

Monterey Heights Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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).

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.



Donna Willson, Principal

Principal, Monterey Heights Elementary

About Our School

Contact

Monterey Heights Elementary
7550 Canton Dr.
Lemon Grove, CA 91945-2515

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About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Lemon Grove	School Name	Monterey Heights Elementary
Phone Number	(619) 825-5600	Street	7550 Canton Dr.
Superintendent	Ernest Anastos	City, State, Zip	Lemon Grove, Ca, 91945-2515
E-mail Address	eanasto@lgsd.k12.ca.us	Phone Number	619-825-5633
Web Site	http://www.lgsd.k12.ca.us	Principal	Donna Willson, Principal
		E-mail Address	dwillso@lgsd.k12.ca.us
		County-District-School (CDS) Code	37682056038624

Last updated: 1/30/2017

School Description and Mission Statement (School Year 2016-17)

Monterey Heights, is considered the little school on the hill and home of the Eagles. Upon entering our campus, you are greeted and welcomed into our Eagle's nest. We serve students in grades preschool-6th grade, with an enrollment of approximately 480 students.

In addition, the campus is home to one of three schools within the district where Transitional Kindergarten is available. Monterey Heights is located in the center of a dynamic and culturally diverse and supportive community which expresses its values toward education through participation.

Monterey Heights' staff, students, parents, extended families, and community members make up a noteworthy community of learners. The focus is on the development of the whole child through lifelong skills in a caring, exciting environment which fosters self-esteem and individual development. A great deal of value is placed on the many ways to approach learning and the different experiences and opinions each person brings to the learning process.

Mission Statement

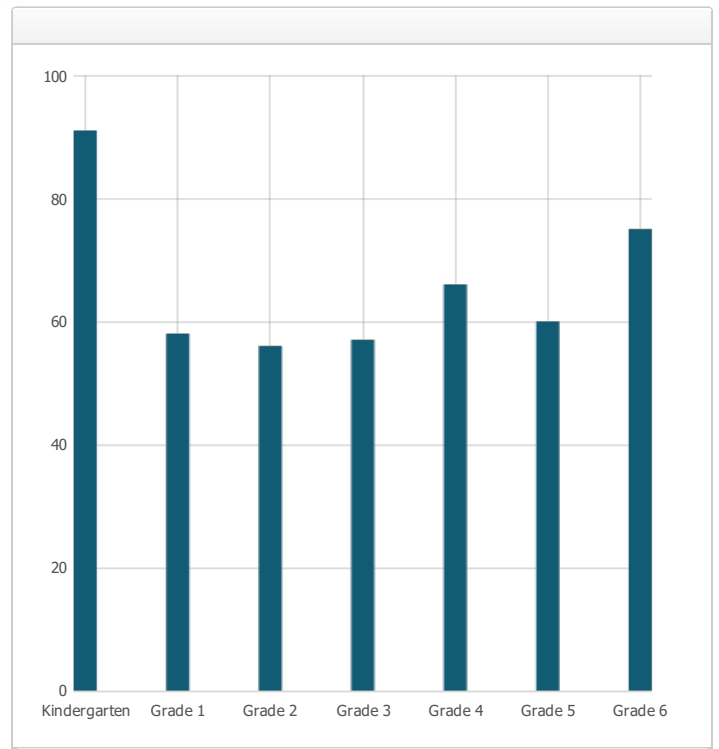
Our mission is to prepare students for life through learning experiences that address the needs of the whole child. We strive to provide educational excellence for all students in a safe and secure environment that promotes academic and social growth, along with a healthier lifestyle, to inspire our students to reach their goals through academics, leadership, and character building. This prepares our students to be caring and independent citizens to recognize their worth and potential while learning to help, serve, and develop a cross-cultural understanding of others.

Parents, extended families and the community are welcome as an integral part of the learning process.

Last updated: 1/30/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	91
Grade 1	58
Grade 2	56
Grade 3	57
Grade 4	66
Grade 5	60
Grade 6	75
Total Enrollment	463



Last updated: 1/30/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	13.6 %
American Indian or Alaska Native	1.1 %
Asian	4.1 %
Filipino	2.2 %
Hispanic or Latino	60.7 %
Native Hawaiian or Pacific Islander	1.3 %
White	11.0 %
Two or More Races	6.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	74.3 %
English Learners	28.7 %
Students with Disabilities	17.3 %
Foster Youth	0.0 %

Last updated: 1/30/2017

A. Conditions of Learning

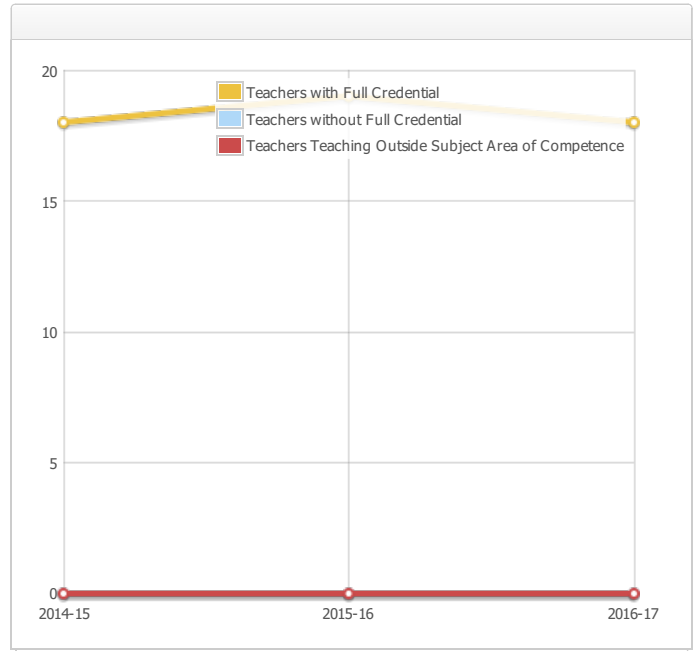
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	19	18	154
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/25/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/25/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan-McGraw Hill "Treasures"	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt "Go Math"	Yes	0.0 %
Science	Harcourt	Yes	0.0 %
History-Social Science	Houghton Mifflin Harcourt	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/25/2017

School Facility Conditions and Planned Improvements

Below is information about the safety, cleanliness, and adequacy of school facilities, including the condition of cleanliness of the school grounds, buildings, and restrooms. The District provides services through its Facilities, Maintenance, Operations, Transportation (FMOT) department. The FMOT staff ensures all schools are clean, safe, and functional for students and staff by utilizing the Facilities Inspection Tool (FIT) and its work order system. Projects requiring additional funding support are determined by the Long Range Facilities Master Plan, the Local Control Accountability Plan, and guidance by our Business office.

Last updated: 1/26/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Ongoing maintenance and repairs; work orders; sewer system repairs postponed to Summer 2017
Interior: Interior Surfaces	Fair	Ongoing maintenance and repairs; work order; front office renovations to replace flooring and remodel interior principal office module contracted 11/2016
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Ongoing maintenance and repairs; work order; professional services contracted for monthly kitchen and auditorium vermin control 12/2016
Electrical: Electrical	Fair	Ongoing maintenance and repairs; work orders; SDG&E Grant to replace 4' fluorescent bulbs and ballasts 12/2016
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Ongoing maintenance and repairs; work orders
Safety: Fire Safety, Hazardous Materials	Good	Ongoing maintenance and repairs; work orders
Structural: Structural Damage, Roofs	Good	Ongoing maintenance and repairs; work orders; roofing repairs and replacement contracted 8/2016
External: Playground/School Grounds, Windows/Doors/Gates/Fences		Ongoing maintenance and repairs; work orders; asphalt playgrounds resealed and striped, repair/resurface of staff parking lot contracted 8/2016; Preschool Grant to install playground equipment by contractor 12/2016

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good
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Last updated: 1/26/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	29.0%	37.0%	34.0%	41.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	23.0%	27.0%	27.0%	31.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	59	98.3%	28.8%
Male	28	27	96.4%	11.1%
Female	32	32	100.0%	43.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.0%	21.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	46	97.9%	23.9%
English Learners	16	16	100.0%	6.3%
Students with Disabilities	14	14	100.0%	14.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/30/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	68	100.0%	39.7%
Male	40	40	100.0%	27.5%
Female	28	28	100.0%	57.1%
Black or African American	11	11	100.0%	27.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	41	41	100.0%	41.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	52	100.0%	28.9%
English Learners	18	18	100.0%	33.3%
Students with Disabilities	13	13	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: 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.

Last updated: 1/30/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	62	96.9%	32.3%
Male	35	33	94.3%	21.2%
Female	29	29	100.0%	44.8%
Black or African American	12	11	91.7%	18.2%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	38	100.0%	39.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	46	97.9%	28.3%
English Learners	17	17	100.0%	11.8%
Students with Disabilities	11	11	100.0%	18.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: 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.

Last updated: 1/30/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	73	98.7%	45.2%
Male	35	34	97.1%	41.2%
Female	39	39	100.0%	48.7%
Black or African American	13	12	92.3%	33.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	43	43	100.0%	44.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	56	98.3%	37.5%
English Learners	18	18	100.0%	16.7%
Students with Disabilities	12	12	100.0%	8.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: 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.

Last updated: 1/30/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	59	98.3%	27.1%
Male	28	27	96.4%	25.9%
Female	32	32	100.0%	28.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.0%	24.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	46	97.9%	19.6%
English Learners	16	16	100.0%	--
Students with Disabilities	14	14	100.0%	14.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/30/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	68	100.0%	23.5%
Male	40	40	100.0%	27.5%
Female	28	28	100.0%	17.9%
Black or African American	11	11	100.0%	18.2%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	41	41	100.0%	19.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	52	100.0%	19.2%
English Learners	18	18	100.0%	--
Students with Disabilities	13	13	100.0%	7.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: 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.

Last updated: 1/30/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	62	96.9%	24.2%
Male	35	33	94.3%	24.2%
Female	29	29	100.0%	24.1%
Black or African American	12	11	91.7%	18.2%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	38	100.0%	23.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	46	97.9%	23.9%
English Learners	17	17	100.0%	11.8%
Students with Disabilities	11	11	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: 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.

Last updated: 1/30/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	74	100.0%	32.4%
Male	35	35	100.0%	34.3%
Female	39	39	100.0%	30.8%
Black or African American	13	13	100.0%	23.1%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	43	43	100.0%	30.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	57	100.0%	22.8%
English Learners	18	18	100.0%	5.6%
Students with Disabilities	12	12	100.0%	8.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: 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.

Last updated: 1/30/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	33.0%	47.0%	48.0%	48.0%	52.0%	48.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 1/30/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	64	61	95.3%	47.5%
Male	35	32	91.4%	50.0%
Female	29	29	100.0%	44.8%
Black or African American	12	11	91.7%	36.4%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	37	97.4%	46.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	45	95.7%	44.4%
English Learners	17	16	94.1%	18.8%
Students with Disabilities	11	10	90.9%	30.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 1/30/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.3%	26.7%	31.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Research shows a high correlation between parental involvement and effective schools. At Monterey Heights the school and community form an important partnership. We encourage parents to become active members of the Monterey Heights learning community and assist us in our goal to develop independent, self-reliant, lifelong learners. We elicit parent participation within the following ways:

Parent Groups:

- English Language Acquisition Committee (ELAC)
- Parent Teacher Association (PTA)
- School Site Council (SSC)

School Volunteers:

- Classroom volunteers
- Office volunteers
- Runners Club

School-Wide and Community Events:

- Back to School Night
- Red Ribbon Week
- Harvest Faire
- Scholastic Book Fair
- Family Math, Literacy, Science, Movie Nights
- School Dances
- Open House
- Multicultural Fair
- Dr. King Peace Run and Assembly
- Variety Show
- School Olympics

Parents and community are invited to participate in Coffee Events with the Principal, Parent Education Workshops, and Trimester Awards Assemblies.

State Priority: Pupil Engagement

Last updated: 1/30/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

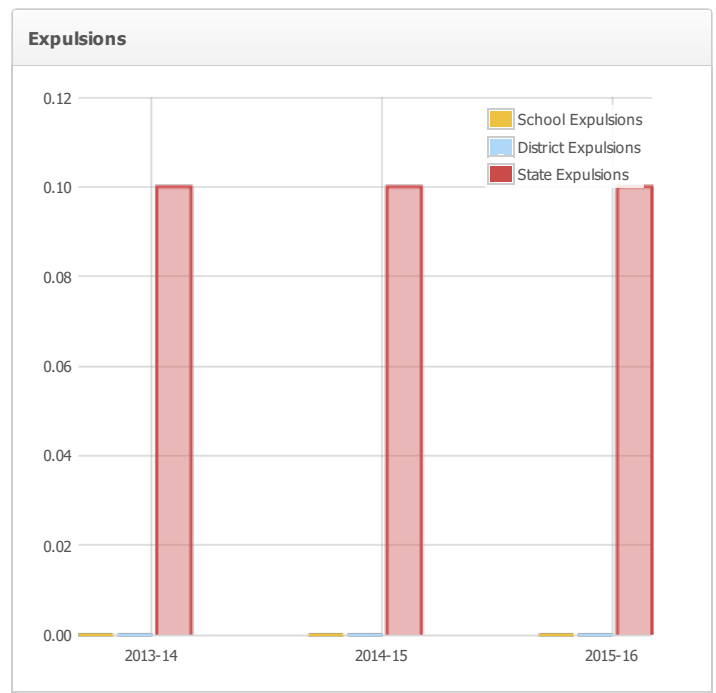
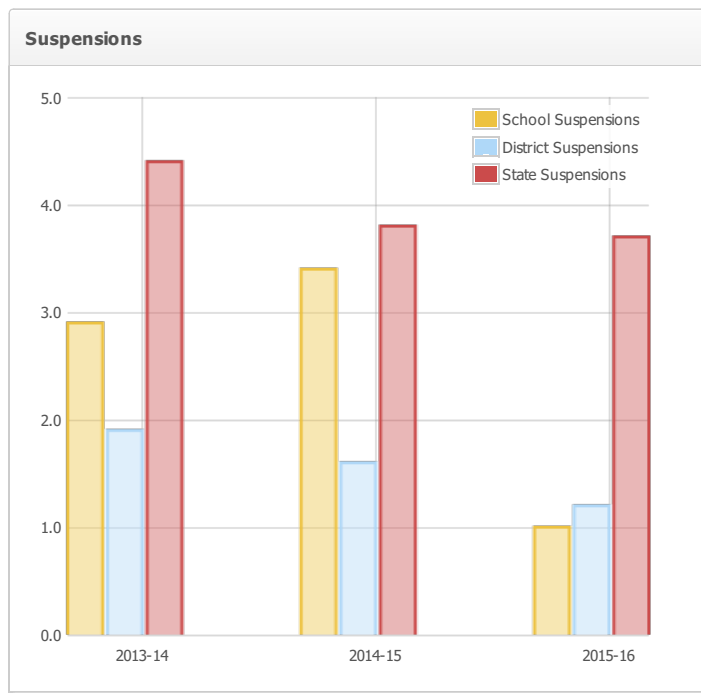
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.9	3.4	1.0	1.9	1.6	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/30/2017

School Safety Plan (School Year 2016-17)

The safety of students is a priority at Monterey Heights Elementary School. The Comprehensive School Safety Plan is updated annually in collaboration with the local sheriff and fire departments, staff, and parents. The major components include goals and objectives for the School climate and Physical Environment and procedures to follow in the event of an emergency such as: lockdown, earthquake, or other disasters. Staff review and update the plan based on input from staff, parents and the community at the beginning of the school year.

Last updated: 1/30/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/30/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26.0	0	2	0	23.0	1	3	0	22.4	1	2	0
1	28.0	0	2	0	30.0	0	2	0	27.0	0	2	0
2	32.0	0	2	0	26.0	0	2	0	26.3	0	2	0
3	29.0	0	2	0	21.0	1	2	0	27.9	0	2	0
4	34.0	0	0	2	29.0	0	2	0	30.9	0	2	0
5	33.0	0	1	1	34.0	0	0	2	27.3	0	2	0
6	26.0	0	10	0	25.0	1	2	0	23.8	1	2	0
Other	11.0	2	0	0	0.0	0	0	0		3	0	

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

Last updated: 1/25/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.5	N/A
Social Worker	1.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	--	--	-7.7%	-10.6%
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/25/2017

Types of Services Funded (Fiscal Year 2015-16)

At Monterey Heights services are provided for all students to attain academic and behavioral success concurrent with social and emotional learning. Teachers and staff continuously strive for excellence in meeting the needs of all students as we develop the whole the child.

Classrooms at Monterey Heights have student laptops, Chromebooks, or computers for student and teacher use. Each classroom is equipped with an interactive board, a document camera and a projector to enhance student learning and integrate technology into the teaching and learning. Some classrooms include the use of iPads. Students and teachers use a variety of software programs to support the Common Core State Standards and meet the needs of students. Monterey Heights' sources of funding primarily include CA's Local Control Funding Formula (LCFF), the District's General Fund, and Title 1 funds. Funds are largely used to support the following:

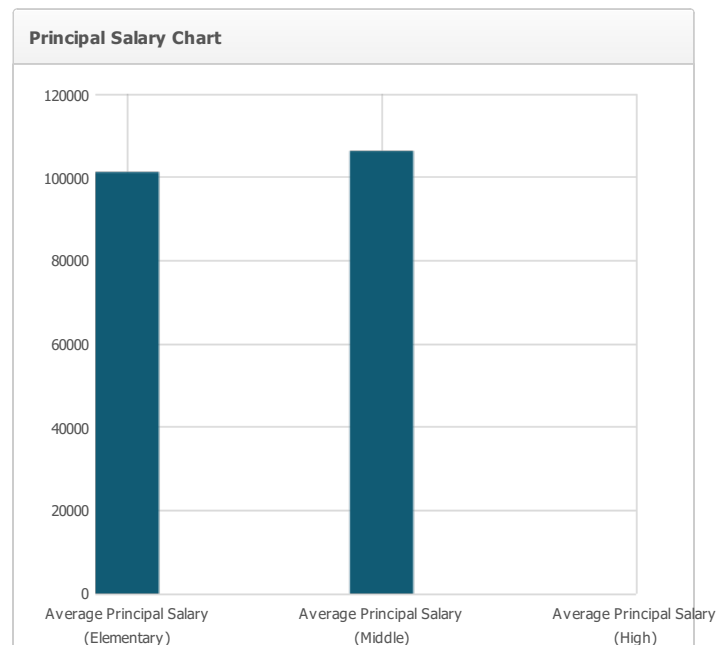
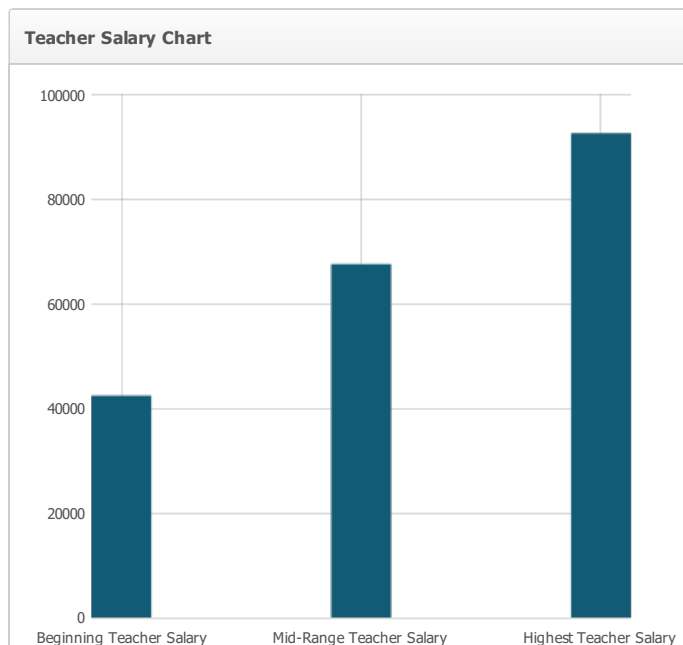
- Student Achievement (ELA, Math, and English Proficiency)
- Student Engagement (increases achievement reduces absenteeism)
- Implementation of Common Core State Standards
- Core Access (curriculum materials)
- School Climate
- Parent Involvement
- Basic School Services
- Other Student Outcomes (physical education, the arts, other areas of study)

Last updated: 1/30/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,392	\$44,507
Mid-Range Teacher Salary	\$67,500	\$68,910
Highest Teacher Salary	\$92,504	\$88,330
Average Principal Salary (Elementary)	\$101,246	\$111,481
Average Principal Salary (Middle)	\$106,309	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$195,843	\$169,821
Percent of Budget for Teacher Salaries	40.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/25/2017

Professional Development

Teachers at Monterey Heights are given the opportunity to develop their professional practice in a variety of ways. Through the evaluation process teachers are given explicit and timely feedback that is related to the California Standards for the Teaching Profession and best practices. In addition, participation in site w walkthroughs helps teachers learn from their colleagues within our building. The District focus in Professional Development has been to continue supporting teachers to the new text and the Common Core Standards. Teachers have been learning about how to apply the Common Core standards to English Language Arts and Mathematics. In addition, teachers have been learning how to support our English Learners to succeed with the Common Core Standards. Furthermore, all teachers have been trained in our new data program called Illuminate and math technology tools like the Go Math Personal Trainer District Teacher leaders have provided refresher workshops and coaching support for returning teachers and training for new teachers in how to apply the many technology resources that are currently used. We are a culture of lifelong learners and our students are the beneficiaries.

Last updated: 1/30/2017