

Monte Vista School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Monte Vista School
Street	11111 Thienes Avenue
City, State, Zip	South El Monte, CA 91733
Phone Number	(626) 652-4650
Principal	Michelle Torres
Email Address	michelle.torres@mtviewschools.net
School Website	https://montevista.mtviewschools.com/
County-District-School (CDS) Code	19-64816-6020762

2021-22 District Contact Information

District Name	Mountain View School District
Phone Number	(626) 652-4000
Superintendent	Raymond Andry
Email Address	randry@mtviewschools.net
District Website Address	www.mtviewschools.com

2021-22 School Overview

“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 TK-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 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

2021-22 School Overview

reading levels, chapter books, and resource materials. In addition to the library, Monte Vista hosts a mini-lab in the library with 7 additional computers. Students have Chrome books or iPads, depending on grade level, 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	65
Grade 2	57
Grade 3	59
Grade 4	70
Grade 5	79
Grade 6	51
Grade 7	80
Grade 8	48
Total Enrollment	591

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	53.1
Asian	4.7
Black or African American	0.7
Filipino	0.2
Hispanic or Latino	93.7
White	0.3
English Learners	35.2
Foster Youth	0.5
Homeless	13.7
Socioeconomically Disadvantaged	94.6
Students with Disabilities	8.8

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2021		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill California Wonders Literature Anthology & Reading/Writing Workshop K-6 (2017) McGraw-Hill California Study Sync ELA and ELD 7-8 (2017)	Yes	0%
Mathematics	Houghton Mifflin Harcourt Math Expressions K-5 (2015) Houghton Mifflin Harcourt Big Ideas Grade 6-8 (2015)	Yes	0%
Science	Scott Foresman California Science K-6 (2008) Glencoe McGraw/Hill Science 7-8 (2007)	Yes	0%
History-Social Science	Harcourt Reflections K-6 (2007) Holt, Rinehart & Winston 7-8 (2006)	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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 approximately 860 students spanning the grades from Transitional Kindergarten to Eight in 37 classrooms. In addition, we have 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. This past year's projects included: 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, as well as an expansion of our middle school campus. Six full-size middle school classrooms and a middle school bathroom were added to the campus. Future projects include: expanding the staff parking lot and adding solar panels.

Year and month of the most recent FIT report

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	387	NT	NT	NT	NT
Female	165	NT	NT	NT	NT
Male	222	NT	NT	NT	NT
American Indian or Alaska Native	0	NT	NT	NT	NT
Asian	14	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	368	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	129	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	146	NT	NT	NT	NT
Military	0	NT	NT	NT	NT
Socioeconomically Disadvantaged	365	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	33	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	387	NT	NT	NT	NT
Female	165	NT	NT	NT	NT
Male	222	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	14	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	368	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	129	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	146	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	365	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	33	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

DORA Student Groups	DORA Total Enrollment	DORA Number Tested	DORA Percent Tested	DORA Percent Not Tested	DORA Percent At or Above Grade Level
All Students	405	353	87%	13%	49.6%
English Learners	128	114	89%	11%	30.7%
Socioeconomically Disadvantaged	389	326	84%	16%	48.2%
Students with Disabilities	56	24	43%	57%	16.7%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

ADAM Student Groups	ADAM Total Enrollment	ADAM Number Tested	ADAM Percent Tested	ADAM Percent Not Tested	ADAM Percent At or Above Grade Level
All Students	405	328	81%	19%	23.5%
English Learners	128	107	84%	16%	14.0%
Socioeconomically Disadvantaged	389	301	77%	23%	22.9%
Students with Disabilities	56	23	41%	59%	8.7%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	125	NT	NT	NT	NT
Female	49	NT	NT	NT	NT
Male	76	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	117	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	34	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	32	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	116	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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, the Principal's 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 the preparation of instructional and extracurricular materials for classrooms in the parent room, etc. Any volunteers on campus are to be vaccinated and have approval from the district. If you wish to get involved in the school's activities, or simply volunteer to work in a classroom, please contact the Community Liaison at (626) 652-4659.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	601	596	88	14.8
Female	284	281	45	16.0
Male	317	315	43	13.7
American Indian or Alaska Native	0	0	0	0.0
Asian	28	28	0	0.0
Black or African American	4	4	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	563	558	86	15.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	3	3	2	66.7
English Learners	221	220	36	16.4
Foster Youth	8	8	3	37.5
Homeless	94	94	16	17.0
Socioeconomically Disadvantaged	570	567	88	15.5
Students Receiving Migrant Education Services	4	4	0	0.0
Students with Disabilities	60	60	17	28.3

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.87	0.00	1.79	0.00	3.47	0.20
Expulsions	0.00	0.00	0.04	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.31	0.93	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Monte Vista School maintains an environment conducive to every aspect of the learning process, from the 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 to promote student discipline and personal safety positively. 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 and incorporate the principles into the school climate, PeaceBuilder murals have been painted around the campus. To recognize student positive behavior we conduct monthly SOAR Assemblies. A positive learning environment is also promoted through the various social skills programs 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. As outlined in the Student Handbook, discipline procedures are followed with each student in all classrooms and provide assurance that the school is making every effort to keep students safe from harm. Students attending Monte Vista School are under constant adult supervision. Aside from their teachers' supervision during class periods, campus monitors keep oversight of students during recess and lunchtimes. 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 guides key safety elements, including child abuse prevention/reporting, safe ingress/egress, safety drill/disaster, and discipline procedures. The plan is discussed, reviewed with staff, updated annually, and available to the public through the school office. The last review and revision took place in January 2021 and was submitted for Board Approval on 1/28/2021. We hold monthly "disaster" drills that prepare students, staff, and parent volunteers to react to real-life situations and are 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. Since our school has a closed-campus policy, volunteers and visitors are welcome but must sign-in in the office and wear the badge to identify that they have checked-in.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	21	2	2	
1	22		3	
2	25		3	
3	22	1	3	
4	27		2	
5	32		2	
6	31		3	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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		4	
1	20	3		
2	21	1	2	
3	25		3	
4	27	1	2	
5	17	2	1	
6	11	6	3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	28	2	3	1
1	33		3	1
2	38		2	1
3	39		2	1
4	47			3
5	40	1	2	1
6	13	7	1	1
Other	12	1		

2020-21 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	591

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$6,844	\$1,064	\$5,780	\$95,931
District	N/A	N/A	\$9,903	\$99,553
Percent Difference - School Site and District	N/A	N/A	-52.6	-3.7
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-37.5	11.1

2020-21 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 Single 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, 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$53,448	\$52,060
Mid-Range Teacher Salary	\$92,193	\$84,043
Highest Teacher Salary	\$110,243	\$107,043
Average Principal Salary (Elementary)	\$135,196	\$133,582
Average Principal Salary (Middle)	\$141,196	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$216,240	\$240,628
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

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. Furthermore, Schoology (a district-wide digital platform), Thinking Maps, Write from the Beginnings and Beyond: Setting the Stage curriculum, and SIPPS were being implemented within the school site working together during PLCs and other collaborative opportunities during staff meetings.

During the 2019-2020 school year, the following professional development was offered during multiple sessions, based on school goals 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, developing supplemental instructional materials, furthering education and knowledge in a core subject area, learning strategies and skills related to current school goals.

Monte Vista teachers receive ongoing instructional support from District and site-provided staff development workshops. For the current 2021-2022 school year, we have been assigned 100% of a district TOSA to support our school-wide focus on writing, as well as support with other curricular areas. We will also continue developing writing process skills, which will include the RACER strategy, Note Taking, and DoKs. In-house, contracted content experts, and teachers on special assignments (TOSA's) lead workshops. Teachers will benefit from ongoing professional development in Conceptual and Procedural understanding of mathematics through the use of math manipulatives, explicitly teaching word problem strategies, and increasing mathematics vocabulary and language, and further training on Interactive Notebooks and Math Talk/Model/Think Alouds. Monte Vista offers ongoing teacher training at faculty meetings. Common Core Compatible Instruction will continue across all grade levels, and release time is provided for teachers to align all instruction, assessments, and curriculum to the standards.

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

Subject	2019-20	2020-21	2021-22
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Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3
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Mountain View School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs’ federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Mountain View School District
Phone Number	(626) 652-4000
Superintendent	Raymond Andry
Email Address	randry@mtviewschools.net
District Website Address	www.mtviewschools.com

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Diagnostic Online Reading Assessment (DORA) Student Groups	Diagnostic Online Reading Assessment (DORA) Total Enrollment	Diagnostic Online Reading Assessment (DORA) Number Tested	Diagnostic Online Reading Assessment (DORA) Percent Tested	Diagnostic Online Reading Assessment (DORA) Percent Not Tested	Diagnostic Online Reading Assessment (DORA) Percent At or Above Grade Level
All Students	4029	3493	86.70%	13.30%	40.70%
English Learners	1838	1617	87.98%	12.02%	22.00%

Foster Youth	80	43	53.75%	46.25%	30.20%
Socioeconomically Disadvantaged	3961	3253	82.13%	17.87%	40.70%
Students with Disabilities	645	408	63.26%	36.74%	11.80%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Adaptive Diagnostic Assessment of Mathematics (ADAM) Student Groups	Adaptive Diagnostic Assessment of Mathematics (ADAM) Total Enrollment	Adaptive Diagnostic Assessment of Mathematics (ADAM) Number Tested	Adaptive Diagnostic Assessment of Mathematics (ADAM) Percent Tested	Adaptive Diagnostic Assessment of Mathematics (ADAM) Percent Not Tested	Adaptive Diagnostic Assessment of Mathematics (ADAM) Percent At or Above Grade Level
All Students	4029	3227	80.09%	19.91%	13.20%
English Learners	1838	1523	82.86%	17.14%	5.30%
Foster Youth	80	39	48.75%	51.25%	2.60%
Socioeconomically Disadvantaged	3961	3007	75.92%	24.08%	13.10%
Students with Disabilities	645	391	60.62%	39.38%	2.30%

*At or above the grade-level standard in the context of the local assessment administered.