

Monroe Elementary School

11842 South Chestnut Avenue Fresno, CA 93725 ▪ www.monroe.k12.ca.us
Gerrett Suarez, Principal ▪ gsuarez@caruthers.k12.ca.us ▪ (559) 834-2895
Grades TK-8 ▪ CDS Code 10-75598-6006993



Caruthers Unified School District

2200 W. Tahoe Avenue Caruthers, CA 93609 ▪ www.caruthers.k12.ca.us
Orin Hirschorn, Superintendent ▪ orhirschorn@caruthers.k12.ca.us ▪ (559) 495-6400

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. We strive to create meaningful experiences for our students using rigorous and challenging curriculum. We value individual differences and foster responsible citizenship in a safe and orderly environment.

School Mission Statement

It is the mission of the Monroe Elementary School 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

Monroe Elementary School believes that educating students requires a strong collaborative effort between parents and the school site. Parents and community members are supportive of the educational programs at Monroe Elementary School. Monroe brings together existing parent groups: Parents Club, School Site Council (SSC), English Learner Advisory Committee (ELAC) 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. Separately, the SSC and ELAC serve two distinct purposes. The SSC supports the school site with decisions and planning related to the Single Plan for Student Achievement (SPSA). The ELAC groups focus on goals and growth among our English learner (EL) student population.

For more information on how to become involved at the school, please contact the Monroe Elementary School office at (559) 834-2895.

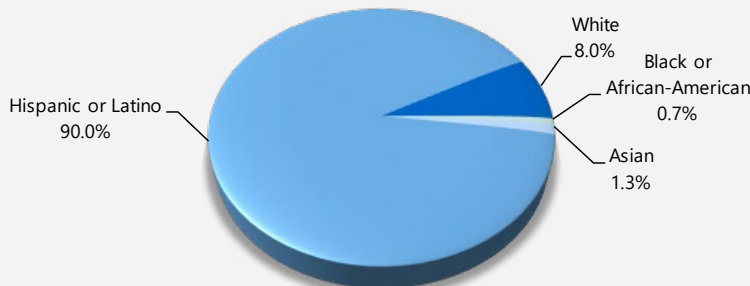
School Safety

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 October 2025.

Enrollment by Student Group

The total enrollment at the school was 150 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



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.

Goals of Caruthers Unified School District

1. Promote academic achievement for all students.
2. Maintain a safe and healthy school environment.
3. Provide opportunities that develop positive character.
4. Guide and prepare students for postsecondary opportunities.

Governing Board

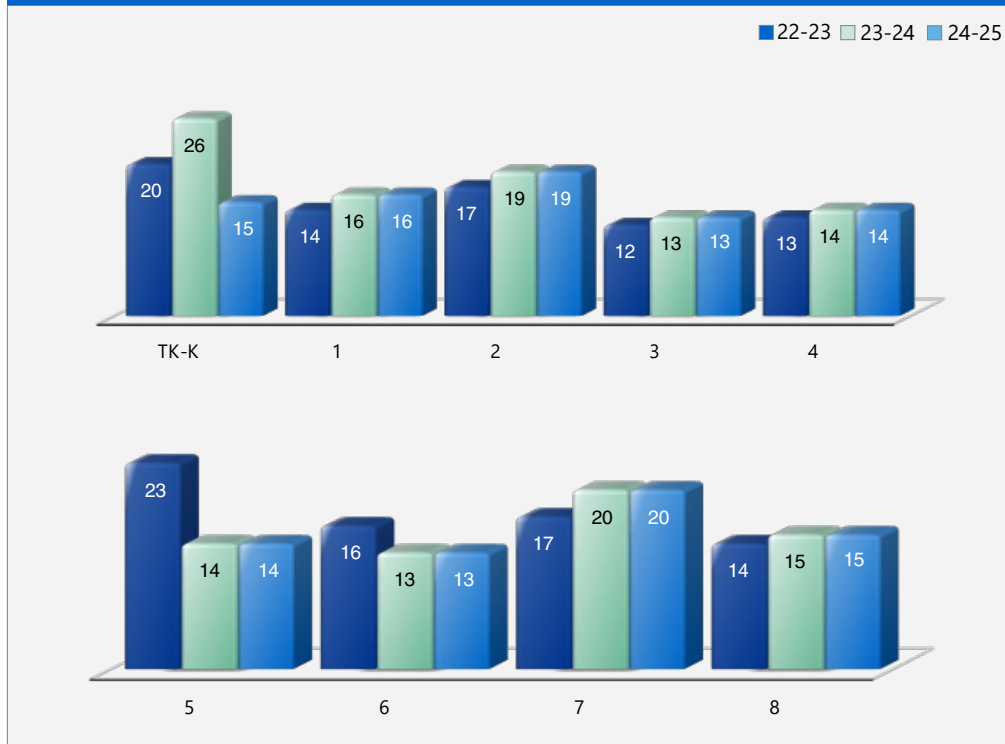
- James Cummings, President
- Valori Gallaher, Clerk
- Darren Gilmore, Member
- Mario Alvarado Jr., Member
- Kathy Spate, Member



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)

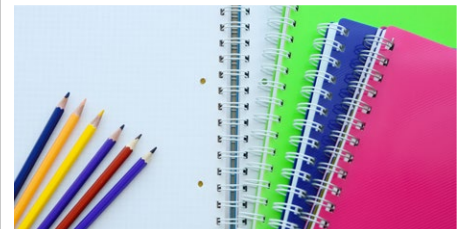


Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-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		
7	1			1				1	
8	1			1			1		

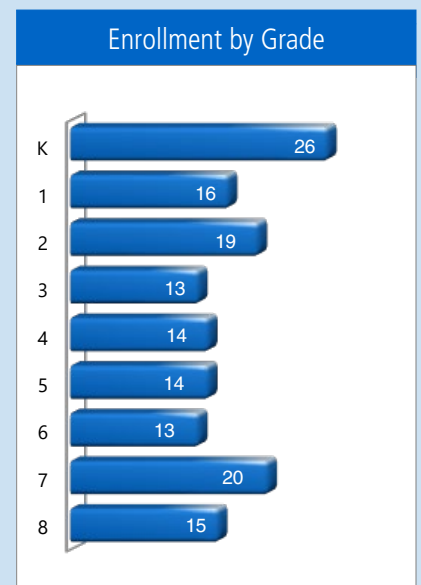
Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	54.00%
Male	46.00%
Non-Binary	0.00%
English Learners	42.00%
Foster Youth	0.00%
Homeless	1.30%
Migrant	8.00%
Socioeconomically Disadvantaged	91.30%
Students with Disabilities	16.00%



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.



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.

Suspension and Expulsion Rates (Three-Year Data)									
	Monroe ES			Caruthers USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	1.10%	★	4.80%	5.30%	4.20%	3.40%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	★	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	4.80%	0.00%
Female	1.10%	0.00%
Male	9.20%	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	5.20%	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	5.80%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	5.20%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	10.00%	0.00%

★ Monroe Elementary School merged with Caruthers USD in the 2024-25 school year, therefore data is not available from the CDE.



Professional Development

Monroe Elementary School strongly supports a quality instructional program. The school site and district continually assess 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. The Monroe Elementary School site principal consistently supports the staff and administration in their endeavors to maintain quality instruction and learning environment through staff development and educational coaching opportunities. Staff are supported and trained through the combination of 1:1 and whole staff meetings focused on instructional priorities determined by our California Dashboard results. Monroe's academic focus is on improving the academic achievement of our students in the areas of English language arts, math, and English language acquisition for students designated as English learners. Monroe supports staff training and implementation for instructional improvement through a combination of after school training and individual or small group sessions. Monroe practices an early release Monday schedule providing time for staff to collaborate or participate in training after school.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2023-24	5
2024-25	14
2025-26	20

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.

California Physical Fitness Test (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100.0%	100.0%	91.7%	91.7%	91.7%
7	95.2%	90.5%	90.5%	90.5%	90.5%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	167	163	24	14.70%
Female	91	90	17	18.90%
Male	76	73	7	9.60%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	153	149	23	15.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	11	11	1	9.10%
English Learners	69	69	8	11.60%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	154	151	23	15.20%
Students Receiving Migrant Education Services	15	15	4	26.70%
Students with Disabilities	30	29	3	10.30%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

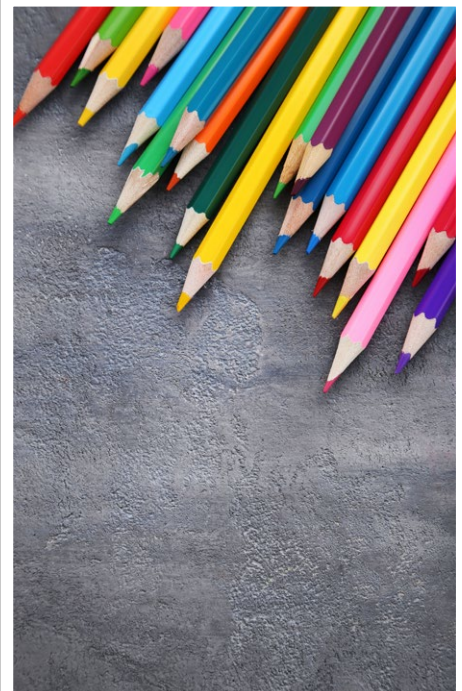
Types of Services Funded

The Expanded Learning Opportunities Program (ELOP) provides summer school and additional Monroe After-school Program (MAP) days.

Instructional aides are provided to assist with supplemental support in the classroom.

The following categorical programs were offered:

- 3010 Title I
- 3060 Title I—Migrant Education
- 3310 Special Education IDEA
- 4035 Title II
- 4203 Title III
- 6500 Special Education
- 6300 Lottery
- 4126 No Child Left Behind (NCLB)
- Title VI, Part B Rural and Low-Income School Program



California School Dashboard

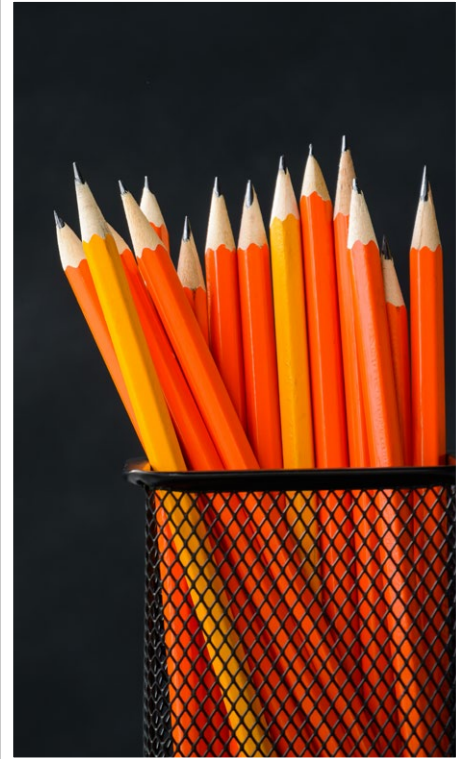
The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports 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.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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		Caruthers USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	★	11.54%	20.26%	20.07%	30.73%	32.33%

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		Caruthers USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	★	42%	43%	47%	46%	48%
Mathematics	★	28%	30%	33%	34%	37%

CAASPP Test Results 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.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) 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.

★ Monroe Elementary School merged with Caruthers USD in the 2024-25 school year, therefore data is not available from the CDE.

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	26	26	100.00%	0.00%	11.54%
Female	13	13	100.00%	0.00%	7.69%
Male	13	13	100.00%	0.00%	15.38%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	23	23	100.00%	0.00%	13.04%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	23	23	100.00%	0.00%	8.70%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	90	88	97.78%	2.22%	42.05%
Female	52	50	96.15%	3.85%	40.00%
Male	38	38	100.00%	0.00%	44.74%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	86	84	97.67%	2.33%	42.86%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	36	34	94.44%	5.56%	17.65%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	83	81	97.59%	2.41%	40.74%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	11	11	100.00%	0.00%	18.18%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	90	90	100.00%	0.00%	27.78%
Female	52	52	100.00%	0.00%	23.08%
Male	38	38	100.00%	0.00%	34.21%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	86	86	100.00%	0.00%	26.74%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	36	36	100.00%	0.00%	13.89%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	83	83	100.00%	0.00%	24.10%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	11	11	100.00%	0.00%	9.09%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



Textbooks and Instructional Materials

Textbooks at Caruthers Unified School District are standards-aligned, and the conditions of the books are assessed each year and appropriate replacements are made. Textbooks and materials are available for all students. The most recent public hearing was held on September 22, 2025.

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
English language arts/ELD	California Journeys, Houghton Mifflin Harcourt (K-5)	2024
English language arts/ELD	California Collections, Houghton Mifflin Harcourt (6-8)	2024
Mathematics	Ready Mathematics, Curriculum Associates (K-8)	2024
Science	Amplify (K-8)	2024
History/social science	My World Interactive History of Social-Science, Pearson (K-5)	2024
History/social science	Cengage Learning, National Geographic (6-8)	2024

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 (2025-26 School Year)

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

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.

✧ Not applicable.

Quality of Textbooks

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

Quality of Textbooks

2025-26 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	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

2025-26 School Year

Data collection date	9/22/2025
----------------------	-----------



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.

School Facility Good Repair Status (2025-26 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)	Poor
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Fair
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	Fair
Date of the most recent FIT report	10/4/2025

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs (2025-26 School Year)	
Items Inspected	Repairs Needed and Action Taken or Planned
Interior	Admin Area, Rm 3, Rm 1, Rm 6: Ceiling tiles torn; Lounge: Ceiling tiles Torn and Missing; RR- Floor tiles are broken; Rm 12: Ceiling tiles are damaged/have holes; MPR, Rm 2: Ceiling tiles are damaged; Rm 4- Ceiling tile is torn and Formica trim is broken countertop; Rm 5: Ceiling tiles are torn, rubber molding is missing. All repairs to be made by winter break 2025. NOTE: Recent roof project completed October, 2025 due to leaking roof causing ceiling tile damage. Now that roof leaks are addressed a planned action is to replace damaged ceiling tiles.
Electrical	Rm 1 and 5- Light diffuser is missing. Replaced light diffuser.
Restrooms/fountains	Rm 2: Faucet is loose at base. Tightened faucet.
Safety	Rm 5: Plugin air freshener. Removed plugin.

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 district custodians and maintenance 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.

During the summer of 2025, the school began a roofing project to seal leaks and remove wood slats that covered the roof eave. The project was completed in October 2025.



“We value individual differences and foster responsible citizenship in a safe and orderly environment.”

Teacher Preparation and Placement

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 (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%	59.2	74.2%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.0	9.1%	4.9	6.2%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	9.1%	2.1	2.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	4.5	5.7%	11,953.1	4.3%
Unknown	0.0	0.0%	9.0	11.3%	15,831.9	5.7%
Total Teaching Positions	11.0	100.0%	79.9	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 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)	★	★	60.4	74.5%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	★	★	8.4	10.4%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	★	★	7.7	9.5%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	★	★	3.5	4.3%	11,746.9	4.2%
Unknown	★	★	1.0	1.3%	14,303.8	5.2%
Total Teaching Positions	★	★	81.1	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 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)	★	★	62.7	79.1%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	★	★	5.7	7.3%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	★	★	5.8	7.4%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	★	★	1.0	1.4%	12,112.8	4.3%
Unknown	★	★	3.8	4.8%	13,705.8	4.9%
Total Teaching Positions	★	★	79.2	100.0%	278,927.1	100.0%

★ Monroe Elementary School merged with Caruthers USD in the 2024-25 school year, therefore data is not available from the CDE.

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 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 with permits and waivers; misassignments; and vacant positions. 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 (Three-Year Data)			
Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	1.0	★	★
Misassignments	0.0	★	★
Vacant Positions	0.0	★	★
Total Teachers Without Credentials and Misassignments	1.0	★	★



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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 (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	★	★
Local Assignment Options	0.0	★	★
Total Out-of-Field Teachers	0.0	★	★

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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%	★	★

★ Monroe Elementary School merged with Caruthers USD in the 2024-25 school year, therefore data is not available from the CDE.

The data source is the California State Assignment Accountability System (CaSAAS) provided by the Commission on Teacher Credentialing. 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>.

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	
2024-25 School Year	
	Ratio
Pupils to Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.50
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.25
Resource specialist (nonteaching)	0.00
◇ Not applicable.	

Financial Data

The financial data displayed in this SARC is from the 2023-24 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 (2023-24 Fiscal Year)		
	Caruthers USD	Similar Sized District
Beginning teacher salary	\$54,634	\$54,773
Midrange teacher salary	\$80,025	\$78,980
Highest teacher salary	\$111,491	\$117,336
Average elementary school principal salary	\$135,000	\$128,425
Average high school principal salary	\$142,000	\$138,809
Superintendent salary	\$200,000	\$176,162
Teacher salaries: percentage of budget	22.41%	24.71%
Administrative salaries: percentage of budget	5.01%	5.91%

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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Monroe ES	★	★
Caruthers USD	\$14,640	\$81,860
California	\$11,146	\$86,335
School and district: percentage difference	★	★
School and California: percentage difference	★	★

★ Monroe Elementary School merged with Caruthers USD in the 2024-25 school year, therefore data is not available from the CDE.

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 contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 December 2025.

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	
2023-24 Fiscal Year	
Total expenditures per pupil	★
Expenditures per pupil from restricted sources	★
Expenditures per pupil from unrestricted sources	★
Annual average teacher salary	★



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.