Workshops in parents' primary language are also offered including computer classes, how to help your child succeed in school and positive discipline. Free ESL classes, a weekly food bank and other opportunities abound for Monroe's community!

If you are interested in parental involvement opportunities, please contact the principal at the school:

Salas-Velasco, Benjamin

415-469-4736

Section D (Other SARC Information) begins on next page.

Section 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.

Federal Intervention Program (School Year 2016-17)

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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2001-2002	2006-07
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	----	84
Percent of Title 1 Schools Currently in Program Improvement	----	79%

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2012-13			Avg Class Size	2013-14			Avg Class Size	2014-15		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		4		22		4		22		4	
1	22		4		21	1	2		22		4	
2	22		4		22		4		21	2	2	
3	21	1	3		21	2	2		21	2	2	
4	29		1		30		1		26		1	
5	27		5		30		4	1	29		3	2
6												
Other					21		1					

Academic Counselors and Other Support Staff (School Year 2015-16)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 13.6, Librarians - 27.5, Nurses - 55.8, Psychologists/Social Workers - 169.4 and Resource Specialists - 130.5. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)	0.8	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	1.8	----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	\$5,252	\$265	\$4,987	\$65,238
District	----	----	\$4,987	\$65,238
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$5,677	\$75,837
Percent Difference - School Site and State	----	----	-12%	-14%

Types of Services Funded (Fiscal Year 2015-16)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Monroe offers a number of additional programs and supplemental services to assist students struggling in the academic program. Two reading recovery teachers (1 in English and 1 in Spanish) offer intervention services to struggling first grade readers. They also push in to 1st-2nd grade classrooms to allow for more focused reading attention. A .8 3-5 reading/ELD specialists assists struggling upper grade readers. All resource staff work with English learners in small groups during leveled ELD time. Four half time paras support English learners, special education and struggling students. Monroe offers two after school programs as well as individualized tutoring for students that need additional help. A .8 computer teacher allows students access to technology both in the lab and in class. Monroe partners with Reading Partners to assist students improve their reading levels and the teachers are currently receiving professional development in a program called Teacher's College, Readers' Workshop to enhance their instruction in reading. Monroe also offers dance, drama, music and visual arts on a weekly basis. Students participate in PE with their classroom teacher and a PE specialist 200 minutes a week.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

This table displays district-level salary information 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 a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at:

<http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,380	\$45,092
Mid-Range Teacher Salary	\$66,584	\$71,627
Highest Teacher Salary	\$83,576	\$93,288
Average Principal Salary (Elementary)	\$99,735	\$115,631
Average Principal Salary (Middle)	\$104,512	\$120,915
Average Principal Salary (High)	\$108,727	\$132,029
Superintendent Salary	\$282,800	\$249,537
Percent of Budget for Teacher Salaries	30	37
Percent of Budget for Administrative Salaries	6	5

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

End of SARC Document.

