Monterey Heights Elementary School
2020-21 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Monterey Heights Elementary School
Street	7550 Canton Dr.
City, State, Zip	Lemon Grove, CA 91945
Phone Number	(619) 825-5633
Principal	Rosaland Turner
Email Address	rturner@lemongrovesd.net
School Website	https://mhe.lemongrovesd.net/
County-District-School (CDS) Code	37 68205 6038624

2021-22 District Contact Information

District Name	Lemon Grove School District
Phone Number	(619) 825-5600
Superintendent	Erica Balakian
Email Address	ebalakian@lemongrovesd.net
District Website Address	https://www.lemongrovesd.net/

2021-22 School Overview

Monterey Heights, home of the Eagles, serves students in grades Preschool-6th grade, with an enrollment of approximately 356 students. Monterey Heights is located in the center of a dynamic and culturally diverse and supportive community which expresses its values toward education through participation. We are a community of learners including students, parents and staff who are dedicated to creating an academically rigorous, culturally caring and inclusive learning environment. The administration and staff are committed to providing a challenging and supportive learning environment where all students can succeed and reach their full potential.

Monterey Heights is currently beginning to engage in the work to become a STEAM school. We are developing innovative ways to reimagine education, both through our partnerships, as well as through our practices and opportunities we are making available to our students. These opportunities include the school library's Makerspace, which has powerful potential to help students become innovators, problem solvers and creators. We also are partnering with SDGE for our "Energy is Everything" program, which provides hands-on STEAM activities for all students.

At Monterey Heights, we are focused on the development of the whole child through lifelong skills in a caring, supportive and inclusive environment. We focus on "Character Traits of the Month" to develop our student's core values, and our students are encouraged by all stakeholders to follow the "Big Eagle 3"-- Be Safe, Be Responsible, Be Respectful. Similarly, we are focused on supporting our students as they develop their voice and identity, as we engage in implementing Culturally and Historically Responsive Teaching Practices as a staff.

Our Mission:
The mission of Monterey Heights Elementary is to provide a culturally diverse and inclusive educational experience, in a safe and nurturing environment, to inspire a community of lifelong learners who become well-rounded global citizens.

Our Vision:
Every Day, Every Student, Caring Relationships, Quality and Effective Learning, with 21st Century Learning Experiences

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	74
Grade 2	77
Grade 3	72
Grade 4	60
Grade 5	88
Grade 6	72
Total Enrollment	511

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.4
Asian	6.1
Black or African American	11.4
Filipino	0.8
Hispanic or Latino	63.2
Native Hawaiian or Pacific Islander	2.3
Two or More Races	5.7
White	10
English Learners	18.2
Foster Youth	0.2
Homeless	0.4
Socioeconomically Disadvantaged	68.5
Students with Disabilities	11.7

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

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

2020-21 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)	22.0	95.7	124.2	85.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	0.4	0.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	0.0	0.0	12115.8	4.4
Unknown	1.0	4.3	20.7	14.2	18854.3	6.9
Total Teaching Positions	23.0	100.0	145.4	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance (2018)	Yes	0
Mathematics	K-6 Houghton-Mifflin Harcourt California Go Math (2014)	Yes	0
Science	K-5 Harcourt (2008) 6 Glencoe (2008)	Yes	0
History-Social Science	K-5 Houghton Mifflin (2007) 6 Glencoe (2007)	Yes	0

School Facility Conditions and Planned Improvements

The District provides services through its Maintenance, Operations and Services (MOS) department. Lemon Grove School District (LGSD) continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff. School custodial and district maintenance staff conduct frequent inspections to ensure that all sites are clean, safe, well maintained and in good repair. The Maintenance Department has established preventative maintenance programs, such as bi-weekly site inspections, equipment inspections and timely completion of work orders to ensure all schools are managed at an efficient operating level. All classrooms, playground areas and working spaces for students and staff satisfy building capacity requirements of the Education Code.

Year and month of the most recent FIT report	September 2021

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group (iReady 2020-21)

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	289	284	98%	2%	45%
Female	130	126	97%	3%	46%
Male	159	158	99%	1%	44%
American Indian or Alaska Native	2	2	100%	0%	0%
Asian	21	20	95%	5%	55%
Black or African American	35	35	100%	0%	40%
Filipino	0	0	n/a	n/a	n/a
Hispanic or Latino	184	181	98%	2%	44%
Native Hawaiian or Pacific Islander	4	4	100%	0%	0%
Two or More Races	13	12	92%	8%	67%
White	30	30	100%	0%	53%
English Learners	49	47	96%	4%	17%
Foster Youth	1	1	100%	0%	0%
Homeless	11	10	91%	9%	10%
Military	2	2	100%	0%	50%
Socioeconomically Disadvantaged	260	255	98%	2%	44%
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	43	43	100%	0%	16%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group (iReady 2020-21)

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	289	284	98%	2%	37%
Female	130	126	97%	3%	35%
Male	159	158	99%	1%	39%
American Indian or Alaska Native	2	2	100%	0%	0%
Asian	21	20	95%	5%	55%
Black or African American	35	35	100%	0%	43%
Filipino	0	0	n/a	n/a	n/a
Hispanic or Latino	184	181	98%	2%	35%
Native Hawaiian or Pacific Islander	4	4	100%	0%	0%
Two or More Races	13	12	92%	8%	50%
White	30	30	100%	0%	33%
English Learners	49	47	96%	4%	15%
Foster Youth	1	1	100%	0%	0%
Homeless	11	10	91%	9%	10%
Military	2	2	100%	0%	0%
Socioeconomically Disadvantaged	260	255	98%	2%	36%
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	43	43	100%	0%	9%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

At Monterey Heights, parents and volunteers are referred to as "partners in learning." Parents and other volunteers are offered a variety of opportunities to become involved at Monterey Heights. Community involvement in the school's volunteer program is encouraged and coordinated by the school's part-time volunteer coordinator. Volunteer assistance may be performed on site (when we are on campus) or at home. In addition, parent/family conferences with student involvement, orientation programs, special evening events and open house also support the school program.

There is an active Parent Teacher Association assisting the school with fundraising activities, school to home communications, and various other programs for parents and students. The PTA Board also serves as liaison with the school community through newsletters and needs assessment surveys that encourage parent input about our school programs.

The School Site Council, consisting of staff members, community members and parents, is involved in the planning, development, implementation, evaluation and modification of the School Plan for Student Achievement. Parental involvement is expected and appreciated.

Teachers are also the beneficiaries of parental support, given the number of parent volunteers who assist in the classroom. While we are not currently allowing volunteers on site due to COVID safety protocols, we have created a Parent Engagement Center as a welcoming space for Parent Volunteers to meet once we are able to allow volunteers back on site.

Volunteers adhere to district and school volunteer policies and protocols. Some of the supports offered by these volunteers include: 1) supporting students' learning; 2) helping to prepare classroom instructional materials; 3) representing parents' interests on the school site council (SSC); and 4) meeting monthly to ensure the academic success of all English learner students via the school English Learner Advisory Committee (ELAC), as well as District English Learner Advisory Committee (DELAC), to name a few. Parents/guardians are invited to contact the school if interested in volunteering or serving on a committee. Please note that due to safety requirements during Covid19, most of these opportunities are online rather than in person.

Monterey Heights staff work with the District Parent Liaison to host and provide information on free workshops that support parents and families within our community. Understanding that working families need to be connected with school activities, Monterey Heights sends out weekly newsletters, regular updates on our School Class Dojo, Infinite Campus messenger automatic calls and texts, as well as flyers. Information shared with families is also posted on our school marquee and our school website, which can be accessed in several languages to meet the needs of our culturally diverse population. We also maintain communication with families via Class Dojo which allows us to communicate with individual families, classes and the whole school.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	584	562	63	11.2
Female	273	265	28	10.6
Male	311	297	35	11.8
American Indian or Alaska Native	3	3	1	33.3
Asian	34	34	2	5.9
Black or African American	71	68	6	8.8
Filipino	4	4	0	0.0
Hispanic or Latino	366	352	44	12.5
Native Hawaiian or Pacific Islander	13	12	1	8.3
Two or More Races	30	30	5	16.7
White	62	58	4	6.9
English Learners	126	120	25	20.8
Foster Youth	2	2	0	0.0
Homeless	24	21	7	33.3
Socioeconomically Disadvantaged	411	400	55	13.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	76	9	11.8

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.97	0.00	3.46	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.47	2.03	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Monterey Heights Elementary School is committed to providing a safe and welcoming learning environment for students, staff, and all who enter campus. Monterey Heights School's Comprehensive Safe School Plan provides emergency preparedness response instructions, information and guidelines to assure the safety and well-being of students and staff at the time of an emergency and throughout the school year. All plans are available for review upon request.

Annual training procedures and drills follow mandated guidelines. Trainings are held for all members of the staff, including teachers and playground supervisors to ensure that all members of our school team are fully equipped to handle any emergency. We have a developed plan that covers a variety of emergencies that could occur. Staff members receive training to help ensure the safety of all students. Monthly emergency and/or evacuation drills are held to ensure that all students, staff and visitors are aware of procedures during these emergencies. Some of our drills are attended by the local sheriff and/or fire department to support and advise on best practices to implement and maintain.

Our School Safety Committee meets throughout the year to develop and deliver presentations to staff, to provide input and feedback on the development of the School Safety Plan, and to debrief on our drills to develop even stronger practices when preparing for true emergencies.The committee provides valuable feedback and ensures that we have a cohesive team that is fully prepared to implement a crisis plan in the case of a true disaster or emergency.

Our School Safety Plan is reviewed and updated annually. Our Comprehensive School Safety Plan includes policies, emergency and disaster procedures, analysis of school safety data, action plans to address safety, and school-to-home communication related to school safety. The goals within our School Safety Plan are aligned with our School Plan for Student Achievement and focus on developing a greater sense of emotional safety for our students, as well as a safe and orderly school environment. We are ensuring a sense of school connectedness for all students through our use of Positive Behavioral Interventions and Supports and Restorative Practices, and many strategies are also utilized in lieu of suspensions and to create trust and responsibility with the students. To ensure we reach our goal of creating a safe and orderly school environment, we have hired and trained multiple Campus Playground Assistants, and have trained all staff on school procedures and routines. As a site, we also have developed a School Crisis Team, which has created a school wide crisis plan, as well as crisis plans to support individual students.

The School Safety Plan was reviewed in the Fall of 2021 with guidance from our District's Safety Coordinator and Monterey Heights' Safety Committee. The plan was revised in November, 2021 and was reviewed by the Staff and the School Site Council in December, 2021.

We are currently dedicated to implementing COVID safety protocols as a school site. Students are screened by their teachers each morning before entering the classroom. This screening process includes sanitizing hands, asking COVID screening questions, and taking temperatures. All staff must also self-screen and have their temperature taken before entering campus. All staff and students are required to wear masks at all times indoors. All teachers are asked to have seating charts on file with school administration in the event that there is a positive COVID case and contact tracing must occur. Students are cohorted at all recesses and during lunch so that there is no contact between classrooms. Visitors are not allowed on campus currently, due to safety protocols.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	24		3	
1	27		2	
2	25		2	
3	21		3	
4	20	1	2	
5	30		2	
6	21	1	2	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	24	1	2	
1	24		2	
2	26		2	
3	23		2	
4	31		2	
5	22		2	
6	58			2
Other	11	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	2	2	
1	24		3	
2	19	3	1	
3	23		3	
4	29		1	1
5	28	1	1	1
6	22	1	2	
Other	10	2		

2020-21 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	N/A

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	2.9

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	6969	1984	4985	90352
District	N/A	N/A	9082	$84,564
Percent Difference - School Site and District	N/A	N/A	-58.2	6.6
Percent Difference - School Site and State	N/A	N/A	-51.5	9.2

2020-21 Types of Services Funded

In order to support the whole student, Monterey Heights offers a number of supports for students. The school plan is developed to support students to thrive academically, socially, and emotionally towards excellence while reaching their full potential in a 21st century global society. The primary funding for school programs are derived from the state's Local Control Funding Formula, Title 1 and the District's general fund.

In order to help our students succeed, our school offered a number of supports beyond regular classroom instruction. As a district and school site, we are dedicated to providing services at the Tier I, Tier II and Tier III levels. Please note that due to a majority of the 2020-21 school year being Virtual Learning, there were not as many in-person Services available for students.

These activities included:

Tier I
- Implementation of teaching strategies developed during our collaborative planning time
- TK-2nd grade students using the ST Math program
- iReady Math and Reading adaptable software (iReady and Raz Kids)

Tier II
- Small group leveled reading for grades K-6 (offered virtually during Virtual Learning)
- "Push In" support in math and reading from our onsite Support Teacher (offered virtually during Virtual Learning)
- Reading supports for students K-8 that are not yet proficient (offered virtually during Virtual Learning)
- Multilingual Learner Support through daily 20 minute small group ELD
- Paraprofessionals implementing intervention for small groups in both reading and math
- Integrated and Designated ELD

Tier III
- Weekly Bilingual Instructional Aide (BIAs) support for Long Term English Learners and EL students who need additional assistance (offered virtually during Virtual Learning)

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$57,325	$51,450
Mid-Range Teacher Salary	$79,307	$80,263
Highest Teacher Salary	$108,851	$101,012
Average Principal Salary (Elementary)	$125,194	$128,082
Average Principal Salary (Middle)	$133,708	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$182,000	$197,968
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

At Monterey Heights, we believe that professional growth is necessary to ensure continued student growth and achievement. Professional development is a part of every site plan and a major component of the instructional support to students and staff. All teaching staff understand and are committed to the expectation that participation in district and site sponsored professional learning is key to student achievement. Teachers and administrators are actively involved in professional development activities at the site and district level and work collaboratively to provide just-in-time, job embedded and foundational level opportunities. All of our work will include a specific focus on our beliefs about students and how they learn, our instructional strategies and our content knowledge, while also driving forward our work towards becoming a STEAM school.

Monterey Heights teachers have multiple venues for engaging in professional development. Every three weeks, teachers are able to collaboratively plan for a half day and analyze data to inform future instruction while being guided by our instructional coach. Monterey Heights also has monthly site professional development trainings, which focus on our goals of increasing our knowledge and use of Restorative Practices and Trauma Informed Classrooms, developing our understanding and implementation of excellent Tier I teaching practices and STEAM-related instruction, and deepening our understanding of NGSS standards and STEAM curriculum implementation. We also will have our Leadership Team engage in profesional development around iReady with the support of our iReady consultant. Monterey Heights Elementary staff also participate in District-led monthly professional development trainings, which focus on "pathways" that are aligned to our district's strategic plan, as well as supporting our students academically and socio-emotionally. Site and district Professional Development occured during the summer through our summer institutes, and weekly on EdLearn Wednesdays when students have minimum days so that teachers can participate in professional development Wednesday afternoons.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	50	68	94