



Monroe Elementary School

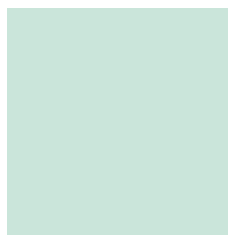
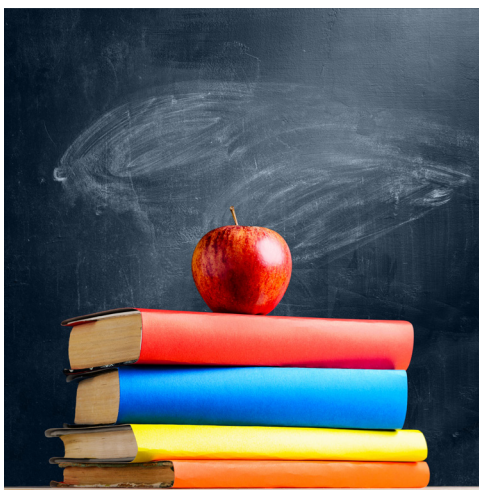
Grades K-8
CDS Code 10-62323-6006993

Craig Bowden
Principal
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11842 South Chestnut Avenue
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Para español, visita www.monroe.k12.ca.us



Monroe Elementary School District

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Shelley Manser, Superintendent ▪ smanser@monroe.k12.ca.us ▪ (559) 834-2895



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.

School 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.

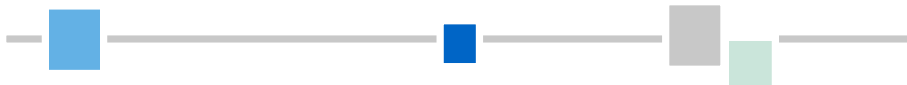
Parental Involvement

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.

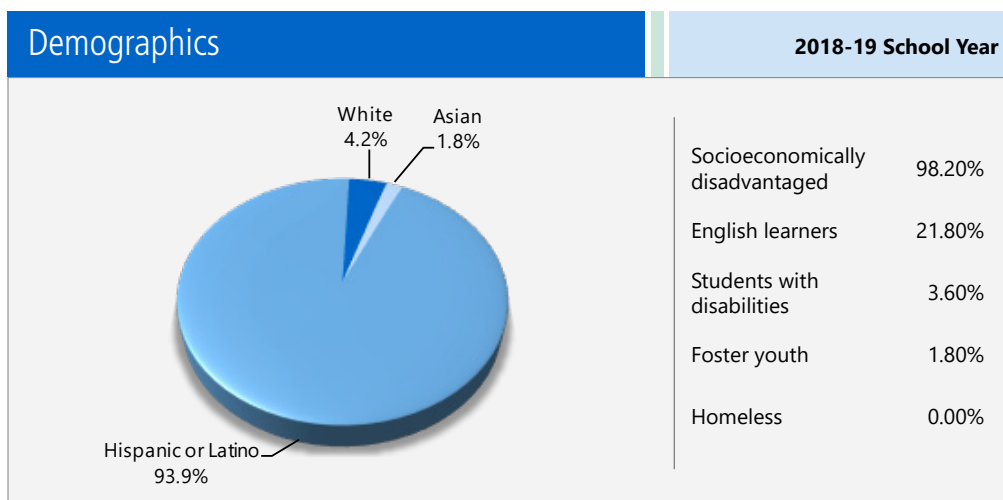
School Safety

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 February 2020.



Enrollment by Student Group

The total enrollment at the school was 165 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



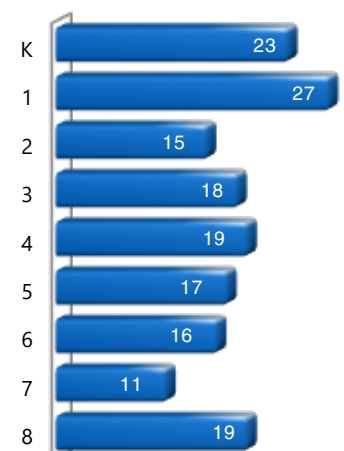
School Accountability Report Card

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.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade





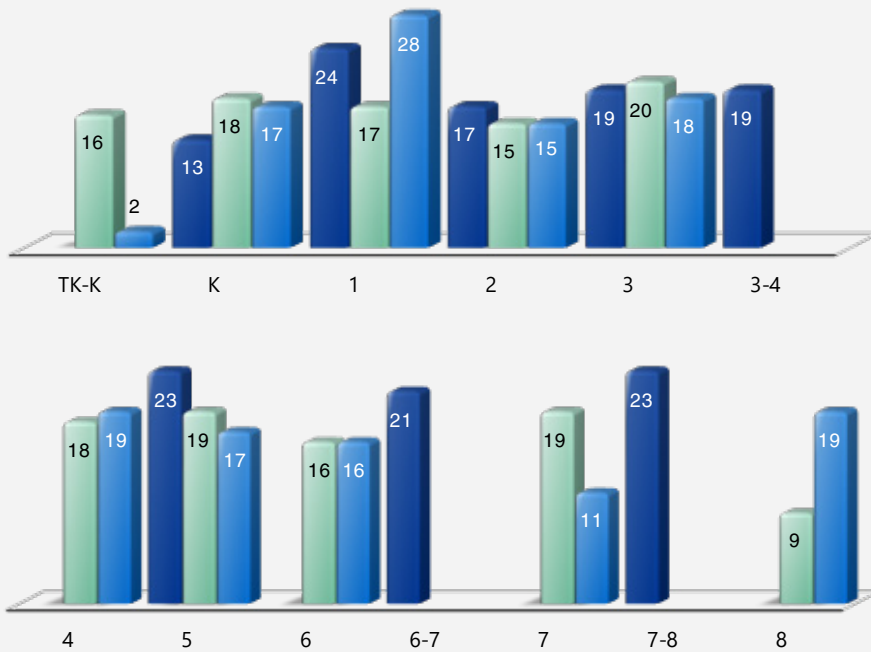
Class Size Distribution

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

■ 16-17 ■ 17-18 ■ 18-19



Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-K				1			1		
K	2			1			1		
1		1		1				1	
2	1			1			1		
3	1			1			1		
3-4	1								
4				1			1		
5		1		1			1		
6				1			1		
6-7		1							
7				1			1		
7-8		1							
8				1			1		

"Our experience and a balanced, rigorous, challenging curriculum allows for individual differences and fosters responsible citizenship in a safe and orderly environment."

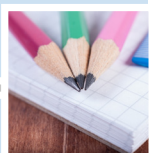


Suspensions and Expulsions

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.

Suspension and Expulsion Rates

Monroe ES			
	16-17	17-18	18-19
Suspension rates	0.0%	0.6%	1.6%
Expulsion rates	0.0%	0.0%	0.0%
Monroe ESD			
	16-17	17-18	18-19
Suspension rates	0.0%	0.6%	1.6%
Expulsion rates	0.0%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%





CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Monroe ES		Monroe ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Monroe ES		Monroe ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	35%	42%	35%	42%	50%	51%
Mathematics	26%	30%	26%	30%	38%	40%

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.

California Physical Fitness Test		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Monroe ES	
		Grade 5	Grade 7
Four of six standards		13.3%	23.1%
Five of six standards		33.3%	38.5%
Six of six standards		6.7%	7.7%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–8.

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.

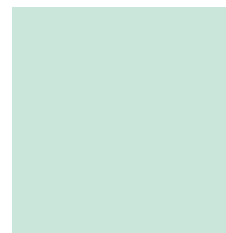
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



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

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	99	99	100.00%	0.00%	42.42%
Male	58	58	100.00%	0.00%	37.93%
Female	41	41	100.00%	0.00%	48.78%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	95	95	100.00%	0.00%	40.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	94	94	100.00%	0.00%	43.62%
English learners	40	40	100.00%	0.00%	30.00%
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	20	20	100.00%	0.00%	20.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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





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

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	99	99	100.00%	0.00%	30.30%
Male	58	58	100.00%	0.00%	36.21%
Female	41	41	100.00%	0.00%	21.95%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	95	95	100.00%	0.00%	28.42%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	94	94	100.00%	0.00%	30.85%
English learners	40	40	100.00%	0.00%	27.50%
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	20	20	100.00%	0.00%	15.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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





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, 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		2019-20 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

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		2019-20 School Year
Monroe ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	✧	
Foreign language	✧	
Health	✧	

✧ Not applicable.

Quality of Textbooks

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

Quality of Textbooks	
2019-20 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

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	
2019-20 School Year	
Data collection date	9/10/2019





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		2019-20 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 school site inspection		1/15/2020
Date of the most recent completion of the inspection form		1/15/2020



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 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.



"Every student matters, every moment counts."



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 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.



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		
	Monroe ESD	Monroe ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	8	12	8	8
Without a full credential	2	0	2	2
Teaching outside subject area of competence (with full credential)	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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
	Monroe ES			
Teachers	17-18	18-19	19-20	
Teacher misassignments of English learners	0	0	0	
Total teacher misassignments	0	0	0	
Vacant teacher positions	0	0	0	

Professional Development

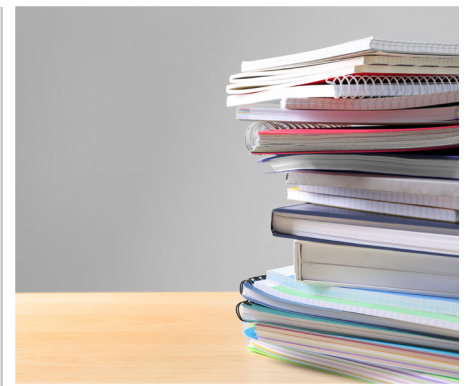
Monroe Elementary School District strongly supports a quality instructional program. The school continually assesses the curriculum and aligns it with state frameworks for all subject areas. There is a high interest in professional growth, as evidenced by staff members attending in-services and workshops. 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		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	5	5	5	

◇ Not applicable.

✕ Contracted with our county office for Librarian services.

⌘ Contracted 5+ days as needed for all required testing as per mandates.



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	
2018-19 School Year	
	Ratio
Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.40
Library media teacher (librarian)	✕
Library media services staff (paraprofessional)	0.20
Psychologist	0.40
Social worker	0.00
Nurse	⌘
Speech/language/hearing specialist	0.20
Resource specialist (nonteaching)	0.50



Financial Data

The financial data displayed in this SARC is from the 2017-18 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		2017-18 Fiscal Year
	Monroe ESD	Similar Sized District
Beginning teacher salary	◇	\$45,252
Midrange teacher salary	◇	\$65,210
Highest teacher salary	◇	\$84,472
Average elementary school principal salary	◇	\$107,614
Average middle school principal salary	◇	\$112,242
Superintendent salary	◇	\$124,686
Teacher salaries: percentage of budget	26%	31%
Administrative salaries: percentage of budget	10%	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		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Monroe ES	\$12,190	\$56,518
Monroe ESD	\$12,190	\$56,518
California	\$7,507	\$64,941
School and district: percentage difference	◆	◆
School and California: percentage difference	+62.4%	-13.0%

◇ Information not available.

◆ The percentage difference does not apply to single-site districts.

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 2020.

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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$15,949
Expenditures per pupil from restricted sources	\$3,759
Expenditures per pupil from unrestricted sources	\$12,190
Annual average teacher salary	\$56,518



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.

School Accountability Report Card

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