

Monte Bella Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 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	www.alisal.org
County-District-School (CDS) Code	27 65961 0127456

2023-24 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	www.alisal.org

2023-24 School Description and Mission Statement

The school is located at 1300 Tuscany Blvd., 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 enter through the main office to sign in during school hours. 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 academic population is 803 students. Additionally,

Monte Bella Elementary has a shared School Psychologist, one full-time Speech and Language Therapist, one part-time Speech and Language Therapist serving 6th grade, a full-time School Counselor, and a full-time Resource teacher. We also have partnered with Harmony at Home Counseling Services and Monterey County Behavioral Health to offer counseling. 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. We scheduled monthly Scholar of the Month recognitions and trimester awards to recognize our students. Monte Bella Elementary is in its tenth year using the Positive Behavior Intervention and Supports (PBIS) system for scholar behavioral expectations. Monte Bella has been recognized with the PBIS Platinum Award for Implementation. 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. 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). In terms of scholar support, our school counselor schedules class presentations and meetings with students to support their social-emotional learning and well-being; and contributes to presenting to parents during our Coffee with Parent meetings. This year, we will embark on implementing Restorative Justice to further support students in becoming model citizens.

Monte Bella Elementary 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. Classroom classrooms have a document camera and a ViewSonic Interactive Flat Panel Monitor. Every teacher is issued a Mac desktop computer and laptop. The school has WIFI throughout and every teacher and scholar has immediate connectivity once on campus. Every parent is required to accept the Parent Technology Use agreement. Teachers are

2023-24 School Description and Mission Statement

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 the Wonders curriculum in ELA. Our school has completed the transition from a traditional bilingual program to a Dual Immersion (DI) program, English and Spanish model. We have DI classes represented in all grade levels starting in Transitional Kindergarten and ending in sixth grade. We continue to grow our DI program; currently, there is one DI class in Transitional Kinder (TK) and three in Kindergarten, First, Second, Third, and Fourth grade. Fifth grade has two classes and one in third grade. Our goal is to build a solid and quality TK-Sixth grade DI program.

Demographics. In terms of significant subgroups, the scholar population is as follows: Latino - 94%; Caucasian - 1.4%; African American - .38%; American Indian - 0%; Filipino - .2.3%; Asian - .3%; Other - .01%. Our Socioeconomically disadvantaged population is 86.9%; our English Language Learner population is 42%; our Students with Disability population is 8.9%; and our Migrant population is 9%.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	135
Grade 1	110
Grade 2	108
Grade 3	119
Grade 4	133
Grade 5	96
Grade 6	136
Total Enrollment	837

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	48.9%
American Indian or Alaska Native	0.2%
Black or African American	0.1%
Filipino	1.3%
Hispanic or Latino	95.7%
Two or More Races	0.6%
White	1.2%
English Learners	49.1%
Foster Youth	0.1%

Homeless	13.1%
Migrant	8.2%
Socioeconomically Disadvantaged	87.9%
Students with Disabilities	7.9%

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.

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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/Maravillas is used to teach all Language Arts standards.

In K-6, teachers use Eureka Math.

Year and month in which the data were collected

2020

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/Maravillas- 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 Twig Science, Adopted 2022	Yes	0
History-Social Science	McGraw-Hill, Vistas - Adopted 2006 McGraw Hill, Impact / Impacto, 4th-6th Grades - Adopted May 2019	Yes	0
Foreign Language	Not applicable	No	0
Health	Not applicable	No	0
Visual and Performing Arts	Not applicable	No	0

School Facility Conditions and Planned Improvements

Monte Bella Elementary is in its tenth year of existence. The school serves grades Transitional Kindergarten through 6th grade and has a total of 803 students. The school was 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 are kept 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. New air conditioning units have been installed in every classroom.

Year and month of the most recent FIT report

August, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	34	34	27	27	47	46
Mathematics (grades 3-8 and 11)	25	24	16	19	33	34

2022-23 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	479	479	100.00	0.00	33.82
Female	238	238	100.00	0.00	34.03
Male	240	240	100.00	0.00	33.75
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	461	461	100.00	0.00	33.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	213	213	100.00	0.00	12.21

Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	21.88
Military	0	0	0	0	0
Socioeconomically Disadvantaged	428	428	100.00	0.00	32.71
Students Receiving Migrant Education Services	40	40	100.00	0.00	32.50
Students with Disabilities	43	43	100.00	0.00	13.95

2022-23 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	479	478	99.79	0.21	24.48
Female	238	238	100.00	0.00	19.75
Male	240	239	99.58	0.42	29.29
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	461	460	99.78	0.22	24.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	213	213	100.00	0.00	9.39
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	15.63
Military	0	0	0	0	0
Socioeconomically Disadvantaged	428	427	99.77	0.23	24.12
Students Receiving Migrant Education Services	40	40	100.00	0.00	15.00
Students with Disabilities	43	43	100.00	0.00	6.98

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.85	25.53	11.70	14.19	29.47	30.29

2022-23 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	94	94	100.00	0.00	25.53
Female	45	45	100.00	0.00	28.89
Male	49	49	100.00	0.00	22.45
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	89	89	100.00	0.00	25.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	34	34	100.00	0.00	2.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	83	100.00	0.00	24.10
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	8.33

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	100	97	100	100	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.

2023-24 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 are not limited to, our School Site Council, Parent-Teacher organization, Parent-Teacher Conferences, Coffee with Parents, Parent Classes, Field Trip Chaperoning, Classroom and PBIS Events Volunteering, Career Day, Student Recognitions, Student Performances, and Athletics.

To create extrinsic motivation, the school has implemented a parent-involvement Passport program. Parents are encouraged to participate in several parent meetings listed above. Parents who are actively participating throughout the year in school meetings and activities are invited to our annual parent appreciation ceremony. Parents are invited to attend whole school events. In-person activities are open to parents and are invited to our campus. Majority of our meetings are offered hybrid to provide different modalities for parent attendance, such as in in person and through Google Meets. For parent involvement opportunities, please contact Mrs. Lilia Valladares, Principal at (831) 770-6000.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	868	858	222	25.9

Female	443	435	115	26.4
Male	424	422	107	25.4
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	14	13	3	23.1
Hispanic or Latino	827	818	214	26.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	0	0.0
White	12	12	4	33.3
English Learners	453	449	112	24.9
Foster Youth	3	3	0	0.0
Homeless	112	112	29	25.9
Socioeconomically Disadvantaged	755	750	199	26.5
Students Receiving Migrant Education Services	69	69	11	15.9
Students with Disabilities	88	86	22	25.6

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.12	1.26	0.46	0.01	1.09	1.85	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.46	0
Female	0	0
Male	0.94	0

Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.48	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.22	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.53	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.27	0

2023-24 School Safety Plan

Monte Bella Elementary operates under the notion of student safety first. We have formulated a Safety Committee comprising the school site administration, three teachers, and our lead custodian. This group updates our school safety plan on a yearly basis and presents it to the School Site Council every January to get approved. The Safety Committee updates the ingress and egress to our campus; they update the emergency school map and clearly indicate the emergency exit routes, ingress and egress onto campus, and classroom assignments. Monte Bella is a closed campus during the time students are present on school grounds. Parents and community members are welcome to visit but must sign in at the front office and obtain a visitor's pass. Evacuation practice drills are done monthly. In October, we participate in the Great Shakeout earthquake drill. These drills are recorded and kept in a red binder placed in the main office for public access. At staff meetings, the protocols are reviewed, and updates are shared with the staff. A flip chart is provided for each classroom on the different types of emergencies that may arise and how staff should proceed in the case of these unforeseen events. The "Big Five" evacuation protocols are reviewed with school staff.

The safety plan also places a considerable emphasis on the Positive Behavior Intervention and Supports (PBIS) program. The core values from our PBIS matrix are to be Respectful, Responsible, and Ready. Employees, students, and stakeholders are informed about our school initiatives which are, Multi-Tier Systems and Support (MTSS) and PBIS. In addition to these programs, we have implemented the Elevo, structured physical activities, during recess. This has supported keeping students active and contributed to positive student behavior.

Monte Bella's School Site Council approved the School Safety Plan on January 26, 2023, school staff reviewed it on February 14, 2023, and the board approved it on February 22, 2023.

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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	23	1	5	0
1	28	0	4	0
2	22	2	3	0
3	24	0	5	0
4	33	0	0	0
5	34	0	0	1
6	27	0	5	0
Other	29	0	1	0

2022-23 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

2022-23 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	.23
Nurse	.07
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$81,987
Percent Difference - School Site and District	N/A	N/A	12.0	NA
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-6.9	

Fiscal Year 2022-23 Types of Services Funded

- Achieve 3000 Academic
- IXL ELA and Math for fifth and sixth grade
- IXL Math for fourth grade
- 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)

Fiscal Year 2022-23 Types of Services Funded

- 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
- Parent workshops

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$49,180	\$54,215
Mid-Range Teacher Salary	\$79,965	\$86,843
Highest Teacher Salary	\$111,433	\$111,440
Average Principal Salary (Elementary)	\$135,462	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$220,000	\$252,466
Percent of Budget for Teacher Salaries	31.66%	33.16%
Percent of Budget for Administrative Salaries	5.86%	5.15%

Professional Development

The major areas of professional development for teachers in 2023-202 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
- 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)

- Positive Behavior Interventions and Supports (PBIS)

*Restorative Justice

- Technology focus (Achieve 3000, Seesaw, Istation, Lexia, IXL, IStation)
- Learning intention and Success criteria through standards unpacking

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 are provided after school for teachers to attend.

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

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8