

Monson-Sultana School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> 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).

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.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Monson-Sultana School
Street	PO Box 25, 10643 Ave. 416
City, State, Zip	Sultana, CA 93666
Phone Number	(559) 591-1634
Principal	Roberto Vaca
Email Address	rvaca@msschool.org
School Website	www.msschool.org
Grade Span	K-8
County-District-School (CDS) Code	54-7200960-54167

2025-26 District Contact Information

District Name	Monson-Sultana Joint Union Elementary School District
Phone Number	(559) 591-1634
Superintendent	Roberto Vaca
Email Address	rvaca@msschool.org
District Website	www.msschool.org

2025-26 School Description and Mission Statement

Monson-Sultana School is a rural, single-site school district encompassing approximately 22 square miles in northern Tulare County. Approximately 445 grade TK-8 students are served. The school has been at its current location for more than 50 years maintaining a coterminous relationship with the Dinuba Unified School District. We provide our students with a wide array of technology, a science lab, library, TK-8 music program, TK-8 Physical Education program, and a licensed vocational nurse. Our student population is comprised of 93.5 % Hispanic students and 6 % white students. The school and all facilities are located on a 16 acre parcel with permanent structures ranging in age of buildings. We are in the process of finalizing construction projects for a new library and gymnasium.

2025-26 School Description and Mission Statement

Our district is committed to the belief that every child can achieve academic excellence. We are blessed with a dedicated, caring, and compassionate faculty committed to student learning. Our support staff is comprised of individuals with knowledge and expertise who always put students first. Each of these groups is fully supported by a five member Board of Trustees elected by our community. Together we have one over-arching goal; to ensure the continuous improvement in academic achievement for every student.

We believe in educating the whole child by providing an instructional program that is rigorous, meaningful, and aligned with State Standards. Additionally, the District provides specialized programs that meet the needs of our special needs students and students in a variety of alternative educational programs. We are especially proud of our award winning music program.

Monson-Sultana School has maintained a high profile in the areas of technology, performing arts, and student achievement. We currently enjoy a ratio of one computer for every student in all grades, which allows students wireless access to the Internet. Our performing arts program has won numerous awards and has been designated as a model program for grades TK-5. In addition, our school offers an after school program that serves approximately 210 students in grades TK-8.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible to all of our students and families.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	35
Grade 2	56
Grade 3	51
Grade 4	42
Grade 5	51
Grade 6	50
Grade 7	49
Grade 8	52
Total Enrollment	440

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
Asian	0.2
Hispanic or Latino	97.5
Two or More Races	0.2
White	2
English Learners	36.4
Homeless	3
Migrant	6.1
Socioeconomically Disadvantaged	88.2
Students with Disabilities	9.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

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)	19.1	87.18	19.1	87.18	234405.2	84
Intern Credential Holders Properly Assigned	1	4.55	1	4.55	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	1.91	0.4	1.91	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	1.3	6.32	1.3	6.32	15831.9	5.67
Total Teaching Positions	22	100	22	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

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)	16.1	77.05	16.1	77.05	231142.4	83.24
Intern Credential Holders Properly Assigned	2	9.52	2	9.52	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	9.52	2	9.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0.8	3.86	0.8	3.86	14303.8	5.15
Total Teaching Positions	21	100	21	100	277698	100

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

2023-24 Teacher Preparation and Placement

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)	19.8	95.2	19.8	95.2	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.8	1	4.8	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	20.8	100	20.8	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2	1
Misassignments	0.40	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.40	2	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

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)	5.7	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

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August, 2022
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	HMH for K-5 - Adopted 2025 Common Lit for 6-8 - Adopted 2025	0
Mathematics	TK-5: Zearn, Engage New York and Embarc 6-8: Open Resources Math	0
Science	TK-5: TWIG Science 6-8: Amplify Science	0
History-Social Science	K-5: Studies Weekly 6-8: Holt, Rinehart & Winston	0
Foreign Language		NA
Health		NA
Visual and Performing Arts		NA
Science Laboratory Equipment (grades 9-12)		NA

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Monson-Sultana School is comprised of 27 classrooms, a cafeteria, library, staff lounge, computer lab, science lab, community resource center, music room, gymnasium and 5 playgrounds. The Director of MOT works daily with the custodial staff of 5 (4 full-time and 3 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

Year and month of the most recent FIT report August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	37	38	37	38	47	48
Mathematics (grades 3-8 and 11)	42	42	42	42	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	288	288	100.00	0.00	38.19
Female	131	131	100.00	0.00	39.69
Male	157	157	100.00	0.00	36.94
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	281	281	100.00	0.00	38.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	114	114	100.00	0.00	21.05
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	256	256	100.00	0.00	35.16
Students Receiving Migrant Education Services	15	15	100.00	0.00	6.67
Students with Disabilities	29	29	100.00	0.00	13.79

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	288	288	100.00	0.00	42.36
Female	131	131	100.00	0.00	36.64
Male	157	157	100.00	0.00	47.13
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	281	281	100.00	0.00	42.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	114	114	100.00	0.00	24.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	256	256	100.00	0.00	39.06
Students Receiving Migrant Education Services	15	15	100.00	0.00	40.00
Students with Disabilities	29	29	100.00	0.00	6.90

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	17.02	17	17.02	17	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	100	100.00	0.00	17.00
Female	45	45	100.00	0.00	11.11
Male	55	55	100.00	0.00	21.82
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	97	97	100.00	0.00	16.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	44	44	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	92	92	100.00	0.00	15.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
Monson-Sultana School continues its efforts to welcome parents and include them in the educational process. Parents and community embrace the school. Many students are the third generation in their family to attend Monson-Sultana. Parents are encouraged to take an active role in school and are kept informed of activities through bulletins, newsletters, letters, phone calls, a school marquee, and parent meetings. The District also has its own Web site to keep parents apprised of events, programs, and other pertinent information. Additionally, the District reaches out to parents by the means of another Web-based product that utilizes the phone system. The Booster Club takes an active role in the school and through fundraising efforts has provided the school with many needed items, such as sports uniforms, student incentives, field trips, etc. The School Site Council holds meetings every quarter to provide parents the opportunity for input regarding the School Site Plan. The District holds English Learner Advisory Committee meetings where parents receive information about school programs and services offered for EL students. Parents are informed through the use of our School Accountability Report Card, and a parent/student handbook. Other activities where parents are actively involved include: classroom volunteers, field trips, Back-to-School Night, parent-teacher conferences, chaperoning field trips, parent surveys, award ceremonies, and numerous extracurricular activities. For more information on how to become involved, contact Superintendent/Principal Roberto Vaca at (559) 591-1634 or rvaca@msschool.org

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	463	441	31	7.0
Female	223	213	15	7.0
Male	240	228	16	7.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	451	430	29	6.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	173	161	10	6.2
Foster Youth	--	--	--	--
Homeless	24	19	2	10.5
Socioeconomically Disadvantaged	410	389	30	7.7
Students Receiving Migrant Education Services	29	26	1	3.8
Students with Disabilities	52	48	6	12.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.58	4.26	4.75	2.58	4.26	4.75	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.75	0.00
Female	1.35	0.00
Male	7.92	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	4.66	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	5.20	0.00
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	5.12	0.00
Students Receiving Migrant Education Services	6.90	0.00
Students with Disabilities	15.38	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Safety of students and staff is a primary concern of Monson-Sultana Elementary. The school is always in 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 and includes training for all staff. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are also conducted multiple times each school year. Students are supervised before and after school by certificated staff, classified staff, and administrators. Certificated staff and classified staff supervise students during lunch. There is a designated area for student drop off and pick up. Any person coming onto the school grounds during school hours must first report to the office to secure permission to be on the grounds and/or to conduct any business. The school's safety plan is reviewed and updated annually in February, and adopted by the Board on an annual basis.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	7	14	0
1	21	13	0	1
2	20	7	7	0
3	24	0	14	0
4	23	0	14	0
5	23	0	14	0
6	22	3	12	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	14	0	0
1	26	0	14	0
2	21	7	7	0
3	21	0	14	0
4	25	0	14	0
5	25	0	14	0
6	25	2	12	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	14		
1	18	14		
2	28		14	
3	26		14	
4	21		14	
5	26		14	
6	25		12	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,411.92	\$3,933.26	\$9,478.66	\$72,615
District	N/A	N/A	\$9,478.66	\$92,624
Percent Difference - School Site and District	N/A	N/A	0.0	-9.9
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-12.8	-8.9

Fiscal Year 2024-25 Types of Services Funded

Head Start/Preschool: A county Head Start program provides services to our parents and preschool students.

Categorical Programs: Services are provided for each of these programs as defined in the Local Education Assessment Plan.

Special Education: Monson-Sultana is a direct service district. There is a full-time RSP teacher and Instructional Assistant and a Psychologist services students two days per week. The school also provides a Partnership Program for students with emotional and behavioral issues. A full time teacher and a full time behavioral aide work with students in this program.

Speech and Hearing: A county-provided speech and hearing specialist services students as required.

Migrant: The school has a Migrant parent advisory committee who meets regularly to oversee the school's Migrant program.

Fine Arts: The school has a full-time music teacher who provides a fully integrated music program to all students in grades K-8.

Fiscal Year 2024-25 Types of Services Funded

Physical Education: The school has a full-time teacher who provides a fully integrated Physical Education program to all students in grades TK-8.

Athletics: Monson-Sultana School offers all students in grades 5-8 the opportunity to participate in varsity and junior varsity athletic programs.

After School Program: Monson-Sultana School boasts an after school program that serves approximately 160 students in grades TK-8 from 3:00 - 6:00 daily.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,000	\$55,248
Mid-Range Teacher Salary	\$84,055	\$80,746
Highest Teacher Salary	\$118,008	\$109,655
Average Principal Salary (Elementary)		\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$194,620	\$155,954
Percent of Budget for Teacher Salaries	17.92%	25.26%
Percent of Budget for Administrative Salaries	3.81%	6.12%

Professional Development

Staff development is funded through categorical programs such as Title I, Title II, Title III, and LCAP funds. The current focus of staff development is on providing comprehensive and ongoing support in the implementation of the California Common Core State Standards (CCSS). The district has contracted with the Tulare County Office of Education to provide extensive CCSS staff development and content coaching for all teachers and administrators. A key component of all staff development is to ensure that all teachers of English Learners receive training and coaching on specific teaching practices and strategies that are proven to increase EL student achievement. With recent new additions to staff, ensuring adequate support for all new teachers has also been in the forefront via the use of peer mentors.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	9