Monte Vista School

12000 Loma Drive Whittier, CA 90605 • Whittier, CA 90604 • (562) 946-1494 • Grades 3-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

South Whittier School District

11200 Telechron Avenue
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District Governing Board

Sylvia Macias, President

Jan Baird, Vice President

Natalia Barajas, Clerk

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Deborah Pacheco, Member

District Administration

Dr. Gary Gonzales
Superintendent

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Associate Superintendent, Educational Services

Mark Keriakous
Associate Superintendent, Business Services

Dr. Marti Ayala
Associate Superintendent, Human Resources

Sandra Jashinsky
Director, Special Education & Student Services

Dr. Stacy Ayers-Escarcega
Director, Assessment, Accountability & Parent Engagement

Vision Statement
To be a learning community that teaches 21st century skills through a rigorous and nurturing environment.

MV Mission Statement
We educate and provide students with 21st Century skills to become competitive and adaptable citizens in a global world.

Motto:
Believe. Achieve. Succeed. NO EXCUSES!

Monte Vista focuses on instruction of Common Core Standards, the use of data to drive instruction, and to provide consistent implementation of the curriculum in a rigorous manner so that we can continue to increase all of our students' achievement.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	82
Grade 5	87
Grade 6	78
Total Enrollment	247

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.4
Asian	1.6
Filipino	0.8
Hispanic or Latino	94.3
White	1.6
Two or More Races	0.4
Socioeconomically Disadvantaged	89.5
English Learners	44.1
Students with Disabilities	19
Foster Youth	0.8
Homeless	2.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Monte Vista School	17-18	18-19	19-20
With Full Credential	13	13	12
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South Whittier School	17-18	18-19	19-20
With Full Credential	♦	♦	123
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Monte Vista School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 Houghton Mifflin Harcourt California Journeys 2017 7-8 Amply ELA: California Edition 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	K-8 Houghton Mifflin Harcourt 2014 Go Math! Grade 7 Accelerated Houghton Mifflin Harcourt 2014 Algebra 1 Houghton Mifflin Harcourt 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Harcourt Science K-6 Harcourt School Publishers 2007 Pearson Prentice Hall 7th and 8th Pearson Prentice Hall 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Houghton Mifflin History-Social Science K-6 Houghton Mifflin 2007 Holt Rinehart and Winston Social Science 7th-8th Holt 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Monte Vista has 12 classrooms, a library, a permanent tech lab, a portable tech lab, and an administration building. The main campus was built in 1969. A new restroom building was constructed in 2001.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An electronic work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/26/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Rotted exterior rafter (non structural) Classroom 17
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	32	41	36	37	50	50
Math	19	24	24	25	38	39

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.7	20.5	22.9

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	230	229	99.57	40.61
Male	121	121	100.00	33.88
Female	109	108	99.08	48.15
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	216	216	100.00	40.28
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	207	206	99.52	39.32
English Learners	134	133	99.25	36.09
Students with Disabilities	34	34	100.00	11.76
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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	230	229	99.57	24.02
Male	121	120	99.17	26.67
Female	109	109	100.00	21.10
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	216	215	99.54	23.26
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	207	206	99.52	22.33
English Learners	134	134	100.00	21.64
Students with Disabilities	34	34	100.00	8.82
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.

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 has a School Site Council (SSC) consisting of parents, teachers, support staff and the administration. The SSC meets at least four times per year to ensure the dollars spent at Monte Vista addresses the needs of our student population. We view our SSC members as our voice to the community. They disseminate the information discussed at our meetings to the community to keep everyone informed and up to date. The collective efforts of our parents and staff members result in an environment of academic success for all students.

Our English Learners make up about one-fourth of our student population. At Monte Vista, we have an English Learner Advisory Committee (ELAC). The committee meets several times a year to bridge the gap between our non-English speaking parents and the school. At our meetings, we share information about the school and address the concerns of our non-English speaking parents.

"PIQE creates partnerships between parents, students, and educators to further students' academic achievement."

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Principal Durand at (562) 946-1494.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

At Monte Vista, all staff members have trained in emergency procedures and all students take part in regularly scheduled emergency drills. Food, water, medical and other emergency supplies are updated annually to ensure each campus is ready to respond in the event of an emergency or disaster. Campuses are carefully monitored before, during and after school hours. Break and lunch periods are supervised by school personnel. Our school is closed campus and it is secured with security fencing. All visitors are required to report to the office and to wear a visitor's pass at all times while on school grounds. The School Safety Plan is updated annually in September. It delineates state law, district policies, discipline plans, emergency procedures, duty schedules, zone maps, and staff responsibilities. Monte Vista maintains constructive relationships with law enforcement agencies to ensure the safety of our campus.

At Monte Vista, an emphasis is placed on encouraging our students to do their best academically and behaviorally. Through our school wide Positive Behavior Intervention Supports (PBIS) multiple incentives including First Friday Assemblies, Trimester Awards, and PBIS Wildcat Tickets are used to reward students fin those areas. We have a progressive discipline policy for students who engage in inappropriate behaviors, which may include but is not limited to recess and/or lunch detention, phone calls home, and parent conferences. Extreme offenses may require other consequences and those would be discussed during the parent conference. Every situation is dealt with on an individual basis. The School Safety Plan is reviewed and revised by stakeholders, the last update was February 2019. The plan is discussed with the entire staff before the yearly "Great ShakeOut" in October.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.4	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.9	1.7	2.1
Expulsions Rate	0.0	0.0	0.0

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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.

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+
4	24		3		27		3		25		3	
5	26		4		25		3		28		3	
6	26	1	2	1	29	1		3	58		3	1
Other**									11	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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. The SWSD provides four district wide professional development days. Also district wide, time is set aside on Mondays professional development to address site-specific professional development. At Monte Vista some areas of focus have been:

AVID
Capturing Kids Hearts
PBIS
GLAD
CGI
Small group instruction
ELL
MTSS
Latino Family Literacy Project
Deconstruction of Standards
Data Analysis
PIQE

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,598	$49,378
Mid-Range Teacher Salary	$74,958	$77,190
Highest Teacher Salary	$96,690	$96,607
Average Principal Salary (ES)	$118,147	$122,074
Average Principal Salary (MS)	$121,494	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$219,300	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	6%	6%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$6,747	$2,568	$4,179	$87,032
District	N/A	N/A	$3,694	$82,569.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

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

Services funded to supplement our students' education are as follows:

*Before School and After School Homework Club
*Accelerated Reader
*School Success Team
*THINK Together
*District Summer School Program

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.