

MONROE ELEMENTARY SCHOOL

Garden Grove Unified School District

2009-2010 School Accountability Report Card

16225 Newhope St.
Fountain Valley, CA 92708
Phone: (714) 663-6264
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Michelle Rushall,
Principal
Laura Schwalm, Ph.D.,
Superintendent

School Description

Monroe Elementary School is a school having grades K-6; it is one of 70 schools in the GGUSD and serves students from the city of Fountain Valley.

Parental Involvement

There are many opportunities in the district for parental involvement through participation in parent support organizations, booster clubs, school site councils, and district-level advisory committees.

Parents at the school participate in such activities as PTA, School Site Council, English Learner Advisory Committee, Back-to-School Night, Open House, and choral and instrumental music programs. Please contact the school principal at (714) 663-6264 for specific information regarding such activities.

School Leadership and Support Personnel

Strong leadership is essential in a quality school, and is provided at Monroe Elementary School by Michelle Rushall, the principal, a professional educator for 16 years. She was appointed principal of Monroe Elementary School in 2007.

Along with the principal, the school's leadership team is composed of its teachers. Among its responsibilities, the leadership team advises on academic and extra-curricular programs.

In addition to administrators, teachers, and classified staff, specially trained support personnel are also available to students. They include:

- Community Liaison Worker
- School Testing Clerk
- Community Outreach Specialist
- Vocal Music Teacher
- Instructional Aides
- Instrumental Music Teacher
- Library Media Technician
- Psychologist
- Adapted P.E. Teacher
- Resource Specialist Teacher
- Special Day Class Teacher
- Speech and Language Pathologist
- Straight Talk Counselor
- Nurse/Health Assistant
- Noon Duty Supervisors

Our Mission

The Board of Education of the Garden Grove Unified School District is committed to providing an educational program focusing on student achievement, high standards, and opportunities for all students to acquire the knowledge and skills necessary to live a productive life. To meet this commitment, students will participate in a comprehensive curriculum designed to achieve the identified goals.

Our Goal

It is the goal of the district to ensure that all students have the opportunity upon leaving high school to choose from a wide variety of options including four-year colleges and universities, technical education, or a skilled career. The opportunity to choose among these paths requires that students achieve proficiency as defined by state standards in core academic subjects and achieve proficiency in the use of the English language. These proficiencies will make it possible for students to access rigorous high school courses and enable them to graduate ready for college and skilled careers.



School Facility Good Repair Status (2009-10)

The table below summarizes the findings of the most recent inspection of the school to determine the condition of the grounds, buildings, and restrooms. A form known as the Facilities Inspection Tool (FIT) is used to document whether the inspection elements listed in the table below are determined to be in “good repair” at the school. Additional information about the condition of the school’s facilities may be obtained by speaking with the principal.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Most recent school inspection and FIT completion date: October 7, 2009

School Safety

Maintaining a safe and orderly environment is essential to learning. All schools in the district are closed campuses, and visitors must immediately register in the school office before entering the campus. School access is monitored by administrators, teachers, and other school staff.

All schools operate employee safety committees and maintain comprehensive school safety plans that are reviewed and updated annually at the beginning of the school year. The safety plans include such elements as emergency plans and procedures, homeland security alert precautions, school rules, and school dress codes.

School safety committees, consisting of certificated and classified staff, meet to address safety issues for students and employees. Earthquake safety brochures are distributed to all students at the beginning of the school year. Fire drills are conducted monthly at each elementary school, not fewer than four times per year at each intermediate school, and not fewer than twice a year at each high school. Drop drills are held quarterly at each elementary school and at least once each semester at intermediate and high schools.

School Facilities

The GGUSD prides itself on maintaining quality facilities conducive to teaching and learning. School custodial and district maintenance staff operate an inspection system to ensure all sites are clean, safe, well maintained, and in good repair. All classrooms, playground areas, and working space for staff satisfy building capacity requirements of the Education Code.

The Board of Education has adopted a five-year maintenance program for the improvement of school sites, and major site improvement projects are approved annually as needed. A district graffiti removal team helps to keep schools looking attractive.

Monroe Elementary School first opened in 1964. The school has 20 permanent classrooms in use on the campus. The school also has a library, computer lab, multi-purpose room, resource specialist room, speech therapy room, conference room, and teachers’ lounge and workroom.

Projects recently completed at the school this year include new carpet and tile in the primary classrooms and improved air conditioning capabilities.

Quality, Currency, and Availability of Textbooks and Instructional Materials

District K-8 textbooks in the subjects of English-language arts, mathematics, history-social science, health, foreign language, visual-performing arts and science have been adopted from those approved by the state Board of Education. The Garden Grove Unified School District Board of Education has adopted district 9-12 textbooks in the subjects listed above. K-12 textbooks for mathematics, history-social science, science, English-language arts including reading, and foreign language are aligned with state adopted content standards and state or national frameworks following the state adoption schedule. Health will be adopted at the K-6 level when the state standards have been adopted by the state Board of Education.

All GGUSD students, including all English learners, have textbooks and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient quantities for each student for use in class and to take home.

School Programs and Instruction

The district receives additional funds for a number of special services and programs. Among the special programs offered at the school are the following:

- GATE
- Programs for English Language Learners
 - ▶ Economic Impact Aid
 - ▶ English Language Acquisition Programs
 - ▶ Title III
- Reading is Fundamental (RIF)
- Special Education
- School Library Improvement Program
- EETT School Technology Grant
- Title I
- Extended Day and Year Programs:
 - ▶ After School Intervention Classes
 - ▶ After School English Language Development Classes
 - ▶ Summer School and Summer Academies
- Title IV (Safe and Drug Free Schools and Communities)
- After School Education and Safety (ASES)
- K-6 Pathways Program

The GGUSD strives to ensure all students have equal access to a quality, standards-based educational program. School staff and parents in the district are involved in decision-making through such organizations as school site councils, parent-teacher organizations, the district English Learner Advisory Committee, grade level or department chair meetings, and other parent or school advisory committees. At the high schools, parents and staff also participate in various booster clubs.

For a comprehensive profile of individual student performance, California Standards Tests and district benchmark assessment results are combined with other achievement measures including teacher and publisher-made tests, homework, writing assignments, portfolios, classroom observation, special projects and reports, and class participation. The CELDT (California English Language Development Test) is given to all English Learners.

Report cards are sent home three times a year in GGUSD elementary schools and progress reports are sent home each trimester, as appropriate. Elementary schools schedule parent conferences twice a year.

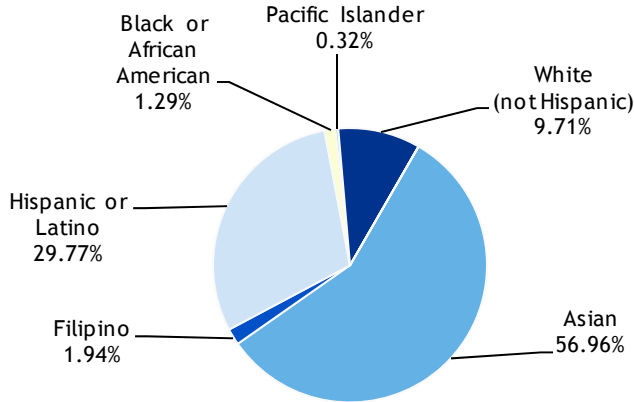
Quality, Currency, and Availability of Textbooks and Instructional Materials

The table below displays a list of current core subject textbooks used at the school and the year adopted.

Textbooks	
Subject	Year Adopted
Reading-Language Arts	2002-03**
Math	2000-01*
History-Social Science	2007-08
Science	2007-08
Visual-Performing Arts	1998-99
Health (Positive Action, Life Skills)	2004-05
* The Omnibus Education Trailer Bill to the 2009 Budget Act suspends the requirements to purchase newly adopted instructional materials until 2013-14 and delays the instructional materials adoption cycle for the same period.	
** New teacher materials for K-6 will be adopted in 2009-10.	
Note: This data was collected and verified by the district in September 2009.	

Enrollment and Demographics

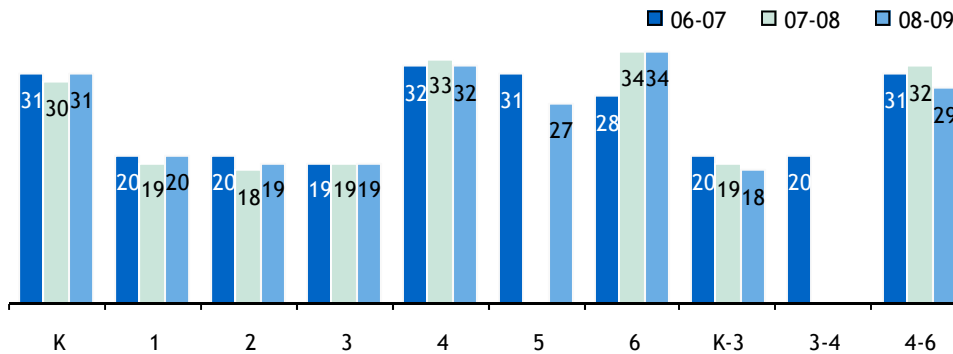
The total enrollment at the school is 309 students for the 2009-10 school year.*



* School data reported October 29, 2009

Class Size

The three-year data for average class size is displayed below.



Class Size Distribution – Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1			1			1	
1	1			1			1		
2	2			1			1		
3	2			2			2		
4		1				1		1	
5		1						1	
6		2				1			1
K-3	2			3			3		
3-4	1								
4-6		1			1	1		1	

California Physical Fitness Test

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, can be found at www.cde.ca.gov/ta/tg/pf/.

Please note scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	26.1%
Five of Six Standards	23.9%
Six of Six Standards	39.1%

Standardized Testing and Reporting Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: Advanced (*exceeds state standards*); Proficient (*meets state standards*); Basic; Below Basic; and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	50%	62%	60%	45%	48%	51%	43%	46%	50%
Mathematics	63%	66%	71%	47%	47%	51%	40%	43%	46%
Science	31%	43%	72%	46%	52%	54%	38%	46%	50%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results		
	English-Language Arts	Mathematics	Science
Male	58%	69%	77%
Female	62%	74%	67%
Economically Disadvantaged	59%	62%	75%
English Learners	44%	63%	67%
Students with Disabilities	24%	44%	64%
Students Receiving Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	69%	86%	79%
Filipino	❖	❖	❖
Hispanic or Latino	38%	42%	❖
Pacific Islander	❖	❖	❖
White	67%	77%	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

California NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels for California on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
Average Scale Score	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) by students with disabilities and/or English Language Learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
State Participation Rate	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

NAEP Testing Note

Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in 10 categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched “similar schools.” For more information, please visit www.cde.ca.gov/ta/ac/ap.

API Ranks – Three Year Comparison

	05-06	06-07	07-08
Statewide API Rank	6	7	7
Similar Schools API Rank	2	4	4

API Growth by Student Group – Three Year Comparison

Group	Actual API Change			2008-09 Growth API Score
	06-07	07-08	08-09	
All Students at the School	18	19	36	852
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	-7	20	19	897
Filipino	■	■	■	■
Hispanic or Latino	43	37	60	744
Pacific Islander	■	■	■	■
White	■	■	■	■
Socioeconomically Disadvantaged	17	-7	62	814
English Learners	7	-13	54	841
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered ‘numerically significant’ for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Suspensions and Expulsions

Suspension and Expulsion Rates

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.034	0.063	0.072	0.025	0.031	0.050
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.0001

Public Internet Access

Individuals without home Internet access can use computers with Internet connections at public libraries within the Garden Grove Unified School District to download and view School Accountability Report Cards. Access to the Internet at libraries is generally provided on a first-come, first-served basis. Other use restrictions 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.

See below for library contact information for your community.

Anaheim Public Library
Tel: (714) 765-1880
Internet: www2.anaheim.net/custom.cfm?name=welcome_library.cfm

Orange County Public Library
Tel: (714) 566-3000
Internet: www.ocpl.org
Serving the following cities within the GGUSD:

- Cypress
- Garden Grove
- Fountain Valley
- Stanton
- Westminster

Santa Ana Public Library
Tel: (714) 647-5250
Internet: www.ci.santa-ana.ca.us/library/

Suspensions and Expulsions

The adjacent table displays the rate of suspensions and expulsions at the school and district levels for the most recent three-year period.

Adequate Yearly Progress

The federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percentage of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate (for high schools)

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	School		District	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	✧		Yes	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they are unable to reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). The level of intervention increases with each additional year a school fails to meet the AYP target. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2008-2009
Year in Program Improvement	Year 2	Year 2
Number of Schools Identified for Program Improvement	19	
Percent of Schools Identified for Program Improvement	28.4%	

Professional Development

The professional development program of the GGUSD focuses on research-based strategy instruction through extensive training and targeted in-class support. The use of student achievement data also assists in providing clear goals and expectations for planning inservices for teachers and paraprofessionals.

Five consecutive days of intensive workshops are conducted in late August to provide teachers with new knowledge and enhanced skills for the upcoming school year, while staff development opportunities are offered after school and by release time throughout the school year. Training in district curriculum, technology, and research-based strategy instruction are continuously offered. Along with these inservice opportunities, one non-student day is set aside each year for staff development involving all high school teachers in the district.

New teachers are provided an extensive BTSA-Induction training program. Classroom management, the district's base program, report cards, parent-teacher conferences, and research-based strategy instruction are just a few of the subjects of training for new teachers.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2008-09)

No Child Left Behind Compliant Teachers		
	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
School	100.0%	0.0%
All Schools in District	98.1%	1.9%
High-Poverty Schools in District	98.7%	1.3%
Low-Poverty Schools in District	97.4%	2.6%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the California Department of Education's website at www.cde.ca.gov/nclb/sr/tq/.

Teacher Qualifications

The table below displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the California Department of Education's website at <http://dq.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	District	School		
	08-09	06-07	07-08	08-09
Teachers				
With Full Credential	2142	18	16	17
Without Full Credential	46	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions			
	School		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	2	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	0

2007-08 District Financial Information

District Salary Information		
Range	District	State Average for Similar Sized Districts
Beginning Teacher Salary	\$49,211	\$42,065
Mid-Range Teacher Salary	\$79,650	\$67,109
Highest Teacher Salary	\$96,130	\$86,293
Average Principal Salary (Elementary School)	\$111,318	\$107,115
Average Principal Salary (Middle School)	\$113,047	\$112,279
Average Principal Salary (High School)	\$133,517	\$122,532
Superintendent Salary	\$250,664	\$216,356
% of Budget for Teacher Salaries	41.50%	39.40%
% of Budget for Administrative Salaries	4.20%	5.50%

District Financial Information

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule.

2007-08 School Financial Information

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Information	
	School
Total Expenditures Per Pupil	\$9,560
Expenditures Per Pupil from Restricted Sources	\$3,767
Expenditures Per Pupil from Unrestricted Sources	\$5,793
Average Teacher Salary	\$83,770

2007-08 Financial Information Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state information.

Financial Information Comparison		
	Expenditures Per Pupil from Unrestricted Sources	Average Teacher Salary
School	\$5,793	\$83,770
District	\$5,508	\$77,535
California	\$5,512	\$67,049
% Difference Between School and District	+4.92%	+7.44%
% Difference Between School and California	+4.86%	+19.96%

Financial Information Note: The financial information displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



SARC: For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding *English Learners*.

All information accurate as of December 2009.