Monte Bella Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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	Monte Bella Elementary School
Street	1300 Tuscany Blvd
City, State, Zip	Salinas CA, 93905
Phone Number	(831) 770-6000
Principal	Lilia Valladares
Email Address	lilia.valladares@alisal.org
School Website	https://www.alisal.org/Domain/18
County-District-School (CDS) Code	27 65961 0127456

2022-23 District Contact Information

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

2022-23 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 built to house 900 scholars. This school year, the scholar population has increased to 838 students. Monte Bella Elementary has a shared School Psychologist, one full-time Speech and Language Therapist, a full-time 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 into 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 daily. Monte Bella Elementary is in its ninth year using the Positive Behavior Intervention and Supports (PBIS) system for scholar behavioral expectations. Additionally, Scholars are rewarded for adhering to these behavioral expectations with Scholar Dollars. Scholars are voraciously collecting their scholar dollars to earn their membership cards. Students earning a membership card participate in monthly PBIS events. Our PTO sponsors activities for students. Some examples of those activities were an ice cream social at the beginning of the year and a Trunk and Treat event.

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). To recognize our students, we scheduled monthly Scholar of the Month recognitions and trimester awards. In terms of scholar support, we also have partnered with Harmony at Home Counseling Services to offer counseling and bully prevention services. A counselor and bully coach are on site one day a week. Our school counselor schedules class presentation and meetings with students to support their social-emotional learning and 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 has a lapel microphone. There is a document camera and a ViewSonic Interactive Flat Panel Monitor in classrooms. Every teacher is issued a Mac desktop computer and laptop. The school has WIFI throughout and every teacher and scholar has immediate

2022-23 School Overview

connectivity once they get onto campus. Every parent is required to accept the Parent Technology Use agreement. Teachers are supported by an on campus technology liaison, a credentialed teacher who offers support and training after school on topics of interest and needs. Coupled with the work that our district is doing with implementing the Common Core State Standards (CCSS), teachers use the Common Core Standards to drive their instruction. Teachers instruct our scholars in Listening, Writing, Reading, and Speaking skills, Text-Based Questioning, and Close Reading fundamentals; these are our entry points into CCSS. In mathematics, our emphasis is mastering grade-level common core standards. Additionally, teachers are learning how to integrate social studies and science with ELA and ELD through GLAD strategies. As a school, we are working to support English Language Learners in reclassifying. Furthermore, teachers continue to receive training in learning the Engage NY curriculum in math and Wonders curriculum in ELA.

Our school and district are in its sixth year of transitioning from a traditional bilingual program to a Dual Immersion (DI) program beginning in Kindergarten. This means that we will phase out our traditional bilingual program to a Dual Immersion (DI), English and Spanish Program model. We continue to build our DI program with three DI classes in kinder, first, second, and third grade. Currently, we have DI classes from TK-5th grade. Our goal is to build a solid and quality Tk-6th grade DI 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	129
Grade 1	116
Grade 2	127
Grade 3	131
Grade 4	98
Grade 5	133
Grade 6	101
Total Enrollment	835

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.2
Asian	0.2
Black or African American	0.1
Filipino	1.9
Hispanic or Latino	94.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.4
White	1.3
English Learners	51.1
Foster Youth	0.0
Homeless	13.8
Migrant	7.4
Socioeconomically Disadvantaged	87.8
Students with Disabilities	7.5

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)	30.00	90.91	298.50	85.41	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.03	14.00	4.01	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.03	22.00	6.29	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.03	5.00	1.43	12115.80	4.41
Unknown	0.00	0.00	10.00	2.86	18854.30	6.86
Total Teaching Positions	33.00	100.00	349.50	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)	29.00	86.57	294.00	86.22	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	5.97	11.00	3.23	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.99	18.00	5.28	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.99	5.00	1.47	11953.10	4.28
Unknown	0.50	1.49	13.00	3.81	15831.90	5.67
Total Teaching Positions	33.50	100.00	341.00	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	1.00	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

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	1.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	1.00

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)	6.00	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

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
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018	Yes	0

Mathematics	Eureka Math, Adopted 2018	Yes	0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006	Yes	0
History-Social Science	McGraw Hill, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006	Yes	0
Foreign Language	Not applicable	No	0
Health	Not applicable	No	0
Visual and Performing Arts	Not applicable	No	0
Science Laboratory Equipment (grades 9-12)	Not applicable	No	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 838 students. The school is built to house 900 scholars comfortably. This school year, every classroom is being utilized to serve students except for two, where we have our STEM Room and counseling room. The school is a closed campus with fencing that surrounds the perimeter and fence gates locked during school hours. The custodial staff takes pride in maintaining our campus clean and safe. Monthly facility inspection reports are completed by the lead custodian and submitted to the district maintenance department.

The school has internet infrastructure. It has WIFI throughout the campus, and every teacher and scholar has immediate connectivity once they get onto campus. There are plans to install air conditioning in every classroom this school year.

Year and month of the most recent FIT report	August, 2022

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			
External: 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).
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	34	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	N/A	16	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	460	456	99.13	0.87	33.85
Female	227	224	98.68	1.32	36.61
Male	233	232	99.57	0.43	31.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	438	434	99.09	0.91	33.49
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	228	226	99.12	0.88	16.44
Foster Youth	--	--	--	--	--
Homeless	71	68	95.77	4.23	22.06
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	404	401	99.26	0.74	31.75
Students Receiving Migrant Education Services	31	31	100.00	0.00	35.48
Students with Disabilities	45	45	100.00	0.00	9.09

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	460	454	98.70	1.30	25.17
Female	227	225	99.12	0.88	21.33
Male	233	229	98.28	1.72	28.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	438	432	98.63	1.37	25.29
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	228	226	99.12	0.88	10.67
Foster Youth	--	--	--	--	--
Homeless	71	68	95.77	4.23	13.24
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	404	399	98.76	1.24	23.62
Students Receiving Migrant Education Services	31	31	100.00	0.00	19.35
Students with Disabilities	45	45	100.00	0.00	8.89

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	19.85	NT	11.7	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	132	131	99.24	0.76	19.85
Female	68	68	100	0	14.71
Male	64	63	98.44	1.56	25.4
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	126	125	99.21	0.79	20.8
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	61	60	98.36	1.64	3.33
Foster Youth	0	0	0	0	0
Homeless	22	22	100	0	4.55
Military	0	0	0	0	0
Socioeconomically Disadvantaged	120	120	100	0	17.5
Students Receiving Migrant Education Services	--	--	--	--	--
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	97	97	97	97	97

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

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 parents' voices are heard. Of the utmost importance is to be in 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 with Parents, Parenting Classes, Family Reading and Mathematics Night, Field Trip Chaperoning, Classroom Volunteering, Career Day, Winter Program, Talent Show, and Athletics.

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. Parents are invited to attend whole school events. Due to the pandemic, in-person activities are limited to the number of visitors allowed on campus. Our meetings are offered as a hybrid which allows attendance in person and through Google Meets.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	876	862	293	34.0
Female	435	428	143	33.4
Male	440	433	150	34.6
American Indian or Alaska Native	2	2	1	50.0
Asian	1	1	0	0.0
Black or African American	2	1	0	0.0
Filipino	13	13	3	23.1
Hispanic or Latino	831	818	279	34.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	2	28.6
White	11	11	7	63.6
English Learners	454	447	157	35.1
Foster Youth	1	0	0	0.0
Homeless	115	115	29	25.2
Socioeconomically Disadvantaged	766	758	264	34.8
Students Receiving Migrant Education Services	64	63	19	30.2
Students with Disabilities	80	79	25	31.6

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	0.12	0.59	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	0.12	1.26	0.01	1.09	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	1.26	0.00
Female	0.23	0.00
Male	2.27	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	9.09	0.00
English Learners	0.66	0.00
Foster Youth	0.00	0.00
Homeless	1.74	0.00
Socioeconomically Disadvantaged	1.31	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.75	0.00

2022-23 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.

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

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	26		5	
1	23	1	4	
2	25		5	
3	22	2	4	
4	25		4	
5	27		5	
6	25		4	

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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.33
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	1

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	$78,497
Percent Difference - School Site and District	N/A	N/A	12.0	NA
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	-6.9	

2021-22 Types of Services Funded

- Achieve 3000 Academic
- Intervention Teachers for 1st-4th Grade
- Intervention Teacher for Dual Immersion English only speaking students
- After School Program Enrichment (Korean Language and Culture, Baile Folklorico, SWEAT, and drumline)
- After School Athletics (Volleyball, Flag Football, Soccer, Basketball)
- S'Cool After School program (Forxa, Yoli Arts, Beats, Math Academy)
- Library Services (Electronic Library as well)
- Counseling (Harmony at Home, Bully Prevention, School Counselor, Monterey County Behavioral Health)
- Positive Behavior Incentives and Supports (PBIS)
- Guided Language Acquisition Design (GLAD)
- Forxa Dance enrichment
-

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	$46,838	$52,641
Mid-Range Teacher Salary	$76,157	$83,981
Highest Teacher Salary	$106,127	$107,522
Average Principal Salary (Elementary)	$131,232	$136,247
Average Principal Salary (Middle)		$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$220,000	$242,166
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The major areas of professional development for teachers in 2022-2023 included the following:

- Response to Intervention (RTI)
- 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 Guided Language Acquisition Design (GLAD) strategies to support EL's
- 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)
- Learning Management System (Google Classroom) training
- Positive Behavior Interventions and Supports (PBIS)
- Playworks
- 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; educational consultants trained teachers during site Professional Development Days. Opportunities were provided after school for teachers to attend.

Teachers were supported during implementation by the district's Educational Services department, school site administration, site Instructional Coach, and district ELD Coach.

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	8	8	8