



# Monte Bella Elementary School

1300 Tuscany Blvd • Salinas CA, 93905 • (831) 770-6000 • Grades K-6

Maria Alvarez, Principal  
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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Alisal Union School District

155 Bardin Road  
Salinas, CA 93905  
(831) 753-5700  
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#### District Governing Board

Robert Ocampo, President

José Antonio Jiménez, Vice  
President

Guadalupe Ruiz Gilpas, Clerk

Noemí M. Armenta, Member

Fernando Mercado, Member

#### District Administration

James Koenig, Superintendent  
Superintendent

Mrs. Nancy Torres-Pfeiffer  
Associate Superintendent,  
Business and Fiscal Services

Mrs. Monica Anzo  
Assistant Superintendent,  
Educational Services

Mr. Ricardo Cabrera  
Associate Superintendent,  
Human Resources

### School Description

CALIFORNIA GOLD RIBBON DISTINGUISHED SCHOOL.

Monte Bella Elementary opened its doors for the first time during the 2013-2014 school year. The school opened serving grades Pre-K through 6th grade and had a total of 550 students. The school is actually built to house 900 scholars. This school year, the scholar population has increased to 835 students. Monte Bella Elementary also has a part-time School Psychologist; one part-time Speech and Language Therapists; a School Counselor, and a full-time Resource teacher.

The school is located at 1300 Tuscany Blvd. and is one block south of Alisal High School in the Monte Bella Housing Community. Alisal High will be the feeder high school for our scholars once they finish middle school. Monte Bella is located in the North East section of Salinas. The school itself is a closed campus with fencing all around the perimeter that is locked during school hours. Parents and community members must come in to the main office to sign in during school hours.

The mascot(s) for Monte Bella Elementary are the "Scholars". There is a comprehensive sports program for grades 3-6 and the mascot for athletics is the "ThunderCats". The school motto is Scholars by day, ThunderCats by night. 99% of our scholars wear uniforms on a daily basis with the Scholar Shield on the left chest. Monte Bella Elementary is in its seventh year using the Positive Behavior Intervention and Supports (PBIS) system for scholar behavioral expectations. We imbed the wearing of school uniforms with PBIS in order for Scholars to qualify for Scholar of the Month. Additionally, Scholars are rewarded for adhering to these behavioral expectations with Scholar Dollars. Scholars are voraciously collecting their scholar dollars in order to accumulate 100 scholar dollars so that they can earn their membership cards. The membership card gives them entry to our Scholar store every Wednesday and our monthly PBIS Activity Day. There is a grand prize at the end of the year which is the Limousine Luncheon with the Principal. We are proud that there is minimal discipline on a weekly basis and a 97% attendance rate and PBIS is a direct result of this.

Student safety and support are top priorities. Close attention is paid to keeping anti-bullying aspects from infiltrating the environment. We are also involved with the Olweus anti-bullying program. Each week classroom teachers are holding class meetings to address issues that arise both socio-emotionally and peer-to-peer. We have a combination of 25 sixth and fifth graders that serve as peer mediators, hallway monitors, and Scholar Safety Patrol. Scholars walk around before school, at lunchtime, and after school with special yellow vests and a clipboard assisting students with any issues that may arise. In addition to these efforts, we also have a seven-member team of campus supervisors that also walk around during recess and lunchtime. In terms of scholar support, we also have partnered with Harmony at Home Counseling services and we have a counselor that comes one day a week.

Monte Bella Elementary truly is a 21st Century school. The school was formulated to emphasize Math, Science, and Technology. Technology is the main emphasis. Firstly, every classroom has surround sound speakers and every teacher uses a lapel microphone. There is an ELMO projector and every teacher is issued a Chromebook computer with six iPad tablets in each classroom. The school has WIFI throughout and every teacher and scholar has immediate connectivity once they get onto campus. Second, we are the very first and only public elementary school in our county to give every Scholar (K-6) a one-to-one Chromebook. Every parent is required to sign the Parent Technology Use meeting before their son/daughter can be issued their Chromebook. Lastly, teachers are going through an extensive Technology Professional Development program so that they can minimally get to the point where they can "Flip the Classroom". Coupled with the work that our district is doing with implementing the Common Core State Standards (CCSS), teachers and scholars are producing incredible work. Teachers train our scholars on Listening, Writing, Reading, and Speaking skills, Text-Based Questioning and Close Reading fundamentals as our entry points into CCSS. In mathematics, our emphasis has been on Reversibility and Flexibility. Furthermore, teachers have been going through extensive training in learning the Engage NY curriculum in both English Language Arts and Mathematics. Lastly, due to this extensive work, Monte Bella Elementary School was awarded the California Gold Ribbon Distinguished School Award for being a model and innovative program in the area of School Culture and Technology during the 2015-16 school year.

Our school and district is in its second year of transitioning from a traditional bilingual program to a Dual Immersion (DI) program beginning in Kindergarten. This means that we will be phasing out our traditional program and go completely DI. We have added two DI kinder classes and the program is off to a great start. Currently, we have DI classes from TK-2nd grade. Our efforts are to build a solid and quality DI program that can be as high quality as our technology program.

Demographics. In terms of significant subgroups, the scholar population is as follows: Latino - 95%; Caucasian - 2%; Asian - 1%; Other - 1%. Our Socioeconomically disadvantaged population is 87%; our English Language Learner population is 70%; our Students with Disability population is 11%; and our Migrant population is 10%.

### About the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	144
Grade 1	135
Grade 2	98
Grade 3	142
Grade 4	108
Grade 5	98
Grade 6	111
<b>Total Enrollment</b>	<b>836</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	1.3
Hispanic or Latino	94.9
White	1.1
Two or More Races	0.1
Socioeconomically Disadvantaged	92
English Learners	53.6
Students with Disabilities	5.7
Foster Youth	0.2
Homeless	5.9

### 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

Teacher Credentials for Monte Bella	18-19	19-20	20-21
With Full Credential	30	31	33
Without Full Credential	2	3	5
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alisal Union School District	18-19	19-20	20-21
With Full Credential	♦	♦	35
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

#### Teacher Misassignments and Vacant Teacher Positions at Monte Bella Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	1

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.

#### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

In order to meet requirements for common core state standards (CCSS), materials were updated as part of the 2018 adoption.

K-6 Wonders is used to teach all Language Arts standards. In K-6, teachers use Eureka Math.

#### Textbooks and Instructional Materials

Year and month in which data were collected: 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math, Adopted 2018  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McGraw Hill, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Health	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Monte Bella Elementary is in its seventh year of existence. The school serves grades Pre-K through 6th grade and has a total of 835 students. The school is actually built to house 900 scholars comfortably. This school year, every classroom is being utilized to serve students except for two where we have our Mindfulness and STEM Room. The school is a closed campus with fencing all around the perimeter that is locked during school hours.

Monte Bella Elementary is truly a state of the art 21st Century facility. The school was formulated to emphasize Math, Science, and Technology. Firstly, every classroom has to surround sound speakers and every teacher uses a lapel microphone. There is an ELMO projector and every teacher is issued a laptop, desktop computer, and iPad tablet. The school has internet infrastructure set for the next 10 years. It has WIFI throughout the campus and every teacher and scholar has immediate connectivity once they get onto campus. Students in need were provided hot spots for at-home wifi.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: August, 2020**

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

## 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. 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); 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	36	N/A	36	N/A	50	N/A
Math	27	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	18	N/A	13	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020-21)

We strive to have a partnership with our families. It is a major school goal to have families involved in every part of their child's education. There are many meetings where parent stakeholder voices are of the utmost importance to meet compliance with state and federal regulations and to ensure that all collaborative discussions are taken into consideration.

Having parents attend these important parent meetings is critical to the social-emotional and academic success of the students. We encourage parents/guardians to attend monthly meetings and workshops that are provided. Examples of parent participation opportunities include, but not limited to our School Site Council, Parent-Teacher Organization, Parent-Teacher Conferences, Coffee Klatch, Parenting Partners, Family Meals Challenge, Family Reading and Mathematics Night, Field Trip Chaperoning, Classroom Volunteering, Career Day, Winter Program, Talent Show, and Athletics.

In order to create extrinsic motivation, the school has implemented a parent involvement Fast Pass program. Parents are encouraged to participate in several of the parent meetings as listed above and they receive a Fast Pass after each meeting for their child to use to go to the front of the line at our PBIS store. Parents that are actively participating throughout the year in school meetings and activities and are invited to our annual parent appreciation ceremony.

The latter part of the year, after March 13th of 2020 included remote instruction and in-person activities ceased on campus. We still continued virtual meetings for parents. For all parent involvement opportunities, please do not hesitate to contact Maria Alvarez, Principal at (831) 770-6000.

**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.

**School Safety Plan (School Year 2020-2021)**

Monte Bella Elementary operates under that notion of student safety first. We have formulated a Safety Committee that consists of the school site administration, seven teachers, four parents, two campus supervisors, our lead custodian, our lead food service clerk, and one front office secretary. This group updates our school safety plan on a yearly basis and we take it to the School Site Council every January to get approved.

The safety plan also places a huge emphasis on the Positive Behavior Intervention and Supports (PBIS) program. The core values from our PBIS matrix are to be Respectful, Responsible, and Ready. We call this being a 3R Scholar. We train all employee and student stakeholders in our school initiatives which are the Olweus Anti-Bullying program, Restorative Justice, and Mindfulness.

In addition to these programs, we have also implemented the Playworks curriculum for organized "play" during recesses. This has brought down our negative student behavior issues completely. Lastly, we also have a flip chart that we have created for all staff on the different types of emergency situations that may arise and how staff should conduct themselves in the case of these unforeseen events. Every month we practice a fire drill and in October and in the spring, we practice an earthquake drill. These drills are recorded on a chart in the main office that is placed for public display. The latter part of the year, after March 13th of 2020 included remote instruction and in-person activities ceased on campus.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	1.5	1.5	1.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	0

\*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.



**Student Support Services Staff (School Year 2019-2020)**

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

\*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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
	K	23	3	3		24	1	6		12	12	
1	26		5		24		3		27		5	
2	25		4		27		5		20	2	3	
3	21	1	4		26		4		28		5	
4	26		4		28	1	2	1	27		4	
5	30		3		27		4		32		1	1
6	34			3	31		3		28		4	
Other**	10	1			20	2						

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

\*\* "Other" category is for multi-grade level classes.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

The major areas of professional development for teachers in 2019-2020 included the following:

- Common Core State Standards planning for instruction, learning and assessment in both ELA and Math with entry points focusing on RI-1 and Listening and Speaking in ELA and Reversibility and Flexibility in Math
- Training for planning and implementation for Engage New York English Language Arts Curriculum
- Training for planning and implementation of Engage New York Math Curriculum
- Step-Up-To-Writing training for school-wide writing implementation
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Implementation and use of student iPads within the classroom
- 21st Century Innovative Educator Training
- Learning Management System (Google Classroom) training
- California STEM Symposium training
- CUE Powerful Learning National Conference
- Positive Behavior Supports and Intervention (PBIS)
- Olweus Anti-Bullying
- Playworks
- Whole Child Mindfulness
- Technology focus (Achieve 3000, Seesaw, Istation)
- Data Walks
- Next Generation Standards Rollout (NGSS)

Professional development was delivered through grade level sessions during regular work days with release time for classroom teachers.

Teachers were supported during implementation by district Educational Services department, school site administration, Academic Coach, and consultant Dr. Nelson.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,473	\$51,004
Mid-Range Teacher Salary	\$73,939	\$82,919
Highest Teacher Salary	\$103,036	\$104,604
Average Principal Salary (ES)	\$112,875	\$131,277
Average Principal Salary (MS)		\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$200,850	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,156	0	\$6,156	NA
District	N/A	N/A	\$5,459	\$74,617
State	N/A	N/A	\$7,750	\$84,183

Percent Differences		Unrestricted	Average Teacher Salary
School Site/District		12.0	NA
School Site/ State		-22.9	

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

#### Types of Services Funded

Achieve 3000 Academic Intervention Teacher for 3rd-6th Grade

- After School Program Tutoring (Lexia Core for all grades, Teacher-led interventions)
- After School Program Enrichment (Digital Media, Korean Language and Culture, MakeSpace, Baile Folklorico, Azteca Dance, Symphonic Music, and drumline)
- After School Athletics (Volleyball, Flag Football, Soccer, Basketball)
- One-to-One iPad/Chromebook Tablet technology
- iPad Applications especially for remediation
- Library Services (Electronic Library as well)
- Counseling (Home and Harmony)
- Positive Behavior Incentives and Supports (PBIS)
- Olweus Anti-Bullying Program and Counselor
- Mindfulness (The Mindful Life Project)

#### 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.