

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	4900 Orchard Street
City, State, Zip	Montclair, CA 91763
Phone Number	909-626-5046
Principal	Sultana Dixon
Email Address	sultana.dixon@omsd.net
Website	www.OMSD.net/Domain/28
County-District-School (CDS) Code	3367819-6036362

Entity	Contact Information
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
Website	https://www.omsd.net

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

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 as well as earning the honor as a Gold Ribbon School.

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.

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

Grade Level	Number of Students
Kindergarten	91
Grade 1	86
Grade 2	75
Grade 3	81
Grade 4	92
Grade 5	100
Grade 6	68
Total Enrollment	593

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.7
Asian	2
Filipino	1.3
Hispanic or Latino	88.4
Native Hawaiian or Pacific Islander	0.2
White	4
Two or More Races	1.5
Socioeconomically Disadvantaged	85.3
English Learners	21.6
Students with Disabilities	12.3
Foster Youth	1.3
Homeless	7.1

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	28	25	26	963
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

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: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	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 state adoption.	No	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	Yes	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-6 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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	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. 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 empties, dusted and wet moped). The classrooms are deep cleaned during student vacation times. The Operations Department is responsible for deferred Maintenance.

The district conducted a Facility Inspection on November 14, 2019. The results were listed in the Facility Inspection Tool (FIT). 101 areas were evaluated in 8 categories. The average percentage of good repair was 97.96% for a School Rating of Good. Monte Vista was not required to have a Williams Inspection.

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: November 2019

System Inspected	Rating	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 palate 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
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

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 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)	51	53	43	44	50	50
Mathematics (grades 3-8 and 11)	42	47	31	36	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	340	338	99.41	0.59	52.96
Male	173	171	98.84	1.16	47.37
Female	167	167	100.00	0.00	58.68
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	293	291	99.32	0.68	50.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	17	17	100.00	0.00	76.47
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	293	291	99.32	0.68	49.48
English Learners	119	118	99.16	0.84	45.76
Students with Disabilities	64	64	100.00	0.00	20.31
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	43.75

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	339	337	99.41	0.59	47.18
Male	173	171	98.84	1.16	50.29
Female	166	166	100.00	0.00	43.98

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	293	291	99.32	0.68	45.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	16	100.00	0.00	56.25
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	292	290	99.32	0.68	44.83
English Learners	119	119	100.00	0.00	48.74
Students with Disabilities	64	64	100.00	0.00	18.75
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	43.75

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	19.4	22.4	24.5

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)

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 for numerous school groups to become active 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 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, Kimberly Thompson 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.

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	1.7	1.2	0.8	2.5	2.4	3.0	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 school's Comprehensive School Safety Plan is reviewed annually and was recently reviewed and discussed with the staff in October 2019. School Site Council last approved the Monte Vista Elementary School safety Plan on March 2019. 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.

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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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	25		4		23	1	3		23		4	
1	28		3		25		3		22		4	
2	27		3		26		3		25		3	
3	22	1	3		22	1	3		26		3	
4	22		3		25	1	3		24	1	3	
5	25		4		22		3		31		3	
6	32		3		16	3	4		25	1	2	
Other**	11	2										

*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	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	\$7689.0	\$1118.0	\$6570.0	\$88715.0
District	N/A	N/A	\$1608.0	\$87,821.00
Percent Difference - School Site and District	N/A	N/A	121.3	1.0
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-13.3	7.1

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 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
- 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)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,733	\$45,741
Mid-Range Teacher Salary	\$83,119	\$81,840
Highest Teacher Salary	\$100,254	\$102,065
Average Principal Salary (Elementary)	\$132,145	\$129,221
Average Principal Salary (Middle)	\$134,622	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$289,542	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

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	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 an Elementary Administrator, who is available to facilitate grade level meetings, and provides support to teachers on an individual base 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.