

James Monroe Elementary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	2567 Marlow Rd. Santa Rosa, CA , 95403-2473	Principal:	Katheryn Stoural, Principal
Phone:	(707) 890-3910	Grade Span:	K-6

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fj/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.

About This School

Katheryn Stoural, Principal

Principal, James Monroe Elementary

About Our School



Welcome to Monroe School! Our staff is deeply committed to a collaborative effort ensuring that all children receive a high quality, content standards-based education. Our students come from diverse backgrounds and act responsibly for their learning, decisions, and actions. We focus on the whole child united with the families and community. We are located on the northwestern section of Santa Rosa. Our vision is to support students and staff to develop the following qualities and increase their ability:

Persevere & Grit

Critical & Independent Thinkers

Problem Solvers (Curious)

Invested in Community & Education

Communicate Effectively (orally & written)

Collaborate

Compassionate

Experience/Knowledge of Technology as a tool

Worldwide Lens

Aspire to Greatness

Desire & Passion for higher learning

Contact

James Monroe Elementary
2567 Marlow Rd.
Santa Rosa, CA 95403-2473

Phone: (707) 890-3910

Email: kstoural@srcs.k12.ca.us

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Santa Rosa Elementary
Phone Number	(707) 890-3800
Superintendent	Trunnell, Anna
Email Address	atrunnell@srcs.k12.ca.us
Website	www.srcschools.org

School Contact Information (School Year 2021—2022)

School Name	James Monroe Elementary
Street	2567 Marlow Rd.

City, State, Zip	Santa Rosa, CA , 95403-2473
Phone Number	(707) 890-3910
Principal	Katheryn Stoural, Principal
Email Address	kstoural@srcs.k12.ca.us
Website	https://monroe.srcschools.org/
County-District-School (CDS) Code	49709126052161

Last updated: 3/4/22

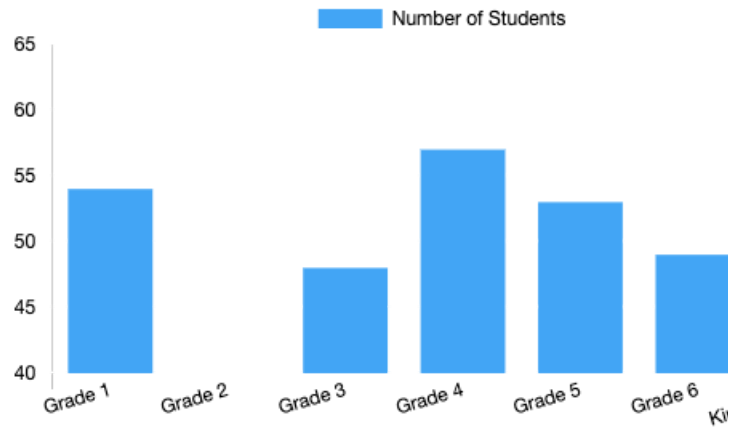
School Description and Mission Statement (School Year 2021—2022)

We are a K-6 elementary school. Our staff is deeply committed to a collaborative effort ensuring that all children receive a high quality, content standards-based education. We strive to recognize the importance of individuality and make every effort to demonstrate that we value each student. All staff members work individually and collaboratively to create conditions that promote student success. We are located on the northwestern section of Santa Rosa and have an on-site preschool run by North Bay Children's Center. We also host our weekly Pasitos program for preschool age students and parents. At Monroe School we believe that all children can learn, and we will establish high standards of learning based on the California Standards which we expect all students to achieve. Monroe School's mission is a Successful Thriving Community. We believe in our students as thriving members of our community. We believe in offering support when needed and then watch as our students determine their own educational paths toward success.

Last updated: 2/8/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	54
Grade 2	40
Grade 3	48
Grade 4	57
Grade 5	53
Grade 6	49
Kindergarten	64
Total Enrollment	365



Last updated: 2/8/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	47.40%
Male	52.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.80%
Asian	1.10%
Black or African American	1.90%
Filipino	0.30%
Hispanic or Latino	91.00%
Native Hawaiian or Pacific Islander	0.80%
Two or More Races	1.10%
White	3.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	46.80%
Foster Youth	0.30%
Homeless	1.60%
Migrant	1.90%
Socioeconomically Disadvantaged	89.00%
Students with Disabilities	11.80%

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

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>"The Collaborative Curriculum Design (CCD) units of study are an integral part of SRCS' comprehensive ELA curriculum. These standards-based units of study were developed over several years by SRCS teachers in response to the Common Core State Standards and the decision not to adopt a traditional ELA curriculum. They are designed to meet our students' interests and needs, and to be culturally responsive. Each unit of study within the CCD model is anchored on a cluster of interdisciplinary standards or learning goals. These integrated units support the teaching of ELA standards through the content of science and social studies. They are based on a collaborative, inquiry model of instruction with a focus on critical thinking and real-world problem solving that guide learners to higher levels of rigor and sophisticated thought. The SRCS Board of Education approved this curriculum in May 2020.</p> <p>Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing. Units of Study to teach Opinion/Argument, Information, and Narrative Writing (BA 2016)</p> <p>Wonders-Wonderworks Foundational Skills Program. ELA Foundational Skills to teach Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency (BA 2017)</p> <p>Wonders Designated ELD. Designated ELD program for SRCS English Learners(BA 2017)</p> <p>Link to titles. https://bit.ly/Elem_Curric"</p>	Yes	0%
Mathematics	<p>All students are using a new state adopted curriculum. Students in grades Kindergarten thru 5th grade are using Everyday Mathematics which is aligned with the Common Core State Standards. It reinforces math concepts through a variety of means and review s previous concepts throughout the program. Our 6th grade students are using College Prepitory Mathematics. It is also aligned to the Common Core State Standards and provide students with a variety of ways to master the curriculum.</p>	Yes	0%
Science	<p>FOSS (Full Option Science System) is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS has evolved from a philosophy of teaching and learning that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.</p>	Yes	0%
History-Social Science	<p>"Students begin their exploration of History/Social Science using the standards based Pearson Scott Foresman "California History/Social/Science" program from kindergarten through fifth grade. The McMillan/McGraw Hill "California Vistas" program is used in sixth grade in order to prepare students for middle school. Students learn about citizenship beginning in first grade, and in second grade, students explore the lives of both current and historical figures. The theme in third grade is continuity and change, with California the subject of student studies in fourth grade.</p> <p>American History is the focus in fifth, while sixth grade emphasizes ancient world cultures. Woven throughout all grade levels is instruction in geography and the environment and their influence on culture."</p>	Yes	0%
Foreign Language			0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/16/22

School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary," "good," "fair," or "poor". Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected on and had an overall rating of "good".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 2/8/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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Last updated: 2/8/22

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for 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.
 - **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.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): Let's Go Learn-DORA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	208	197	94.7	5.3	16.2
Female	95	87	91.6	8.4	23.0
Male	113	110	97.3	2.7	10.9
American Indian or Alaska Native	1	1	100.0	0.0	0.0
Asian	3	2	66.7	33.3	0.0
Black or African American	4	4	100.0	0.0	0.0
Filipino	0	0	0.0	0	0.0
Hispanic or Latino	190	182	95.8	4.2	17.0
Native Hawaiian or Pacific Islander	3	2	66.7	33.3	50.0
Two or More Races	3	3	100.0	0.0	0.0
White	4	3	75.0	25.0	0.0
English Learners	93	87	93.5	6.5	2.3
Foster Youth	2	2	100.0	0.0	0.0
Homeless	2	2	100.0	0.0	0.0
Military	2	2	100.0	0.0	0.0
Socioeconomically Disadvantaged	149	144	96.6	3.4	16.7
Students Receiving Migrant Education Services	2	2	100.0	0.0	0.0
Students with Disabilities	21	21	100.0	0.0	9.5

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/3/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): Let's Go Learn- ADAM

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	208	189	90.9	9.1	13.2
Female	95	85	89.5	10.5	11.8
Male	113	104	92.0	8.0	14.4
American Indian or Alaska Native	1	1	100.0	0.0	0.0
Asian	3	2	66.7	33.3	0.0
Black or African American	4	4	100.0	0.0	0.0
Filipino	0	0	0.0	0	0.0
Hispanic or Latino	190	175	92.1	7.9	12.6
Native Hawaiian or Pacific Islander	3	2	66.7	33.3	50.0
Two or More Races	3	3	100.0	0.0	0.0
White	4	2	50.0	50.0	0.0
English Learners	93	85	91.4	8.6	7.1
Foster Youth	2	1	50.0	50.0	0.0
Homeless	2	2	100.0	0.0	0.0
Military	2	2	100.0	0.0	0.0
Socioeconomically Disadvantaged	149	138	92.6	7.4	13.8
Students Receiving Migrant Education Services	2	1	50.0	50.0	0.0
Students with Disabilities	21	21	100.0	0.0	9.5

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/3/22

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

Monroe School recognizes the power of an effective partnership with parents. Our school offers various ways to foster this home-school partnership. We have a Family Engagement Facilitator who strives to keep the lines of communication open between the school and the home. They work to provide translation when needed, find additional community resources, and provide access to staff on campus to meet the needs of all students.

Our School Site Council (SSC) includes parent members and is our school governing body which approves the annual School Site Plan including most budget expenditures. Our English Learner Advisory Committee (ELAC) empowers the parents of our English-learner students to take an active role in identifying some of the educational/social needs of this student demographic and solicits parent input to improve school services to the English-learner student.

Monroe's Parent Faculty Organization (PFO) also promotes parental involvement in school through fundraising activities and community building. Our parents have helped us build planter boxes, landscape the school, conduct a school clean-up day, and raise funds for our field trips and assemblies. Parents also regularly serve as school volunteers either in the classroom or by working on special projects for teachers and staff.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	442	415	179	43.1
Female	206	196	73	37.2
Male	236	219	106	48.4
American Indian or Alaska Native	9	9	3	48.4
Asian	5	4	4	100.0
Black or African American	8	7	2	28.6
Filipino	2	2	0	0.0
Hispanic or Latino	387	365	159	43.6
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	6	6	4	66.7
White	22	19	7	36.8
English Learners	240	226	114	50.4
Foster Youth	3	3	2	66.7
Homeless	7	7	7	100.0
Socioeconomically Disadvantaged	377	355	157	44.2
Students Receiving Migrant Education Services	13	10	5	50.0
Students with Disabilities	61	55	28	50.9

Last updated:

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	1.81%	0.00%	2.41%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: 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.

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	3.37%	2.00%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Last updated: 3/14/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

Our Vision as it pertains to Safety at Monroe School is: Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and has high expectations for student conduct, responsible behavior and respect for others.

The campus has enclosed hallways to the majority of the classrooms. All classrooms also have outside access. The Santa Rosa Creek runs along the North side of the school and is separated by a chain-link fence. The campus has 2 main buildings and several out-buildings including the library. The west side of the campus has a field with 2 baseball diamonds that are typically used by the community. A clear path and signage leads visitors to the main office, which is prominently situated at the front of the school. During school hours, visitors are to sign in at the office before visiting any area of the school grounds. We provide supervision during all non-instructional minutes when the students are engaged in free play on the blacktop or field of the school.

To support a positive school climate we have the support of a full time school counselor and a part-time restorative resource specialist. We also have the support of a full time student engagement activity worker. The school counselor works to provide all of our students' education regarding their emotions and interpersonal skills. Together with the classroom teacher they run class meetings to build class communities where students feel safe and protected. The restorative specialist works with individual students as well as small groups to help students learn to problem solve and resolve conflicts. They also support groups of students through lunch bunches and restorative circles. The student engagement activity worker helps to create inviting extracurricular activities throughout the school day as well as enrichment activities for students after school hours.

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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.02
Psychologist	0.50
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.00
Other	0.00

Last updated: 12/31/99

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8122.50	\$7522.01	\$600.49	\$84646.49
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 3/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

Monroe School utilizes Title 1 and Supplemental funds to offers several types of interventions for students who need additional academic support. We have two Teachers on Special Assignment. One specializes in supporting our English Learners. They coordinate our robust Designated ELD program where students are grouped according to their English Proficiency level. Daily lessons support our students' ability to express themselves orally and through writing. These groups are taught by classroom teachers, teachers on special assignment, and supported by instructional assistants. Monroe also has a push-in and pull-out intervention program coordinated by a second TOSA to offer students extra support or instruction during the school day. In short, our TOSAs work to determine all of the supports students need to be successful regardless of grade level or area of need. They also provide teacher training, professional development, and coaching support in all curricular areas.

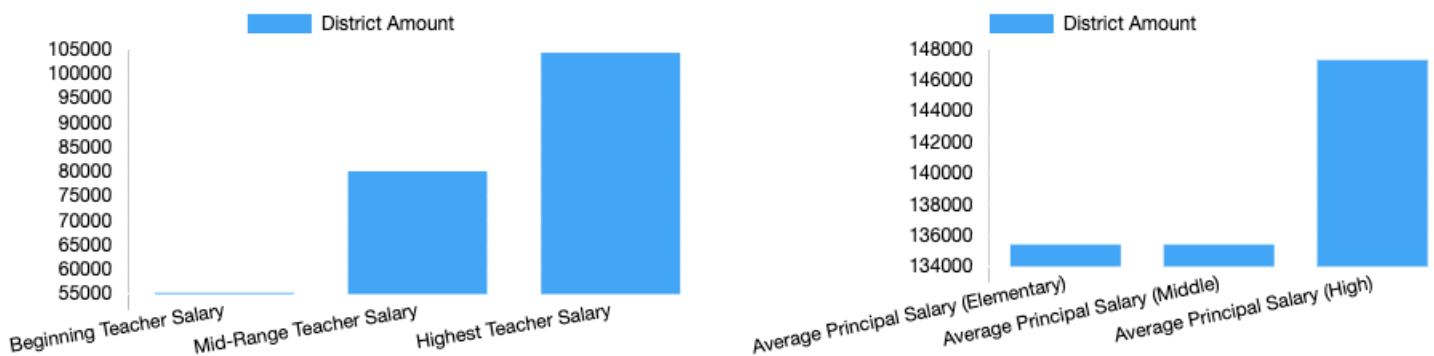
We provide tutorial to migrant students through Mini-Corp to support their ability to achieve current grade level proficiency levels. The Boys and Girls Club (BGC) offers homework support led by BGC staff during our after school program. The Salvation Army's Tutoring and Mentoring program provides after school homework support for at-risk students. We have a partnership with Schools of Hope where volunteers come on campus to read one-on-one with our first grade students and provide them with extra reading practice.

Last updated: 2/8/22

Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55266.00	--
Mid-Range Teacher Salary	\$80105.00	--
Highest Teacher Salary	\$104311.00	--
Average Principal Salary (Elementary)	\$104311.00	--
Average Principal Salary (Middle)	\$135418.00	--
Average Principal Salary (High)	\$147309.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	38.47%	--
Percent of Budget for Administrative Salaries	4.92%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	2	8	

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s: Let's Go Learn-DORA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	2528	2053	81.2	18.8	33.1
Female	1204	970	80.6	19.4	33.8
Male	1319	1077	81.7	18.3	32.3
American Indian or Alaska Native	14	10	71.4	28.6	20
Asian	91	75	82.4	17.6	53.3
Black or African American	41	31	75.6	24.4	29.0
Filipino	23	19	82.6	17.4	57.9
Hispanic or Latino	1593	1293	81.2	18.8	22.7
Native Hawaiian or Pacific Islander	11	8	72.7	27.3	50.0
Two or More Races	109	91	83.5	16.5	49.5
White	645	524	81.2	18.8	52.1
English Learners	789	613	77.7	22.3	4.9
Foster Youth	10	8	80	20	50
Homeless	26	20	76.9	23.1	0.0
Military	31	28	90.3	9.7	32.1
Socioeconomically Disadvantaged	1215	992	81.6	18.4	23.4
Students Receiving Migrant Education Services	50	44	88.0	12.0	11.4
Students with Disabilities	328	266	81.1	18.9	11.7

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

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LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: Let's Go Learn- ADAM
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	2528	1637	64.8	35.2	26.9
Female	1204	782	65.0	35.0	23.0
Male	1319	850	64.4	35.6	30.5
American Indian or Alaska Native	14	9	64.3	35.7	11.1
Asian	91	69	75.8	24.2	53.6
Black or African American	41	21	51.2	48.8	28.6
Filipino	23	17	73.9	26.1	47.1
Hispanic or Latino	1593	982	61.6	38.4	17.2
Native Hawaiian or Pacific Islander	11	8	72.7	27.3	37.5
Two or More Races	109	81	74.3	24.7	33.3
White	645	448	69.5	30.5	42.0
English Learners	789	480	60.8	39.2	9.6
Foster Youth	10	6	60	40	33.3
Homeless	26	16	61.5	38.5	0
Military	31	25	80.6	19.4	32
Socioeconomically Disadvantaged	1215	812	66.8	33.2	16.6
Students Receiving Migrant Education Services	50	34	68	32	11.8
Students with Disabilities	328	203	61.9	38.1	13.3

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

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