



Monterey Hills Elementary School

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

South Pasadena Unified School District

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Business Services

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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 this year commemorates 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 May 2008 and again in May 2012, by the California Department of Education. We continue to shine as a recipient of a Gold Ribbon Award in 2016. Our school is in the top 10 percent of all California elementary schools based on the annual state testing results. We use our Common Core State Standards to prepare 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 644 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 and 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. This program has been housed at MHS since the doors opened 50 years ago. 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 five 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 75 students. Our goals are to develop bilingual, multi-cultural and academically proficient students. Teachers are working with administration to complete a master-plan to ensure these goals are met. We have a kindergarten, first and second grade class 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 camp in north Malibu 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. Fund-raisers 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 <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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	112
Grade 1	101
Grade 2	98
Grade 3	121
Grade 4	107
Grade 5	105
Total Enrollment	644

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.3
Asian	30.1
Filipino	3.1
Hispanic or Latino	27.2
Native Hawaiian or Pacific Islander	0
White	23.3
Two or More Races	13
Socioeconomically Disadvantaged	11.6
English Learners	9.9
Students with Disabilities	9.5
Foster Youth	0

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			
Monterey Hills Elementary School	15-16	16-17	17-18
With Full Credential	29	30	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
South Pasadena Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	209
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Monterey Hills Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: October 10, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance/Adelante, Benchmark Advance 2016 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, 3 portable classrooms, a media center (library/computer lab), enlarged office, staff workroom and faculty lounge, auditorium/multipurpose room, and four rooms for support staff. Recent room additions to accommodate increased student population include the installation of two new portable classrooms and a rest room facility located near our bungalow classrooms for staff and students in June of 2009 and one new portable daycare room in July 2010.

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. Major donors included five MHS families and six organizations including the MHS PTA, Cub Scout pack 139C, a local preschool, the South Pasadena Unified School District, the City of South Pasadena and the South Pasadena Chinese American Club.

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.

Installation of protective fencing and gates in the front of the school was completed during the summer of 2013.

The South Pasadena Unified School District contributed \$150,000 to the State School Deferred Maintenance Program for the 2016-2017 school year.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/20/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Bldg.C(Rm4-12,14-19,Kitchen,MPR,Restrooms): 7) Gas water heater in same room as electrical equipment

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/20/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Bldg.D(Library,Media,Custodial, Rm 20, 21, 22): Leaking water pipe in wall
Safety: Fire Safety, Hazardous Materials	X				New Classroom Portables: 10) Fire alarms not tied to main panel
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	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, 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	80	79	80	83	48	48
Math	81	77	78	78	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	93	92	88	87	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20	26.7	36.2

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	100	99	99.0	91.9
Male	46	45	97.8	91.1
Female	54	54	100.0	92.6
Asian	32	31	96.9	93.6
Hispanic or Latino	24	24	100.0	95.8
White	23	23	100.0	82.6
Two or More Races	17	17	100.0	100.0
Socioeconomically Disadvantaged	14	14	100.0	92.9

* 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. 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.

**School Year 2016-17 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	332	325	97.89	78.77
Male	174	169	97.13	72.19
Female	158	156	98.73	85.9
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	109	106	97.25	82.08
Filipino	--	--	--	--
Hispanic or Latino	86	86	100	58.14
White	77	75	97.4	88
Two or More Races	46	46	100	91.3
Socioeconomically Disadvantaged	46	45	97.83	64.44
English Learners	46	42	91.3	66.67
Students with Disabilities	33	31	93.94	29.03

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 2016-17 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	332	329	99.1	76.9
Male	174	172	98.85	75.58
Female	158	157	99.37	78.34
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	109	109	100	92.66
Filipino	--	--	--	--
Hispanic or Latino	86	86	100	52.33
White	77	75	97.4	76
Two or More Races	46	46	100	86.96
Socioeconomically Disadvantaged	46	46	100	63.04
English Learners	46	46	100	80.43
Students with Disabilities	33	31	93.94	19.35

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents have many opportunities to participate at Monterey Hills School. Our PTA contributes to our school program both through volunteer time and financial contributions. The current PTA budget is over \$100,000. These funds support individual classrooms as well as grade level activities in five different areas: cultural arts, academic areas, physical education, technology and community service. Parents contribute their talents through conducting science assemblies, visual and performing arts activities, art projects, volunteering in the classrooms and on field trips, as chaperones. Over 98% of our parents attend fall and spring parent-teacher conferences as well as the Back-to-School Night and Open House. Parents are active members of our School Site Council. The South Pasadena Educational Foundation (SPEF) raised over \$850,000 district-wide to support various programs.

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 August, 2017.

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) 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 along with a student-led safety patrol. 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

School	2014-15	2015-16	2016-17
Suspensions Rate	0.29	2.06	2.03
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.07	1.75	1.49
Expulsions Rate	0.1	0	0.04
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		40

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.63
Psychologist	1
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	24	21	1		1	5	5	5			
1	24	21	21			2	4	4	2			
2	22	23	23				5	5	5			
3	24	21	21			1	4	5	4			
4	28	27	28				3	3	3			
5	27	27	24			1	4	4	4			
Other	10	14		2	2							

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

Professional Development provided for Teachers

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. This year's training will focus on the ELA/ELD standards and the curriculum which was selected to deliver instruction: Benchmark. The MHS staff, along with the other two elementary school staffs, participate. Recent topics that have been addressed include evaluation of student writing, homework issues, examination of multiple measures data, differentiated learning strategies, Thinking Maps, Project Lead the Way, Project-Based Learning (PBL), and Common Core State Standards.

Staff development 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.

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,026	\$44,144
Mid-Range Teacher Salary	\$81,058	\$69,119
Highest Teacher Salary	\$101,772	\$86,005
Average Principal Salary (ES)	\$116,282	\$106,785
Average Principal Salary (MS)	\$117,015	\$111,569
Average Principal Salary (HS)	\$133,525	\$121,395
Superintendent Salary	\$240,443	\$178,104
Percent of District Budget		
Teacher Salaries	40%	34%
Administrative Salaries	6%	6%

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

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

Special Education

Lottery Funds for Instructional Materials

DataQuest

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

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,182	\$2,359	\$7,823	\$84,423
District	♦	♦	\$7,687	\$82,929
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			1.8	1.8
Percent Difference: School Site/ State			19.0	21.2

* Cells with ♦ do not require data.