

Monte Vista Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Monte Vista Elementary School
Street	1615 West Eldred Avenue
City, State, Zip	West Covina, CA 91790
Phone Number	(626) 939-4830
Principal	Lilia Gonzalez-Gomez
Email Address	lggomez@wcusd.org
Website	http://montevista.wcusd.org
County-District-School (CDS) Code	19-65094-6023501

Entity	Contact Information
District Name	West Covina Unified School District
Phone Number	(626) 939-4600
Superintendent	Charles Hinman, Ed.D.
Email Address	chinman@wcusd.org
Website	http://www.wcusd.org/

School Description and Mission Statement (School Year 2019-20)

Monte Vista Elementary is located in the West Covina Unified School District in the city of West Covina. Monte Vista is a TK through 6th grade, school-wide Title I school. Monte Vista is proud to be a No Excuses University and a Spanish Dual Immersion school. Currently, our Dual Immersion program is available to Transitional Kindergarten through fourth-grade students with plans to continue growing at each subsequent year of implementation. Monte Vista serves approximately 500 students following a traditional school calendar. Our school mission statement is: Through mutual responsibility and collaboration, Monte Vista will provide every student a safe, inclusive environment that promotes academics, college and career readiness, and life long learning. We believe all students will be critical thinkers, productive citizens and prepared to contribute to a global community. Monte Vista has been a No Excuses University partner school since 2015 and believes the six exceptional systems guide our work and goals. Our Monte Vista NEU exceptional systems are a culture of universal achievement, collaboration, standards alignment, assessment, data management, and intervention. Through the implementation of these exceptional systems, we support and monitor student achievement and progress. Our school motto is, "After High School Comes College!" Our school motto is promoted at all NEU rallies, assemblies, and daily classroom meetings. Our school culture of universal achievement for all students and all sub-groups (Foster Youth, Homeless, English Language Learners, Special Education) defines our commitment to continuous improvement. Our K-4 Reading Initiative, Monthly NEU rallies, Capturing Kids' Hearts, Professional Learning Communities, NEU Pledge, and STEP (Success Through Educational Participation)-our school-wide behavior management plan-are examples of our outstanding school culture and support to students.

Monte Vista prides itself on being an inclusive school community. Students in need of specialized academic instruction are mainstreamed as much as possible into the general education setting based on their IEP goals. Our Special Education teachers and staff work collaboratively with the general education teachers and staff to plan instructional opportunities aligned with the core curriculum and grade-level standards. All staff members at Monte Vista are committed to Professional Learning Communities, and professional learning. Our school utilizes PLC to collaborate, share and discuss academic progress, assessment results and school culture. Our strong leadership team, teachers, teacher on special assignment (TOSA), and principal promote a positive learning environment for all and welcome suggestions and inquiries.

Our vision is to provide our students with a safe and supportive environment where they can achieve academic and personal excellence. Monte Vista staff has made a commitment to provide the best educational program for its students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	101
Grade 1	55
Grade 2	70
Grade 3	82
Grade 4	81
Grade 5	69
Grade 6	65
Total Enrollment	523

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.2
Asian	9.9
Filipino	2.9
Hispanic or Latino	78.4
White	4.6
Two or More Races	0.8
Socioeconomically Disadvantaged	77.8
English Learners	16.3
Students with Disabilities	11.9
Foster Youth	1.7
Homeless	16.4

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

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	25	25	406
Without Full Credential	5	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

WCUSD elects to report data in a tabular format which includes all the information requested in the SARC guidelines.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company, Benchmark Advance (2017) National Geographic Learning & Cengage Learning (2017)	Yes	0%
Mathematics	Great Minds, LLC, Eureka Math (2015) <ul style="list-style-type: none"> Not selected from the 2014 list of standards-based materials adopted by the State Board of Education. Materials have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards. McGraw-Hill, California Math (2015) <ul style="list-style-type: none"> Not selected from the 2014 list of standards-based materials adopted by the State Board of Education. Materials that have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards are being evaluated and piloted. 	No	0%
Science	Macmillan/McGraw Hill, California Science (2008) Prentice Hall, Focus on Science (2008) <ul style="list-style-type: none"> Not selected from the 2018 list of standards-based materials 	No	0%

	<p>adopted by the State Board of Education.</p> <ul style="list-style-type: none"> • New materials from the list have not been evaluated and piloted. • Instructional staff adapts materials in alignment with 2016 standards and framework. 		
History-Social Science	<p>Pearson Scott Foresman, California History-Social Science (2006)</p> <ul style="list-style-type: none"> • Not selected from the 2017 list of standards-based materials adopted by the State Board of Education. • New materials from the list have not been evaluated and piloted. • Instructional staff adapts materials in alignment with 2016 standards and framework. <p>Glencoe, Discovering our Past (2007)</p> <ul style="list-style-type: none"> • Not selected from the 2017 list of standards-based materials adopted by the State Board of Education. • New materials from the list have not been evaluated and piloted. • Instructional staff adapts materials in alignment with 2016 standards and framework. 	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Monte Vista provides its students, families, and community a safe campus before, during and after school. Our school campus has sufficient classrooms, two large playgrounds that serve our students and sufficient space, offices, and classrooms to support teaching and learning needs. The district conducted a wireless upgrade and network upgrade (network cabinets, switches, and battery backups) by December 2019. Network improvements and new telephone systems are anticipated to be installed by the summer of 2020. Monte Vista has received a school rating of Exemplary on the latest School Facility Condition Evaluation. All classrooms and office areas are cleaned regularly and are in good condition. Coordinated district and site efforts provide Monte Vista a safe and clean campus. Additionally, our school's Green Team and Student Leadership Council work together in community service to coordinate special school clean-up days. Monte Vista prides itself on maintaining a safe and clean learning environment.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: June 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	52	49	53	51	50	50
Mathematics (grades 3-8 and 11)	38	42	38	37	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	299	292	97.66	2.34	49.32
Male	157	151	96.18	3.82	45.70
Female	142	141	99.30	0.70	53.19
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	28	24	85.71	14.29	79.17
Filipino	13	13	100.00	0.00	84.62
Hispanic or Latino	231	229	99.13	0.87	44.98
Native Hawaiian or Pacific Islander					
White	15	14	93.33	6.67	35.71

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	246	242	98.37	1.63	46.28
English Learners	86	82	95.35	4.65	46.34
Students with Disabilities	41	39	95.12	4.88	28.21
Students Receiving Migrant Education Services					
Foster Youth	11	11	100.00	0.00	36.36
Homeless	60	59	98.33	1.67	57.63

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	299	296	99.00	1.00	41.89
Male	157	154	98.09	1.91	39.61
Female	142	142	100.00	0.00	44.37
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	82.14
Filipino	13	13	100.00	0.00	76.92
Hispanic or Latino	231	229	99.13	0.87	35.37
Native Hawaiian or Pacific Islander					
White	15	14	93.33	6.67	28.57
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	246	244	99.19	0.81	40.16
English Learners	86	86	100.00	0.00	43.02
Students with Disabilities	41	39	95.12	4.88	17.95
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	11	11	100.00	0.00	27.27
Homeless	60	60	100.00	0.00	46.67

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.1	25.0	27.8

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Monte Vista is proud to provide our parents and guardians with multiple opportunities for parental involvement. We encourage parents to become more involved at Monte Vista by participating in school-wide events and volunteering. We encourage parents to attend Family Nights, to join our PTA organization, attend NEU rallies, participate in School Site Council and English Language Advisory Council meetings and parent education workshops. Our parent education workshops, also known as Parents Achieving With Students (PAWS) workshops, are key to parent and school partnership. A variety of topics are presented throughout the year that assists parents/families in supporting their children's social-emotional and educational goals. Parents and guardians are surveyed annually for "topics" of interest, and our workshops are designed to support identified areas of need. Monte Vista has a strong commitment to involving parents and community in a variety of ways which include volunteering in one of our site organizations, committees or volunteering in their child's classroom. Monthly information is sent home highlighting the various school-wide and classroom events. PAWS (Parents Achieving With Students) workshops and other informational meetings are held to provide parents, guardians, and community members information and training in effective methodology and strategies to better support academic success. Meetings are held at a variety of times to accommodate schedules. A monthly school newsletter, The Monte Vista Times (produced by our very own student council students), flyers, School Messenger, the marquee, and letters are utilized to share information with families. Spanish translation is provided for all written and oral communications. Monte Vista's website is updated periodically so that our community is provided with current information and resources. We highly encourage volunteers in the classroom, at school activities, mentoring, and to assist us with fundraising activities. Our PTA encourages parent and family guests to support special events such as Dr. Seuss/Read Across America, College Week, Honorary Service Award, Book Fairs, Family Nights, and NEU rallies.

Our district office and school coordinate additional family resources to support the unique needs of individual families and students. A Special Education Parent Liaison is available at our school site to assist parents with information related to special education. Our site Foster and Homeless Youth coordinator provides individual intake meetings to support foster and homeless students and coordinate valuable resources to ensure school success. Additionally, our district's unique Family Resource Center provides a range of services and assistance, such as tutoring, enrichment programs, and community resources.

If you are interested in becoming involved, please do not hesitate to contact the school principal, Lilia Gonzalez-Gomez or our school office manager, Cathy Valdez at 626-939-4830.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	1.2	0.5	1.7	1.3	0.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Monte Vista annually reviews and monitors the School Safety Plan in accordance with district guidelines. The School Safety Plan is shared with the School Site Council, English Language Learner Council, and PTA at Fall meetings. Monte Vista's School Safety Plan was approved at the November 2019 SSC meeting. In addition, the School Safety Plan is shared with all staff members at the beginning of the school year, and we actively seek input and suggestions from all stakeholders. Our School Safety Plan is presented to students at the beginning of the school year at Principal Safety assemblies in student-friendly language. Monte Vista believes that all children deserve to be educated in a safe positive learning environment. Monte Vista holds monthly emergency drills which include earthquake, fire, and lockdown/armed intruder drills.

Monte Vista's Safety Plan provides appropriate programs and strategies to ensure the safety of students, parents and staff members. Monte Vista's safety plan includes: 1) Child Abuse Reporting Procedures 2) Disaster Response Procedures 3) Disaster Preparedness Drill Log 4) Discipline Policies 5) Procedures for Notifying Teachers about Dangerous Pupils 6) Discrimination, Harassment, Bullying and Hate Crime Policies/Procedures 7) School-wide Dress Code Prohibiting Gang-Related Apparel 8) Procedures for Safe Ingress and Egress from school 9) Procedures to Ensure a Safe and Orderly Environment 10) Rules and Procedures on School Discipline 11) Crisis Intervention Handbook and 12) Suicide Risk Assessment Handbook. All staff members are also provided annual mandatory online Target Solutions training covering topics such as school safety procedures, Child Abuse Reporting procedures and requirements, and Sexual Harassment and Discrimination policies.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	14	6	1		20	3	2		21	1	4	
1	21	1	2		16	2	2		26		2	
2	24		3		25		3		22		3	
3	23		3		21	1	3		25		3	
4	28		2		26		2		14	3	3	
5	30		3		28		3		22		3	
6	20	6	18		15	12	18		14	22	6	
Other**					7	1			7	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,807	\$2,084	\$5,723	\$70,518
District	N/A	N/A	\$6,661	\$77,818.00
Percent Difference - School Site and District	N/A	N/A	-15.1	-199.6
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-23.2	-199.6

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

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

Types of Services Funded (Fiscal Year 2018-19)

Monte Vista receives Title 1, SC, Site General Funds, and PTA funds to coordinate and to accomplish the programs as delineated on our Single School Plan for Student Achievement. A copy of our SPSA is located in the school's front office and is available for public viewing. Annual review of our Single School Plan for Student Achievement by all stakeholder groups ensures all students and student sub-groups have access to all the programs and services provided at Monte Vista. Monte Vista provides our students with a variety of coordinated programs to support student achievement goals and state standards. Monte Vista focuses its attention on our K-4 Reading Initiative program and ensuring students are meeting grade-level reading expectancies. Additionally offered at Monte Vista are Accelerated Reader, i-Ready, i-Station, DIBELS, Achieve 3000, and Freckle. These programs support reading, writing and/or math instruction and are available to all students including Foster/Homeless Youth, English Language Learners, Special Education, and low-income students.

Trained interns working under the guidance of our district's Mental Health team coordinate our CCP program. Monte Vista's CCP program provides counseling on campus for students who meet eligibility requirements. All programs and services provided to our students include Homeless/Foster Youth, English Language Learners, Special Education, and low-income students such as before and/or after school intervention classes and enrichment activities. Monte Vista is proud to be a member of the No Excuses University partnership. The NEU program is designed to support all students including Homeless/Foster Youth, English Language Learners, Special Education and low-income students the opportunity to be college and career ready. Monte Vista staff is eager to promote a college-bound philosophy and maintain a culture of achievement and learning.

English Language Learners:

Students identified as English Learners take the English Language Proficiency Assessments for California (ELPAC) every year to assess and monitor their progress toward English Proficiency. These students receive support during reading and content-area instruction. Monte Vista teachers incorporate a variety of activities to help their English Learners students acquire English language and literacy skills. Such activities may include intensive academic vocabulary instruction, integrated oral and written language instruction, multiple opportunities to practice oral language and small group RtI support.

Intervention:

Monte Vista offers a comprehensive intervention program during regular school hours and during after school hours for students who need additional support. Students who do not make adequate progress are referred to the Student Success Team (SST), which includes: teachers, parents, the school psychologist (when needed) and the school administration. The SST process further supports the student by developing an individual action plan. These action plans are monitored by the team after several weeks of implementation. All students are monitored regularly by their classroom teacher, Teacher on Special Assignment (TOSA), and the school administration at grade level PLC and Leadership meetings.

Gifted and Talented Education:

Gifted and Talented Education Program (GATE) provides opportunities for students whose abilities and talents have been identified as exceptional or advanced. These students receive differentiated instruction during regular school hours or during after school hours in the form of individual assignments, special projects, or extracurricular activities. A special family event is coordinated allowing GATE students to present their individual or group projects.

Special Education:

Students with special needs receive a full range of options to meet their educational needs in the Least Restrictive Environment (LRE). When a child is first identified as possibly needing special education services, the Student Success Team (SST) meets with the program specialist to identify the student's strengths, discuss any concerns about the student at the school, review interventions implemented, design/modify an action plan, and provide support. Eligible students may receive an Individual Education Plan (IEP), which includes a referral to the Education Specialist, placement options such as specialized academic instructional support, full inclusion, or if needed, a Special Day Class, Speech services, or any other additional related services.

Foster/Homeless Youth:

Monte Vista is proud to support our foster and homeless students and families with a variety of resources. Our site has assigned a site liaison for foster/homeless youth whose role is to provide support to the student and family. The liaison greets new students, constantly monitors their progress and meets with the families and students every year to provide assistance. Monte Vista ensures foster youth and homeless students have access to resources such as counseling, school supplies, or referrals to external agencies. Every foster/homeless youth and parent/guardian has an intake meeting that further builds our relationship of support and care. Additionally, we work closely with our district's Family Resource Center to coordinate efforts.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,169	\$49,084
Mid-Range Teacher Salary	\$79,590	\$76,091
Highest Teacher Salary	\$98,477	\$95,728
Average Principal Salary (Elementary)	\$125,157	\$118,990
Average Principal Salary (Middle)	\$129,176	\$125,674
Average Principal Salary (High)	\$151,022	\$137,589
Superintendent Salary	\$291,164	\$230,096
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	35	36	52

Our current school year 2019-2020 includes 52 days for professional development. All training and curriculum development activities at Monte Vista Elementary School revolve around the implementation of California State Standards, improving student achievement, and implementation of our site SPSA. Monte Vista Elementary School provides staff development and continuous growth training devoted to Professional Learning Communities, No Excuses University, K-4 Reading Initiative, DIBELS 8, Dual Language Immersion, English Language Learner strategies, California State Standards, and Thinking Maps. Site staff development activities are performed by the principal, site TOSA, and leadership team. Teacher surveys and input are used to determine the areas of need that will enhance classroom instruction and increase student achievement levels. Monte Vista Elementary School supports ongoing professional growth throughout the year on early release days and during staff meetings. Teachers meet in grade-level teams to conduct data analysis to identify areas of need and to determine further professional learning needs. Staff is also provided the opportunity to participate in district-sponsored staff development workshops or training sessions and conference attendance. Monte Vista maintains a professional development plan which is updated annually with teacher input.

Additionally, Monte Vista Elementary School offers support to new teachers through BTSA, peer coaching, and mentoring. All staff members are encouraged to attend professional workshops and conferences. Conference participation focuses on No Excuses University, Professional Learning Communities, and Dual Immersion training. Classified support staff receives job-related training from department supervisors and district representatives. The school year begins with one full day of staff development coordinated with district support. Every Wednesday is an early release day for students allowing our teaching and administrative staff time to collaborate on best practices, California Standards, and coordination of SPSA actions. High-quality professional development/learning is provided to all teachers every other Wednesday by site principal, site TOSA, and teacher leaders. Teachers attend regularly scheduled staff meetings and grade-level meetings every other Wednesday and on the first Tuesday of every month. Our strategic and focused professional development plan is designed to support teachers in the delivery of effective instruction and meeting student achievement goals. Our site professional development plan is developed annually after careful review and analysis of student achievement data. A copy of Monte Vista professional development calendar is available in the school's front office.