

Monte Vista Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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).

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.

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.

2023-24 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

2023-24 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	https://www.omsd.net

2023-24 School Description and Mission Statement

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. Students come to school ready to learn every day because of a multitude of effective programs and practices we have in place. Monte Vista has displayed sustained increases in academic performance as measured by state and district methods. Based on the results of the 2022-2023 California Schools Dashboard, Monte Vista met and/or exceeded standards in all areas.. We are the proud recipient of the Title One Academic Achievement Award, Gold Ribbon School Recognition & PBIS Platinum 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 During the 2021-2022 school year, Monte Vista received a Pivotal Practice award from the State. During the 2022-2023 school year, Monte Vista received the PBIS Platinum Award for a second year in a row.

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	78
Grade 2	90
Grade 3	71
Grade 4	79
Grade 5	87
Grade 6	80
Total Enrollment	564

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3%
Male	53.7%
American Indian or Alaska Native	1.1%
Asian	2.8%
Black or African American	1.8%
Filipino	1.6%
Hispanic or Latino	88.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.9%
White	3%
English Learners	19.9%
Foster Youth	1.2%
Homeless	8.9%
Socioeconomically Disadvantaged	84.4%
Students with Disabilities	12.8%

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.

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)	23.10	92.06	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.00	0.65	12115.80	4.41
Unknown	2.00	7.94	54.10	5.83	18854.30	6.86
Total Teaching Positions	25.10	100.00	927.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	24.00	92.31	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.85	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.70	0.99	11953.10	4.28
Unknown	1.00	3.85	59.30	6.04	15831.90	5.67
Total Teaching Positions	26.00	100.00	981.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption.	Yes	0%

	K-6 Wonders (McGraw-Hill) – Adopted 2016		
Mathematics	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption. K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs. *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.	No	0%
Science	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption. K-5 California Inspire Science (McGraw Hill) Adopted 2019	Yes	0%
History-Social Science	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption. K-5 California Vistas* (Macmillan/McGraw- Hill) - Adopted 2006 *K-5 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. 6-8 My World Interactive (Pearson-Scott Foresman/Prentice Hall) Adopted 2018	Yes	0%
Foreign Language	N/A		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	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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 D-2 became our new school library. There are no current or planned facility improvements this year.

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. Site's inspection took place on April 11, 2023.

Year and month of the most recent FIT report

April 2023

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 B - Replace missing cove base at S/E corner of work area. Date Completed - 4/13/23 (Work Order # FY22-23-15711) Building C - Replace (2) broken ceiling tiles in PTO work room east of auditorium. Date Completed - 4/18/23 (Work Order # FY-22-23-15717) Building C - Rook leak needs to be repaired and high ceiling needs to be patched and painted. - Date Completed - 4/13/23 (Work Order # FY- 22-23-12100)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Building C - Clean and organize room. Electrical panels require 36"clearance per fire code. Also clean/organize fenced in area outside of custodial room. Custodian Completed - 4/19/23 Building D - Room needs to be cleaned and surplus removed. - Custodian removed surplus - 4/19/23 Room P6 - Clean exterior area east of P-6.- Custodian Cleaned - 4/19/23 Room P7 - Clean exterior area south of P-7. - Custodian Cleaned - 4/19/23

School Facility Conditions and Planned Improvements

Electrical	X		Room P5 - Secure light diffuser hanging down about thermostat.- Date Completed- 4/18/23 (Work Order #FY22-23-15692)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		None
Safety: Fire Safety, Hazardous Materials	X		Room E1 - Fire extinguisher has not been signed Custodian Completed - 4/19/23 Room P12 - Relocate fire extinguisher hool, Fire extinguisher cant't be hung at current location. Completed 4/14/23 (WO# FY22-23-15702) Room P1 - Remove asphalt slurry bucket in electrical enclosure west of P-1. Completed 4/20/23. (WO# - FY 22-23-15697) Boys Restroom - Remove COVID barriers from all restrooms and patch/paint as needed. Completed - 4/20/23 (WO# FY 22-23-15706))
Structural: Structural Damage, Roofs	X		P-4 - Repaor/replace ramp deck as needed and apply non skid.Completed 7/25/23 - (WO# - FY 22-23-156-94) P3 - Replace portable siding and skirting on westside.Completed 6/21/23 - (WO# - FY22-23-15705) P2 - Repair/replace ramp deck as needed and apply non skid. Completed 7/20/23 (WO# - FY 22-23-15695) P1 - Replace closeout panel at south side between P-1 and P-2. Replace portable skirting on west side. Completed 5/24/23 - (WO# FY22-23-15698) P12 - Replace portable skirting on west side. Custodian Completed 5/23/23 - No damage noted. Building B - Breezeway north of Building B electrical room has extensive dry rot and needs to be repaired/replaced. Completed 6/20/23 (WO# FY 22-23-15716)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		P2- Ramp needs repair CCompleted 3/2/23 - (WO# 22-23-13091) P4 - Repair asphalt at transition to ramp - P11-Remove plywood from north side of portable; ramp needs non skid. Completed 6/27/23 - (WO FY 22-23-16763) P12- Replace siding on west side and trim around door. Completed 6/27/23 - (WO# FY 22-23-03738) H-3 Repair/replace north door sweep. Completed by custodian on 6/27/2023 P-5 - Repair/replace S/W door sweep. - (WO# - 23-24-26997)

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).

College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	40	54	40	40	47	46
Mathematics (grades 3-8 and 11)	29	48	26	30	33	34

2022-23 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	324	322	99.38	0.62	53.73
Female	148	147	99.32	0.68	55.10
Male	176	175	99.43	0.57	52.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	287	285	99.30	0.70	53.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	61	59	96.72	3.28	27.12
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	170	169	99.41	0.59	49.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	25.93

2022-23 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	324	321	99.07	0.93	48.29
Female	148	147	99.32	0.68	47.62
Male	176	174	98.86	1.14	48.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	287	284	98.95	1.05	47.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	61	59	96.72	3.28	23.73
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	170	168	98.82	1.18	43.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	14.81

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	26.25	30.23	19.46	22.36	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	86	100.00	0.00	30.23
Female	36	36	100.00	0.00	27.78
Male	50	50	100.00	0.00	32.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	77	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	48	100.00	0.00	22.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	8.33

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	98.8	100	100	100

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.

2023-24 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 Instagram 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, Icela Valdez or Maggie Guerrero our Assistant Principal at (909) 626-5046 regarding the many opportunities for parents to be actively involved at Monte Vista School.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	601	585	47	8.0
Female	281	273	26	9.5
Male	320	312	21	6.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	0	0.0
Asian	16	16	1	6.3
Black or African American	13	11	1	9.1
Filipino	9	9	0	0.0
Hispanic or Latino	529	516	42	8.1
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	5	5	0	0.0
White	20	19	2	10.5
English Learners	133	129	10	7.8
Foster Youth	10	10	0	0.0
Homeless	73	72	8	11.1
Socioeconomically Disadvantaged	513	499	45	9.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	87	17	19.5

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.48	0.00	0.03	1.69	1.56	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The Comprehensive School Safety Plan is composed of the following requirements: child abuse reporting procedures, disaster procedures, policies for suspension and expulsion, procedures to notify teachers of dangerous students, a discrimination and harassment policy, the provisions of a school-wide dress code, procedures for safe ingress and egress, a safe and orderly climate conducive to learning and the rules and procedures for school discipline. The Comprehensive School Safety Plan is reviewed annually and it was recently reviewed and discussed with the staff in August 2023. The School Site Council Committee last approved the Monte Vista Elementary School safety Plan on February 15, 2023. The safety plan is reviewed annually by the staff, Montclair PD, and School Site Council Committee. Our district's Risk Management department also consults with the Montclair Fire Department to ensure our Comprehensive School Safety Plan is in compliance. The plan includes a current list of Emergency Response Teams, dates, and times for drills.

Monte Vista Elementary conducts drills on a monthly basis at different times during the school hours, to ensure our students and staff are ready to respond to any given emergency. There is an opportunity for feedback from the staff after drills. Monte Vista Elementary participates in the Great Shake Out in October. The plan also includes primary and secondary evacuation routes for all classrooms. Each classroom has an emergency backpack and emergency food and provisions have been provided by the district. An evacuation map is posted in each classroom to ensure any staff member knows exactly where to go. An approved copy of the Comprehensive School Site Safety plan may be obtained at the Monte Vista Elementary School's main office.

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.

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	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	21	1	3	
1	25		3	
2	23		3	
3	24		3	
4	29		3	
5	25		3	
6	23		3	
Other	14	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	3	1	0
1	26	0	3	0
2	29	0	3	0
3	22	0	3	0
4	25	0	3	0
5	29	0	3	0
6	24	0	3	0
Other	12	3	0	0

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.8

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	8,325	1,767	6,558	125,679
District	N/A	N/A	\$1608.0	\$94,232
Percent Difference - School Site and District	N/A	N/A	121.2	30.5
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-0.5	36.1

Fiscal Year 2022-23 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 and ELOP State Funded Program.
- 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
- SEL (Social-Emotional Learning) training and support for all staff members.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,330	\$54,215
Mid-Range Teacher Salary	\$91,294	\$86,843
Highest Teacher Salary	\$110,117	\$111,440
Average Principal Salary (Elementary)	\$145,803	\$140,851
Average Principal Salary (Middle)	\$149,251	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$334,284	\$252,466
Percent of Budget for Teacher Salaries	36.06%	33.16%
Percent of Budget for Administrative Salaries	5.98%	5.15%

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, English Language Development, Common Core Standards, Social-Emotional Learning 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, Language Arts and ELD. The Principal monitors performance and offers feedback via a weekly walk through. Grade level teams are given release days each trimester to meet and analyze student assessment data and to collaborate on curriculum planning. 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	18