

Monterey Heights Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Monterey Heights Elementary School
Street	7550 Canton Dr.
City, State, Zip	Lemon Grove, CA 91945
Phone Number	(619) 825-5633
Principal	Donna Willson
Email Address	dwillson@lemongrovesd.net
Website	https://mhe.lemongrovesd.net/
County-District-School (CDS) Code	37 68205 6038624

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Lemon Grove School District
Phone Number	(619) 825-5600
Superintendent	Erica Balakian
Email Address	ebalakian@lemongrovesd.net
Website	https://www.lemongrovesd.net/

School Description and Mission Statement (School Year 2020-2021)

Monterey Heights, home of the Eagles, began to serve the Lemon Grove community in 1949 and is considered the little school on the hill. We serve students in grades Preschool-6th grade, with an enrollment of approximately 545 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 develops innovative ways to reimagine education, including the school library's Makerspace. The school library's Makerspace has powerful potential to help students become innovators, problem solvers and creators.

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: The mission of Monterey Heights Elementary is to provide a culturally diverse and inclusive educational experience, in a safe and nurturing environment, to inspire a community of lifelong learners who become well-rounded global citizens.

Vision: Every Day, Every Student, Caring Relationships, Quality and Effective Learning, with 21st Century Learning Experiences

Core Values: Be Safe, Respectful, and Responsible

Motto: We must learn to fly before we can S.O.A.R! Stand Out Above the Rest!

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	72
Grade 1	48
Grade 2	52
Grade 3	47
Grade 4	69
Grade 5	51
Grade 6	62
Total Enrollment	401

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	16
American Indian or Alaska Native	0.7
Asian	6.2
Filipino	2.2
Hispanic or Latino	58.6
Native Hawaiian or Pacific Islander	3
White	9.7
Two or More Races	3.5
Socioeconomically Disadvantaged	72.1
English Learners	23.2
Students with Disabilities	13.5
Foster Youth	0.7
Homeless	0.5

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	20	20	29	175
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

All textbooks used in the core curriculum throughout Lemon Grove School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. On October 13, 2020, the Lemon Grove School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees certified as required by Education Code §60119 that for the 2020-21 school year, the Lemon Grove School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course is available to pupils.

All Lemon Grove School District students, including all English learners, have textbooks and instructional materials that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient quantities for each student for use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-6 Benchmark Advance (2018)	Yes	0
Mathematics	TK-6 Houghton-Mifflin Harcourt California "Go Math" (2014)	Yes	0
Science	TK-5 Harcourt (2008) 6 Glencoe (2008)	Yes	0
History-Social Science	TK-5 Houghton-Mifflin (2007) 6 Glencoe (2007)	Yes	0

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

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 Maintenance and Operations Services (MOS) department. Lemon Grove School District (LGSD) continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff. School custodial and district maintenance staff conduct frequent inspections to ensure that all sites are clean, safe, well maintained and in good repair. Mobile cleaning teams have been used to provide in-depth cleaning-assistance services. The Maintenance Department is in the process of establishing preventative maintenance programs that ensure all schools are managed at an efficient operating level. All classrooms, playground areas and working space for students and staff satisfy building capacity requirements of the Education Code.

The Lemon Grove School District has always emphasized the importance of a clean, safe environment for learning and working. The environment of each campus is a matter of pride for students, staff and parents. To ensure that our facilities are in good repair condition, custodians at each site perform monthly inspections, and the district maintenance crews attempt to complete their work orders in a timely manner.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2020

System Inspected	Rating	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	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	41	N/A	46	N/A	50	N/A
Mathematics (grades 3-8 and 11)	35	N/A	35	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	22	N/A	21	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Parents and volunteers are referred to as “partners in learning.” Parents and other volunteers are offered a variety of opportunities to become involved at Monterey Heights. Community involvement in the school’s volunteer program is encouraged and coordinated by the school’s part-time volunteer coordinator. Volunteer assistance may be performed on site (when we are on campus) or at home. In addition, parent/family conferences with student involvement, orientation programs, special evening events and open house also support the school program. There is an active Parent Teacher Association assisting the school with fundraising activities, school to home communications, and various other programs for parents and students. The PTA Board also serves as liaison with the school community through newsletters and needs assessment surveys that encourages parent input about our school programs. The School Site Council, consisting of staff members, community members and parents, is involved in the planning, development, implementation, evaluation and modification of the School Plan for Student Achievement. Parental involvement is expected and appreciated. While our school year looks very different this year due to being in distance learning, we are committed to involving our parents every step of the way. For more information on how to become involved at the school, please contact the school office.

Teachers are also the beneficiaries of parental support, given the number of parent volunteers who assist in the classroom. Volunteers adhere to district and school volunteer policies and protocols. Some of the supports offered by these volunteers include: 1) supporting students' learning; 2) helping to prepare classroom instructional materials; 3) representing parents' interests on the school site council (SSC); and 4) meeting monthly to ensure the academic success of all English learner students via the school English Learner Advisory Committee (ELAC), as well as District English Learner Advisory Committee (DELAC), to name a few. Parents/guardians are invited to contact the school if interested in volunteering or serving on a committee.

Please note that due to safety requirements during Covid19, most of these opportunities are online rather than in person.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.8	2.0	2.2	3.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.4	1.8	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Monterey Heights Elementary School is committed to providing a safe and welcoming learning environment for students, staff, and all who enter campus. Monterey Heights School's Comprehensive Safe School Plan provides emergency preparedness response instructions, information and guidelines to assure the safety and well-being of students and staff at the time of an emergency. All plans are available for review upon request. The Principal or Principal's designee, perform evacuation, earthquake, and lockdown drills to assess the effectiveness of the Comprehensive Safe School Plan. Our School Safety Plan is reviewed and updated annually. We have a developed plan that covers a variety of emergencies that could occur. Staff members receive training to help ensure the safety of all students. Monthly emergency and/or evacuation drills are held to ensure that all students, staff and visitors are aware of procedures during these emergencies. Some of our drills are attended by the local sheriff and/or fire department to support and advise on best practices to implement and maintain.

Many strategies are also utilized in lieu of suspensions and to create trust and responsibility with the students. A student and family resource room has been established to give students an opportunity to work independently and gather their thoughts before resuming classroom activities.

In 2020-21, due to requirements in response to Covid19, our school closed to in-person learning from August until present. Staff remained on campus and followed all County and State Covid safety requirements.

Below are Meeting Dates pertaining to the Reopening School Safety Plan:

**September 2020: Staff selected adjunct duties including safety committee members and roles

**September/October/November/December 2020: Develop, revise and refine, school safety reopening plan as we remain in distance learning

Our 2020-21 safety plan is currently under review and will be submitted to the board in March 2021.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	26		3		24		3	2	24	1	2	
1	24		2		27		2		24		2	
2	21	1	2		25		2		26		2	
3	22	1	2		21		3		23		2	
4	28		2		20	1	2		31		2	
5	26		2		30		2		22		2	
6	25	1	2		21	1	2		29		2	
Other**									11	2		

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,596	\$2,204	\$5,392	\$84,967
District	N/A	N/A	\$9,669	\$83,181
Percent Difference - School Site and District	N/A	N/A	-56.8	2.1
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	-35.9	5.3

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

Types of Services Funded (Fiscal Year 2019-2020)

In order to support the whole student, Monterey Heights offers a number of supports beyond regular classroom instruction. These supports are funded through a combination of federal and state funds that support students both during and beyond the school day. The school plan is developed to support students to thrive academically, socially, and emotionally towards excellence while reaching his/her full potential responsibly in a 21st century global society.

The primary funding for school programs are derived from the state's Local Control Funding Formula, Title 1 and the District's general fund.

Monterey Heights has funded the following services at the school site:

Reading supports for students K-8 that are not yet proficient

- Small group leveled reading for grades K-6
- Support Teacher
- Classroom Paraprofessionals for TK-2
- IReady Reading adaptable software for grades K-6
- After or before school targeted small groups facilitated by certificated teachers for 6 weeks at a time

Language Development Support for English Learners

- English Learner Support through daily 30 minute small group ELD
- Bilingual Instructional Aide (BIAs) support for Long Term English Learners and EL students who need additional assistance

Math supports for students TK-6 that are not yet proficient

- Personal Math Trainer is used to reinforce skills in all classrooms K-8
- I-Ready Math adaptable software for grades K-6
- After school targeted small groups run by certificated teachers for 6 weeks at a time
- Classroom Paraprofessionals for TK-2
- Support Teacher

GATE and enrichment after school programs for students in grades 3-8 that qualify

- Girls on the Run mentoring and running program for girls in grades 4-6
- Makerspace materials for coding and engineering
- District STEM program for GATE and high achievers

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,201	\$50,574
Mid-Range Teacher Salary	\$77,752	\$76,649
Highest Teacher Salary	\$106,717	\$98,993
Average Principal Salary (Elementary)	\$121,977	\$125,150
Average Principal Salary (Middle)	\$124,478	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$220,469	\$193,925
Percent of Budget for Teacher Salaries	35.0	34.0
Percent of Budget for Administrative Salaries	4.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	38	50	68

Professional development is a part of every site plan and a major component of the instructional support to students and staff. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

The District and MH focus is to develop caring relationships and provide 21st century learning experiences for all students. Monterey Heights is engaged in weekly one hour collaboration meetings, where teachers engage in lesson planning, data analysis and reflection to meet student needs. Additionally, our team participates in the district-provided AMP (art-music-PE) program which provides teachers additional weekly collaboration time. Our site Instructional Leadership Team meets twice a month to guide our site's instructional practices and provide administration with solid feedback on additional support and training needed to improve student success. As such, our team has worked closely with our instructional coach, as well as coaches from Math Solutions and iReady to increase student achievement and engagement in the area of mathematics, while continuing to increase their ELA knowledge and implementation with the support of the Benchmark coaches.

Our teachers also participated in multiple cycles of professional development at the district level. All grade levels participated in multiple rounds of Lesson Studies with a District English Language Arts Coach and Benchmark Curriculum Consultants, with a focus on lesson planning for small group instruction and differentiation. Along with our teachers, our Bilingual Instructional Assistants (BIAs) received training on the ELD components of the Benchmark Curriculum. In 2019-20 we partnered closely with Math Solutions in order to provide training on the Common Core Math Standards, with a focus on Number Talks, small group instruction, and designing engaging lessons. Additionally, our teachers received training on the implementation of iReady, with a focus on data review and individualized instruction.

The on-site and district-wide staff development and continuous improvement sessions listed above include full and partial days. Beginning in 2020-21, each Wednesday has been reduced to minimum days for students district wide. We use Wednesday afternoons for district and site based ongoing professional development. With the safety requirements and response to Covid-19, in 2020-21 all professional development moved to an online format with a specific focus on improving distance learning and engagement for our students.