

Monte Vista Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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
Grade Span	K-6
County-District-School (CDS) Code	3367819-6036362

2024-25 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

2024-25 School Description and Mission Statement

Monte Vista Elementary School is committed to fostering a collaborative learning community dedicated to promoting student growth and academic excellence. Our mission is to inspire a passion for learning in all students, guiding them to achieve their highest academic potential through a rigorous curriculum delivered using best instructional practices. We emphasize the development of each student's character, abilities, and aspirations, all within a supportive and nurturing environment. Serving students from Preschool through 6th grade, Monte Vista is characterized by a highly motivated student body and staff, supported by strong community engagement. The school exemplifies the best practices in education, with a dedicated focus on preparing students for future College and Career Readiness while promoting their academic growth and social-emotional well-

2024-25 School Description and Mission Statement

being. Through a challenging curriculum, our staff is unwavering in its commitment to instill a lifelong love of learning in all students. Our students arrive at school each day ready to engage, thanks to a variety of effective programs and practices in place.

Monte Vista has consistently demonstrated improvement in academic performance, as measured by state and district assessments. According to the 2023-2024 California Schools Dashboard, the school met or exceeded standards in English Language Arts, Mathematics, Chronic Absenteeism, and Suspension Rate. We take pride in receiving the Title One Academic Achievement Award, Gold Ribbon School Recognition, and PBIS Platinum Recognition. Additionally, we were honored with the PBIS Community Cares Award for our exemplary collaboration and support during the Covid-19 pandemic. In the 2021-2022 school year, Monte Vista earned the Pivotal Practice Award from the State. In 2023-2024, Monte Vista was recognized for the third consecutive year with the PBIS Platinum Award.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	70
Grade 2	77
Grade 3	92
Grade 4	73
Grade 5	82
Grade 6	88
Total Enrollment	555

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45
Male	55
American Indian or Alaska Native	0.5
Asian	2.9
Black or African American	3.1
Filipino	1.3
Hispanic or Latino	87.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.9
White	3.8
English Learners	13.3
Foster Youth	1.1
Homeless	10.6
Socioeconomically Disadvantaged	86.8
Students with Disabilities	13.5

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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	891.10	92.20	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	3.85	6.00	0.62	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.00	1.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.10	0.53	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.85	46.20	4.79	14303.80	5.15
Total Teaching Positions	26.00	100.00	966.60	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

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 K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
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	K-5 Studies Weekly Adopted 2023* 6-8 My World Interactive (Pearson) - Adopted 2018 *Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.	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	No	0%
	TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008		
	TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

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 73 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. 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 done by proctors. After school supervision is done 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 facility site inspection took place on April 2, 2024.

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			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Building B - Mechanical/Electrical Room - Room is dirty needs to be cleaned/swept. Completed on 4/5/2024

School Facility Conditions and Planned Improvements

			<p>Building D - Mechanical/Electrical Room - Clean/sweep room. Completed on 4/5/2024</p> <p>Building E - Mechanical/Electric Room - Room needs to be cleaned/swept. Completed on 4/5/2024</p>
Electrical	X		None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		None
Safety: Fire Safety, Hazardous Materials	X		<p>Building A - Storage Room 2 - Keep Fire alarm panel clear for 36 inches per fire code. Completed on 4/3/2024</p> <p>Building C - Multi Purpose Room - Doorways/exits must be kept clear. Completed on 4/3/2024</p> <p>Building C - Stage - Chairlift access needs to be kept clear at all times. Completed on 4/3/2024</p> <p>Portables - Room P7 - Remove surplus south of P-7. Completed on 4/5/2024</p>
Structural: Structural Damage, Roofs	X		None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		None

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	54	56	40	41	46	47
Mathematics (grades 3-8 and 11)	48	50	30	31	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	335	328	97.91	2.09	55.79
Female	153	148	96.73	3.27	58.11
Male	182	180	98.90	1.10	53.89
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	90.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	292	287	98.29	1.71	55.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	48	88.89	11.11	18.75
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	173	172	99.42	0.58	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	52	100.00	0.00	17.31

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	335	334	99.70	0.30	49.70
Female	153	152	99.35	0.65	44.74
Male	182	182	100.00	0.00	53.85
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	83.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	292	291	99.66	0.34	49.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	54	100.00	0.00	22.22
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	173	173	100.00	0.00	45.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	52	100.00	0.00	11.54

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	30.23	37.50	22.36	20.60	30.29	30.73

2023-24 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	81	81	100.00	0.00	37.04
Female	35	35	100.00	0.00	34.29
Male	46	46	100.00	0.00	39.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	65	100.00	0.00	33.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	42	100.00	0.00	40.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	12.50

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.

2023-24 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 requires only participation results 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	98.8%	98.8%	98.8%	98.8%	98.8%

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.

2024-25 Opportunities for Parental Involvement

The staff at Monte Vista Elementary School is dedicated to ensuring that children achieve academic success and social-emotional well being. 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 which welcomes all parents to become involved. The School Site Council, parents of gifted and talented students, students with disabilities and English Language Learners, in addition to Coffee with the Principal meetings, we provide opportunities for parents to participate in the decision-making of 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, Rebecca Godoy, or Sultana Dixon, Principal, at (909) 626-5046 regarding the many opportunities for parents to be actively be involved at Monte Vista School.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	596	584	34	5.8
Female	276	267	15	5.6
Male	320	317	19	6.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	16	0	0.0
Black or African American	19	19	3	15.8
Filipino	--	--	--	--
Hispanic or Latino	520	509	27	5.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	23	23	3	13.0
English Learners	131	125	3	2.4
Foster Youth	--	--	--	--
Homeless	90	80	7	8.8
Socioeconomically Disadvantaged	525	514	33	6.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	88	88	13	14.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.48	0	0.34	1.69	1.56	1.19	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.34	0.00
Female	0.36	0.00
Male	0.31	0.00
Non-Binary	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	0.19	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	0.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.14	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

climate conducive to learning and the rules and procedures for school discipline. The School Site Council Committee last approved the Monte Vista Elementary School safety Plan on November 5, 2024. The safety plan is reviewed annually by the staff, Montclair PD, and School Site Council Committee. Additionally, the district's Risk Management department consults with the Montclair Fire Department to ensure our Comprehensive School Safety Plan is in compliance. The Comprehensive School Safety Plan is reviewed annually and it was discussed with the staff in August 2024. 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. Monte Vista Elementary participated in the Great Shake Out on October 17, 2024. Opportunities are provided for staff to give feedback after each drill. The Safety 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.

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	
1	26		3	
2	29		3	
3	22		3	
4	25		3	
5	29		3	
6	24		3	
Other	12	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	3		
1	21	1	2	
2	25		3	
3	26		3	
4	28		2	
5	26		3	
6	29		3	
Other	16	2	1	

2023-24 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

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$104,660
Percent Difference - School Site and District	N/A	N/A	121.2	18.3
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-48.6	26.4

Fiscal Year 2023-24 Types of Services Funded

Monte Vista School offers a comprehensive range of academic and non-academic services and support programs designed to assist students and their families. These services foster student engagement, development, and well-being in various forms. In the classroom, the school employs technology to enhance learning. Interactive whiteboards, document cameras, iPads, and wireless notebook computers are used to engage students in a dynamic learning environment. Teachers utilize video downloads from United Streaming to build schema and provide background knowledge, displaying this content on the Interactive Whiteboard. Additionally, supplemental online programs such as Lexia Reading, Classtime, and Brain Pop are available to support students' learning needs.

Professional development is a key priority at Monte Vista, with ongoing teacher training focused on the use of tools like Illuminate. This platform helps teachers analyze student assessment data, allowing for tailored instructional adjustments. Administrators also closely monitor the alignment of curriculum and assessments to ensure that instructional practices are addressing all cognitive levels effectively. Parent engagement plays a crucial role in the school's community. Monthly newsletters keep parents informed, while monthly “Coffee with the Principal” meetings provide an opportunity for direct

Fiscal Year 2023-24 Types of Services Funded

communication and learning about their child's education. Additionally, the school celebrates student achievement through trimester Pride Celebrations, honoring both students and their families. The beginning-of-year Fall Festival further strengthens the connection between students, families, and the broader community. Support services for students and families are abundant. Counseling services are available to students, and the Family & Collaborative Services program offers a wide range of resources for families in need. The Response To Intervention (RTI) program is in place for students in grades Kindergarten through 6th grade, addressing reading difficulties based on i-Ready assessment results. Small group math interventions are offered for students in grades 1st through 6th.

For students requiring additional assistance, Student Success Teams (SST) meetings are held, bringing together teachers, parents, outreach consultants, and other school professionals to create a supportive action plan. The school also offers various after-school programs, including an After School Program in partnership with the City of Montclair and the state-funded ELOP program. Additionally, after-school intervention classes are available for students performing below grade level, and the Saturday Make-Up Academy allows students to make up missed attendance. Monte Vista fosters a positive learning environment by recognizing student achievements. Attendance incentives and recognition take place at the end of each trimester, and weekly Lexia levels passed are acknowledged in primary classrooms.

The school also ensures a strong safety and support system for students. The Crisis Response Team provides wraparound services for high-risk children, including suicide risk interventions. Staff members receive training in a variety of areas, including instructional support for English Language Learners, Positive Behavior Intervention Support (PBIS), and Social-Emotional Learning (SEL), to promote a healthy, inclusive, and supportive school culture. With these diverse academic, behavioral, and social-emotional support programs, Monte Vista School works to create an environment where every student can thrive.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$66,459	\$58,553
Mid-Range Teacher Salary	\$100,652	\$93,924
Highest Teacher Salary	\$124,076	\$119,489
Average Principal Salary (Elementary)	\$164,731	\$149,898
Average Principal Salary (Middle)	\$173,683	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$368,548	\$270,432
Percent of Budget for Teacher Salaries	35.4	31.93
Percent of Budget for Administrative Salaries	5.59	5.62

Professional Development

Staff development is driven by district initiatives, as well as the unique needs of our individual school, students, and teachers. Teacher surveys and principal observations are instrumental in identifying professional development needs. However, the primary factors guiding staff development focus on student data, along with district and state testing results. Our staff development efforts primarily concentrate on Language Arts, Mathematics, English Language Development (ELD), Common Core Standards, Social-Emotional Learning (SEL), and Positive Behavioral Interventions and Supports (PBIS). Teachers engage in weekly Professional Learning Communities to analyze student data, develop action plans, and discuss, model, and observe best practices. Professional development occurs throughout the school year, with after-school workshops, conference participation, individual mentoring, and bi-weekly professional study meetings. These training sessions also include

Professional Development

paraprofessionals.

Monte Vista employs a Teacher on Assignment who supports weekly PLC meetings and provides individual teacher support, focusing on reading, math and ELD instruction. The Write from the Beginning program was implemented this year and multiple training opportunities were offered by the school district. The Teacher on Assignment also provided classroom demonstrations at each grade level to support the implementation of the program. The Principal provides performance monitoring and feedback through weekly walkthroughs as well. Our Outreach Consultant provides on-going training and classroom demonstration support with PBIS.

Grade-level teams are provided release days each trimester to meet, analyze student assessment data, and collaborate on curriculum planning. They have access to a designated meeting space with internet and wireless laptops. The Principal is available to meet with teachers and provide ongoing support. Additionally, teachers are allotted two hours of planning time each week to develop and prepare lessons. All non-instructional support staff, including clerical, custodial, and proctor staff, meet with an Administrator at least once a month for information sharing, collaboration, and training. The primary objectives of these meetings are to foster a positive and collaborative school culture and to promote continuous improvement.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	18