

# Monte Vista School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 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 tailoring 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 of 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 incorporate 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 toward academic goals. In alignment with this, teachers follow the district assessment calendar that includes DORA and ADAM, which are both reading and math diagnostic tools, as well as the Focused IABS provided by SBAC. 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. Furthermore, following a Response to Intervention (RtI) type model, teachers monitor student progress and adjust instruction based on need in all classrooms. 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 each group.

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

## 2022-23 School Overview

varied reading levels, chapter books, and resource materials. 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. Through our Expanded Learning Opportunities Program (ELO-P), Monte Vista is also able to offer extracurricular activities after school to provide students with creative and artistic learning activities, e.g. Spanish, Mandarin, Robotics, and sports.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	76
Grade 2	72
Grade 3	67
Grade 4	78
Grade 5	86
Grade 6	98
Grade 7	162
Grade 8	202
<b>Total Enrollment</b>	<b>923</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.0
Asian	4.6
Black or African American	0.0
Filipino	0.1
Hispanic or Latino	94.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.1
White	0.7
English Learners	43.1
Foster Youth	1.0
Homeless	11.5
Migrant	0.4
Socioeconomically Disadvantaged	85.6
Students with Disabilities	11.5

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.20	100.00	247.70	96.20	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.00	1.16	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.30	0.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.00	0.00	6.40	2.49	18854.30	6.86
<b>Total Teaching Positions</b>	24.20	100.00	257.50	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

## 2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	Houghton Mifflin Harcourt Math Expressions K-5 (2015) Houghton Mifflin Harcourt Big Ideas Grade 6-8 (2015)	Yes	0%
<b>Science</b>	Scott Foresman California Science K-6 (2008) Glencoe McGraw/Hill Science 7-8 (2007)	Yes	0%
<b>History-Social Science</b>	TCI - Social Studies Alive! (TK-5) TCI - History Alive! (6-8)	Yes	0%

## School Facility Conditions and Planned Improvements

The most recent internal inspections find 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 850 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 two 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 is 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: our intercom system, adding two water stations, 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. This past year's projects included: expanding the middle school campus by adding three middle school classes, renovating the school kitchen, painting the campus, adding a water station in the cafeteria, expanding the staff parking, adding a fire hydrant for the additional classrooms, and upgrading the fire alarm system.

**Year and month of the most recent FIT report**

N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs		X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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).
4. **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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	36	N/A	29	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	17	N/A	16	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	695	685	98.56	1.44	35.77
<b>Female</b>	337	330	97.92	2.08	42.12
<b>Male</b>	358	355	99.16	0.84	29.86
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	29	29	100.00	0.00	79.31
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	661	651	98.49	1.51	33.95
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	289	283	97.92	2.08	13.07
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	108	108	100.00	0.00	31.48
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	641	632	98.60	1.40	36.55
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	86	83	96.51	3.49	8.43

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	695	687	98.85	1.15	17.32
<b>Female</b>	337	332	98.52	1.48	17.77
<b>Male</b>	358	355	99.16	0.84	16.90
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	29	29	100.00	0.00	62.07
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	661	653	98.79	1.21	15.16
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	289	287	99.31	0.69	7.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	108	108	100.00	0.00	13.89
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	641	634	98.91	1.09	17.19
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	86	85	98.84	1.16	3.53

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	10.21	NT	12.28	28.5	29.47

## 2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	287	285	99.3	0.7	10.21
<b>Female</b>	136	135	99.26	0.74	8.96
<b>Male</b>	151	150	99.34	0.66	11.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	279	277	99.28	0.72	9.42
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	128	128	100	0	0.78
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	55	55	100	0	3.64
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	277	275	99.28	0.72	9.85
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	37	37	100	0	5.41

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	95.1	98.8	96.3	93.9	97.6
Grade 7	94.6	95.2	95.2	95.2	95.2
Grade 9	N/A	N/A	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.

#### 2022-23 Opportunities for Parental Involvement

Monte Vista 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 are 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.

All parent meetings are back in person and the meetings are advertised through our Parent Messenger system, other modes of communication (i.e., Facebook, school website, and teacher digital platform), and posted near the front office. 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, and chaperoning during academic field and study trips. Parents also receive some activities to support learning at home with their children. We encourage our parents to be as involved as they can be and assist in the classroom. Parents can also 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 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, please contact the Community Liaison, Ms. Myra Lomeli at (626) 652-4659. She is a valuable resource to any family in need and we encourage all parents to feel welcome to request her guidance.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	968	952	380	39.9
Female	486	477	182	38.2
Male	482	475	198	41.7
American Indian or Alaska Native	0	0	0	0.0
Asian	43	42	5	11.9
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	915	901	374	41.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	8	7	1	14.3
English Learners	424	414	162	39.1
Foster Youth	16	16	4	25.0
Homeless	136	132	49	37.1
Socioeconomically Disadvantaged	897	885	363	41.0
Students Receiving Migrant Education Services	4	4	1	25.0
Students with Disabilities	121	119	62	52.1

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.79	0.00	2.60	0.20	3.17
Expulsions	0.00	0.10	0.00	0.04	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.79	0.10
Female	0.62	0.00
Male	4.98	0.21
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	2.95	0.11
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.59	0.24
Foster Youth	0.00	0.00
Homeless	2.21	0.00
Socioeconomically Disadvantaged	2.90	0.11
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.79	0.00



## 2022-23 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 with 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 be 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 lunchtime. 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 drills/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 February 2022 and was submitted for Board Approval on March 3rd, 2022. We hold bi-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 bi-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 at the office and wear the badge to identify that they have checked in with office staff.

## 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.

## 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		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	10	6	2	
1	13	4	2	
2	10	4	3	
3	11	4	2	
4	16	3	2	
5	14	4	2	
6	16	3	3	

## 2021-22 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	461.5

## 2021-22 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$6,844	\$1,064	\$5,780	\$95,931
District	N/A	N/A	\$9,903	\$100,434
Percent Difference - School Site and District	N/A	N/A	-52.6	-4.6
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-13.2	9.5

## 2021-22 Types of Services Funded

With funds from the State and the Federal government, Monte Vista 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 technology, 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 provides direct services to our students such as instructional assistants, library technician, community liaison, health clerk, school counselor, and computer technician. Parent Involvement and education are also paid for by LCAP and Title I funds.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$53,448	\$52,641
<b>Mid-Range Teacher Salary</b>	\$85,859	\$83,981
<b>Highest Teacher Salary</b>	\$110,243	\$107,522
<b>Average Principal Salary (Elementary)</b>	\$135,196	\$136,247
<b>Average Principal Salary (Middle)</b>	\$141,196	\$142,248
<b>Average Principal Salary (High)</b>		\$139,199
<b>Superintendent Salary</b>	\$216,240	\$242,166
<b>Percent of Budget for Teacher Salaries</b>	30%	34%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

Monte Vista teachers are all fully credentialed and have all received professional development on SBE-adopted instructional materials. The district offers full 3 days of professional development throughout the school year and teacher-directed professional development on the third Tuesday of every month in accordance with the district LCAP plan. Other additional professional development opportunities are available through site and district TOSAs, webinars, and structured classified and certificated professional development online and weekly collaboration sessions. Site professional development occurs as needed through site staff meetings and grade-level collaboration meetings.

Each year professional development is based on student data and teacher needs. During the 2021-2022 school year professional development focused on trauma-informed practices (Classroom Culture). During the present school year, the priority has included School Safety Training - Active Shooter, Child Abuse Awareness, Mental Health/Self-Care, TCI (History-Social Sciences), and content area professional development. Currently, all certificated staff and some classified staff are being provided ongoing Classroom Culture support. The classified staff has also received professional development on how to use different technology platforms and programs to support teachers, student learning, and parents. Continuous professional development focuses on professional growth and the development of knowledge and skills for all employees resulting in improved student academic performance.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3