



Monroe Elementary School District

Shelley Manser,
Superintendent/Principal
Email: smanser@monroe.k12.ca.us

www.monroe.k12.ca.us

Principal's Message

It is the mission of the Monroe Elementary School District to ensure a safe and challenging learning environment in which highly qualified educators, with parent and community support, focus on students' mastery of academic skills necessary for continued educational growth.

Parental Involvement

Parents and community members are very supportive of the educational programs in the Monroe Elementary School District. The All Parents Association brings together existing parent groups: Parents Club, School Site Council (SSC), and Migrant Advisory Committee. Together they assist the school through fundraising, special activities, volunteering in classrooms, serving as chaperones, as well as providing input and oversight of state and federal program applications, reports, and requirements.

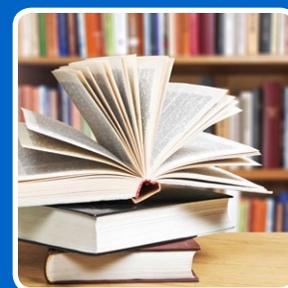
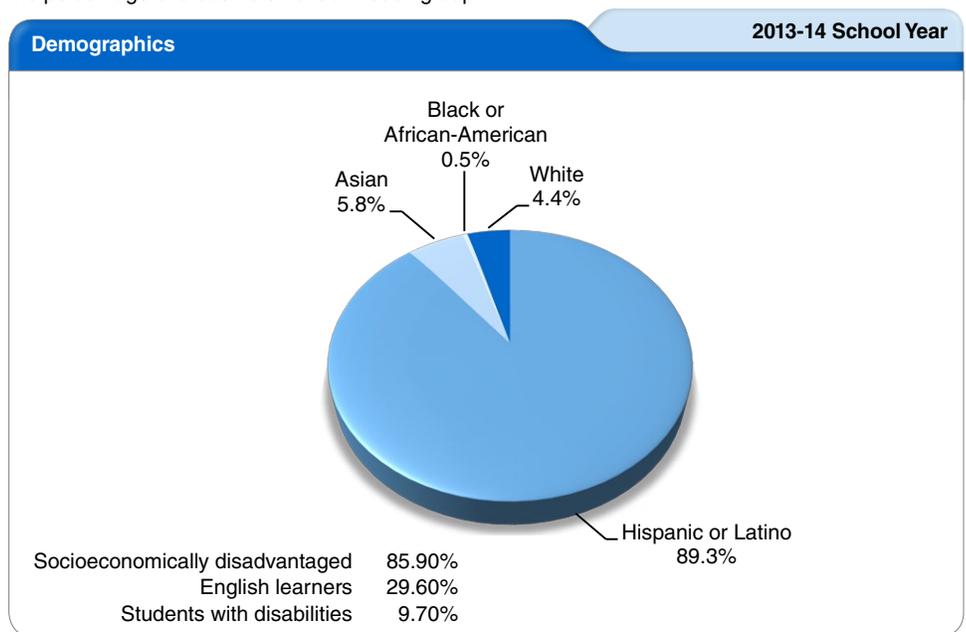
For more information on how to become involved, please contact Superintendent/Principal Shelley Manser at (559) 834-2895.

School Safety

Safety of students and staff is a primary concern of Monroe Elementary School. The school ensures compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster-preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are held regularly throughout the year. The School Safety Committee is made up of staff, the School Site Council, the principal, and a representative of the Fresno County Sheriff's Department. The Monroe School Safety Plan is updated annually and was last reviewed, revised, discussed with the staff and presented to the board of trustees in February 2014.

Enrollment by Student Group

The total enrollment at the school was 206 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.



Governing Board

Richard Cisneros, Clerk

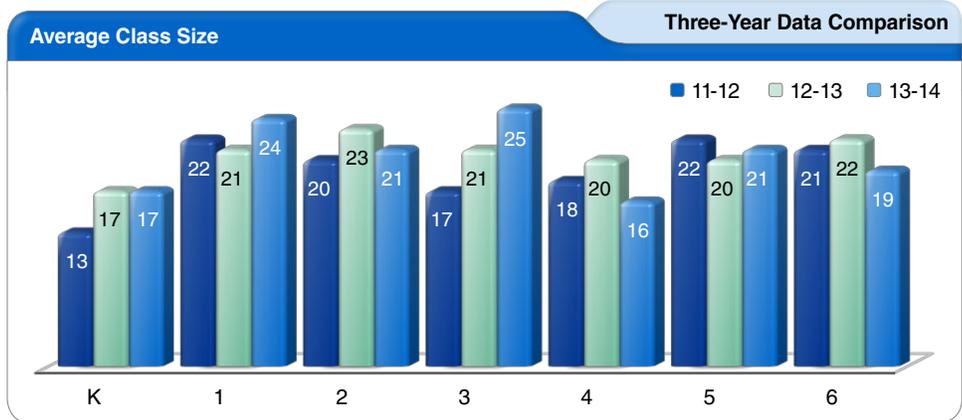
Steve Wells, Trustee

Steve Spate, Trustee

"Empowering Our Community Through Our Students."

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size.



Grade	Three-Year Data Comparison								
	2011-12			2012-13			2013-14		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
K	2			2			1	1	
1	1				1			1	
2	1				1			1	
3	1				1			1	
4	1				1		1		
5	1				1			1	
6	1				1		1		

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness area.

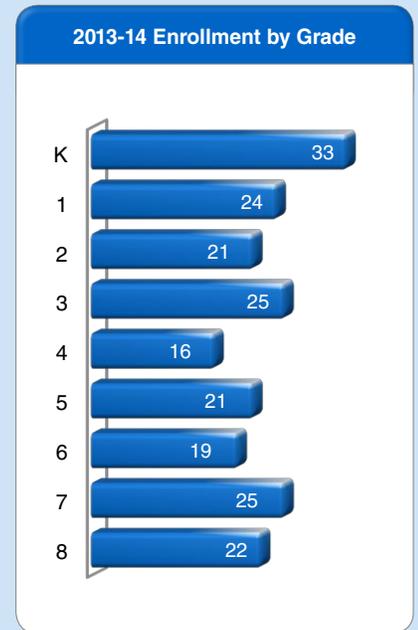
1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	2013-14 School Year	
	Monroe ES	
	Grade 5	Grade 7
Four of Six Standards	30%	12%
Five of Six Standards	50%	12%
Six of Six Standards	0%	52%

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

	Monroe ES		
	11-12	12-13	13-14
Suspension rates	5.2%	5.3%	2.1%
Expulsion rates	0.0%	0.0%	0.0%
	Monroe ESD		
	11-12	12-13	13-14
Suspension rates	5.2%	5.3%	2.1%
Expulsion rates	0.0%	0.0%	0.0%
	California		
	11-12	12-13	13-14
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%

California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Monroe ES			Monroe ESD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	42%	38%	33%	42%	38%	33%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	Spring 2014 Results
Group	Science
All students in the district	33%
All students at the school	33%
Male	32%
Female	33%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	33%
Native Hawaiian or Pacific Islander	❖
White	❖
Two or more races	❖
Socioeconomically disadvantaged	29%
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Monroe ES			Monroe ESD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	60%	48%	49%	60%	48%	49%	54%	56%	55%
Mathematics	59%	47%	45%	59%	47%	45%	49%	50%	50%
History/social science	42%	47%	33%	42%	47%	33%	48%	49%	49%

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

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). 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 more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	5	4	3
Similar Schools API Rank	10	10	9

Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2013 Growth API and Three-Year Data Comparison					
	2013 Growth API			Monroe ES – Actual API Change		
	Monroe ES	Monroe ESD	California	10-11	11-12	12-13
All students	763	763	790	30	-14	-30
Black or African-American	❖	❖	707	■	■	■
American Indian or Alaska Native	❖	❖	742	■	■	■
Asian	❖	❖	906	■	■	■
Filipino	❖	❖	867	■	■	■
Hispanic or Latino	763	763	743	28	-19	-23
Native Hawaiian or Pacific Islander	❖	❖	773	■	■	■
White	❖	❖	852	■	■	■
Two or more races	❖	❖	845	■	■	■
Socioeconomically disadvantaged	758	758	742	24	-5	-26
English learners	707	707	717	37	-33	-34
Students with disabilities	552	552	616	■	■	■

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

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.



Adequate Yearly Progress Criteria		2013-14 School Year	
	Monroe ES	Monroe ESD	
Met overall AYP	**	**	
Met participation rate			
English language arts	**	**	
Mathematics	**	**	
Met percent proficient			
English language arts	**	**	
Mathematics	**	**	
Met graduation rate	×	×	

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

“Parents and community members are very supportive of the educational programs in the Monroe Elementary School District.”

Federal Intervention Program		2014-15 School Year	
	Monroe ES	Monroe ESD	
Program Improvement status	In PI	Not In PI	
First year of Program Improvement	2013-2014	◇	
Year in Program Improvement*	Year 1	◇	
Number of schools identified for Program Improvement		1	
Percent of schools identified for Program Improvement		100.00%	

* For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013–14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

× Not applicable. The graduation rate for AYP criteria applies to high schools.
 * DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.
 ◇ Not applicable.



Textbooks and Instructional Materials

Monroe Elementary School follows the state's seven-year textbook-adoption cycle by subject areas. A committee is selected to view adopted textbooks at the County Office of Education or through individual publishers. If possible, the committee members visit places that are already using or piloting the new textbooks. All Monroe students are assigned textbooks for use during school and at home. All students in visual and performing arts classes (which include beginning band and advanced band) have access to the appropriate textbooks and instructional materials.

The February budget package, as amended in July, provides that the State Board of Education shall not adopt instructional materials or develop curriculum frameworks until 2013-14.

Between 2008-09 and 2012-13, Local Educational Agencies (LEAs) are required to provide sufficient instructional materials for all students. When purchasing instructional materials, LEAs must buy standards-aligned instructional materials, and in the case of grades K-8, LEAs must purchase instructional materials that were state-adopted prior to July 1, 2008, unless the LEA purchased materials adopted after July 1, 2008.

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
English language arts	EngageNY (K-8)	2014-15
Mathematics	EngageNY (K-8)	2014-15
Science	Scott Foresman (K-5)	2007-08
Science	Pearson Prentice Hall (6-8)	2007-08
History	Pearson Scott Foresman (K-5)	2006-07
History	Pearson Prentice Hall (6-8)	2006-07

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2014-15 School Year
Ilssll	Percent Lacking	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Visual and Performing Arts	◇	
Foreign Language	◇	
Health	◇	

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data		2014-15 School Year
Data Collection Date	09/2014	

◇ Not applicable.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2014-15 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



Public 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-serve 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 at a workstation, and the ability to print documents.

School Facility Items Inspected

The table show the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest and 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 damage, roofs
- **External:** Windows, doors, gates, fences, playgrounds, school grounds

School Facility Good Repair Status

This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2014-15 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions		Good	
Date of the most recent school site inspection		09/09/2014	
Date of the most recent completion of the inspection form		09/09/2014	

Professional Development

Monroe Elementary School District strongly supports a quality instructional program. The curriculum is continually assessed and aligned with State Frameworks for all subject areas. There is a high interest in professional growth, as evidenced by staff members attending in-services and workshops. Leadership and responsibility are shared among all staff members. The members of the Monroe Elementary School Board of Trustees have consistently supported the staff and administration in their endeavors to maintain quality instruction and an atmosphere advantageous to learning through staff development.

Our teachers are contracted for 185 school days. Over the past five years, we have provided five professional-development days each year. Our teachers have attended the San Joaquin Valley Writing Project, Unpacking the Standards, Edusoft database management and use, Accelerated Reader, Curriculum Mapping, use of instructional technology, Interwrite technology training, Achieving Results: teaching with a purpose, rigor, and engagement, and adopted curriculum in-services. Beginning teachers are also required to participate in a two-year Beginning Teacher Support and Assessment (BTSA) program. Monroe Elementary School supports and encourages all staff to focus on individual professional growth as needed.

Professional Development Days	Three-year Data Comparison		
	2012-13	2013-14	2014-15
Monroe ES	5 days	5 days	5 days

School Facilities

Monroe Elementary School provides a safe, clean, and functional environment for K-8 students, staff, and volunteers. School facilities were built in 1970, and two portables were added in 1995-96. A team of three custodians ensures facilities are well maintained, and the district administers a scheduled maintenance program.

Playground equipment is inspected on a regular basis to maintain student safety, and an annual safety inspection is conducted each year. Fire extinguishers are available in every classroom and are inspected each month and professionally maintained annually. Grounds are free from litter, and trash removal is scheduled to prevent a buildup of trash on the site. The Organization of Self-Insured Schools conducts an annual safety inspection of facilities and grounds, prioritizing hazards it deems may provide a health and/or safety hazard. The district conducts a facilities and grounds inspection as required by the Williams case settlement, which was a class-action lawsuit settled in 2004 that requires the state to provide enough instructional materials and adequate school facilities for all students.



Types of Services Funded

Programs and supplemental services that are provided at the school — either through categorical funds or other sources that support and assist students — include Migrant Education in-home tutoring, Monroe After-school Program (MAP), Rachel’s Challenge, Safe School Ambassadors, summer school (as budget permits), one-on-one Read Naturally program targeting third graders, Read 180 program targeting grades 4-8, Early-Soar to Success Program targeting grades 2-3, and targeted intervention for K-8.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data Comparison			
	Monroe ESD	Monroe ES		
Teachers	14-15	12-13	13-14	14-15
With full credential	12	11	12	12
Without full credential	0	0	0	0
Teaching outside subject area of competence	0	0	0	0



Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Monroe ES		
Teachers	12-13	13-14	14-15
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Monroe ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	◇	◇

◇ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Ratio of students per academic counselor	◇
Support Staff	
FTE	
Social/behavioral or career development counselors	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	*
Social worker	0.0
Nurse	*
Speech/language/hearing specialist	⌘
Resource specialist (non-teaching)	○

* One day per week
 ⌘ Two days per week
 ○ Three days per week
 ★ Seven days contracted as needed



Financial Data

The financial data displayed in this SARC is from the 2012-13 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 detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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. Note the district salary data does not include benefits.

District Salary Data	2012-13 Fiscal Year	
	Monroe ESD	Similar Sized District
Beginning teacher salary	\$32,573	\$38,970
Midrange teacher salary	\$46,015	\$56,096
Highest teacher salary	\$53,347	\$71,434
Average elementary school principal salary	⊕	\$91,570
Superintendent salary	\$88,326	\$107,071
Teacher salaries — percent of budget	33%	36%
Administrative salaries — percent of budget	8%	7%

Financial Data Comparison

This 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 data.

Financial Data Comparison	2012-13 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Monroe ES	\$1,759	\$48,883
Monroe ESD	\$1,759	\$48,883
California	\$4,690	\$57,931
School and district — percent difference	◆	◆
School and California — percent difference	-62.5%	-15.6%

- ⊕ The Principal and Superintendent are combined as one position.
- ◆ The percent difference does not apply to single-site districts.

School Financial Data

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 Data	
2012-13 Fiscal Year	
Total expenditures per pupil	\$7,743
Expenditures per pupil from restricted sources	\$5,984
Expenditures per pupil from unrestricted sources	\$1,759
Annual average teacher salary	\$48,883



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit <http://www.cde.ca.gov/fg/aa/lc/lcffaqa.asp>.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.