

Monroe Elementary School District

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SARC

2022-23

School Accountability
Report Card
Published in 2023-24



Monroe Elementary School

Grades TK-8
CDS Code 10-62323-6006993

Shelley Manser, Superintendent/Principal
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11842 South Chestnut Avenue
Fresno, CA 93725
(559) 834-2895

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Principal's Message

At Monroe Elementary School, we strive to be a community of learners that includes students, staff, parents and business partnerships. Through this, we hope to prepare our students to be critical thinkers and problem solvers. Our experience and a balanced, rigorous, challenging curriculum allows for individual differences and fosters responsible citizenship in a safe and orderly environment.

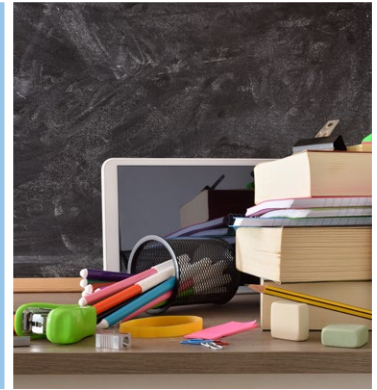
Parental Involvement

Parents and community members are 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 the Migrant Advisory Committee. Together they assist the school through fundraising; participating in 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 at the school, please contact Danita Ramos, PTC president, at (559) 834-2895.

School Safety

The 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. The school has fire and disaster drills regularly throughout the year. The School Safety Committee consists of staff, the School Site Council, the principal and a representative of the Fresno County Sheriff's Office. Monroe updates the school safety plan annually and was last reviewed, revised, discussed with the staff and presented to the board of trustees in March 2024.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



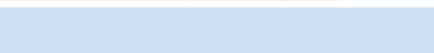
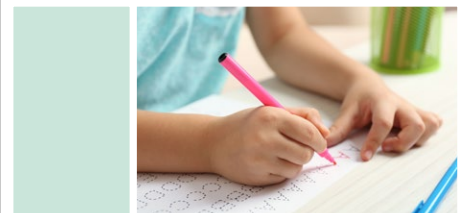
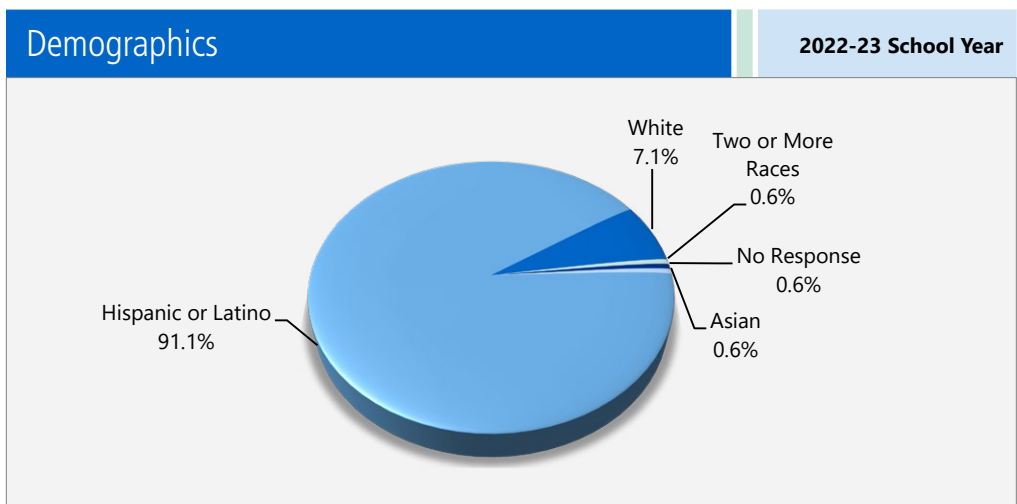
Mission Statement

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.



Enrollment by Student Group

The total enrollment at the school was 169 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.





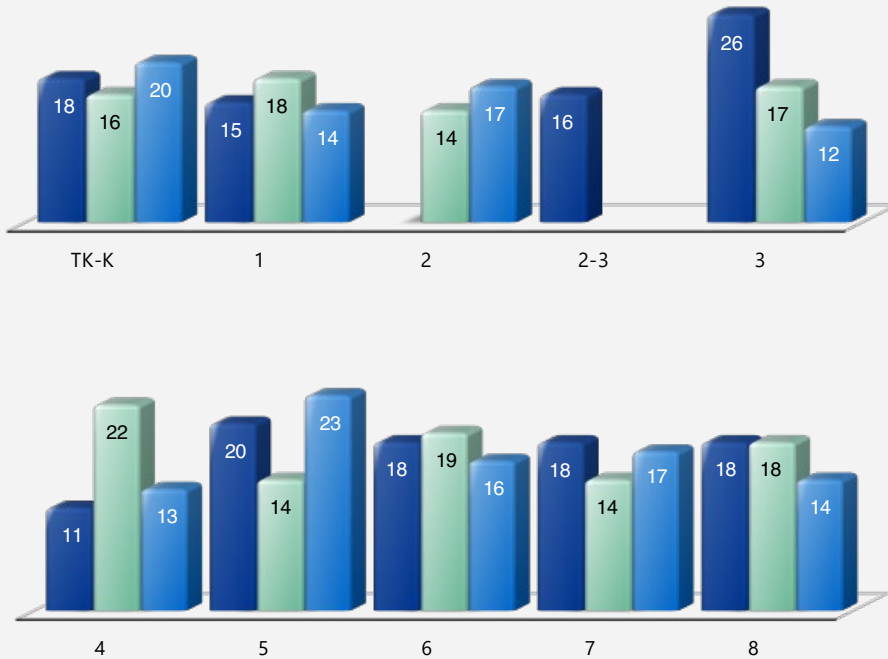
Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data

20-21 21-22 22-23



Number of Classrooms by Size

Three-Year Data

Grade	2020-21			2021-22			2022-23		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-K	1			1				1	
1	1			1			1		
2				1			1		
2-3	1								
3		1		1			1		
4	1				1		1		
5	1			1				1	
6	1			1			1		
7	1			1			1		
8	1			1			1		

Enrollment by Student Group

Demographics

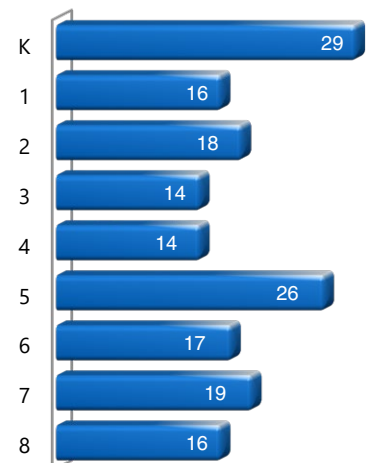
2022-23 School Year

Female	52.70%
Male	47.30%
Non-Binary	0.00%
English learners	45.00%
Foster youth	0.00%
Homeless	4.10%
Migrant	14.80%
Socioeconomically Disadvantaged	95.30%
Students with Disabilities	12.40%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.

2022-23 Enrollment by Grade





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Monroe ES			Monroe ESD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	0.60%	1.10%	0.00%	0.60%	1.10%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.



Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	1.10%	0.00%	
Female	0.00%	0.00%	
Male	2.20%	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	1.20%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	0.00%	0.00%	
English Learners	1.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	1.10%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	0.00%	0.00%	

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.

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 participating in each of the five fitness components 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 Participating in each of the Five Fitness Components	
2022-23 School Year	
Grade 5	
Component:	%
1. Aerobic Capacity	100%
2. Abdominal Strength and Endurance	100%
3. Trunk Extensor and Strength and Flexibility	100%
4. Upper Body Strength and Endurance	100%
5. Flexibility	100%
Grade 7	
Component:	%
1. Aerobic Capacity	100%
2. Abdominal Strength and Endurance	100%
3. Trunk Extensor and Strength and Flexibility	100%
4. Upper Body Strength and Endurance	100%
5. Flexibility	100%

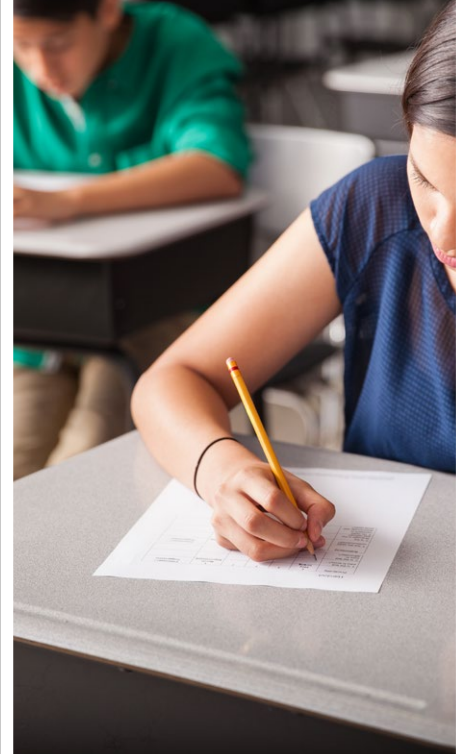


Statewide Assessments

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 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Monroe ES		Monroe ESD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
Science	12.50%	13.95%	12.50%	13.95%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Monroe ES		Monroe ESD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	20%	29%	20%	29%	47%	46%
Mathematics	8%	14%	8%	14%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

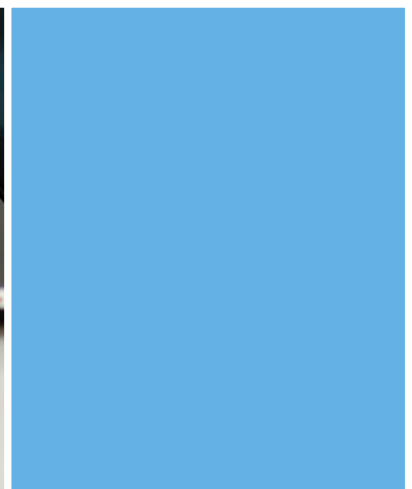
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	44	43	97.73%	2.27%	13.95%
Female	21	21	100.00%	0.00%	9.52%
Male	23	22	95.65%	4.35%	18.18%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	42	41	97.62%	2.38%	14.63%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	20	20	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	43	42	97.67%	2.33%	14.29%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.





CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	107	105	98.13%	1.87%	28.57%
Female	54	54	100.00%	0.00%	25.93%
Male	53	51	96.23%	3.77%	31.37%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	99	97	97.98%	2.02%	28.87%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	53	53	100.00%	0.00%	18.87%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	102	100	98.04%	1.96%	27.00%
Students receiving Migrant Education services	12	12	100.00%	0.00%	33.33%
Students with Disabilities	18	18	100.00%	0.00%	16.67%

❖ 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.

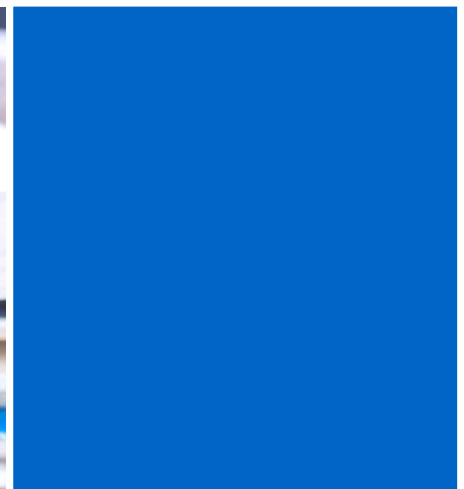




CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	108	107	99.07%	0.93%	14.02%
Female	55	55	100.00%	0.00%	12.73%
Male	53	52	98.11%	1.89%	15.38%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	100	99	99.00%	1.00%	15.15%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	54	54	100.00%	0.00%	7.41%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	103	102	99.03%	0.97%	12.75%
Students receiving Migrant Education services	12	12	100.00%	0.00%	16.67%
Students with Disabilities	18	18	100.00%	0.00%	16.67%

❖ 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.





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.

When purchasing instructional materials, Local Education Agencies (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		2023-24 School Year
Subject	Textbook	Adopted
Reading/language arts	EngageNY (K-8)	2014-15
Mathematics	EngageNY (K-8)	2014-15
Science	Amplify (K-8)	2019-20
History	Pearson (K-5)	2018-19
History	Cengage Learning, National Geographic (6-8)	2018-19

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group		2022-23 School Year		
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	188	179	75	41.90%
Female	98	94	37	39.40%
Male	90	85	38	44.70%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	0	0	0	0.00%
Asian	1	1	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	170	161	64	39.80%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	1	1	1	100.00%
White	15	15	9	60.00%
English Learners	104	98	35	35.70%
Foster Youth	0	0	0	0.00%
Homeless	7	7	3	42.90%
Socioeconomically Disadvantaged	181	172	70	40.70%
Students Receiving Migrant Education Services	25	25	8	32.00%
Students with Disabilities	33	32	19	59.40%

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	
2023-24 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2023-24 School Year	
Data collection date	9/12/2023

Quality of Textbooks

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

Quality of Textbooks	
2023-24 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes



School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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		2023-24 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent FIT report	2/23/2024	

School Facilities

Monroe Elementary School provides a safe, clean and functional environment for TK-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 a 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.

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-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.



“At Monroe Elementary School, we strive to be a community of learners that includes students, staff, parents and business partnerships.”

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; and targeted intervention for TK-8.

Professional Development

Monroe Elementary School District strongly supports a quality instructional program. The school continually assesses the curriculum and aligns it 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. All staff members share leadership and responsibility. 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.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement	
2021-22	5
2022-23	5
2023-24	5

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.



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

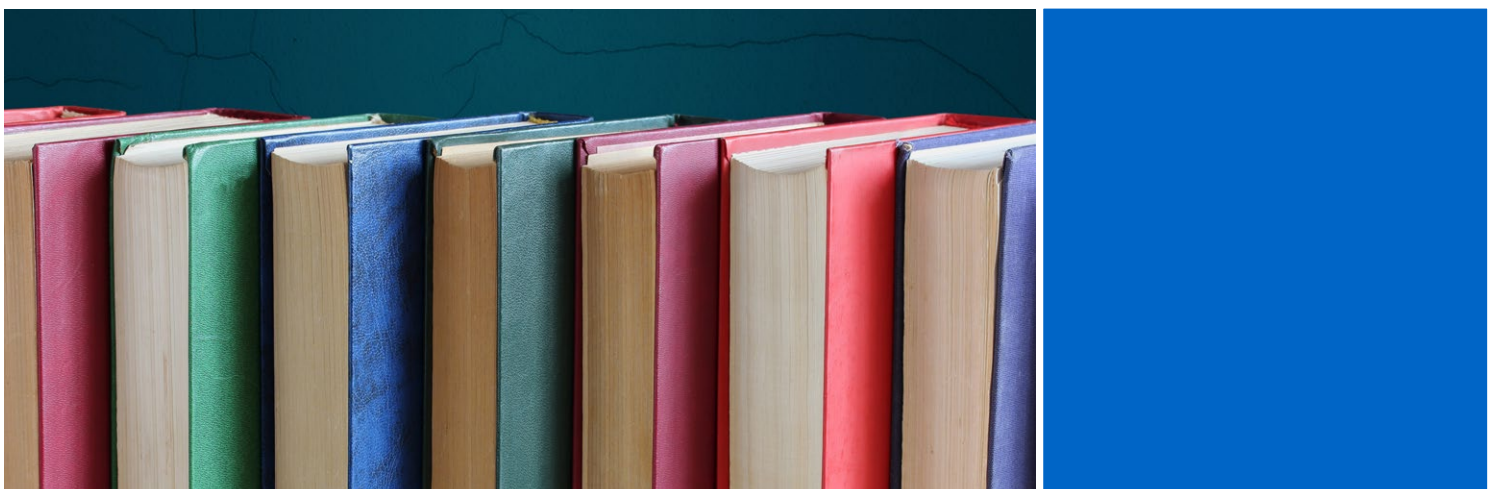
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.0	54.5%	6.0	54.5%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	4.0	36.4%	4.0	36.4%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	9.1%	1.0	9.1%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
Unknown	0.0	0.0%	0.0	0.0%	18,854.3	6.9%
Total Teaching Positions	11.0	100.0%	11.0	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
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)	9.0	81.8%	9.0	81.8%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.0	9.1%	1.0	9.1%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	9.1%	1.0	9.1%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	0.0	0.0%	0.0	0.0%	15,831.9	5.7%
Total Teaching Positions	11.0	100.0%	11.0	100.0%	279,044.8	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

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





Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	1.0	1.0
Misassignments	0.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	1.0



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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.40
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.20
Psychologist	0.40
Social worker	0.00
Nurse	★
Speech/language/hearing specialist	0.30
Resource specialist (nonteaching)	0.50

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	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%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

◇ Not applicable.

★ Seven days per year.



Financial Data

The financial data displayed in this SARC is from the 2021-22 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 California Department of Education (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.

Salary Data	2021-22 Fiscal Year	
	Monroe ESD	Similar Sized District
Beginning teacher salary	⊕	\$48,480
Midrange teacher salary	⊕	\$73,129
Highest teacher salary	⊕	\$99,406
Average elementary school principal salary	⊕	\$117,381
Superintendent salary	⊕	\$138,991
Teacher salaries: percentage of budget	21.80%	29.34%
Administrative salaries: percentage of budget	6.99%	5.99%

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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Monroe ES	\$11,798	\$55,550
Monroe ESD	\$11,798	\$55,550
California	\$7,607	\$75,753
School and district: percentage difference	◆	◆
School and California: percentage difference	+55.1%	-26.7%

- ⊕ Single-site districts are not required to display this data (Education Code Section 41409.3).
- ◆ The percentage 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	
2021-22 Fiscal Year	
Total expenditures per pupil	\$16,758
Expenditures per pupil from restricted sources	\$4,960
Expenditures per pupil from unrestricted sources	\$11,798
Annual average teacher salary	\$55,550



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.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.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. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of January 2024.