



Monterey Hills Elementary School

1624 Via Del Rey • South Pasadena, CA 91030 • 626-441-5860 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

South Pasadena Unified School District

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District Governing Board

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**Assistant Superintendent of
Instructional Services**

School Description

We are the Roadrunners of Monterey Hills School (MHS). We serve the historical section of the Altos de Monterey in South Pasadena. The school is attractively located and maintained, making it a favorite of MHS parents and community members to use on weekends and late afternoons. Our playground area is surrounded by tall pines and hills interspersed with grass lawns and blacktop playground sections. Protective fencing and gates at two strategic points in the front of our school were added during the summer of 2013.

MHS is one of three elementary schools, and a couple of years ago, MHS commemorated its 50th year as a school in South Pasadena Unified School District. We are proud to be a California Distinguished School, awarded to us in 2008, 2012 and just recently in 2018 by the California Department of Education. We were also a recipient of a Gold Ribbon Award in 2016. Our most recent award was bestowed upon us this year as a National Blue Ribbon School in 2019. Our school is in the top 10 percent of all California elementary schools based on the annual state testing results. We use our California Standards to guide us in preparing our students to be college and career ready and are continually striving to build our instructional strategies to meet the needs of our student demographics and state and federal accountability mandates. Our school population this year is approximately 690 students. We are the smallest of the three elementary schools, which has allowed us to support students through specialized programming from throughout the district, including a Special Day Class, Transitional Kindergarten classes, and the Spanish Dual Language Immersion Program.

Unique to our site is our special day class program that services all three SPUSD elementary schools for students in 3rd-5th grade. This program is supported by a psychologist, a speech therapist, occupational therapist, and adaptive physical education teacher. Our Special Education Program is integrated with our regular education program and our SDC teacher, RSP teacher, and general education teachers work to provide effective mainstreaming opportunities and push-in and pull-out services in the least restrictive environment.

MHS also provides the instructional program for those students in the district who are eligible to participate in the Transitional Kindergarten (TK) program. We have had the program at our school for the last seven years and worked to create the district TK report card. The district provides an Extended Daycare program with before and after school daycare as well as a Kinder-care program that serves both our morning and afternoon kindergarten students.

We have implemented a Spanish Dual Language Immersion Program at our site and currently serve about 130 students, K-4th grade. Our goals are to develop bilingual, multi-cultural and academically proficient students. Teachers are working with the administration to complete a master-plan to ensure these goals are met. We have one dual immersion classroom from kindergarten to fourth grade and will continue to add a class a year until we have implemented a kindergarten through 5th-grade program.

The MHS PTA provides enrichment experiences for all students by funding two field trip bus costs and any related admission charges. Some grade levels take additional outings to enhance the instructional program. Students take walking field trips in the community, take the local metro to attend plays, and visit museums. Our fourth-grade classes take a unique overnight field trip to Dana Point that includes reenacting crew members' roles on a replica ship on a voyage around the tip of South America in the 1800s. For the 28th year, MHS fifth graders take a week-long field trip at a science camp and experience an integrated instructional unit that covers earth, life, and physical science standards. The PTA also provides funding for technology, cultural assemblies, and playground equipment/improvements. Fundraisers such as Wish Night, a jog-a-thon, box top collections, and several other events are scheduled annually to provide funds for an array of needs. Our parent volunteer base assists with school-wide special events (field trips) as well as weekly time in the classroom.

The mission of the Monterey Hills Elementary School community is to assist all students in realizing their full academic potential and personal social development resulting in responsible, independent, and motivated learners.

Laurie Narro, Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	134
Grade 1	109
Grade 2	91
Grade 3	112
Grade 4	120
Grade 5	124
Total Enrollment	690

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.1
Asian	30
Filipino	2.3
Hispanic or Latino	26.7
White	20.7
Two or More Races	15.9
Socioeconomically Disadvantaged	15.4
English Learners	10.4
Students with Disabilities	7
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Monterey Hills	17-18	18-19	19-20
With Full Credential	32	30	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South Pasadena	17-18	18-19	19-20
With Full Credential	♦	♦	204.6
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Monterey Hills Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	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.

Types of Services Funded

South Pasadena Unified received Base and Supplemental Funds as part of the Local Control Funding Formula (LCFF) to support our instructional program. In addition, SPUSD received state and federal categorical funding for the following support programs:

- Title I, Part A (at South Pasadena Middle School and South Pasadena High School only)
- Title II, Part A
- Title III, Part A LEP and Immigrant
- Title IV, Part A
- Special Education
- Lottery Funds for Instructional Materials

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).

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: September 10, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance/Adelante, Benchmark Advance 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Math Expressions Houghton Mifflin 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science MacMillan-McGraw Hill 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	California Studies, Social Studies Houghton-Mifflin 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Monterey Hills Elementary campus was originally built in 1966 with all original structures being fully modernized in 1999. Current facilities include 20 permanent classrooms, 6 portable classrooms, a media center (library/computer lab), enlarged office, staff workroom and faculty lounge, auditorium/multipurpose room, three rooms for support staff, and two rooms for daycare. Our playground has been enhanced by the installation of a large climbing play structure installed in the spring, 2009, with a formal installation ceremony held on June 5, 2009, dedicating it to the students of MHS. The \$90,000 project was a result of two years of planning and fundraising. Installation of protective fencing and gates in the front of the school was completed during the summer of 2013. An additional playground structure was added in 2015-16 with the contributions from PTA.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school and district offices. The principal meets frequently with the plant foreman who oversees a full time and two part-time custodians to coordinate work schedules and quality of room cleanliness. The principal also does frequent plant inspection walks with the plant foreman to note areas needing upkeep or repair in order to ensure an attractive and safe school. Our classrooms and surrounding ground areas are clean, graffiti-free and attractive. The community takes pride in our school site's attractive playground and the buildings' cleanliness. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Our restrooms are clean and in good working order.

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in this report have been corrected or are in the process of remediation.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/19/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Bldg.C (Rm 4-12,14-19, Kitchen, MPR, Restrooms): 7) Gas water heater in same room as electrical equipment and will be relocated as part of Measure SP renovations.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	New Classroom Portables: 10) Fire alarms not tied to main panel. Installed battery smoke detectors.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	86	79	84	84	50	50
Math	83	78	79	79	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.8	20.3	52.0

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	360	348	96.67	79.02
Male	197	190	96.45	76.32
Female	163	158	96.93	82.28
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	98	93	94.90	84.95
Filipino	--	--	--	--
Hispanic or Latino	101	101	100.00	61.39
White	84	80	95.24	87.50
Two or More Races	61	59	96.72	84.75
Socioeconomically Disadvantaged	50	48	96.00	75.00
English Learners	49	44	89.80	77.27
Students with Disabilities	38	33	86.84	30.30
Homeless	--	--	--	--

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	361	353	97.78	77.84
Male	198	193	97.47	78.13
Female	163	160	98.16	77.50
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	99	98	98.99	89.80
Filipino	--	--	--	--
Hispanic or Latino	101	101	100.00	61.00
White	84	80	95.24	82.50
Two or More Races	61	59	96.72	84.75
Socioeconomically Disadvantaged	51	50	98.04	60.00
English Learners	49	48	97.96	85.42
Students with Disabilities	38	33	86.84	39.39
Homeless	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents have many opportunities to participate at Monterey Hills School. Parents are active members of our School Site Council and are recruited to serve. Over 90% of our parents attend fall and spring parent-teacher conferences as well as the Back-to-School Night and Open House. Parents contribute their talents through conducting science assemblies, visual and performing arts activities, art projects, and volunteering in the classrooms and on field trips, as chaperones.

The PTA is quite active. Along with many programs they also raise funds for extra-curricular activities and typically raise well over \$100,000. These funds support individual classrooms as well as grade level activities in five different areas: cultural arts, academics, physical education, technology and community service. The South Pasadena Educational Foundation (SPEF) raised over \$850,000 district-wide to support various programs. Our PTA contributes to our school program both through volunteer time and financial contributions.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Monterey Hills School meets annually to update the School Safety Plan (SSP). It is comprised of two major components that address both a safe learning and a secure social environment wherein cultural, racial, and religious diversity of both students and staff members is respected. The plan is shared with and updated by the staff during a faculty meeting. MHS has emergency fire drills on a monthly basis, lockdown and drop drills bi-annually, and annually participates in the Great California Shake-Out. The SSP was last updated in December 2019.

Two current safety considerations include improving the efficiency of student ingress and egress, and continued implementation of the district's Bullying Prevention policy. Our Character Counts! (Six Pillars of Character), Kindness Challenge and Second Step program support the district's Bully Prevention policy. The district's Code of Conduct is central to how our students, staff, and parents are expected to respectfully interact with each other. Student safety is ensured in a number of ways. Teachers and yard-duty aides provide supervision on the playground. Students use the three rules: Be Safe; Be Respectful and Be Responsible, along with the Golden Rule to guide the decisions they make on the playground and in the classroom. Staff wear their badges to identify themselves and all parents and adult visitors are asked to sign-in at the front office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.2	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.0	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.63
Psychologist	.90
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	3	3		20	4	3		21	3	4	
1	24		4		22	1	3		24		4	
2	23		4		24		4		23	1	3	
3	23		5		24		5		22		5	
4	29		3		26		4		27		4	
5	30		4		27	1	4		27	1	4	
Other**	14	1										

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Four staff development days are scheduled into the school year to address both site and district level needs. These professional development days are aligned with the Board of Education's annual goals and Strategic Plan, goals which ensure academic achievement for all while closing the achievement gap for statistically significant sub-groups. Staff development is selected to address district strategic goals.

During the 2017-18 school year, the focus was on the ELA/ELD standards and the curriculum which was selected to deliver instruction: Benchmark Advance/Adelante curriculum. The MHS staff, along with the other two elementary school staffs, participated in examining the curriculum and learning differentiated grouping techniques.

During the 2018-19 school year, our three days will be used in two ways. Our first day included additional time to examine the Benchmark Advance/Adelante ELD and intervention curriculum and develop a curriculum map reflective of Common Core and Next Generation Science Standards. The second two days will be devoted to Covey Training on The 7 Habits of Highly Effective People. This training addresses communication and collaboration; independence and interdependence; and the impact individuals have on an organization. The training will provide a foundation and common language for our staff as we continue to work on creating a school climate of mindfulness.

During the 2019-20 school year, the focus has been on social-emotional learning, technology integration, writing instructional strategies, and NGSS.

Additional staff development has been/is delivered at monthly faculty meetings, monthly professional development meetings; during grade level release time and through attendance at various conferences. All teachers at every grade level participated in Cognitively Guided Instruction (CGI) training provided by the UCLA Math Institute. Recent topics that have been addressed include the evaluation of student writing, the examination of multiple measures, differentiated learning strategies, Thinking Maps, Project Lead the Way, Project-Based Learning (PBL), and Common Core State Standards.

Teachers are supported through their Path I (feedback after formal observations) and Path II plans (these plans plan address teaching standards agreed upon by teacher and principal). Additionally, grade-level meetings, data analysis meetings, and peer planning meetings allow teachers to learn from their peers.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,783	\$46,208
Mid-Range Teacher Salary	\$80,620	\$72,218
Highest Teacher Salary	\$112,570	\$92,742
Average Principal Salary (ES)	\$117,445	\$134,864
Average Principal Salary (MS)	\$120,284	\$118,220
Average Principal Salary (HS)	\$147,000	\$127,356
Superintendent Salary	\$240,443	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	33%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,046	\$2,781	\$8,265	\$80,890
District	N/A	N/A	\$7,645	\$84,070.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	7.8	-4.9
School Site/ State	7.8	12.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.