

### 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.

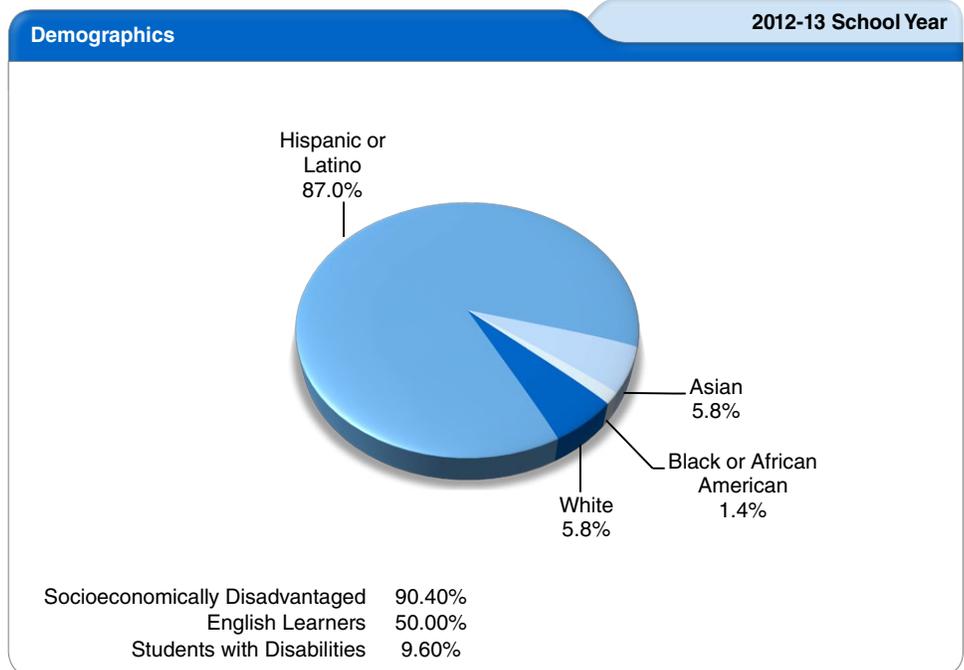
For more information on how to become involved, please contact Superintendent/Principal Shelley Manser at (559) 834-2895.

### 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 January 2013.

### Enrollment by Student Group

The total enrollment at the school was 208 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.



### Monroe Elementary School District

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CDS Code: 10-62323-6006993  
Grades: K-8

[www.monroe.k12.ca.us](http://www.monroe.k12.ca.us)



### Governing Board

**Steve Spate**  
*Clerk*

**Lee Sarkisian**  
*Trustee*

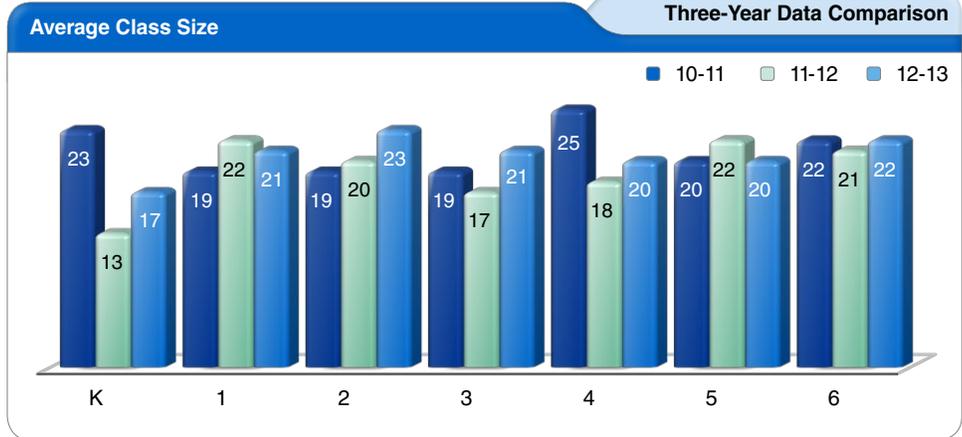
### School Accountability Report Card

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.

Para español visita:  
[www.monroe.k12.ca.us](http://www.monroe.k12.ca.us)

### 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	10-11			11-12			12-13		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1		2			2		
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 areas:

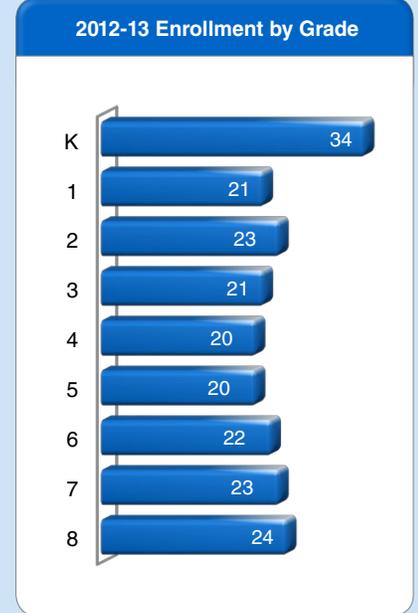
1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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](http://www.cde.ca.gov/ta/tg/pf).

Percentage of Students Meeting Fitness Standards	2012-13 School Year	
	Monroe ES	
	Grade 5	Grade 7
Four of Six Standards	22.20%	11.50%
Five of Six Standards	50.00%	38.50%
Six of Six Standards	11.10%	42.30%

### Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.



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

### STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content standards using the following five performance levels: 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 show the percentage of students who scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

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%
Science	44%	42%	38%	44%	42%	38%	57%	60%	59%
History-Social Science	42%	47%	33%	42%	47%	33%	48%	49%	49%



### Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The STAR consists of several key tests that are designed for the student's age and individual needs. These tests include 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.

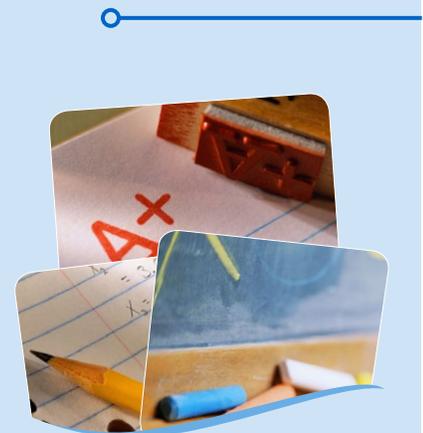
The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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 more information on the STAR including tests, participation, groups, and scores by grade level, please visit [star.cde.ca.gov](http://star.cde.ca.gov).

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

Students Scoring at Proficient or Advanced Levels	Spring 2013 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	49%	45%	38%	33%
All Students at the School	49%	45%	38%	33%
Male	37%	39%	30%	38%
Female	63%	51%	47%	27%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	47%	44%	42%	32%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	46%	45%	43%	35%
English Learners	9%	32%	❖	❖
Students with Disabilities	21%	14%	❖	❖
Students Receiving Migrant Education Services	51%	46%	❖	❖



❖ 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.

### API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (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			
	2010	2011	2012
Statewide API Rank	5	5	4
Similar Schools API Rank	10	10	10

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is 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.

The annual API reporting cycle consists of the Base API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/) for the API information guide and the API overview guide.

### 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: (1) at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or (2) 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.

API Growth by Student Group		2013 Growth API and Three-Year Data Comparison							
Group	2013 Growth API						Monroe ES – Actual API Change		
	Monroe ES		Monroe ESD		California		10-11	11-12	12-13
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	136	763	136	763	4,655,989	790	30	-14	-30
Black or African American	1	❖	1	❖	296,463	708	■	■	■
American Indian or Alaska Native	0	❖	0	❖	30,394	743	■	■	■
Asian	10	❖	10	❖	406,527	906	■	■	■
Filipino	0	❖	0	❖	121,054	867	■	■	■
Hispanic or Latino	115	763	115	763	2,438,951	744	28	-19	-23
Native Hawaiian or Pacific Islander	0	❖	0	❖	25,351	774	■	■	■
White	9	❖	9	❖	1,200,127	853	■	■	■
Two or More Races	1	❖	1	❖	125,025	824	■	■	■
Socioeconomically Disadvantaged	118	758	118	758	2,774,640	743	24	-5	-26
English Learners	62	707	62	707	1,482,316	721	37	-33	-34
Students with Disabilities	16	552	16	552	527,476	615	■	■	■

❖ 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. California public schools and districts are required to meet or exceed criteria in the following four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2012-13. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria		2012-13 School Year	
	Monroe ES	Monroe ESD	
<b>Met Overall AYP</b>	No	No	
<b>Met Participation Rate</b>			
English-Language Arts	Yes	Yes	
Mathematics	Yes	Yes	
<b>Met Percent Proficient</b>			
English-Language Arts	No	No	
Mathematics	No	No	
<b>Met API Criteria</b>	No	No	
<b>Met Graduation Rate</b>	×	×	

### 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. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2013-14 School Year	
	Monroe ES	Monroe ESD	
<b>Program Improvement Status</b>	In PI	Not In PI	
<b>First Year of Program Improvement</b>	2013-2014	◇	
<b>Year in Program Improvement</b>	Year 1	◇	
<b>Number of Schools Identified for Program Improvement</b>		1	
<b>Percent of Schools Identified for Program Improvement</b>		100.00%	

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



*“Monroe Elementary School District strongly supports a quality instructional program.”*

### Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates			
Monroe ES			
	10-11	11-12	12-13
<b>Suspension Rates</b>	7.3%	5.2%	5.3%
<b>Expulsion Rates</b>	0.0%	0.0%	0.0%
Monroe ESD			
	10-11	11-12	12-13
<b>Suspension Rates</b>	7.3%	5.2%	5.3%
<b>Expulsion Rates</b>	0.0%	0.0%	0.0%

### 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.



### Availability of Textbooks and Instructional Materials

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

Textbooks and Instructional Materials List		2013-14 School Year
Subject	Textbook	Adopted
Reading/ Language Arts	Houghton Mifflin (K-5)	2004-05
Reading/ Language Arts	Prentice Hall (6-8)	2004-05
Mathematics	Sadlier (K-2)	2004-05
Mathematics	Harcourt (3-5)	2004-05
Mathematics	McDougal Littell (6-8)	2004-05
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

Percentage of Students Lacking Materials by Subject	
2013-14 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇

### Quality of Textbooks

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

Quality of Textbooks		2013-14 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	
Do all students, 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 (i.e., 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 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.

### Currency of Textbook Data

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

Currency of Textbooks	
2013-14 School Year	
Data Collection Date	09/2013

◇ Not applicable.

### School Facility Items Inspected

The table shows 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/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

### 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		2013-14 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
<b>Overall Summary of Facility Conditions</b>			Good
<b>Date of the Most Recent School Site Inspection</b>			09/10/2013
<b>Date of the Most Recent Completion of the Inspection Form</b>			09/10/2013

### 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 area, are inspected each month, and are 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 Settlement.

### Types of Services Funded

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.

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### 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 BTSA program. Monroe Elementary School supports and encourages all staff to focus on individual professional growth as needed.

For the previous three school years, we had five days each year dedicated to staff and professional development.



### 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/](http://www.ctc.ca.gov/).

Teacher Credential Information	Three-Year Data Comparison			
	Monroe ESD	Monroe ES		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	11	11	11	11
Without Full Credential	0	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 (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	11-12	12-13	13-14
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 2012-13 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](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2012-13 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.

★ 7 contracted days per year or as needed.



*"Safety of students and staff is a primary concern of Monroe Elementary School."*

### 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	
2012-13 School Year	
<b>Academic Counselors</b>	
FTE of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	◇
<b>Support Staff</b>	
Social/Behavioral or Career Development Counselors	FTE
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.25
Psychologist	0.50
Social Worker	0.00
Nurse	★
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00

### Financial Data

The financial data displayed in this SARC is from the 2011-12 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/](http://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/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at [www.ed-data.org](http://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	2011-12 Fiscal Year	
	Monroe ESD	Similar Sized District
Beginning Teacher Salary	\$32,573	\$38,719
Mid-Range Teacher Salary	\$46,015	\$55,637
Highest Teacher Salary	\$53,347	\$70,797
Average Elementary School Principal Salary	⊕	\$90,284
Superintendent Salary	\$86,595	\$104,272
Teacher Salaries — Percent of Budget	35%	35%
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	2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Monroe ES	\$5,205	\$48,883
Monroe ESD	\$5,205	\$48,883
California	\$5,537	\$57,720
School and District — Percent Difference	◆	◆
School and California — Percent Difference	-6.0%	-15.3%

⊕ 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	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	\$7,654
Expenditures Per Pupil From Restricted Sources	\$2,449
Expenditures Per Pupil From Unrestricted Sources	\$5,205
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.



Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on 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. For further information regarding the data elements and terms used in the SARC see the *2012-13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at [www.cde.ca.gov/ta/ac/ap](http://www.cde.ca.gov/ta/ac/ap). 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 of each year.

All data accurate as of December 2013.