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	730 N. Hope Avenue
City, State, Zip	Santa Barbara, CA 93110
Phone Number	(805) 687-5333
Principal	Nancy Lorenzen
Email Address	nlorenzen@hopeschooldistrict.org
Website	https://www.montevistaschool.org
County-District-School (CDS) Code	42692116045546

Entity	Contact Information
District Name	Hope Elementary School District
Phone Number	(805) 682-2564
Superintendent	Anne Hubbard, Ed.D.
Email Address	ahubbard@hopeschooldistrict.org
Website	http://www.hopesdk6.org/

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

Principal's Message

Monte Vista School, a California Gold Ribbon School, has a long tradition of educational excellence within the Santa Barbara community. Our capable, professional teachers and staff are committed to the belief that all students can and will learn when given the appropriate supports and extension opportunities. Each day, staff and faculty work together to provide stimulating learning experiences that give our students the opportunity to develop to their full potentials within our supportive and caring environment.

Lifelong learners themselves, our teachers guide students in their development as capable, creative learners, effective decision makers, critical thinkers, and responsible, empathetic citizens. Using a Multi-Tiered System of Support, our staff treat each student as their own, and all work together to facilitate academic, behavioral, and social-emotional success. Our school motto: In all you do- Show kindness and respect to yourself, others, and the world, helps guide our programs and learning environment.

The Monte Vista Staff, along with parents, students and community members, form a strong partnership that supports and advances the mission of our school. We are committed to the concept of the home, community, and school working together to inspire students in their learning. Our community (parents, grandparents, family foundations, and HSDEF) log many volunteer hours and provide financial support for programs not funded by site funds.

Mission Statement

Our mission is to develop in children the knowledge, skills, and attitudes to instill a lifelong love of learning and to become productive and contributing individuals in a changing society.

We believe that:
- Everyone can learn and be successful.
- Each student is entitled to the highest quality of educational opportunities.
- Academics are the cornerstone of education; progress is evident in a child's social behavior, demonstrable academic skills, self-esteem, and enthusiasm for learning.
- Education promotes personal and social responsibility, and a spirit of cooperation.
- Positive and nurturing classroom environments are necessary.
- Education is the shared responsibility of the student, parent, school, community, and government.

School Profile

Monte Vista Elementary School is located in the northwestern region of Santa Barbara, follows a traditional calendar, and serves approximately 305 students in grades Transitional Kindergarten through Sixth. The make-up of our student body: 14.5% of our students are English Learners, and 28% are eligible for free and reduced meals. The ethnic breakdown of our students is 31% Hispanic, 55% caucasian, 7.7% multi-ethnic, and 6.3% other.

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

Grade Level	Number of Students
Kindergarten	51
Grade 1	43
Grade 2	46
Grade 3	43
Grade 4	37
Grade 5	53
Grade 6	37
Total Enrollment	310

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
Asian	5.2
Filipino	0.6
Hispanic or Latino	30.6
White	55.8
Two or More Races	6.8
Socioeconomically Disadvantaged	28.1
English Learners	14.5
Students with Disabilities	7.1
Homeless	1.3

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	15	15	18	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

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: October 2019

All textbooks used in the core curriculum at Monte Vista Elementary School are aligned to the California Content Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/language arts, math, science, and social science).

In the fall, the Hope Elementary School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted a Resolution which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. Although students have music and art with specialists weekly, during the 2019-20 school year, Hope Elementary School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016 Macmillan McGraw Hill, CA Wonders 2016 Study Sync	Yes	0
Mathematics	2015 Houghton Mifflin Harcourt, CA Math Expressions	Yes	0
Science	2008 Delta Education, Full Option Science System 2008 Holt McDougal, California Earth Science 2018 FOSS kits in process of NGSS conversion 2019 Amplify Science - Physical Science Unit	Yes	0
History-Social Science	2007 Pearson Scott Foresman, Scott Foresman History-Social Science for California	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Monte Vista Elementary School's original facilities were built in 1966; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- major gas line replacement
- new heaters in some classrooms
- upper playground blacktop partially replaced
- roof repairs for MPR, walkways, and portables
- parking lot blacktop repair and partial replacement
- tree removal for safety concerns by office and playground

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one part-time evening custodian are assigned to Monte Vista Elementary School. The day custodian is responsible for:

- Groundskeeping
- Office area & Library cleaning
- Restroom cleaning
- Lunch area set-up and cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Facilities Inspection

The district's maintenance department inspects Monte Vista Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Monte Vista Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 19,2019. Deficiencies noted in the school inspection survey are being addressed by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use.

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: August 19, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	gopher issues with fields, rat and termite abatement is continual
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Poor	Hazardous Materials survey conducted and materials properly disposed up. Creating an up-to-date supply management and storage system.
Structural: Structural Damage, Roofs	Good	However, roofs are aging (20+ years old) on most of the campus, posts need repair throughout campus
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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)	70	75	68	70	50	50
Mathematics (grades 3-8 and 11)	60	61	60	61	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	174	168	96.55	3.45	75.00
Male	88	85	96.59	3.41	69.41
Female	86	83	96.51	3.49	80.72
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	14	14	100.00	0.00	92.86
Filipino	--	--	--	--	--
Hispanic or Latino	48	48	100.00	0.00	41.67
Native Hawaiian or Pacific Islander					
White	99	94	94.95	5.05	88.30

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	46	45	97.83	2.17	37.78
English Learners	31	29	93.55	6.45	41.38
Students with Disabilities	22	21	95.45	4.55	38.10
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	174	168	96.55	3.45	60.71
Male	88	85	96.59	3.41	64.71
Female	86	83	96.51	3.49	56.63
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	14	14	100.00	0.00	85.71
Filipino	--	--	--	--	--
Hispanic or Latino	48	48	100.00	0.00	20.83
Native Hawaiian or Pacific Islander					
White	99	94	94.95	5.05	76.60
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	46	45	97.83	2.17	22.22
English Learners	31	29	93.55	6.45	20.69
Students with Disabilities	22	21	95.45	4.55	23.81
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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	18.2	23.6	50.9

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)

Parents are encouraged to be involved in their child's learning environment by volunteering in the classroom or for a school event, participating in a decision-making group, and/or attending school events.

Parents stay informed on upcoming events and school activities through Parent Square, the school marquee, the school website (montevistaschool.org), Facebook page, classroom communication, and the school newsletter (The Mustang). Contact the school office at (805) 687-5333 for more information on how to become involved in your child's learning.

Opportunities to Volunteer

Classroom Helper
Fundraising Activities
Field Trips
Special Events
Gardening
Playground/Lunch patio Helper
Friday Folders
Enrichment Activities

Committees

English Learner Advisory Council
Parent Teacher Association
School Site Council
Hope Parent Advisory Committee (Hope PAC)
Hope School District Educational Foundation

School Activities

Family Campout
Back to School Night
Family Fun Night
Science Night
Student Performances
Halloween Neighborhood Parade
Fall Carnival
Winter & Spring Sings
Cinco de Mayo Celebration

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	0.9	0.6	0.0	0.6	0.4	0.6	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)

The Comprehensive School Site Safety Plan was developed for Monte Vista Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff and Board approved in January 2019. The safety plan was distributed to all staff and copies are kept on hand at the school and district office.

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	25		2		26		2		26		2	
1	24		2		21	1	1		22		2	
2	20	2			27		1		23		2	
3	26		2		26		2		27		1	
4	22		2		26		2		27		2	
5	23		2									
6	27		2		29		3		30		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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)	1.8

*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	10470	3863	6607	83471
District	N/A	N/A	6607	86710
Percent Difference - School Site and District	N/A	N/A	0.0	-3.8
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	-12.7	25.0

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

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

Types of Services Funded (Fiscal Year 2018-19)

Two part-time counselors are available for school-related socio-emotional assistance. An ELD specialist and intervention specialists works with students qualifying for assistance in developing their skills in reading, writing, and speaking. A part-time family advocate works supporting families needing assistance.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,655	$45,252
Mid-Range Teacher Salary	$78,328	$65,210
Highest Teacher Salary	$98,667	$84,472
Average Principal Salary (Elementary)	$126,979	$107,614
Average Principal Salary (Middle)	$0	$112,242
Average Principal Salary (High)	$0	$
Superintendent Salary	$161,749	$124,686

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	39%	31%
Percent of Budget for Administrative Salaries	8%	7%

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	2	2	2

All training and curriculum development activities at Monte Vista Elementary School revolve around the California State Content Standards. Recently, Monte Vista Elementary School / Hope Elementary School District has held staff development devoted to:

- Next Generation Science Standards (NGSS)
- MTSS
- Social-Emotional Learning - DESSA
- Teacher Collaboration
- Teaching Strategies in Advanced Academics
- Math Curriculum
- English Language Development
- Academic Language
- Instructional Technology
- Common Core State Standards
- Visible Thinking Teaching Strategies
- Instructional Rounds
- Daily Five Reading Methods
- SBAC Interim Assessments and Digital Library
- Trauma Informed Practices
- MTSS
- SeeSaw

Decisions concerning selection of staff development activities are performed by the principal and district administration team using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Monte Vista Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Monte Vista Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

For the 2017-20 year, the district also has a team of teachers engaging in MTSS staff development as part of a recent grant award.