

James Monroe Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	James Monroe Elementary School
Street	1819 North Lake St.
City, State, Zip	Madera, CA 93638- 1640
Phone Number	(559) 674-5679
Principal	Frank Espinosa
Email Address	Frankespinosa@maderausd.org
School Website	https://www.madera.k12.ca.us/monroe
Grade Span	
County-District-School (CDS) Code	20-65243-6023998

2025-26 District Contact Information

District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
District Website	www.madera.k12.ca.us

2025-26 School Description and Mission Statement

Principal's Message

On behalf of the entire James Monroe staff, it is with great pleasure that I welcome you to James Monroe Elementary School. James Monroe is located at the Northeast edge of the city limits of Madera. We have an enrollment of 625 students in preschool through sixth-grade school. James Monroe is an award-winning school and has achieved California Distinguished School status. James Monroe is a two-time California School Board Association Golden Bell Winner (1997 and 2001). The school has also received PBIS awards from the state for the last three years, with a Gold, Platinum, and Platinum. In 2022, James Monroe also received the distinguished California State University, Fresno Bonner Character Award. Additionally, a 5th-grade teacher at James Monroe, Mrs. Elizabeth Ochoa, was awarded the 2023-2024 California League of Educators Teacher of the Year for the state of California.

The teachers at James Monroe Elementary School work together as grade-level teams collaborating on student learning. They are dedicated to teaching students and making sure they are learning so that they can achieve grade-level proficiency. We want to offer each child an equal opportunity to gain a quality education and provide the students the basic foundation to achieve academically and become lifelong learners and productive citizens in their community.

Mission Statement

Our mission is to teach students and make sure they are learning so that they can achieve grade-level proficiency or above. We want to offer each child an equal opportunity to gain a quality education and provide them the basic foundation to achieve academically and become lifelong learners and productive citizens in their community. We, along with the school board, believe that the futures of children are driven by their aspirations, not bound by their circumstances.

School Vision Statement

James Monroe Elementary strives to create a community where all are valued, inspired, and challenged to reach their full potential.

School Values

We have to be examples of superior behavior and instill excellent values in our students by example. We will post our

2025-26 School Description and Mission Statement

expectation values. We must become a professional working community that can respect others and their opinions and appreciates diversity. We must focus on learning, and intervention must be timely and not remediation. Teachers must work as a team and must have time to meet and analyze data and teaching practices.

School Profile (School Year 2025 -2026)

James Monroe Elementary is one of 28 elementary/middle/comprehensive/ alternative high schools in Madera Unified School District.

Special Education Program: Monroe serves students with special needs in grades PS-6th through an RSP or SDC model. Our RSP teacher and the paraprofessionals support students in the general education classrooms as well working with students in small groups, outside of the classroom, to provide skill-based remediation. One of the school's SDC programs serves students in a morning and afternoon preschool class. Another special needs program is SDC Autism, serving students in grades TK/Kindergarten, 1st, 2nd, and 3rd Grade. The SDC Autism students are mainstreamed with their peers for recess, lunch, and all elective classes.

English Learner Program: All of Monroe's teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for a designated 45 minutes daily and integrated ELD throughout the day. Students are grouped by their language levels so that instruction can be targeted towards their specific areas of need. The emphasis is on oral language, listening, reading, and writing. The District provides a benchmark testing system for our English Language Learners. Teachers evaluate students three to four times a year and monitor their progress. The results of these tests help teachers determine what skills need to be taught or reviewed.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	86
Grade 2	90
Grade 3	95
Grade 4	86
Grade 5	87
Grade 6	85
Total Enrollment	624

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8
Male	49.2
American Indian or Alaska Native	0.3
Asian	0.2
Black or African American	0.8
Hispanic or Latino	96.5
White	1.4
English Learners	41.2
Foster Youth	0.5
Homeless	3.4
Migrant	3.5
Socioeconomically Disadvantaged	97.1
Students with Disabilities	13.3

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.

2021-22 Teacher Preparation and Placement

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)	27.6	84.66	850.5	83.46	234405.2	84
Intern Credential Holders Properly Assigned	2	6.13	28.2	2.77	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.07	59	5.79	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	23.7	2.33	11953.1	4.28
Unknown/Incomplete/NA	2	6.13	57.5	5.64	15831.9	5.67
Total Teaching Positions	32.6	100	1019	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

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)	28.6	89.38	834.8	80.77	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	38.2	3.7	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	1.25	49.5	4.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	37.7	3.65	11746.9	4.23
Unknown/Incomplete/NA	3	9.38	73.1	7.08	14303.8	5.15
Total Teaching Positions	32	100	1033.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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)	26.4	79.04	853.2	81.35	230039.4	100
Intern Credential Holders Properly Assigned	0	0	41.9	4	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	5.99	43.5	4.15	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	41.3	3.94	12112.8	4.34
Unknown/Incomplete/NA	5	14.97	68.7	6.56	13705.8	4.91
Total Teaching Positions	33.4	100	1048.8	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.4	2
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0.4	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.9	0	0
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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Madera Unified held a public hearing on September 23, 2025, and determined through Resolution No.15-2025/26 that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

July 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Step Up to Literacy, 2014 McGraw Hill California Wonders, 2017 Benchmark Adelante, 2017 Board Approved: May 10, 2016	0.0%
Mathematics	California Math in Focus: Singapore Math, 2012 McGraw Hill My Math, 2014 Big Ideas Math, 2015 Board Approved: April 29, 2014	0.0%
Science	Twig Science, 2020 Board Approved June 11, 2019	0.0%
History-Social Science	California History-Social Science: myWorld Interactive, 2019 California History-Social Science: myWorld Interactive, Ancient Civilizations, 2019 TCI Social Studies Alive! California Series, 2016 Board Approved: May 8, 2018	0.0%
Foreign Language		0%
Health		0%

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

School Facility Conditions and Planned Improvements

James Monroe Elementary was originally constructed in 1950 and comprises 34 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, and 2 playgrounds.

All of the classrooms are in good repair, as is evidenced by the positive Williams report that Monroe receives yearly. The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in August 2025.

Playground space is adequate for the number of students we have, providing them with ample opportunity to be active during their recess times. There is adequate space for staff to work, but storage space is still an issue. In 2023/24, solar panels were installed on the school playground. The school is appreciative of the solar panels, which can assist with energy costs as well as provide lots of shade for students and staff.

Cleaning Process

The principal works daily with the custodial staff of 3 full-time employees to ensure that the school is maintained to provide a clean and safe school. They work a staggered shift schedule with one of them available on campus from 6:00 a.m. to 11:00 p.m. A three-person team from the district maintenance department services the larger maintenance needs about every six weeks. The district makes a great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of School Construction. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review. The school grounds are clean and safe thanks to the efforts of many people. Monroe has its own three full-time custodial staff that takes care of daily cleaning and maintenance.

Maintenance and Repair

Each year, Monroe is inspected by the Madera County Office of Education as part of the Williams Settlement and continues to meet all requirements for a safe school. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Year and month of the most recent FIT report

August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate			
Exemplary	Good	Fair	Poor
	X		

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.						
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.						
ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	37	34	32	33	47	48
Mathematics (grades 3-8 and 11)	31	30	20	20	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	370	360	97.30	2.70	33.89
Female	190	188	98.95	1.05	36.70
Male	180	172	95.56	4.44	30.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	353	343	97.17	2.83	34.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	144	136	94.44	5.56	13.24
Foster Youth	0	0	0	0	0
Homeless	11	10	90.91	9.09	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	360	351	97.50	2.50	33.90
Students Receiving Migrant Education Services	14	14	100.00	0.00	28.57
Students with Disabilities	31	31	100.00	0.00	6.45

2024-25 CAASPP Test Results in Math by Student Group

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

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

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	371	369	99.46	0.54	29.54
Female	190	189	99.47	0.53	27.51
Male	181	180	99.45	0.55	31.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	354	352	99.44	0.56	30.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	145	145	100.00	0.00	15.17
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	361	360	99.72	0.28	28.61
Students Receiving Migrant Education Services	14	14	100.00	0.00	42.86
Students with Disabilities	31	31	100.00	0.00	3.23

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	29.41	21.98	16.34	18.13	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	95	91	95.79	4.21	21.98
Female	51	49	96.08	3.92	22.45
Male	44	42	95.45	4.55	21.43
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	90	87	96.67	3.33	22.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	37	37	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	91	88	96.70	3.30	22.73
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	98	98	98	98

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.

2025-26 Opportunities for Parental Involvement

James Monroe Elementary greatly benefits from its supportive parents who volunteer in the classrooms and help chaperone on field trips. Parents are encouraged and provided an opportunity to join the School Site Council (SSC) or the English Language Advisory Council (ELAC). Parents also have an opportunity to be the school's representative or alternate for the district's District English Language Advisory Council (DELAC) or the Parent Advisory Committee (PAC).

Our Family School Compact and Title I School-Level Parent Involvement Policy can be found in our Parent-Student Handbook sent home with our students at the beginning of each school year.

The school site partners with local and community agencies, as well as district support programs to support parents and the community by offering parenting classes, and Family Literacy and Family Math Nights, motivational speakers, and providing important information at the school's community events.

The Monroe Parent Club is very active on Campus. They have purchased shirts for students, prizes for PBIS incentives, and provided uniforms and equipment with the money they have earned through their fundraisers such as Family Movie Nights and selling items at various events that the school site has hosted. All funds generated go back to supporting student needs.

Parents are always welcome to visit their child's classroom or make an appointment with their child's teacher to discuss their child's behavior and/or academics.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	700	671	165	24.6
Female	350	336	84	25.0
Male	350	335	81	24.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	673	645	153	23.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	13	12	6	50.0
English Learners	307	299	46	15.4
Foster Youth	--	--	--	--
Homeless	38	32	10	31.3
Socioeconomically Disadvantaged	683	655	162	24.7
Students Receiving Migrant Education Services	26	25	3	12.0
Students with Disabilities	101	95	39	41.1

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.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.15	1.27	2.29	5.03	3.91	3.94	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.31	0.28	0.14	0.08	0.07	0.06

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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.29	0.00
Female	1.14	0.00
Male	3.43	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	2.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.69	0.00
English Learners	1.30	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.34	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.97	0.00

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.

2025-26 School Safety Plan

The safety of students and staff is a priority at James Monroe Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in October 2025 by the School Site Council. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are conducted three times a year, and Earthquake drills are held once per year. Students are supervised before and after school by certificated and classified staff, and the classified staff/principal supervise students during lunch. Certificated staff/classified staff help with supervision during lunch and break periods. There is a designated area for student drop-off and pick-up. Visitors entering the campus must enter the main office, sign in, be verified by the Raptor Safety System, and receive a pass.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	4	6	0
1	23	0	8	0
2	21	3	5	0
3	30	0	6	0
4	25	1	6	0
5	26	1	8	0
6	23	2	6	0
Other	12	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	5	0	0
1	22	1	3	0
2	24	0	4	0
3	22	0	4	0
4	30	0	3	0
5	29	0	3	0
6	28	0	4	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	8	2	1
1	26	2	7	1
2	15	11	1	
3	19	4	6	
4	20	3	6	
5	29		6	
6	19	3	6	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	660

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10767.42	2344.55	8422.86	88891
District	N/A	N/A	11049.71	\$87,670
Percent Difference - School Site and District	N/A	N/A	-27.0	4.3
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-24.5	-9.5

Fiscal Year 2024-25 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, after-school programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.

Use of funds may include any or all of the following: professional development that focuses on meeting the needs of advanced students; supplemental contracts for teachers who serve GATE students beyond contract time; supplementary textbooks and supplies for Honors and Advanced Placement courses; transportation and admission for student study trips or competitions.

Title I: Federal categorical program designed to ensure that all children have an equitable opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. Title I funds can be used to supplement all areas of the curriculum except physical education and Band. Use of funds may include any or all of the following: supplemental staff to reduce class size, professional learning, supplemental academic tutors/materials, technology to support instruction, home school liaisons, parent training, parent centers, and babysitting. Local Control Funding Formula (LCFF): LCFF Supplemental and Concentration Grant Funding –Funds are intended to provide services and support for economically disadvantaged students, English Learners, and Foster Youth. Funds may be used to support instruction and

Fiscal Year 2024-25 Types of Services Funded

professional development, implement state standards, improve school climate, or meet the social/emotional needs of students and related expenses detailed in the SPSA and the District's supplemental and concentration funding plan (LCAP).

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,862	\$62,783
Mid-Range Teacher Salary	\$85,833	\$97,783
Highest Teacher Salary	\$109,939	\$128,020
Average Principal Salary (Elementary)	\$142,696	\$160,224
Average Principal Salary (Middle)	\$145,719	\$166,992
Average Principal Salary (High)	\$153,382	\$180,971
Superintendent Salary	\$266,200	\$313,465
Percent of Budget for Teacher Salaries	25.77%	30.05%
Percent of Budget for Administrative Salaries	4.72%	5%

Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.

The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in- class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside with that provides coaching support and feedback.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	6