Monterey Heights STEAM Academy
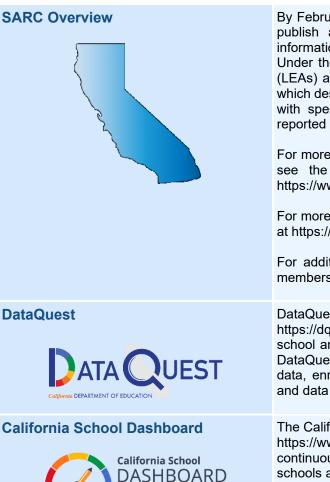## 2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

MONTEREY HEIGHTS
E L E M E N T A R Y   S C H O O L

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.

2022-23 School Contact Information

School Name	Monterey Heights STEAM Academy
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

2022-23 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/

2022-23 School Overview

Monterey Heights STEAM Academy, home of the Eagles, serves students in grades Kindergarten-6th grade, with an enrollment of approximately 444 students. Our campus offers both onsite learning as well as remote learning through our Virtual Academy. 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 transitioning into being 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:

2022-23 School Overview

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	44
Grade 2	53
Grade 3	45
Grade 4	56
Grade 5	44
Grade 6	58
Total Enrollment	352

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
American Indian or Alaska Native	0.3
Asian	4.8
Black or African American	11.9
Filipino	0.9
Hispanic or Latino	62.8
Native Hawaiian or Pacific Islander	1.4
Two or More Races	4.3
White	13.1
English Learners	20.7
Foster Youth	0.6
Homeless	2.3
Migrant	0.0
Socioeconomically Disadvantaged	73.0
Students with Disabilities	17.6

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

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)	22.00	95.65	124.20	85.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.40	0.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.00	4.35	20.70	14.23	18854.30	6.86
Total Teaching Positions	23.00	100.00	145.40	100.00	274759.10	100.00

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.

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)	15.00	93.75	127.20	83.97	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	4.13	1.60	1.10	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.40	2.30	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.50	2.36	11953.10	4.28
Unknown	0.30	2.06	15.50	10.27	15831.90	5.67
Total Teaching Positions	16.00	100.00	151.40	100.00	279044.80	100.00

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2022

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	11/22/22

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		Damaged stucco and fascia scheduled to be repaired by maintenance.
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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	37	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	27	N/A	21	N/A	33

2021-22 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 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.

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	210	204	97.14	2.86	36.76
Female	100	97	97.00	3.00	40.21
Male	110	107	97.27	2.73	33.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	20	18	90.00	10.00	27.78
Filipino	--	--	--	--	--
Hispanic or Latino	132	129	97.73	2.27	35.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	42.86
White	27	26	96.30	3.70	38.46
English Learners	44	43	97.73	2.27	18.60
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	162	157	96.91	3.09	29.94
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	43	40	93.02	6.98	10.00

2021-22 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 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.

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	208	202	97.12	2.88	27.23
Female	100	97	97.00	3.00	21.65
Male	108	105	97.22	2.78	32.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	20	18	90.00	10.00	27.78
Filipino	--	--	--	--	--
Hispanic or Latino	132	129	97.73	2.27	24.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	25.00
White	27	26	96.30	3.70	34.62
English Learners	44	43	97.73	2.27	13.95
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	160	155	96.88	3.12	20.65
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	43	40	93.02	6.98	5.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	19.15	--	20.33	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	47	100	0	19.15
Female	26	26	100	0	19.23
Male	21	21	100	0	19.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100	0	17.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100	0	10.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required 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	85%	81%	81%	81%	81%

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.

2022-23 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 or at home. In addition, parent/family conferences with student involvement, orientation programs, special evening events and open house also support the school program.

Monterey Heights STEAM Academy has developed a Parent and Family Engagement Plan for the 2022-2023 school year. Through this plan, we have developed objectives and focuses for how to involve our families as partners in learning for our students, and meaningful collaborators on our campus. This plan outlines the events we will hold on campus for families throughout the year, as well as the opportunities we will have for our families to give meaningful feedback and engage in discussions, not only with our site administration but also with each other.

A critical component of this Parent and Family Engagement Plan is our Parent Volunteer Coordinator (PVC), who is on site five days a week. The key responsibilities for our PVC is to build connections with our families, create and coordinate opportunities for them to volunteer on our campus and create a space where families can participate in meetings, workshops and events to be part of our parent community.

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 a 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.

The English Learner Advisory Committee consists of staff members and parents of Multilingual Learners. This committee is involved in advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.

2022-23 Opportunities for Parental Involvement

In alignment with Local Control, parents are partners in the decision-making process and are also involved in the District Advisory Committee sessions, Community Circle events and Coffee with the Principal. These various collaboration activities allow families an opportunity to provide input about the school's initiatives, culture and climate and Title I programs.

Teachers are also the beneficiaries of parental support, given the number of parent volunteers who assist in the classroom. Teachers and parents are given opportunities to meet and collaborate as partners in learning during Parent Conferences and family events such as Literacy Night.

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.

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 monthly 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	397	383	167	43.6
Female	189	185	92	49.7
Male	208	198	75	37.9
American Indian or Alaska Native	3	3	0	0.0
Asian	18	18	4	22.2
Black or African American	49	44	19	43.2
Filipino	3	3	1	33.3
Hispanic or Latino	246	241	114	47.3
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	16	16	3	18.8
White	55	51	24	47.1
English Learners	84	81	34	42.0
Foster Youth	3	3	1	33.3
Homeless	24	23	7	30.4
Socioeconomically Disadvantaged	296	283	132	46.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	81	76	40	52.6

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.27	0.00	3.34	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.27	0.00
Female	0.53	0.00
Male	3.85	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.04	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.03	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.45	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.47	0.00

2022-23 School Safety Plan

Monterey Heights STEAM Academy is committed to providing a safe and welcoming learning environment for students, staff, and all who enter campus. Monterey Height'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 2022 with guidance from our District's Safety Coordinator and Monterey Heights' Safety Committee. The plan was revised in November, 2022 and was reviewed by the Staff and the School Site Council in December, 2022.

Our site follows strict protocols with visitors to ensure the safety of our school. Everyone who volunteers on our campus or field trips will be required to undergo Megan's Law clearance as well as sign a district Volunteer Code of Conduct and a Volunteer orientation. Visitors to our campus enter campus through the office, check in through our "computer sign-in" system and wear a badge indicating this. Every effort is made at Monterey Heights to ensure that we have a safe school environment. A copy of the School Safety Plan is kept at the school office and the Lemon Grove School District office and is available for review.

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.

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		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	13	3	1	
1	15	2	1	
2	18	1	2	
3	15	1	2	
4	19	1	2	
5	15	2	1	
6	15	2	2	

2021-22 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

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	7152.66	1583.37	5569.30	74926.85
District	N/A	N/A	11970.72	$78,886
Percent Difference - School Site and District	N/A	N/A	-73.0	6.6
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	-51.5	9.2

2021-22 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.

These activities included:

Tier I
- Implementation of teaching strategies developed during our collaborative planning time
- Restructuring of Curriculum to be Culturally and Historically Responsive
- TK-2nd grade students using the ST Math program
- iReady Math and Reading adaptable software (iReady and Raz Kids)
- Implementation of PBIS Practices (Eagle Bucks, Eagle Store)
- Multilingual Learner Support through daily 20 minute small group ELD
- Integrated and Designated ELD

Tier II
- Small group leveled reading for grades K-6
- "Push In" support in math and reading from our onsite Support Teacher
- Reading supports for students K-8 that are not yet proficient
- Intervention support provided by our Interventionist and Intervention Paraprofessionals in both reading and math
- After School Tutoring

Tier III
- Weekly Bilingual Instructional Aide (BIAs) support for Long Term English Learners and EL students who need additional assistance
- Intervention support provided by our Interventionist and Intervention Paraprofessionals in both reading and math

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$51,591
Mid-Range Teacher Salary	$76,256	$79,620
Highest Teacher Salary	$108,851	$104,866
Average Principal Salary (Elementary)	$124,882	$131,473
Average Principal Salary (Middle)	$116,585	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$194,963	$205,661
Percent of Budget for Teacher Salaries	31%	33%
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. All teachers engage in Coaching Cycles with our Instructional Coach throughout the year. Monterey Heights also has monthly site professional development trainings, which focus on our goals of increasing our knowledge and use of Restorative Practices and Culturally and Historically Responsive Teaching Practices, developing our understanding and implementation of excellent Tier I teaching practices and STEAM-related instruction, refining and strengthening our writing instruction and deepening our understanding of NGSS standards and STEAM curriculum implementation. In addition, our entire teaching staff are trained in Cognitively Guided Math Instruction, which involves multiple half-day and full-day trainings throughout the year. Monterey Heights staff also participate in district-led monthly professional development trainings, which focus on collaboratively analyzing our sitewide Academic and SEL data, refining our Culturally and Historically Responsive Teaching Practices and supporting our students academically and socio-emotionally. Site and district Professional Development occurred 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	68	94	99