District and Monte Vista School

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

Mountain View School District
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School Description

"Empowerment through high expectations, achievement, and respect"
It is our belief that everyone can achieve personal success. Through our daily efforts, all members of the Monte Vista Community will be empowered to reach school and individual goals. Monte Vista School maintains a commitment to providing a strong instructional program for our K-8 students. Teachers, staff, parents, and administrators adhere to the principle of putting students first and tailor the educational programs and climate to meet the needs of an ever changing school population. All students at Monte Vista will experience the joy of learning in a safe and caring learning environment that maintains a balanced educational program.

Monte Vista School works throughout the year on the instructional program, striving to improve upon the quality education that is provided. In order to provide students with the most comprehensive educational experience possible, all aspects of curriculum and instruction are aligned with State Common Core Standards and incorporating SEAL (Sobrato Early Academic Language) and AVID (Advancement Via Individual Determination) frameworks. Through the curriculum alignment process, teachers have developed instructional units designed to target instruction while adding breadth and depth to the teaching of state standards. Student progress toward meeting standards is monitored through frequent benchmark assessments conducted at various times throughout the year in order to ensure that students are making progress towards academic goals. Data reflection sessions are held after each diagnostic and benchmark assessment to discuss grade level and individual student results. With this information, teachers collaboratively design and plan teaching strategies and methodologies, as grade level teams. Grade level teams also analyze the results of these adjustments during the course of the year to confirm the positive effects of diversity in common core teaching strategies.

As part of the school-wide focus on English Language Development (ELD) and Academic Language Development (ALD), all students participate in either ELD or ALD sessions for 45 minutes each day. At each grade level students are grouped by English language proficiency and/or by reading proficiency during the ELD/ALD block. This allows teachers to specifically target the language and academic needs of the groups. Response to Intervention (RtI), in which student progress is monitored and adjusted based on need, is also incorporated in all classrooms.

Various activities are available for student participation outside of the standard curriculum to enrich the programs and overall experience at Monte Vista School, including our Meet the Masters Art Program, Dance, Music, Puppetry and Theatre as part of our Visual and Performing Arts (VAPA) programs in all elementary grades. Within the school is a library with extended after school hours that includes varied reading levels, chapter books, and resource materials. In addition to the library, Monte Vista hosts 1 Chrome computer lab containing 32 computers and a mini-lab in the library with 7 additional computers. Students have weekly access to computer lab time in addition to the computers within every classroom. Through State ASES funding, Monte Vista students also have access to "THINK Together," an after school program that provides students access to homework assistance, healthy lifestyle education, physical activity, citizenship building, technology, and enrichment.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	65
Grade 2	76
Grade 3	89
Grade 4	53
Grade 5	86
Grade 6	72
Grade 7	65
Grade 8	42
Total Enrollment	630

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	3.8
Hispanic or Latino	95.7
White	0.2
Socioeconomically Disadvantaged	85.7
English Learners	41.6
Students with Disabilities	6.7
Foster Youth	0.3
Homeless	16.8

A. Conditions of Learning

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

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

Teacher Credentials for District and Monte	17-18	18-19	19-20
With Full Credential	28	26	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Mountain View School	17-18	18-19	19-20
With Full Credential	♦	♦	285
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at District and Monte Vista School

Indicator	17-18	18-19	19-20
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 Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials
Year and month in which data were collected: December 1, 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill California Wonders Literature Anthology & Reading Writing Workshop K-6 (2017) Seventh Grade – McGraw-Hill StudySync Reading & Writing for ELA/ELD (2017) Eighth Grade – McGraw-Hill StudySync Reading & Writing for ELA/ELD (2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton Mifflin Harcourt Math Expressions K-5 (2015) Sixth Grade - Houghton Mifflin Harcourt Big Ideas Mathematics (2015) Seventh Grade – Houghton Mifflin Harcourt Big Ideas Mathematics (2015) Eighth Grade – Houghton Mifflin Harcourt Big Ideas Mathematics (2015) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Scott Foresman California Science K-6 (2008) Seventh Grade – Glencoe Focus on Life Science (2007) Eighth Grade – Glencoe Focus on Physical Science 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Harcourt Reflections K-6 (2007) Seventh Grade – Holt World History, Medieval to Early Modern Times (2006) Eighth Grade – Holt United States History, Independence to 1914 (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 most recent Facility Inspection was done as part of our internal Preventive Maintenance program on 1/28/15. The most recent inspections finds the campus in good condition. Monte Vista School was originally built in 1956 for a growing student population. Monte Vista is a clean and safe environment for all stakeholders. Currently our school serves 694 students spanning the grades from Transitional Kindergarten to Eight in 28 classrooms. In addition, we have two computer labs, a library, and a multi-purpose room. All of our facilities are in good repair and receive basic cleaning on a regular basis. A "deep" cleaning is provided to all rooms, work areas and restrooms during winter and summer breaks. Classrooms and restrooms are routinely serviced and immediately repaired. Daily reports of incidents that require repair are reported to our Maintenance and Operations department via an electronic reporting and monitoring program, with emergency repairs receiving the highest priority.

Our school provides a safe, clean, and well maintained environment for the entire Monte Vista Community. In order to maintain safety, the campus is closed during school hours. All buildings meet State building codes and provide sufficient space for students and staff. Maintenance schedules and policies established through the district are met and carried out on-site by one full-time and three part-time custodians. Grounds are kept clean and safe, maintained on a daily basis, and are inspected regularly; 24-hour emergency personnel are kept on–call. District Maintenance personnel are also on campus regularly to ensure that our facilities are safe for our students. The following projects were completed in the past two years: wall closure of the multi purpose room, junior high restrooms being re-tiled, updating of the sprinkler system, sink replacement in lower grade classrooms, installment of Lock-Block safety devices for all classrooms, upgrading of our emergency communication system and radios, wi-fi connections in all classrooms, and installation of an upgraded AV system in the cafeteria. The current and future projects include final upgrading of our intercom system, upgrading of our sound system outdoors for blacktop assemblies, and beautification of our grounds by adding a community garden near the main office.

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	53	53	37	40	50	50
Math	34	39	25	28	38	39

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	394	391	99.24	53.45
Male	217	215	99.08	50.23
Female	177	176	99.44	57.39
Asian	14	14	100.00	71.43
Hispanic or Latino	378	375	99.21	52.53
Socioeconomically Disadvantaged	337	335	99.41	50.75
English Learners	220	217	98.64	47.93
Students with Disabilities	34	34	100.00	17.65
Students Receiving Migrant Education Services	--	--	--	--
Homeless	58	58	100.00	0.00

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	397	395	99.50	38.99
Male	220	219	99.55	42.92
Female	177	176	99.44	34.09
Asian	14	14	100.00	57.14
Hispanic or Latino	381	379	99.48	37.99
Socioeconomically Disadvantaged	340	338	99.41	38.17
English Learners	221	219	99.10	36.99
Students with Disabilities	34	34	100.00	14.71
Students Receiving Migrant Education Services	--	--	--	--
Homeless	59	59	100.00	0.00

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

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

Opportunities for Parental Involvement (School Year 2019-20)
The school promotes parental involvement in the educational process offering comprehensive programs and guides for the benefit of both the student and the parent. Communication between home, school, and community is continuous with school notices, community fliers, Sunday evening phone messages, and the monthly parent calendar. Both the local community and Monte Vista School benefit greatly from their collaboration and commitment to each other. Parents are elected to various decision making committees on campus including School Site Council, English Learner Advisory Committee (ELAC), Superintendent's Parent Advisory Council (SPAC), Partnership Action Team (PAT), and our Positive Behavior Interventions and Supports (PBIS) site team. Leadership requires the participation of more than just school administrators to succeed. Leadership teams and committees are formed to make major decisions, and consist of the principal, teachers, support staff, community members, and parents. The Monte Vista Leadership Team is comprised of grade level representatives who hold meetings regularly to discuss budget, safety, and other issues or ideas, which are then handed to the School Site Council for approval. The objective of the School Site Council is to ensure the school maintains its course as an effective tool for educating students through changing times. Additionally, parents and community members are encouraged to participate in organized activities such as serving on committees, attending monthly meetings, participating in training workshops, volunteering on campus, fundraising, tutoring, and chaperoning during academic field and study trips. Parents can learn more about involvement opportunities and/or give input at the quarterly "Coffee with the Principal" events and during our Monthly Parent Meetings. As part of the volunteer opportunities for parents we have Career Fair volunteers, AR Reading Volunteers in Kindergarten classrooms, PBIS student reward event volunteers, working on preparation of instructional and extra curricular materials for classrooms in the parent room, etc. If you wish to get involved in the school's activities, or simply volunteer to work in a classroom, please contact the Community Liaison, Ivette Valdez at (626) 652-4659.

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
Monte Vista School maintains an environment that is conducive to every aspect of the learning process from structural soundness of the campus policies to creating a positive learning environment. Our school has incorporated the PeaceBuilders character building curriculum into our daily instruction in order to positively promote student discipline and personal safety and it is closely aligned to our Positive Behavioral Interventions & Supports (PBIS) framework which focuses on four SOAR core expectations: Show Respect, Own Your Actions, Always Have a Positive Attitude, and Ready to Learn. To promote the program as well as incorporate the principles into the school climate, PeaceBuilder murals have been painted around the campus. To recognize student positive behavior, we conduct a SOAR Assembly every Friday, and parents are invited to attend. A positive learning environment is also promoted through the various social skills programs in place at Monte Vista School. Positive reinforcement is given for good behavior, citizenship, attendance, and achievement in the form of awards, certificates prizes, privileges, and other recognitions. All students participate in and are rewarded through our Monte Vista College-focused Reading Challenge. Discipline procedures, as outlined in the Student Handbook, are followed with each student in all classrooms and provide assurance that the school is making every endeavor to keep students safe from harm. Students attending Monte Vista School are under constant adult supervision. Aside from the supervision of their teachers during class periods, campus monitors keep oversight of students during recess and lunch times. In addition, the campus monitors are on the grounds before students arrive in the mornings and ensure bus-loading/parent pick-up safety in the afternoons.

In further striving to ensure student safety, Mountain View School District adopted the School Safety Plan in collaboration with the Los Angeles County Office of Education. The plan provides guidance in key elements of safety including child abuse prevention/reporting, safe ingress/egress, safety drill/disaster and discipline procedures. The plan is discussed, reviewed with staff, and updated annually, and is available to the public through the school office. The last review and revision took place in January 2018. We hold monthly "disaster" drills that prepare students, staff and parent volunteers to react to real life situations and supported by our School Safety Plan. Our disaster preparedness plan includes regular practice of routines and procedures for fire, earthquake, evacuation, and emergency lockdowns. These drills are practiced on a monthly basis. We also maintain an emergency storage bin stocked with fresh water and other supplies for use during a disaster. As our campus is a closed campus, volunteers and visitors are welcomed, but are required to sign-in in the office and wear the badge identifying that they have checked-in.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	2.3	2.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.0	3.3	1.8
Expulsions Rate	0.0	0.0	0.0

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	630

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	0
Nurse	0.25
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1.0
Other	0

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	4		25	1	3		21	2	2	
1	25		4		24		3		22		3	
2	21		3		24		4		25		3	
3	25		4		20	3			22	1	3	
4	32		2		30		3		27		2	
5	31		3		26		3		32		2	
6	31		3		31		3		31		3	
Other**												

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	31		4		25	1	3		21	3	2	
Mathematics	31		4		25	1	3		21	3	2	
Science	31		4		25	1	3		21	3	2	
Social Science	31		4		25	1	3		21	3	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

For the last three years, a total of 6 full days of professional development have been offered districtwide. Topics have included common core standards, adoption of new math (Expressions and Big Ideas) and language arts (Wonders and StudySync) curricula, reading/language arts strategies, Next Generation Science Standards,history-social science strategies. In addition to that teachers in grades second through fifth have received training in the Visual and Performing Arts (VAPA). Each academic area is grounded in the common core standards. Teachers have also been given professional development time to work on grade level curriculum alignment, data reflection sessions and common assessments. At Monte Vista professional development has also included Sobrato Early Academic Language (SEAL) for Tk-3rd teaching staff, ELD/ELA common core standards, integration of technology in the classroom via google classroom, new ELD standards, Mindset in the classroom, Math training for grades 3rd, 4th, 5th, 7th and 8th-grade staff, Advancement Via Individual Determination (AVID) training for 4th-8th grade staff, Positive Behavior Intervention and Supports (PBIS) training.

During the 2018-19 school year the following professional development was offered during multiple sessions. Elementary TK-6 teachers and staff participated in Designated ELD instruction, including small group instruction and academic language strategies. In the areas of mathematics, professional development focused on the domains of Problem Solving and Communication and Reasoning, additional training was provided to support ELD in Mathematics, including classroom structures and engagement, and academic language strategies. Secondary science teachers were provided professional development in Next Generation Science Standards (NGSS), collaborative lesson study, and NGSS architecture. All content area teachers received professional development in Integrated ELD instruction across the content areas To meet the needs of Long Term English Learners (LTELs) professional development emphasized cooperative learning strategies and complex language structures.

For this current 2019-2020 school year, professional development topics are collaboratively developed based on school goals as identified in our Focus on Learning Plan: writing, conceptual understanding of mathematics and procedures with emphasis on measurement and geometry, and conflict resolution strategies for students. Among the related options selected by grade level teams are: learning about writing strategies like ACE and RACE, learning new technological skills, development of supplemental instructional materials, furthering education and knowledge in a core subject area, learning strategies and skills related to current school goals.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,625	$45,741
Mid-Range Teacher Salary	$89,049	$81,840
Highest Teacher Salary	$106,483	$102,065
Average Principal Salary (ES)	$130,265	$129,221
Average Principal Salary (MS)	$136,265	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$208,075	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	36%
Administrative Salaries	4%	5%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$6,844	$1,064	$5,780	$95,931
District	N/A	N/A	$9,903	$94,271.00
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-52.6	2.9
School Site/ State	-20.8	17.0

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

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

Types of Services Funded

With funds from the State and the Federal government, Monte Vista Elementary School utilizes funds to meet the academic and social-emotional needs of all of our students. The School Plan for Student Achievement (SPSA) outlines our goals and our planned budgetary expenditures to meet them. Our School Site Council (SSC), made up of staff and parents, annually reviews and revises the plan and our progress toward meeting our goals. In addition, the SSC monitors the SPSA's cycle of implementation and improvement throughout the school year and seeks input from parent groups such as the Parent Action Team (PAT), the School Leadership Team, other school staff, and the English Language Advisory Council to update the plan as needed. Monte Vista School is supported by multiple funding sources from both the State and Federal governments. Funds are used to pay for library services and books, the computer lab, classroom computers, instructional supplemental services, health clerk services, supplemental instructional materials, instructional software and professional development among other things. The majority of these funds are used to pay for support personnel that provide direct services to our students such as instructional assistants, library technician, community liaison, health clerk, school counselor and computer technician. Parent Involvement and education is also paid for by Title I funds.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.