

Monson-Sultana School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

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	Chris Meyer
E-mail Address	cmeyer@msschool.org
Web Site	http://www.msschool.org/
CDS Code	54-7200960-54167

District Contact Information	
District Name	Monson-Sultana Jt. Union Elementary School District
Phone Number	(559) 591-1634
Superintendent	Chris Meyer
E-mail Address	Cmeyer@msschool.org
Web Site	www.msschool.org

School Description and Mission Statement (School Year 2016-17)

Principal's Message

Monson-Sultana School is a rural, single-site school district encompassing approximately 22 square miles in northern Tulare County. Approximately 450 grade TK-8 students are served.

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.

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. We renew this commitment yearly in hopes that together, we will continue to improve our effectiveness in educating the students of today, providing them with a solid educational foundation that will serve them well as they become productive citizens of tomorrow. Thank you for your interest in learning more about the Monson-Sultana Joint Union Elementary School District.

School Profile

Monson-Sultana Elementary is in a rural community in the northern area of Tulare County. We are a single school district with a K-8 program serving approximately 450 students. 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, science lab, library, K-8 music program, and a licensed vocational nurse. Our student population is comprised of 91% Hispanic students and 9% white students. The school and all facilities are located on a 16 acre parcel with permanent structures ranging from 1 to 50 years of age.

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 grades 3-8, and students in k-2 classes enjoy one computer for every two students which allows students wireless access to the Internet. Our performing arts program has won numerous awards and was recently designated as a model program for grades K-6.

Mission Statement

Monson-Sultana School is a results-oriented professional learning community in which students, staff, and parents work in a partnership to empower every student to realize their full potential in a safe and supportive environment.

Vision Statement

The Monson-Sultana Jt. Union Elementary School District is committed to developing a community of learners which fosters academic excellence, creativity and responsibility.

Clearly articulated expectations for students and staff encourage and develop an environment rich in respect, courtesy, and a passion for learning.

Ongoing monitoring of student growth through assessments aligned to rigorous state standards will drive instruction. Struggling students will receive timely intervention targeted to their specific needs through the implementation of research-based curriculum and instructional strategies.

A variety of opportunities including athletics, after school programs, school-wide involvement in Character Counts, and our award-winning performing arts programs will continue to meet the needs and interests of all students.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	52
Grade 1	49
Grade 2	45
Grade 3	56
Grade 4	48
Grade 5	45
Grade 6	55
Grade 7	51
Grade 8	50
Total Enrollment	451

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0.2
Filipino	0
Hispanic or Latino	91.6
Native Hawaiian or Pacific Islander	0.2
White	7.3
Two or More Races	0.7
Socioeconomically Disadvantaged	88.2
English Learners	29.3
Students with Disabilities	3.5
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	18	18	18
Without Full Credential	0	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.2	6.8
All Schools in District	93.2	6.8
High-Poverty Schools in District	93.2	6.8
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August, 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: Pearson Scott Foresman and Prentice Hall 6-8: Holt, Rinehart & Winston	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	K-5: MacMillan/McGraw Hill 6-8: Carnegie Learning Middle School Math	Yes	0
Science	K-6: Houghton Mifflin 7-8: Holt Rinehart	Yes	0
History-Social Science	K-5: Scott Foresman 6-8: Holt, Rinehart & Winston	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Monson-Sultana School is comprised of 25 classrooms, a cafeteria, library, staff lounge, computer lab, science lab, music room, and 5 playgrounds. The Superintendent works daily with the custodial staff of 4 (2 full-time and 2 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. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Missing Light Cover- Action taken- Cover Replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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		Cracks in surface of some basketball/volleyball courts.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2016				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	14	26	14	26	44	48
Mathematics	13	28	13	28	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	57	57	100.0	22.8
	4	48	48	100.0	20.8
	5	45	45	100.0	44.4
	6	55	55	100.0	16.4
	7	53	52	98.1	28.9
	8	48	46	95.8	28.3
Male	3	21	21	100.0	4.8
	4	23	23	100.0	17.4
	5	19	19	100.0	21.1
	6	26	26	100.0	3.9
	7	30	29	96.7	31.0
	8	27	27	100.0	18.5
Female	3	36	36	100.0	33.3
	4	25	25	100.0	24.0
	5	26	26	100.0	61.5
	6	29	29	100.0	27.6
	7	23	23	100.0	26.1
	8	21	19	90.5	42.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	7	--	--	--	--
Hispanic or Latino	3	54	54	100.0	22.2
	4	43	43	100.0	18.6
	5	42	42	100.0	45.2
	6	51	51	100.0	15.7
	7	44	43	97.7	27.9
	8	44	42	95.5	26.2
Native Hawaiian or Pacific Islander	7	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	8	--	--	--	--
Socioeconomically Disadvantaged	3	50	50	100.0	16.0
	4	46	46	100.0	19.6
	5	42	42	100.0	45.2
	6	49	49	100.0	12.2
	7	47	46	97.9	28.3
	8	40	38	95.0	23.7
English Learners	3	16	16	100.0	6.3
	4	14	14	100.0	
	5	--	--	--	--
	6	14	14	100.0	
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	57	57	100.0	45.6
	4	48	48	100.0	22.9
	5	45	45	100.0	24.4
	6	55	55	100.0	16.4
	7	53	52	98.1	38.5
	8	48	46	95.8	15.2
Male	3	21	21	100.0	47.6
	4	23	23	100.0	30.4
	5	19	19	100.0	15.8
	6	26	26	100.0	11.5
	7	30	29	96.7	44.8
	8	27	27	100.0	11.1
Female	3	36	36	100.0	44.4
	4	25	25	100.0	16.0
	5	26	26	100.0	30.8
	6	29	29	100.0	20.7
	7	23	23	100.0	30.4
	8	21	19	90.5	21.1
Asian	7	--	--	--	--
Hispanic or Latino	3	54	54	100.0	44.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	43	43	100.0	20.9
	5	42	42	100.0	26.2
	6	51	51	100.0	15.7
	7	44	43	97.7	37.2
	8	44	42	95.5	14.3
Native Hawaiian or Pacific Islander	7	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	8	--	--	--	--
Socioeconomically Disadvantaged	3	50	50	100.0	44.0
	4	46	46	100.0	19.6
	5	42	42	100.0	23.8
	6	49	49	100.0	12.2
	7	47	46	97.9	34.8
	8	40	38	95.0	10.5
English Learners	3	16	16	100.0	25.0
	4	14	14	100.0	7.1
	5	--	--	--	--
	6	14	14	100.0	
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	42	33	55	42	33	55	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	93	91	97.9	55.0
Male	46	46	100.0	47.8
Female	47	45	95.7	62.2
Hispanic or Latino	86	84	97.7	53.6
Socioeconomically Disadvantaged	82	80	97.6	52.5
English Learners	16	16	100.0	12.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25	22.7	6.8
7	15.4	19.2	15.4

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Monson-Sultana School stepped up efforts to welcome parents and include them in the educational process over the past year. 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. Additionally, the Migrant Education program meets every other month to discuss issues important to migrant students and families. 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 Chris Meyer at (559) 591-1634 or cmeyer@msschool.org

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.6	1.4	5.7	3.6	1.4	5.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.2	0.0	0.0	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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. 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.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	0	2	0	29		2		27		2	
1	28		2		21	1	1		24		2	
2	26		2		28		2		22		2	
3	23		2		26		2		28		2	
4	26		2		23		2		24		2	
5	26		2		28		2		22		2	
6	25		2		27		2		28		2	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.2	N/A
Social Worker		N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist	1	N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,991	\$1,367	\$5,624	\$61,281
District	N/A	N/A	\$5,624	\$68,352
Percent Difference: School Site and District	N/A	N/A	0.0	1.3
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	1.6	6.2

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

Types of Services Funded (Fiscal Year 2015-16)

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 one day 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.

Supplemental Educational Services: As required under NCLB, struggling students are provided with tutoring through state-approved tutoring vendors.

Fine Arts: The school has a full-time music teacher who provides a fully integrated music program to all students in grades K-5. Music in grades 6-8 is an elective.

Athletics: Monson-Sultana School offers all students in grades 6-8 the opportunity to participate in varsity and junior varsity athletic programs.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,133	\$41,085
Mid-Range Teacher Salary	\$59,042	\$59,415
Highest Teacher Salary	\$78,988	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$112,700	\$116,069
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	6%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff development is funded through categorical programs such as Title I, Title II, Title III, LCAP, and EIA. 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.