

Monroe Elementary

2236 E. Eleventh St. • Stockton, CA 95206 • (209) 933-7250 • Grades K-8

Mary Lou Rios, Principal
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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Stockton Unified School District

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District Governing Board

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Angela Phillips

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District Administration

Ms. Julie Penn
Superintendent

Principal's Message

Monroe enjoys a rich history of academic and cultural excellence that is the result of a collegial partnership between the school staff and parents who provide a diversity of experiences for the students.

As the principal of Monroe K-8 School, my leadership is filled with exciting challenges that not only align with the district's initiatives, but will refine our school wide focus towards becoming a high-performing school. Our school is a K-8 school with full-day kindergarten and Preschool classes. Our goal is to provide an academically rigorous learning environment with mastery of the Common Core grade level standards in reading, writing, and mathematics which forms the foundation of the instructional program for all of our students. We continue to maximize our instructional minutes through targeted instruction and implementation of research-based instructional strategies. Monroe Teachers continue to grow professionally as they attend on-going Professional Learning Community site meetings, district staff development and receive in class support from the program specialist and instructional coaches. Common Formative assessments and benchmark tests are given to students throughout the year to monitor their academic progress, and the data is used to academically group students and drive teachers' instruction. The Administrator and Monroe's PBIS Team will strive to provide a safe and orderly campus where your student may focus his/her energy on learning. We will also provide instructional support to our staff in order for them to have what they need to teach effectively. All students have the opportunity to meet their maximum potential with the guidance and support of Monroe School's well trained teaching and support staff. Monroe's K-8 School is currently going for AVID certification to support student learning and close the achievement gap by preparing all students for college readiness and success in a global society.

Monroe continues to build a strong collaboration and partnerships with our parents and families of the students we teach. Parents involvement and participation is needed and valued. Communication is a vital component to the success of our students. Information can be found on our website, bulletins, notices, parent link and marquee. Monroe looks forward to working with you to create new opportunities and new accomplishments for our students this year.

Together we will promote a powerful, cohesive partnership which actively involves faculty, students, parents, and the community.

Mary Lou Rios, PRINCIPAL

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (209) 933-7250.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	60
Gr. 1	60
Gr. 2	63
Gr. 3	63
Gr. 4	62
Gr. 5	62
Gr. 6	34
Gr. 7	61
Gr. 8	49
Total	514

SOURCE: California Department of Education

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.7
American Indian or Alaska Native	1.2
Asian	10.7
Filipino	1.8
Hispanic or Latino	72.4
Native Hawaiian/Pacific Islander	0.0
White	1.9
Two or More Races	0.4
Socioeconomically Disadvantaged	91.4
English Learners	45.3
Students with Disabilities	5.4

SOURCE: California Department of Education

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			
Monroe Elementary	12-13	13-14	14-15
Fully Credentialed	20	18	18
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1472
Without Full Credential	◆	◆	65
Teaching Outside Subject Area of Competence	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Monroe Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	2	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

SOURCE: This information is provided by the school district.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	78.13	21.88
Districtwide		
All Schools	96.03	3.97
High-Poverty Schools	95.92	4.08
Low-Poverty Schools	100.00	0.00

* 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 those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials

Year and month in which data were collected: September 23, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>ENGLISH LANGUAGE ARTS K-12</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>K-8 Math, Algebra I & Geometry</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>FOSS (Full Option Science System)</p> <p>Adopted in 2007</p> <p>Earth Science</p> <p>Adopted in 2007</p> <p>Life Science</p> <p>Adopted in 2007</p> <p>Physical Science</p> <p>Adopted in 2007</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>K-5 Scott Foresman</p> <p>Adopted in 2006</p> <p>6-8 Glencoe: Discovering Our Past</p> <p>Adopted in 2006</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Age of buildings

Each school site has classrooms, a multipurpose room, a library and an administration building. The number of classrooms at each school site varies, depending on enrollment and available space. Several sites have portable class rooms to accommodate increased enrollment.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The custodians will check all common areas for cleanliness and vandalism. The common areas will be cleaned daily by the school custodians, and maintained by students through site expectations. Noon duty supervisors will assist in the preparation and cleaning of the cafeteria. The Campus Safety Assistant (CSA) will assist in the maintenance of behavior and number of infractions in the hallways, restrooms, and playground. Staff assigned for yard and after school duty will assist in enforcing rules and procedures on the playground and in common areas. Students and staff will take responsibility for maintaining safe, clean, and litter/graffiti-free common areas. Daily communication between the Principal and Head Custodian to ensure the site physical plant is maintained appropriately. Any deficiency noted on the site inspection will be put into a work order, with attention to the

Risk Management Department.

Monroe has an annual visit from the San Joaquin County Office of Education to conduct Williams Act visit monitoring curriculum and the physical environment for compliance purpose. The campus will be secured daily, with one main entrance which is monitored by office staff. Check-in procedures for all visitors will be in place, complete with sign in logs, visitor badges, and Megan’s Law clearance for volunteers.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/29/2014

System 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 Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[X]	[]	[]		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[X]	[]	[]	[]	

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 and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	37	19	19	35	34	34	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

SOURCE: California Department of Education

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	32	36	29	36	38	37	54	56	55
Math	39	42	30	34	34	34	49	50	50
HSS	13	13	19	26	27	27	48	49	49

* STAR Program was last administered in 2012-13. 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.

SOURCE: California Department of Education

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	2	4	2

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.1	13.8	3.4
7	23.5	21.6	21.6

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

SOURCE: California Department of Education

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	34
All Student at the School	19
Male	15
Female	22
Black or African American	14
American Indian or Alaska Native	
Asian	36
Filipino	
Hispanic or Latino	16
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	17
English Learners	3
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

SOURCE: California Department of Education

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	11	52	-55
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	29	37	-53
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	24	52	-55
English Learners	27	47	-68
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

SOURCE: California Department of Education

C. Engagement

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

Parents receive standardized report cards quarterly. Standards and research-based instruction information is provided to parents during Back-to-School-Night, ELAC meetings, and parent conferences. Students are given incentives for parents attending meetings. Home contact is made by the counselor, teachers, administrators, office staff, and specialists. Themed-event nights and community sponsored events are also used as incentive to get parents more involved in the Monroe Renaissance Awards Assemblies are held quarterly to celebrate student achievement. Announcements and important information are communicated via Connect Ed, an automated phone dialer system.

Monroe offers a parenting class for parents. This class empowers parents with the skills to create a home environment with structure and discipline that promotes learning. Also provides parents with skills, resources, and books for building Family Literacy.

Title I Parent Education is facilitated by the Instructional Specialist. Through the Parent Coffee Connection, which is held once a quarter educates parents in academic, behavior, and social development. Parent Coffee Connection is provided to parents in both English and Spanish. Community agencies and other family resources provide information and training. The Parent Involvement Policy is located in the Analysis of Current Instruction section of the Single Plan for Student Achievement. A parent/student/teacher three-way compact is sent home at the beginning of each year for parents and students to sign and return. Parents and community members who wish to become a part of the school community and participate should call the school's office.

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

Monroe updated its REMS Safety Plan August 2012 to adjust to the reduction in support staff. Monroe places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year, a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, which will be reviewed on 10/1/13 by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrator and school staff provide supervision for students before and during school. The playground is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	5.4	19.4	9.6
Expulsions Rate	0.2	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

SOURCE: California Department of Education

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1997-1998	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	51	
Percent of Schools Currently in Program Improvement	87.9	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	.60
Library Media Teacher (Librarian)	.04
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	.25
Social Worker	.10
Nurse	.20
Speech/Language/Hearing Specialist	.33
Resource Specialist	0
Other	1.4
Average Number of Students per Staff Member	
Academic Counselor	

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

SOURCE: This information is provided by the school district.

SOURCE: California Department of Education

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	19.7	15	20	3	4	3	0			0		
Gr. 1	19	31	30	3			0	2	3	0		
Gr. 2	17.3	31	28	3			0	2	3	0		
Gr. 3	19.7	32	31	3			0	2	3	0		
Gr. 4	21	24	29	2	1		0	2	3	0		
Gr. 5	23.5	18	30	0	1		2	1	3	0		
Gr. 6	19	19	22	3	1	1	0	2		0		1
English	20.4	22	25	4	2		1	2	1	0		
Math	20.3	24	24	5	2		1	3	2	0		
Science	21.8	29		3			1	3		0		
SS	21.8	23		3	1		1	2		0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	38
Administrative Salaries	5	5

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

SOURCE: California Department of Education

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,748	\$1,498	\$4,250	\$58,378
District	◆	◆	\$4,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			-14.7	-4.6
Percent Difference: School Site/ State			-9.4	-17.5

SOURCE: Information is provided by the school district and California Department of Education.

◆ no data required.

Types of Services Funded at Monroe Elementary

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

The funds are spent to support the EL students, ELD materials, teacher training, maintaining bilingual compliance documentation, administration of the CELDT test, EL Master Schedule, Bilingual Paraprofessionals, parent translations.

1 0 .625 Bilingual Assistants with fringes

Budgeted Reserve on all EIA/SCE funded positions

Description of School Improvement (SIP) (SI AB825)

These funds are used to provide supplemental services for students.

- Additional Classified Compensation Hours
- Instructional supplies and materials
- Description of Title IV Safe and Drug Free Schools and Community
- These funds are used to promote a safe school environment.
- "Too Good for Drugs" Prevention Curriculum for grades K-6
- Professional Development
- Student incentives and materials
- Red Ribbon Week materials and incentives
- Student incentives and materials
- Description of TIIG: (Targeted Instructional Improvement Grant)

These funds are used to provide a safe school environment for all students and support student achievement through supplemental resources and materials.

- Valley Community Counseling Services therapist
- Additional Certificated Compensation Hours for Parent Conferences
- Nurse (1 day/wk)
- Instructional supplies and materials
- Maintenance Agreements on duplicators
- Each teacher must meet the Highly Qualified Teacher requirements of No Child Left Behind
- Teaching staff must meet or exceed the average district teaching experience level of 6.4 years
- Exceed API growth targets in the first three years on average and meet them annually thereafter for four years
- Attendance incentives
- Computers to assist with instruction
- Internet wiring and upgrades to sustain web-based curriculum
- AVID-related costs (conference, workshops, materials, supplies)
- Additional certificated compensation hours for Leadership Conference and AVID
- Teacher collaborations with program specialist and English Language/ Math coach to continue to implement
- Direct Instruction
- Teachers are released for Rigorous Design Teams to implement unit of studies for next years of Common Core
- Intramural sports to increase student activity

Professional Development provided for Teachers at Monroe Elementary

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.