Monte Vista Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.
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.

2021-22 School 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
School Website	www.OMSD.net/Domain/28
County-District-School (CDS) Code	3367819-6036362

2021-22 District Contact Information

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

2021-22 School Overview

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	81
Grade 2	81
Grade 3	86
Grade 4	81
Grade 5	77
Grade 6	94

Total Enrollment	589

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	1.2
Asian	2.9
Black or African American	1.9
Filipino	1.2
Hispanic or Latino	89.5
Two or More Races	1
White	2.4
English Learners	21.9
Foster Youth	1
Homeless	5.9
Migrant	0
Socioeconomically Disadvantaged	85.7
Students with Disabilities	12.6

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.1	92.1	847.8	91.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.0	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	13.8	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	6.0	0.7	12115.8	4.4
Unknown	2.0	7.9	54.1	5.8	18854.3	6.9
Total Teaching Positions	25.1	100.0	927.8	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2021

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 local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020	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-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.	Yes	0%
Foreign Language	*Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 - *Not from the most recent state adoption. Spanish for Native Speakers, McDougal Littel, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	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	Yes	0%

School Facility Conditions and Planned Improvements

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 70 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. All visitor must have their temperature checked upon entering. 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. No sites in the district were open for in-person learning therefore facilities inspections were not conducted during the 2020-2021 school year. The next inspection is scheduled for February 22, 2022.

Year and month of the most recent FIT report	November 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			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	X			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

School Facility Conditions and Planned Improvements

			P11 - Electrical panels is not accessible. Blocked by file cabinet. 36" clearance in front of panel required
Electrical	X		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	X		F3 - No water at sink
Safety: Fire Safety, Hazardous Materials	X		None
Structural: Structural Damage, Roofs	X		None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		P4 - Repair asphalt at transition to ramp

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	334	NT	NT	NT	NT
Female	162	NT	NT	NT	NT
Male	172	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	300	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	58	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	48	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	287	NT	NT	NT	NT

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	334	NT	NT	NT	NT
Female	162	NT	NT	NT	NT
Male	172	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	300	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	58	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	48	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	287	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	329	328	99.69%	0.30%	36.17%
Female	160	159	99.38%	0.63%	38.75%

Male	169	169	100.00%	0.00%	33.73%
American Indian or Alaska Native	4	4	100.00%	0.00%	0.00%
Asian	5	5	100.00%	0.00%	0.00%
Black or African American	4	4	100.00%	0.00%	0.00%
Filipino	6	6	100.00%	0.00%	0.00%
Hispanic or Latino	296	295	99.66%	0.34%	34.46%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	
Two or More Races	0	0	0	0	
White	13	13	100.00%	0.00%	0.00%
English Learners	57	57	100.00%	0.00%	0.00%
Foster Youth	2	2	100.00%	0.00%	
Homeless	24	24	100	0.00%	41.67%
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	329	328	99.70%	0.30%	36.17%
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	43	42	97.67%	2.33%	0.00%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	329	327	99.40%	0.61%	50.38%
Female	160	159	99.38%	0.63%	23.75%
Male	169	168	99.41%	0.59%	26.63%
American Indian or Alaska Native	4	4	100%	0.00%	
Asian	5	5	100.00%	0.00%	0.00%
Black or African American	4	4	100.00%	0.00%	0.00%
Filipino	6	6	100.00%	0.00%	0.00%
Hispanic or Latino	296	294	99.32%	0.68%	23.65%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	
Two or More Races	0	0	0	0	0
White	13	13	100.00%	0.00%	0.00%
English Learners	57	57	100.00%	0.00%	0.00%
Foster Youth	2	2	100%	0.00%	
Homeless	24	24	100.00%	0.00%	0.00%

Military	0	0	0	0	na
Socioeconomically Disadvantaged	329	327	99.39%	0.61%	25.23%
Students Receiving Migrant Education Services	0	0	0	0	na
Students with Disabilities	43	42	97.67%	2.33%	0.00%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	NT	NT	NT	NT
Female	37	NT	NT	NT	NT
Male	40	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	67	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	11	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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, Instagram and Class Dojo. Parents who want more information or wish to participate may contact our Outreach Consultant, Maggie Guerrero or Rosie Jimenez our Assistant Principal at (909) 626-5046 regarding the many opportunities for parents to be actively involved at Monte Vista School.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	603	600	35	5.8
Female	288	287	16	5.6
Male	315	313	19	6.1
American Indian or Alaska Native	7	7	0	0.0
Asian	19	17	2	11.8
Black or African American	11	11	1	9.1
Filipino	7	7	0	0.0
Hispanic or Latino	539	538	31	5.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	0	0.0
White	14	14	1	7.1
English Learners	136	134	10	7.5
Foster Youth	7	7	0	0.0
Homeless	35	35	4	11.4
Socioeconomically Disadvantaged	521	518	34	6.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	83	15	18.1

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.78	0.00	2.98	0.03	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.15	1.64	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The school's Comprehensive School Safety Plan is reviewed annually and was recently reviewed and discussed with the staff in August 2021. School Site Council last approved the Monte Vista Elementary School safety Plan on February 24, 2021. 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

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	22		4	
2	25		3	
3	26		3	
4	24	1	3	
5	31		3	
6	25	1	2	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		4	
1	25		3	
2	22	1	3	
3	26		3	
4	25		3	
5	27		3	
6	30		3	
Other	8	3		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	26		3	
2	25		3	
3	28		3	
4	26		3	
5	25		3	
6	17	2	3	
Other	15	2	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

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	$92,686
Percent Difference - School Site and District	N/A	N/A	121.3	-4.4
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-25.0	3.3

2020-21 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 all students
* 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, Scholastic W.O.R.D.
* 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 Coffee with the Principal parent informational meetings, 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
* Response To Intervention (RTI) for tier 2 and 3 students is offered in grades Kinder - 6th for reading based on the iready assessment results. Tier 2 small group math interventions is offered for students in 1st - 6th grade.
* Administrators monitor the delivery of instruction as to whether it demonstrates deep alignment of curriculum and assessment at all cognitive levels
* Academic, behavior and social-emotional supports via Student Success Teams (SST) meetings are held with parents, teacher, outreach consultant, and other school professional to create a supportive plan of action for students.
* After School Program is offered in conjunction with the City of Montclair

2020-21 Types of Services Funded

- After school Intervention Classes are held for students performing below grade level
- Saturday Make Up Academy offers the opportunity for students to make up attendance
- Attendance incentives and recognition at the end of each trimester
- Weekly recognition of Lexia levels passed are done in the primary classrooms.
- Crisis Response Team (they have wrap-around services for high-risk children and they do suicide risk interventions)
- Teacher training on better instructional support for English Language Learners
- PBIS (Positive Behavior Intervention Support) training and support for all staff members

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,998	$52,060
Mid-Range Teacher Salary	$87,146	$84,043
Highest Teacher Salary	$105,113	$107,043
Average Principal Salary (Elementary)	$138,892	$133,582
Average Principal Salary (Middle)	$141,565	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$319,095	$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 2 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 2 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	18

Ontario-Montclair School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information	
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
District Website Address	https://www.omsd.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT	NT	NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1919	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT		NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1919	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.