

**James Monroe Elementary**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School**  
**Year**  
**California Department of Education**

<b>Address:</b>	2567 Marlow Rd. Santa Rosa, CA , 95403- 2473	<b>Principal:</b>	Katheryn Stoural, Principal
<b>Phone:</b>	(707) 890-3910	<b>Grade</b> <b>Span:</b>	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest

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

## California School Dashboard

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

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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## About This School

### Katheryn Stoural, Principal

📍 Principal, James Monroe Elementary

### About Our School

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### Contact

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

Phone: [\(707\) 890-3910](tel:(707)890-3910)  
Email: [kstoural@srcs.k12.ca.us](mailto:kstoural@srcs.k12.ca.us)

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

<b>District Name</b>	Santa Rosa Elementary
<b>Phone Number</b>	(707) 890-3800
<b>Superintendent</b>	Trunnell, Anna
<b>Email Address</b>	<a href="mailto:atrunnell@srcs.k12.ca.us">atrunnell@srcs.k12.ca.us</a>
<b>Website</b>	<a href="http://www.srcschools.org">www.srcschools.org</a>

### School Contact Information (School Year 2023–24)

<b>School Name</b>	James Monroe Elementary
<b>Street</b>	2567 Marlow Rd.
<b>City, State, Zip</b>	Santa Rosa, CA , 95403-2473
<b>Phone Number</b>	(707) 890-3910
<b>Principal</b>	Katheryn Stoural, Principal
<b>Email Address</b>	<a href="mailto:kstoural@srcs.k12.ca.us">kstoural@srcs.k12.ca.us</a>
<b>Website</b>	<a href="https://monroe.srcschools.org/">https://monroe.srcschools.org/</a>
<b>County-District-School (CDS) Code</b>	49709126052161

*Last updated: 1/31/24*

## School Description and Mission Statement (School Year 2023–24)

James Monroe Elementary School was originally founded in the 1850's and was one of the first schools in Santa Rosa. The current school site was built in 1960 in what at the time was farmland and is now a quiet neighborhood adjacent to Northwest Community Park. Monroe serves approximately 350 students from Transitional Kindergarten through Sixth grade, with a core of classroom teachers, Education Specialists, Teachers on Special Assignment, as well as numerous support staff. Monroe staff, students, and families are committed to working collaboratively to provide high quality educational experiences for all students that are standards-based and designed to support students in their academic and social-emotional development.

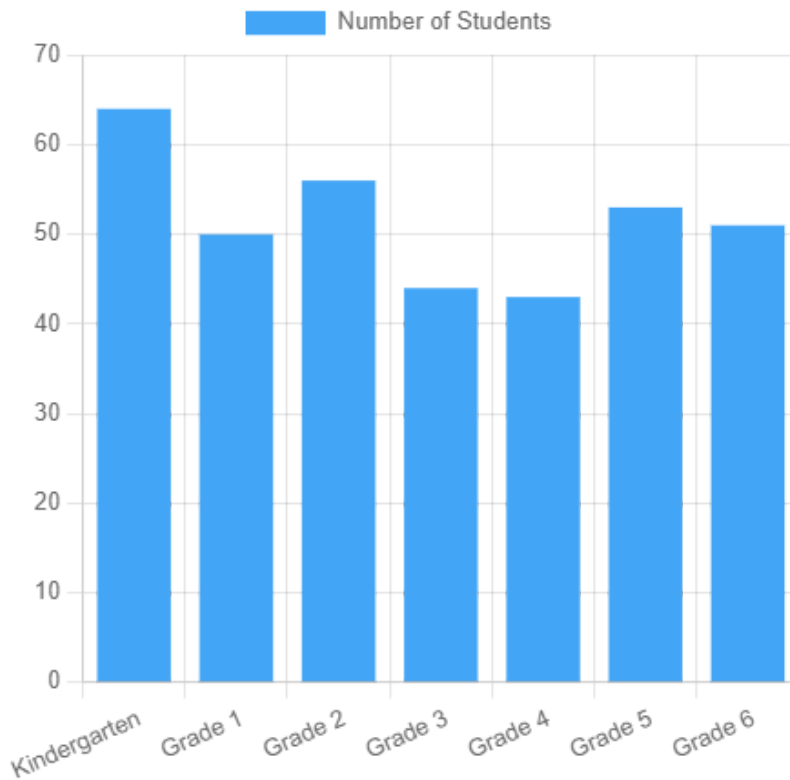
James Monroe is a TK-6 grade elementary school. The Monroe staff is deeply committed to a collaborative effort ensuring that all children receive a high quality, standards-based education. Monroe staff strive to recognize the importance of individuality and make every effort to demonstrate that we value each student. The Monroe Elementary School's mission is that "Students, parents, staff and community will provide a caring learning environment that addresses the needs of our diverse population and provides a thinking, meaning-centered, outcome-based education for

ALL." The school's vision for students includes "Persevere and Grit, Critical & Independent Thinkers, Problem Solvers (Curious), Invested in Community & Education, Communicate (Orally & Written), Collaborate, Compassionate, Experience/Knowledge of Technology as a Tool, Worldwide Lens, Aspire to Greatness, Desire for Higher Learning, Passion." At Monroe Elementary we believe that all children can learn.

*Last updated: 1/31/24*

### Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	64
Grade 1	50
Grade 2	56
Grade 3	44
Grade 4	43
Grade 5	53
Grade 6	51
Total Enrollment	361



Last updated: 1/31/24

### Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	51.20%
Male	48.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.60%
Black or African American	1.40%
Filipino	0.60%
Hispanic or Latino	92.50%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	1.90%
White	2.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	58.40%
Foster Youth	0.00%
Homeless	1.10%
Migrant	3.60%
Socioeconomically Disadvantaged	72.00%
Students with Disabilities	14.70%

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.30	100.00%	195.00	93.24%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.30	0.64%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.30	1.11%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.00	0.48%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	9.40	4.53%	18854.30	6.86%
Total Teaching Positions	15.30	100.00%	209.20	100.00%	274759.10	100.00%

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

*Last updated: 1/31/24*

### Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.50	100.00%	196.20	83.40%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.10	0.07%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	17.80	7.60%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.40	1.05%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	18.50	7.87%	15831.90	5.67%
Total Teaching Positions	13.50	100.00%	235.30	100.00%	279044.80	100.00%

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

*Last updated: 1/31/24*

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00



## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	15.7%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	27.2%

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

*Last updated: 11/2/23*

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

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,</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Information, and Narrative Writing (BA 2016)</p> <p>Wonders-Wonderworks Foundational Skills Program. ELA Foundational Skills to teach Print Concepts, Phonological Awareness, Phonics &amp; 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.  <a href="https://bit.ly/Elem_Curric">https://bit.ly/Elem_Curric</a></p>		
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</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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>		
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. 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	N/A		0
Health			0
Visual and Performing Arts	All students in grades 1-6 have music each week.	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

*Last updated: 1/31/24*

### 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 1/03/24 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 insolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

*Last updated: 1/31/24*

### 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 2024

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

### Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Good
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*Last updated: 1/31/24*

## 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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven taking and completed state-  
administered assessment  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
English Language Arts / Literacy (grades 3-8 and 11)	15%	22%	30%	32%	47%	46%
Mathematics (grades 3-8 and 11)	19%	17%	22%	25%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

*Last updated: 1/31/24*

**CAASPP Test Results in ELA by Student Group for students taking and completed  
state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	189	189	100.00%	0.00%	21.69%
Female	103	103	100.00%	0.00%	28.16%
Male	86	86	100.00%	0.00%	13.95%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Hispanic or Latino	175	175	100.00%	0.00%	21.71%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	91	91	100.00%	0.00%	4.40%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	145	145	100.00%	0.00%	22.07%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00%	0.00%	0.00%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

*Last updated: 1/31/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	189	189	100.00%	0.00%	16.93%
Female	103	103	100.00%	0.00%	18.45%
Male	86	86	100.00%	0.00%	15.12%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	175	175	100.00%	0.00%	17.71%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	91	91	100.00%	0.00%	6.59%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	145	145	100.00%	0.00%	18.62%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00%	0.00%	0.00%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

*Last updated: 1/31/24*

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

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
Science (grades 5, 8, and high school)	11.54%	4.00%	17.77%	15.85%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

*Last updated: 1/31/24*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	50	50	100.00%	0.00%	4.00%
Female	20	20	100.00%	0.00%	0.00%
Male	30	30	100.00%	0.00%	6.67%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	46	46	100.00%	0.00%	2.17%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	25	25	100.00%	0.00%	4.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	40	40	100.00%	0.00%	2.50%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/31/24*

### 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

#### California Physical Fitness Test Results (School Year 2022–23)

##### Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	96.23%	100.00%	94.34%	98.11%	98.11%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/31/24*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2023–24)

James Monroe Elementary School recognizes the power of effective partnership with parents/guardians and the community. Our school offers various ways to foster the home-school partnership. We have a Family Engagement Facilitator who strives to keep the lines of communication open between school and home. They work to provide translation support when needed, find additional community resources, and provide access to staff on campus to meet students' needs. The James Monroe School Site Council (SSC) is the school's governing board and includes parent/guardian members. This board approves the annual School Plan for Student

Achievement including most budget expenditures. The Monroe English Learner Advisory Committee (ELAC) empowers parents/guardians of English Learners to take an active role in identifying educational and social needs of this student population. Monroe's Parent Faculty Organization (PFO) promotes parental involvement in school through fundraising activities and community building. Monroe parents have helped build planter boxes, landscape the school, conduct a school clean-up day, and raise funds for field trips and assemblies. Parents regularly serve as school volunteers either in the classroom or by working on special projects for teachers and staff. James Monroe Elementary School participates in a variety of school-community partnerships. These include hosting an on-site preschool run by North Bay Children's Center, a weekly Pasitos program for preschool age students and their parents, an after school program run by the Boys and Girls Clubs of Sonoma-Marin, and participating in Safe Routes to School. We have a new partnership with Santa Rosa Junior College and host evening ESL and Computer classes on our campus. We have been fortunate to partner with Subaru Loves Learning, Junior Achievement, the Made in Santa Rosa Foundation, Sonoma County Library, Landpaths, Parent Institute of Quality Education (PIQE), Keeping Kids in Schools (KKIS), Veterans for Peace, and Santa Rosa East West Rotary Club.

## State Priority: Pupil Engagement

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

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

### Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	383	372	126	33.9%
Female	193	191	66	34.6%
Male	190	181	60	33.1%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	0	0	0.0%
Asian	4	4	0	0.0%
Black or African American	7	5	3	60.0%
Filipino	2	2	0	0.0%
Hispanic or Latino	346	340	114	33.5%
Native Hawaiian or Pacific Islander	3	3	2	66.7%
Two or More Races	7	7	2	28.6%
White	12	11	5	45.5%
English Learners	220	215	69	32.1%
Foster Youth	0	0	0	0.0%
Homeless	9	6	3	50.0%

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Socioeconomically Disadvantaged	297	289	92	31.8%
Students Receiving Migrant Education Services	16	16	3	18.8%
Students with Disabilities	68	63	25	39.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

### 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

<b>Rate</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2020–21</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
Suspensions	0.00%	0.73%	4.44%	0.00%	2.94%	3.66%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.04%	0.08%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

**Suspensions and Expulsions by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	4.44%	0.00%
Female	1.04%	0.00%
Male	7.89%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.76%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	25.00%	0.00%
English Learners	2.73%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	4.71%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	7.35%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

*Last updated: 1/31/24*

**School Safety Plan (School Year 2023–24)**

James Monroe Elementary School is committed to creating safe, secure, caring, and inclusive learning environments. Monroe updates a School Safety Plan annually that includes emergency protocols and holds regular safety drills as required by California Education Code. Monroe promotes student social emotional wellbeing and promotes a positive school climate through the use of a variety of programs. Multi-Tiered Systems of Support (MTSS) strategies are applied to help identify students with academic, behavioral and social-emotional needs. Building Effective Schools Together (BEST) techniques involve positive behavioral intervention and including hosting assemblies to honor students for being Responsible, Respectful, Safe, and Kind. Monroe uses Restorative Practices to ensure students are able to learn from their mistakes and given opportunities to repair relationships. Toolbox Tools and Kimochis help build students' resilience, self-mastery, and empathy. Kelso the Frog supports students in developing stronger conflict management skills. Monroe has multiple staff members to support in building and maintaining a positive school climate. Monroe has a full time School Counselor who teaches guidance lessons centered on social-emotional learning in all classrooms. The full time Restorative Specialist hosts circles and conducts conflict resolution with students. The full time Student Engagement Activity Worker helps to create inviting extracurricular activities throughout the school day as well as enrichment activities for students after school hours. In addition, Monroe uses data collected from an annual Youth Truth survey, as well as Panorama Survey, to assist in planning effective supports for students and staff.

*Last updated: 1/31/24*

## 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.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	1	2	
1	24.00		2	
2	20.00	2		
3	24.00		2	
4	28.00		2	
5	18.00	1	2	
6	24.00		2	
Other**	9.00	2	1	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	11.00	5	1	
1	17.00	1	2	
2	16.00	1	2	
3	14.00	3		
4	17.00	1	2	
5	29.00		2	
6	28.00		2	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	2	2	0
1	17.00	1	2	0
2	19.00	1	2	0
3	22.00	0	2	0
4	38.00	1	0	1
5	27.00	0	2	0
6	26.00	0	2	0
Other**	0.00	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Ratio of Pupils to Academic Counselor (School Year 2022–23)**

Title	Ratio
Pupils to Academic Counselor*	361

\* 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.

*Last updated: 1/31/24*

**Student Support Services Staff (School Year 2022–23)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.10
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	0.00

\* 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.

*Last updated: 1/31/24*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23865.00	\$11053.00	\$12813.00	\$100304.00
District	N/A	N/A	\$25093.00	\$97453.00

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/31/24*

**Types of Services Funded (Fiscal Year 2022–23)**

The Local Control Accountability Plan (LCAP) approved by the Board of Education provides funds to support James Monroe Elementary School.

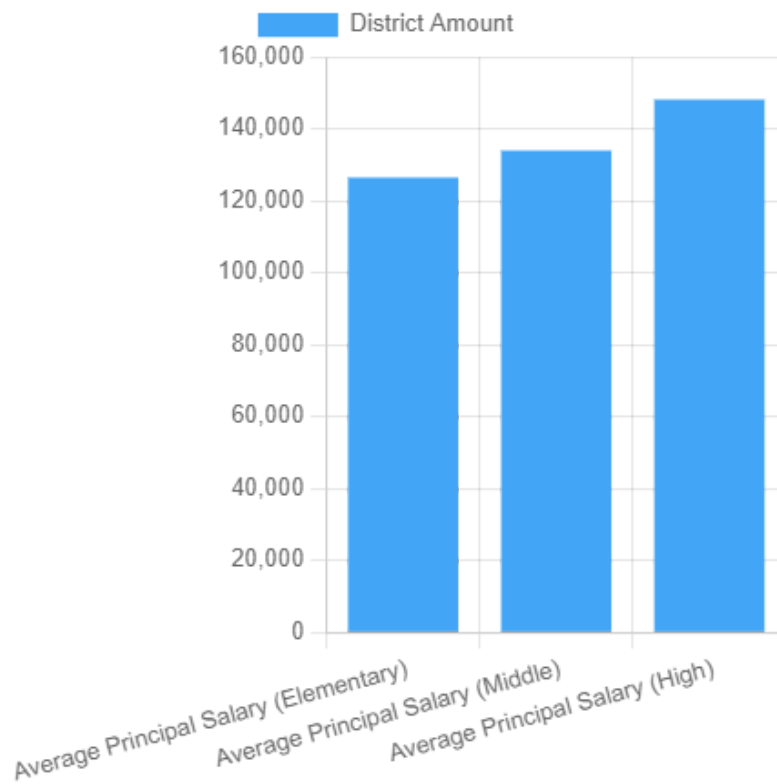
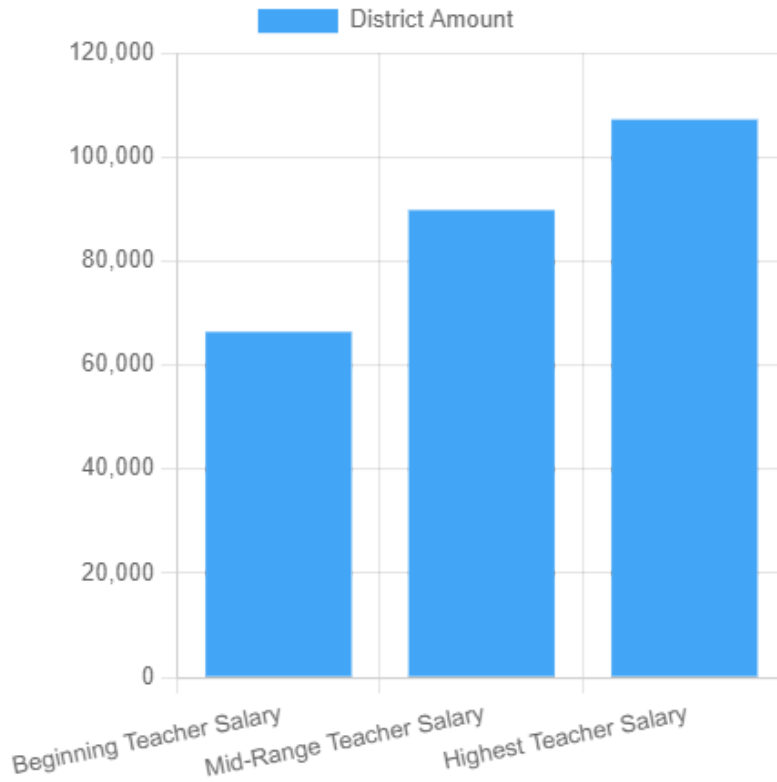
Funds are used to support a variety of services including a full time School Counselor, full time Restorative Specialist, full time Family Engagement Facilitator, full time Student Engagement Activity Worker, two full time Teachers on Special Assignments, Instructional Assistants, part time School Based Therapist, as well as a part time School Psychologist and part time Speech Pathologist. Funds are also used to support General Education and Special Education programs, after school tutorial programs, Migrant Education programs, staff development opportunities, as well as parent and family participation opportunities. In addition, funds are used to support MTSS and Social Emotional programs for students.

*Last updated: 1/31/24*

**Teacher and Administrative Salaries (Fiscal Year 2021–22)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$66412.00	\$0.00
Mid-Range Teacher Salary	\$89824.00	\$0.00
Highest Teacher Salary	\$107235.00	\$0.00
Average Principal Salary (Elementary)	\$126503.00	\$0.00
Average Principal Salary (Middle)	\$134014.00	\$0.00
Average Principal Salary (High)	\$148194.00	\$0.00
Superintendent Salary	\$250275.00	\$0.00
Percent of Budget for Teacher Salaries	33.16%	0.00%
Percent of Budget for Administrative Salaries	5.15%	0.00%

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



Last updated: 1/31/24

**Professional Development**

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

