

# Monte Bella Elementary School

## 2021 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/](http://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/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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

<b>School Name</b>	Monte Bella Elementary School
<b>Street</b>	1300 Tuscany Blvd
<b>City, State, Zip</b>	Salinas CA, 93905
<b>Phone Number</b>	(831) 770-6000
<b>Principal</b>	Maria Alvarez
<b>Email Address</b>	maria.alvarez@alisal.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	27 65961 0127456

## 2021-22 District Contact Information

<b>District Name</b>	Alisal Union School District
<b>Phone Number</b>	(831) 753-5700
<b>Superintendent</b>	James Koenig, Superintendent
<b>Email Address</b>	jim.koenig@alisal.org
<b>District Website Address</b>	www.alisal.org

## 2021-22 School Overview

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 837 students. Monte Bella Elementary also has a part-time School Psychologist; one full-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. The majority of our scholars wear uniforms on a daily basis with the Scholar Shield on the left chest. Monte Bella Elementary is in its eighth year

## 2021-22 School Overview

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 earn their membership cards. Due to the pandemic the PBIS activities have been modified. If they earn membership, they came to pick up a surprise bag through the drive through. Due to the continued pandemic, attendance and PBIS have been impacted. We continue to connect with our students virtually for monthly PTO activities. Some examples of those activities were campus paint night, planting seeds and cookie decoration.

Student safety and support are top priorities. Close attention is paid to keeping anti-bullying aspects from infiltrating the environment. We use the multi tiered systems of supports (MTSS). We partner with the Mindful Light. Students are receiving 30 minutes of mindfulness strategies weekly. Due to virtual learning, there was a hold on our peer mentor program and safety patrol. To recognize our students we scheduled monthly drive throughs. This included Scholar of the Month. 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. Our school counselor schedules monthly virtual meetings with students to support their social emotional well-being.

Monte Bella Elementary truly is a 21st Century school. The school was formulated to emphasize Math, Science, and Technology. Technology is the main emphasis where 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. Due to the pandemic, teachers were supplied a desktop computer and document camera for virtual learning. The school has WIFI throughout and every teacher and scholar has immediate connectivity once they get onto campus. Every parent is required to sign the Parent Technology Use meeting before their son/daughter can be issued their Chromebook. Teachers are going through an extensive Technology Professional Development program to maximize virtual learning strategies to support their students. 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. Additionally, teachers are learning how to integrate social studies and science with ELA. They are working to support English Language Learners in reclassifying. Furthermore, teachers have been going through extensive training in learning the Engage NY curriculum in math and Wonders curriculum in ELA.

Our school and district is in its fourth 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 three DI Kinder classes and the program is off to a great start. Currently, we have DI classes from TK-3rd 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 - 1%; African American- .2%; American Indian- .1%; Filipino- 1.8%; Asian - .6%; Other - .4%. Our Socioeconomically disadvantaged population is 83.9%; our English Language Learner population is 53.4%; our Students with Disability population is 8%; and our Migrant population is 10%.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	134
Grade 1	127
Grade 2	132
Grade 3	102
Grade 4	135
Grade 5	110
Grade 6	97
<b>Total Enrollment</b>	<b>837</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.1
Asian	0.6
Black or African American	0.2
Filipino	1.8
Hispanic or Latino	95
Two or More Races	0.4
White	1
English Learners	53.4
Foster Youth	0.1
Homeless	13
Socioeconomically Disadvantaged	83.9
Students with Disabilities	8

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.0	90.9	298.5	85.4	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	3.0	14.0	4.0	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.0	3.0	22.0	6.3	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.0	3.0	5.0	1.4	12115.8	4.4
<b>Unknown</b>	0.0	0.0	10.0	2.9	18854.3	6.9
<b>Total Teaching Positions</b>	33.0	100.0	349.5	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
<b>Permits and Waivers</b>	1.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.0

## 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	1.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	1.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (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

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.

Year and month in which the data were collected

2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018	Yes	0
<b>Mathematics</b>	Eureka Math, Adopted 2018	Yes	0
<b>Science</b>	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006	Yes	0
<b>History-Social Science</b>	McGraw Hill, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006	Yes	0

## School Facility Conditions and Planned Improvements

Monte Bella Elementary is in its ninth year of existence. The school serves grades Pre-K through 6th grade and has a total of 818 students. The school is actually built to house 900 scholars comfortably. This school year, every classroom is being utilized to serve students except for one where we have our 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.

Year and month of the most recent FIT report

August, 2021

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X	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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	451	NT	NT	NT	NT
<b>Female</b>	239	NT	NT	NT	NT
<b>Male</b>	212	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	424	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	208	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	118	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	379	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	19	NT	NT	NT	NT
<b>Students with Disabilities</b>	41	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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	451	NT	NT	NT	NT
<b>Female</b>	239	NT	NT	NT	NT
<b>Male</b>	212	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	424	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	208	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	118	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	379	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	19	NT	NT	NT	NT
<b>Students with Disabilities</b>	41	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

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.

<b>All Students</b>	451	411	91	19	26.8
<b>Female</b>	239	196	82	18	27
<b>Male</b>	212	212	100	0	26.5
<b>Hispanic or Latino</b>	424	397	94	6	25.9
<b>English Learners</b>	221	210	95	5	8

\*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

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.

<b>All Students</b>	451	360	80	20	29.4
<b>Female</b>	239	175	73	27	22.9
<b>Male</b>	212	185	87	13	35.7
<b>Hispanic or Latino</b>	424	349	82	18	28.9
<b>English Learners</b>	221	185	84	16	12

\*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.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	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	113	NT	NT	NT	NT
Female	53	NT	NT	NT	NT
Male	60	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	107	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	50	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	26	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	12	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

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. 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	865	857	72	8.4
Female	431	428	30	7.0
Male	434	429	42	9.8
American Indian or Alaska Native	1	1	0	0.0
Asian	5	5	0	0.0
Black or African American	2	2	0	0.0
Filipino	15	15	0	0.0
Hispanic or Latino	819	812	70	8.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	9	8	1	12.5
English Learners	450	446	37	8.3
Foster Youth	0	0	0	0.0
Homeless	109	109	14	12.8
Socioeconomically Disadvantaged	725	720	68	9.4
Students Receiving Migrant Education Services	63	63	7	11.1
Students with Disabilities	78	78	7	9.0

### 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
<b>Suspensions</b>	1.50	0.12	1.07	0.01	3.47	0.20
<b>Expulsions</b>	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
<b>Suspensions</b>	0.12	0.59	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.12	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.23	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.12	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.14	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2021-22 School Safety Plan

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.

## 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	1	6	
1	24		3	
2	27		5	
3	26		4	
4	28	1	2	1
5	27		4	
6	31		3	
Other	20	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	12	12		
1	27		5	
2	20	2	3	
3	28		5	
4	27		4	
5	32		1	1
6	28		4	

## 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	22	2	4	
1	25		5	
2	26		5	
3	20	2	3	
4	27		5	
5	28		4	
6	32		1	1

## 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	

## 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	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 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	\$6,156	0	\$6,156	NA
District	N/A	N/A	\$5,459	\$78,057
Percent Difference - School Site and District	N/A	N/A	12.0	NA
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-31.3	

## 2020-21 Types of Services Funded

- Achieve 3000 Academic Intervention Teacher for 2nd-5th Grade
- After School Program Tutoring (Lexia Core for all grades, Teacher-led interventions)
- After School Program Enrichment (Digital Media, Korean Language and Culture, Baile Folklorico, Aztec Dance, Symphonic Music, and drumline)
- After School Athletics (Volleyball, Flag Football, Soccer, Basketball)
- Library Services (Electronic Library as well)
- Counseling (Home, Harmony, School Counselor)
- Positive Behavior Incentives and Supports (PBIS)
- Olweus Anti-Bullying Program and Counselor
- Mindfulness (The Mindful Life Project)

## 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
<b>Beginning Teacher Salary</b>	\$46,838	\$52,060
<b>Mid-Range Teacher Salary</b>	\$76,157	\$84,043
<b>Highest Teacher Salary</b>	\$106,127	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$127,141	\$133,582
<b>Average Principal Salary (Middle)</b>	\$0	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$210,000	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	33%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

The major areas of professional development for teachers in 2021-2022 included the following:

- Response to Intervention (RTI)
- California Association for Bilingual Education (CABE) Training
- Estrellitas for our Dual Immersion Program. This is a Spanish reading program.
- Next Generation Standards (NGSS) training through MCOE
- 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 in Be GLAD strategies to support EL's
- Be GLAD is a professional development organization in the area of language acquisition.
- 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)
- 21st Century Innovative Educator Training
- Learning Management System (Google Classroom) training
- Positive Behavior Supports and Intervention (PBIS)
- Olweus Anti-Bullying
- Playworks
- Whole Child Mindfulness
- Technology focus (Achieve 3000, Seesaw, Istation, Lexia)

Professional development was delivered through grade level sessions during regular work days with release time for classroom teachers. Opportunities were provided after school for teachers to attend virtually.

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

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

Subject	2019-20	2020-21	2021-22
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## Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement

8

8

8

# Alisal Union School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Alisal Union School District
<b>Phone Number</b>	(831) 753-5700
<b>Superintendent</b>	James Koenig, Superintendent
<b>Email Address</b>	jim.koenig@alisal.org
<b>District Website Address</b>	www.alisal.org

## 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	4698	NT	NT	NT	NT
<b>Female</b>	2307	NT	NT	NT	NT
<b>Male</b>	2391	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	27	NT	NT	NT	NT
<b>Black or African American</b>	18	NT	NT	NT	NT
<b>Filipino</b>	30	NT	NT	NT	NT
<b>Hispanic or Latino</b>	4381	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	195	NT	NT	NT	NT
<b>White</b>	36	NT	NT	NT	NT
<b>English Learners</b>	2553	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	1242	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	4272	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	321	NT	NT	NT	NT
<b>Students with Disabilities</b>	474	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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	4698	NT	NT	NT	NT
<b>Female</b>	2307	NT	NT	NT	NT
<b>Male</b>	2391	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	27	NT	NT	NT	NT
<b>Black or African American</b>	18	NT	NT	NT	NT
<b>Filipino</b>	30	NT	NT	NT	NT
<b>Hispanic or Latino</b>	4381	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	195	NT	NT	NT	NT
<b>White</b>	36	NT	NT		NT
<b>English Learners</b>	2553	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	1242	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	4272	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	321	NT	NT	NT	NT
<b>Students with Disabilities</b>	474	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

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.

\*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

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.

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