

MONTEREY ELEMENTARY SCHOOL

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

| | |
|-----------------------------------|---|
| School Name | MONTEREY ELEMENTARY SCHOOL |
| Street | 794 East Monterey Ave. |
| City, State, Zip | San Bernardino, CA 92410 |
| Phone Number | (909) 388-6391 |
| Principal | Erika Rios |
| Email Address | erika.rios@sbcusd.k12.ca.us |
| School Website | https://monterey.sbcusd.com/ |
| Grade Span | K-6 |
| County-District-School (CDS) Code | 36678766037014 |

2025-26 District Contact Information

| | |
|------------------|---|
| District Name | SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT |
| Phone Number | (909) 381-1110 |
| Superintendent | Mauricio Arellano |
| Email Address | mauricio.arellano@sbcusd.k12.ca.us |
| District Website | www.sbcusd.com |

2025-26 School Description and Mission Statement

Monterey Elementary School has 30 classrooms that includes a Library, Extra Support Room, a Multipurpose room, and an Administration office. The campus was built in 1943 and was modernized in 1989 and 2013. The facility strongly supports teaching and learning through its ample classroom and playground space, a professional development room, and a staffroom.

In order to create a community of critical thinkers, lifelong learners, and successful communicators that strive for excellence:

- * We build meaningful relationships
- * We foster a safe and supportive learning environment

2025-26 School Description and Mission Statement

- * Deliver Rigorous and Engaging Instruction
- * Promote a Growth Mindset and Love of Learning
- * Model and Teach Effective Communication
- * Celebrate Progress and Excellence

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 81 |
| Grade 1 | 46 |
| Grade 2 | 48 |
| Grade 3 | 47 |
| Grade 4 | 51 |
| Grade 5 | 55 |
| Grade 6 | 44 |
| Total Enrollment | 372 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 46.5 |
| Male | 53.5 |
| American Indian or Alaska Native | 0.3 |
| Asian | 3 |
| Black or African American | 11.6 |
| Hispanic or Latino | 82.3 |
| Two or More Races | 0.8 |
| White | 2.2 |
| English Learners | 33.1 |
| Foster Youth | 1.6 |
| Homeless | 11.8 |
| Socioeconomically Disadvantaged | 97 |
| Students with Disabilities | 15.6 |

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.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.9 | 88.88 | 1973.3 | 82.38 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 24.8 | 1.04 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 113.7 | 4.75 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1 | 5.56 | 54.8 | 2.29 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 1 | 5.56 | 228.7 | 9.55 | 15831.9 | 5.67 |
| Total Teaching Positions | 17.9 | 100 | 2395.5 | 100 | 279044.8 | 100 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 14.4 | 87.87 | 1971.2 | 83.53 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 53.5 | 2.27 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 144.4 | 6.12 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1 | 6.06 | 52.4 | 2.22 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 1 | 6.06 | 138.1 | 5.86 | 14303.8 | 5.15 |
| Total Teaching Positions | 16.4 | 100 | 2359.9 | 100 | 277698 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15 | 90.91 | 1855.2 | 78.51 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 1 | 6.06 | 68.6 | 2.91 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 184.9 | 7.82 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 65.9 | 2.79 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0.5 | 3.03 | 188.3 | 7.97 | 13705.8 | 4.91 |
| Total Teaching Positions | 16.5 | 100 | 2363 | 100 | 278927.1 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 0.00 | 0 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0 | 0 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.00 | 1 | 0 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 1.00 | 1 | 0 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Core K-6 textbooks adopted by the San Bernardino City Unified School District Board of Education are selected from the State adopted list of materials. Transitional Kindergarten materials are from the district's most recent local adoption. These materials are standards-based and are rigorously reviewed by San Bernardino City Unified School District textbook adoption committees to assure that selections will meet the unique needs of all learners, including English language learners, advanced learners, at-risk students and special needs students. Textbooks are usually adopted for an eight-year cycle.

All core curriculum materials are available in English and Spanish. The Board of Education ensures that standards-aligned textbooks and/or instructional materials are purchased for each student to use in class and at home. Instructional materials include a variation of textbooks and/or consumables, big books and supplemental materials determined by the district to cover required state standards. English Language Development (ELD) materials are standards-aligned and are purchased for each student who is identified as an English learner. An inventory is completed for each classroom at every school site and is reported to the District Office to ensure that sufficient materials are available for the new school year. This inventory is completed in March/April of each year to prepare for the following school year.

In addition to core curriculum materials, the district has purchased supplementary materials for use in the district's elementary music program. District music specialists primarily use these materials. Participation in the district's music program is voluntary and open to students in grades four through six. Sufficient instructional materials are available for all students electing to participate in this music program.

Pearson Elevate for Science has been adopted by the school board for use in TK, promoting continuity of the science instruction.

Year and month in which the data were collected

June 2025

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|------------------------------|---|--|
| Reading/Language Arts | Grade TK: Savvas (formerly Pearson) : Three Cheers (2022) Grades K-6: McGraw-Hill School Education: Reading Wonders (2016) | 0 |
| Mathematics | Grade TK: Savvas (formerly Pearson) : Three Cheers (2022) Grades K-6: CPM Educational Programs Curriculum Associates IReady Classroom (2025) | 0 |
| Science | Grade TK: Savvas (formerly Pearson) : Three Cheers (2022)Grade(s) K – 5: Pearson Publishing: California elevate Science (2020) | 0 |

| | | |
|---|---|-----|
| | Grade(s) 6: Amplify Education, Inc.: 6th Grade Integrated Science (2020) | |
| History-Social Science | Grade TK: Savvas (formerly Pearson) : Three Cheers (2022)Grades K-5: Pearson: CA History Social-Science myWorld (2018) Grade 6: Teachers' Curriculum Institute: History Alive! The Ancient World: (2018) | 0 |
| Foreign Language | N/A | N/A |
| Health | N/A | N/A |
| Visual and Performing Arts | McGraw-Hill: Share the Music (1995) | 0 |
| Science Laboratory Equipment (grades 9-12) | | 0 |

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

School Facility Conditions and Planned Improvements

General

Monterey Elementary School has 30 classrooms, a library, a multipurpose room, and an administration office. The campus was built in 1943 and was modernized in 1989 and 2012-13. The facility strongly supports teaching and learning through its ample classroom and playground space, a Professional Development Room, Music Room, Staff Resource Room and Parent Center.

Safety

To ensure student safety before, during and after the school day, rec aides, teachers, and administrators supervise the school grounds including the cafeteria, quad area, and athletic fields. Signs are posted throughout the campus to indicate all visitors must report to and register in the administration office. All staff and visitors wear appropriate identifying badges.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. The District's Mobile Maintenance Teams are proactive and conduct inspections to keep school sites in "good repair" on a continual basis. Also, the district staff at each site reports safety issues as they arise. Maintenance and Operations make necessary repairs to ensure that all schools are clean, safe, and functional. A work order process is used to ensure efficient service and emergency repairs are given the highest priority and work orders are completed in a timely manner.

Cleaning Process and Schedule

The district's Maintenance and Operations department works with the site principal or designee to develop cleaning runs for the site custodian(s). The site principal/designee then works with the site custodian(s) to ensure proper implementation of the cleaning runs to maintain a safe and clean school.

School Facility Improvements

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2024-25 school year are listed below:

The following improvements are made district-wide where necessary:

- Interior and exterior paint
- Repair or Replace of HVAC systems
- Repair or Replace of gymnasium flooring
- Repair or Replace of floor tiles and carpeting
- Upgrade classroom technology

Large projects and school modernization information can be found at <https://sbcusdfacilities.com/>

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Williams Visit Findings

Visit Date: 01/22/2026

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. Below are the findings from the most recent visit including information regarding any remedial action taken or planned.

The following extreme deficiencies were observed:

None.

The following good repair deficiencies were observed:

None.

School Facility Good Repair Status (School Year 2024-25)

The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

The most recent facilities inspection took place November, 2024.

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2025.

Year and month of the most recent FIT report

11/7/2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | | X | Work Room Repair/Replace a large amount of lights in this area A-1 Repair/Replace or replace lighting in this area A-2 Repair/Replace lighting in this area. B-2 Replace (1) missing light fixture cover. C-3 Repair/Replace lighting in this area C-5 Repair/Replace lighting in this area. C-6 Have HVAC Check thermostat and repair/replace lighting in this area. Too cold for staff/students. C-7 Repair/Replace lighting in this area. West B-Boys Repair (1) push water valve north sink. D-2 repair system or replace lighting in this area. D-7 reset (1) ceiling tile E-1 Repair lighting or repair the system, reset (1) ceiling tile. E-2 Reset (1) ceiling tile E-3 Reset (1) ceiling tile. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|---|
| Fire Safety, Hazardous Materials | | | | |
| Structural: Structural Damage, Roofs | X | | | B-3 Paint outside wall south. M/U Area Spot paint south wall area. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 14 | 20 | 33 | 35 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 6 | 10 | 20 | 22 | 35 | 37 |

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students | 194 | 193 | 99.48 | 0.52 | 20.21 |
| Female | 96 | 96 | 100.00 | 0.00 | 19.79 |
| Male | 98 | 97 | 98.98 | 1.02 | 20.62 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 16 | 15 | 93.75 | 6.25 | 26.67 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 163 | 163 | 100.00 | 0.00 | 17.79 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |

| | | | | | |
|--|-----|-----|--------|------|-------|
| White | -- | -- | -- | -- | -- |
| English Learners | 57 | 57 | 100.00 | 0.00 | 7.02 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 28 | 28 | 100.00 | 0.00 | 21.43 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 190 | 189 | 99.47 | 0.53 | 19.05 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 20 | 20 | 100.00 | 0.00 | 15.00 |

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|--------------------------------|-----------------------------|------------------------------|----------------------------------|---------------------------------------|
| All Students | 194 | 193 | 99.48 | 0.52 | 10.36 |
| Female | 96 | 96 | 100.00 | 0.00 | 5.21 |
| Male | 98 | 97 | 98.98 | 1.02 | 15.46 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 16 | 15 | 93.75 | 6.25 | 0.00 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 163 | 163 | 100.00 | 0.00 | 9.82 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 57 | 57 | 100.00 | 0.00 | 1.75 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 28 | 28 | 100.00 | 0.00 | 10.71 |
| Military | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|--|-----|-----|--------|------|-------|
| Socioeconomically Disadvantaged | 190 | 189 | 99.47 | 0.53 | 9.52 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 20 | 20 | 100.00 | 0.00 | 15.00 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8 and high school) | 2.22 | 5.26 | 17.92 | 19.85 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 57 | 57 | 100.00 | 0.00 | 5.26 |
| Female | 30 | 30 | 100.00 | 0.00 | 0.00 |
| Male | 27 | 27 | 100.00 | 0.00 | 11.11 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 48 | 48 | 100.00 | 0.00 | 6.25 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 20 | 20 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 57 | 57 | 100.00 | 0.00 | 5.26 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

The parents at Monterey are encouraged to participate in and serve on our School Site Council, English Language Advisory Council and African American Parent Advisory Council. At these meetings various topics are discussed such as our School Plan (SPSA), Program Options, School Budget, Safety Plan, Home School Compact and Test Results At Monterey. We provide opportunities for our school community to participate in school wide activities such STEAMM Night, Career Week, Cinco de Mayo/Multi-Cultural Event, Academic Field Trips, Winter Program and Back to School Night. We also encourage parents to volunteer in our classrooms, special events and special projects. Parents are able to meet with the Principal to discuss their concerns and ideas through "Snack & Chat with the Principal," Parent Advisory Committees and Planning Meetings.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 440 | 417 | 166 | 39.8 |
| Female | 203 | 192 | 66 | 34.4 |
| Male | 237 | 225 | 100 | 44.4 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 12 | 12 | 1 | 8.3 |
| Black or African American | 51 | 47 | 20 | 42.6 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 360 | 342 | 136 | 39.8 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| English Learners | 143 | 138 | 48 | 34.8 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 56 | 53 | 26 | 49.1 |
| Socioeconomically Disadvantaged | 430 | 407 | 164 | 40.3 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 87 | 86 | 49 | 57.0 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 1.96 | 1.46 | 4.55 | 5.14 | 4.92 | 4.03 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.17 | 0.16 | 0.14 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 4.55 | 0.00 |
| Female | 1.97 | 0.00 |
| Male | 6.75 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 8.33 | 0.00 |
| Black or African American | 13.73 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 3.33 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 2.80 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 1.79 | 0.00 |
| Socioeconomically Disadvantaged | 4.65 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 6.90 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Date of Last Review/Update: Nov. 19, 2025
 Date Last Reviewed with Faculty: Feb. 2, 2026

Every student and teacher has the right to attend a school free from physical and psychological harm. To help schools achieve these vital goals, the State of California has mandated that each K-12 school develop a comprehensive school safety plan. Reviewed annually, a school's safety plan is the result of a systematic planning process in cooperation with local public safety agencies, community leaders, parents, pupils, teachers, administrators, and other persons interested in the prevention of campus crime and violence. Each school's safety plan addresses the following key areas: preparedness, mitigation and prevention, response and recovery.

In close cooperation with the California Schools Risk Management (Joint-Powers Authority), local police and fire departments, the district's Office of Safety and Emergency Management conducts periodic safety inspections of district sites and provides correction reports to site administrators. A follow-up system is in place to ensure timely compliance and correction of discrepancies.

School sites also conduct scheduled drills for anticipated emergency situations (such as fires, earthquakes and lockdowns) to prepare students, staff, and other stakeholders how to appropriately respond to those emergencies. The district follows California's mandated Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for emergency management. The Office of Safety and Emergency Management is also tasked with coordinating the response and recovery of emergencies or other disasters affecting the SBCUSD.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 23 | 0 | 2 | 0 |
| 1 | 24 | 0 | 2 | 0 |
| 2 | 24 | 0 | 1 | 0 |
| 3 | 22 | 1 | 1 | 0 |
| 4 | 33 | 0 | 0 | 0 |
| 5 | 13 | 3 | 1 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 21 | 2 | 5 | 0 |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 17 | 1 | 2 | 0 |
| 1 | 24 | 0 | 2 | 0 |
| 2 | 22 | 0 | 1 | 0 |
| 3 | 23 | 0 | 2 | 0 |
| 4 | 33 | 0 | 0 | 0 |
| 5 | 24 | 1 | 2 | 0 |
| 6 | 18 | 2 | 0 | 0 |
| Other | 22 | 1 | 2 | 0 |

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|--------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 14 | 5 | | |
| 1 | 23 | | 2 | |
| 2 | 24 | | 2 | |
| 3 | 24 | | 2 | |
| 4 | 26 | | 2 | |
| 5 | 27 | | 4 | |
| 6 | 22 | 1 | 1 | |
| Other | 14 | 1 | | |

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|-------------------------------------|-------|
| Pupils to Academic Counselor | 345 |

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$10,311.47 | \$1,422.93 | \$8,888.54 | \$95,491.82 |
| District | N/A | N/A | \$8065.05 | \$106,752 |
| Percent Difference - School Site and District | N/A | N/A | 3.8 | -11.1 |
| State | N/A | N/A | \$11,146 | \$100,333 |
| Percent Difference - School Site and State | N/A | N/A | -22.5 | -4.9 |

Fiscal Year 2024-25 Types of Services Funded

Types of Services Funded (Fiscal Year 2024-2025)

All categorically funded programs within the San Bernardino City Unified School District (SBCUSD) aim to ensure that every student achieves proficiency in state and local standards. This commitment extends to all student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Socio-Economically Disadvantaged (Low-Income), African American, American Indian, Asian, Filipino, Hispanic, Pacific Islander, Homeless, Foster Youth, Students with Disabilities, Two or More Races, and White students.

To achieve this, each school site employs a continuous improvement process known as Plan, Do, Study, Act (PDSA). This framework actively engages key Educational Partners, including Principals, Teachers, support staff, parents, and students at the secondary level. Together, these Educational Partners form the School Site Council (SSC). The SSC is tasked with developing, annually reviewing, evaluating, and revising the School Plan for Student Achievement (SPSA). This comprehensive plan leverages self-study and collaborative efforts to ensure the alignment and effective use of all available resources, directing them toward delivering a high-quality educational program that supports student success. Recognizing that some students may face challenges meeting academic standards and graduation requirements, categorical program funds are allocated to provide targeted support. These funds serve as supplemental educational resources to enhance the core instructional program and address the unique needs of at-risk students.

Categorical funds are specifically designated for:

- additional personnel time
- professional development opportunities
- supplemental instructional materials
- specialized services
- equipment
- supplies

These funds are supplementary and must not replace or supplant the base program. Categorical Programs at SBCUSD sites implemented programs, including:

Every Student Succeeds Act (ESSA) Title I, Part A: Supporting the lowest-performing Socio-Economically Disadvantaged (Low Income) students to meet the challenge academic standards in Reading, Writing, Math, and Science. Local Control Funding Formula (LCFF): Supplemental and Concentration Funds to support high-needs for Unduplicated Pupils (English Learners, Long Term English Learners, Low-Income, and Foster Youth). District-Level Categorical Programs provide support services and instructional initiatives aimed at improving overall student outcomes.

ESSA Title II, Part A: Supporting effective instruction, professional development of teachers and administrators, and recruitment and retention efforts.

ESSA Title III: Language instruction for English Learners and immigrant students; ESSA Title IV, Part A: Promoting a safe, healthy learning environment, access to well-rounded education, and technology integration for personalized learning.

Fiscal Year 2024-25 Types of Services Funded

ESSA Title VI, Indian Education: Provides federal funding to support Native American students' educational needs and cultural heritage. It aims to improve academic achievement while fostering connections to Native cultures, languages, and traditions.
 Carl D. Perkins Act: Provides funding for Career and Technical Education (CTE) programs that emphasize accountability, educational partner collaboration, and the targeting of underserved populations through enhanced local needs assessments.
 Career Technical Education Incentive Grant (CTEIG): A California program to enhance K-12 CTE pathways, complementing Perkins by focusing on California workforce needs and fostering education-business collaboration.

SBCUSD and the State identify schools with the greatest needs using local and State data, including student progress indicators and the California Dashboard. These programs aim to provide additional resources, implement data-driven improvement plans to address significant equity gaps, and ensure student group performance improves over time. These initiatives include:

SBCUSD Focus Schools: a District-level program to support historically low-performing schools with additional support, oversight, and accountability.

Equity Multiplier: Aims to reduce educational inequities by providing extra funding to schools with high levels of need. Schools qualify based on Socio-Economically Disadvantaged rates of over 70% and student non-stability greater than 25%. Funding is directed toward evidence-based initiatives to address disparities without replacing existing resources.

Comprehensive Support and Improvement (CSI): a Federally-mandated support system under ESSA aimed at helping the lowest-performing schools in a state. Schools are typically identified for CSI if they are among the bottom 5% of schools based on performance metrics or have graduation rates below a certain threshold (e.g., less than 67%).

Targeted Support and Improvement (TSI): focuses on schools where specific student groups (e.g., based on race, income, disability, or English language proficiency) consistently underperform to reduce disparities.

Additional Targeted Support and Improvement (ATSI): ATSI is a subset of TSI. Schools are identified for ATSI when one or more student groups perform at a level comparable to the lowest-performing 5% statewide schools. ATSI designation often involves more intensive interventions than TSI.

These coordinated efforts aim to ensure equitable opportunities and sustained academic success for all SBCUSD students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$66,593 | \$60,863 |
| Mid-Range Teacher Salary | \$100,142 | \$93,575 |
| Highest Teacher Salary | \$134,052 | \$125,548 |
| Average Principal Salary (Elementary) | \$154,138 | \$157,645 |
| Average Principal Salary (Middle) | \$158,814 | \$165,341 |
| Average Principal Salary (High) | \$184,897 | \$182,580 |
| Superintendent Salary | \$405,133 | \$357,064 |
| Percent of Budget for Teacher Salaries | 25.09% | 30.36% |
| Percent of Budget for Administrative Salaries | 3.81% | 4.88% |

Professional Development

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Teacher Induction Program (TIP) mentors, Peer Assistance Review (PAR) consulting teachers, peer mentors, and content specialists work with teachers on a regular basis. Teachers, paraprofessionals, and administrators are all provided opportunities to participate in professional development (PD)

Professional Development

programs. An analysis of site academic and behavioral data is used to provide focus to each site's Single Site Plan for Student Achievement and used to guide the creation of the site professional development plan. The site administrators and Professional Development Team (PDT) work together to establish the focus of site professional development that takes place during weekly early release Collaboration Days. Additionally, the district provided district wide staff development which included 3 days in 2019-20, 4 days in 2020-21, 3 days in 2021-22, 3 days in 2022-23, 3 days in 2023-24, 2 days in 2024-2025, 2 days in 2025-2026, as well 6 additional 90-minutes district professional development sessions during the year.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. The goal of all professional development is to increase student proficiency in core subject areas. Targeted support is provided in the areas of culturally relevant instruction, strategies to assist English Learners, essential components of an ELD lesson, implementation of the Common Core State Standards, creating rigorous standards-aligned units of study, building a solid foundation in Algebra, GATE strategies, implementing Positive Behavior Supports, restorative practices, and integrating technology into daily instruction.

School sites support the focus of their identified instructional improvements with site-based professional development, and joblike learning communities work through issues using work-embedded time. District-wide banked-time (Collaboration Days) provides an opportunity for sites to develop their Professional Learning Communities and levels of collaboration focused on student achievement. New teachers and teacher interns participate in the Teacher Induction Program (TIP) which focuses on the California Standards for the Teaching Profession.

The San Bernardino City Unified School District uses individualized, job-embedded coaching focused on the CSTP (teachers) and CPSELs (administrators) and in-person workshops with on the job follow up feedback. Administrators, teachers and community members receive professional development through job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/ coordination with local university programs, online delivery of professional development content and individual mentoring. Opportunities are created for development in curriculum writing, assessment of standards and instructional best practices, including teaching to the appropriate depth of knowledge and disciplinary literacy. Additionally, Special Education offers a variety of PD opportunities to support the Individual Education Plans (IEPs) of identified students. Professional development is focused around current district, state, and national trends in the area of Special Education. At present, available topics include successful implementation of strategies for students with Autism, curriculum for different disability groups, behavior management, data analysis, social skills, English Language Development (ELD), Behavior Professional Development Support Plans (BSPs), and legally defensible documents that best support students and meet state requirements. This year the emphasis of the districtwide PD was the continued integration of UDL and Teacher Clarify alongside the implementation of PLC teams. In addition, KAGEN cooperative learning strategies were brought to all teachers to help facilitate increased differentiation for our English Learner and Special Education student groups. Training was delivered on the use of a districtwide formative assessment and diagnostic software platform, which provides teachers with data to identify student learning needs and maximize instruction. Additionally, District administrators and educators are continuing to receive professional development and coaching around Professional Learning Communities and Universal Design for Learning (UDL).

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. The goal of all professional development is to increase student proficiency in core subject areas. Targeted support is provided in the areas of culturally relevant instruction, strategies to assist English Learners, essential components of an ELD lesson, implementation of the Common Core State Standards, creating rigorous standards-aligned units of study, building a solid foundation in Algebra, GATE strategies, implementing Positive Behavior Supports, restorative practices, and integrating technology into daily instruction.

School sites support the focus of their identified instructional improvements with site-based professional development, and job-like learning communities work through issues using work-embedded time. District-wide banked-time (Collaboration Days) provides an opportunity for sites to develop their Professional Learning Communities and levels of collaboration focused on student achievement. New teachers and teacher interns participate in the Teacher Induction Program (TIP) which focuses on the California Standards for the Teaching Profession.

The San Bernardino City Unified School District uses individualized, job-embedded coaching focused on the CSTP (teachers) and CPSELs (administrators) and in-person workshops with on the job follow up feedback. Administrators, teachers and community members receive professional development through job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/ coordination with local university programs, online delivery of professional development content and individual mentoring. Opportunities are created for development in curriculum writing, assessment of standards and instructional best practices, including teaching to the appropriate depth of knowledge and disciplinary literacy. Additionally, Special Education offers a variety of PD opportunities to support the Individual Education Plans (IEPs) of identified students. Professional development is focused around current district, state, and national trends in the area of Special Education. At present, available topics include successful implementation of strategies for students with Autism, curriculum for different disability groups, behavior management, data analysis, social skills, English Language Development (ELD), Behavior Support Plans (BSPs), and legally defensible documents that best support students and meet state requirements.

Professional Development

This year the emphasis of the districtwide PD was the continued integration of UDL and Teacher Clarify alongside the implementation of PLC teams. In addition, KAGEN cooperative learning strategies was brought to all teachers to help facilitate increased differentiation for our English Learner and Special Education student groups. Training was delivered on the use of a districtwide formative assessment and diagnostic software platform, which provides teachers with data to identify student learning needs and maximize instruction. Additionally, District administrators and educators are receiving continuing PD around Professional Learning Communities and Universal Design for Learning (UDL).

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 2 | 2 |