

Monte Vista Elementary School

4900 Orchard Street • Montclair, CA 91763 • 909-626-5046 • Grades K-6

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2019-20 School Accountability Report Card Published During the 2020-21 School Year

Ontario-Montclair School District

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District Governing Board

Elvia M. Rivas- President

Kristen Brake- Vice President

Sonia Alvarado- Clerk

Sarah S. Galvez- Member

Flora Martinez- Member

District Administration

Dr. James Q. Hammond
Superintendent

School Description

Monte Vista is a dynamic Preschool through 6th grade learning community that is comprised of extremely motivated students and staff with tremendous community outreach and involvement. Monte Vista is reflective of what is best in education. Our wonderful staff and community are dedicated to preparing our students for College and Career Readiness as they support their academic growth. While providing a challenging curriculum, our staff is committed to instill a love of learning in all students. Monte Vista has displayed sustained increases in academic performance as measured by state and district methods. Students come to school ready to learn every day because of a multitude of effective programs and practices we have in place. We are the proud recipient of the Title One Academic Achievement Award, Gold Ribbon School Recognition & PBIS Gold Recognition. For the outstanding collaboration and support with our learning community during the Covid-19 pandemic we were recognized with the PBIS Community Cares Award.

The mission of Monte Vista Elementary School, a collaborative learning community, is to ensure that all children develop a desire to learn and reach their highest academic potential, by delivering a challenging curriculum through best instructional practices as we cultivate each student's character, abilities, and aspirations within a nurturing environment.

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	80
Grade 2	86
Grade 3	80
Grade 4	78
Grade 5	90
Grade 6	96
Total Enrollment	612

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	1
Asian	2.6
Filipino	1.6
Hispanic or Latino	87.6
Native Hawaiian or Pacific Islander	0.2
White	3.3
Two or More Races	1.5
Socioeconomically Disadvantaged	83.7
English Learners	19.6
Students with Disabilities	9.3
Foster Youth	0.5
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 Elementary School	18-19	19-20	20-21
With Full Credential	25	26	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ontario-Montclair School District	18-19	19-20	20-21
With Full Credential	♦	♦	925
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at Monte Vista Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program. K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. *TK mathematics materials are from the most recent local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A 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)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Monte Vista was built in 1951, with additional construction in the 1960's, making the school 68 years old. In 2010 two rooms were renovated with the support of Target Corporation, Heart of America Foundation and funding from OMSD. Classroom D1 was transformed into a state-of-the-art computer lab and classroom D-2 became our new school library. To promote safety, Monte Vista Elementary School is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign in at front desk prior to entering school premises. Visitors must present their California ID badges and staff must present their district badge through our RAPTOR system. Signage has been placed at all gates directing visitors to check in at the office. All staff members have been provided with district ID badges. Monte Vista Elementary School offers student supervision before school, during school, and after school. Supervision in the mornings is done by administrative team, support team and proctors. Recess and lunch duty supervision is offered by proctors. After school supervision is offered by administrative team, support staff, teachers and proctors. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office or at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. 2 full-time and 1-half time custodians are employed at the school. They each have an individual daily schedule of the school grounds/classrooms that they are responsible for cleaning and maintaining. Restrooms are checked twice a day for cleanliness, restocking soap and paper towels, and spot-cleaning. One hundred percent of the toilets are functional. The classrooms are cleaned on Monday, Tuesday, Wednesday, Thursday, and Friday (vacuumed, swept, trash emptied, dusted and wet moped). The classrooms are deep cleaned during student vacation times. The Operations Department is responsible for deferred Maintenance. No sites in the district were open for in-person learning therefore facilities inspections were not conducted. Inspections will take place once sites re-open for in-person learning.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: November 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	Admin Building - carpet seam is separating on west side of main office E3 - Replace or adjust ceiling tiles NW corner of room E4 - Repair or replace cove base at north door G1 - Carpet seams are separating and replace ceiling tile at IDF cabinet P5 - Repair torn tack panel at NW corner at floor, replace broken switch plate at SE door P4 - Carpet seams are separating P2 - Carpet seams are separating
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Bldg B Mech/Elect - Electrical panels and equipment require 36" clearance. Items to be removed and room to be cleaned H5 - Excessive storage of what appears to be surplus equipment. Room is not accessible P6 - Excessive trash at NE corner of portable (exterior) P4 - Electric panel is blocked. 36" clearance required in front of panels P11 - Electrical panels is not accessible. Blocked by file cabinet. 36" clearance in front of panel required

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Bldg B Mech/Elect - Install blank plate on original main switchboard panel above breaker for Panel AC Bldg C - Replace missing switch plate in mech. room where clock tower master clock is located Bldg F - Replace old switch and missing switch plate Bldg G F - Install LB covers below unit at north end of room P5 - Replace broken light diffuser at NW corner and in storage room P6 - Repair or replace exit sign at SE door
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	F3 - No water at sink
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P4 - Repair asphalt at transition to ramp
Overall Rating	Good	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	53	N/A	44	N/A	50	N/A
Math	47	N/A	36	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	18	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

We as a staff at Monte Vista are dedicated to ensuring that children achieve academic success. Vital to the success of children is a close connection between home and school. We welcome parent and community input, questions, and involvement in the students' educational experience. We consider all stakeholders to be part of the Monte Vista School Family and we are active in involving parents and the community. At Back to School Night there are many opportunities for parents to sign up a wide variety of opportunities to become active participants on campus. In addition to the "traditional" parent involvement such as Parent Conferences. We also have an active PTO and welcome all parents to become involved in this wonderful parent group. The School Site Council and Coffee with the Principal meetings provide opportunities for parents to get involved with their child's educational experience. Regular school-to-home communication is provided in both English and Spanish. Information about current events and school activities can be found on the Monte Vista Elementary website, flyers and Twitter account. The school mails important news and announcements to parents at home, uses the school's automated telephone system to contact parents verbally and sends text messages to parents via Blackboard Connect and social media such as Twitter. Parents who want more information or wish to participate may contact our Outreach Consultant, Rosie Jimenez at (909)626-5046 regarding the many opportunities for parents to be actively involved at Monte Vista School.

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 (School Year 2020-2021)

The school's Comprehensive School Safety Plan is reviewed annually and was recently reviewed and discussed with the staff in August 2020. School Site Council last approved the Monte Vista Elementary School safety Plan on March 2020. An approved copy of the school site safety plan may be obtained at the Monte Vista Elementary School's main office. The safety plan is reviewed annually by the staff and parent committee. The plan includes a current list of Emergency Response Teams, dates, and times for drills. Drills are held on a monthly basis. There is an opportunity for feedback from the staff after drills. Monte Vista participates in the Great Shake Out in October. The plan also includes primary and secondary evacuation routes for all classrooms. Several walkie-talkies are available and are in good working order. A bull horn and portable audio equipment are available for emergencies. Each classroom has an emergency backpack and emergency food and provisions have been provided by the district.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.2	0.8	2.4	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0.8	
Expulsions	0	0	0.08%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	1

*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23	1	3		23		4		26		4	
1	25		3		22		4		25		3	
2	26		3		25		3		22	1	3	
3	22	1	3		26		3		26		3	
4	25	1	3		24	1	3		25		3	
5	22		3		31		3		27		3	
6	16	3	4		25	1	2		30		3	
Other**									8	3		

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Staff development is based on district initiatives, individual school, student, and teacher needs. Teacher surveys and principal observations also help determine professional needs. However, student data, district, and state testing are the primary factors in guiding and determining staff development areas. The focus of our staff development has been predominantly in the areas of Language Arts, Math, Common Core Standards, and Positive Behavioral Interventions and Support (PBIS). Teachers work in grade level collaboration meetings to analyze students data, create action plans, and discuss, model, and observe best practices. Professional development occurs throughout the school year including after-school workshops, conference attendance, individual mentoring, and after-school professional study meetings 3 times per month. These pieces of training include paraprofessionals both at the site and district level. Monte Vista employs a Teacher on Assignment, who is available to facilitate grade level meetings, and provides support to teachers on an individual basis by assisting in reading instruction, observing, and providing feedback via a weekly walk through. OMSD provides ongoing teacher training in Math and Language Arts. The Principal monitors performance and offers feedback via a weekly walk through. Grade level teams are given 1 hour of release time monthly to meet and analyze student assessment data and to collaborate. They have a room of their own in which to meet, Internet access, and wireless laptop computer. The Principal is available to meet with teachers and provide support. In addition, teachers have two hours of planning time each week to create and prepare lessons. All non-instructional support staff including clerical, custodial, and proctors meet with an Administrator at least once per month in their respective groups to present information and for collaboration and training. The goals of these meetings are to contribute to a positive and collaborative school culture and to facilitate continuous improvement.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,369	\$51,004
Mid-Range Teacher Salary	\$86,028	\$82,919
Highest Teacher Salary	\$103,764	\$104,604
Average Principal Salary (ES)	\$137,496	\$131,277
Average Principal Salary (MS)	\$140,229	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$299,676	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	5.0

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

Types of Services Funded

Monte Vista School provides, directly and indirectly, many academic and non-academic services and support programs for students and their families. Listed below are some examples:

- The use of technology via interactive whiteboards, document cameras, iPads, and printers connected to wireless notebook computers for classroom learning to engage the under performing student
- Video downloads via United Streaming to provide schema and background knowledge, displayed on an Interactive Whiteboard
- Supplemental Online Program Licenses including Lexia Reading, Zearn & Brain Pop
- Teacher training in the use of Illuminate for analyzing ongoing student assessment of instructional programs
- Parent engagement as learners in their students' education, via monthly newsletters, monthly parent/student breakfast/lectures, trimester Pride Celebrations honoring many students and their parents, beginning of the year Picnic on the Playground for students, families, and community members
- Counseling services for students and the Family & Collaborative Services which provided a myriad of resources for students and their families
- Read180 for students in grades 4-6 who are Far Below or Below on their grade level Reading Inventory (RI) assessment
- Administratively monitor the delivery of instruction as to whether it demonstrates deep alignment of curriculum and assessment at all cognitive levels
- Academic support via Student Success Teams (SST) meetings involving student, parents, teacher, outreach consultant, and other school professional
- After School Program
- Intervention Classes
- Saturday Make Up Academy
- Attendance incentives and recognition at the end of each trimester
- Crisis Response Team (they have wrap-around services for high-risk children and they do suicide risk interventions)

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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7689.0	\$1118.0	\$6570.0	\$88715.0
District	N/A	N/A	\$1608.0	\$91,106
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	121.3	-2.7
School Site/ State	-16.5	5.2

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