

Monte Vista Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Monte Vista Elementary School
Street	1615 West Eldred Avenue
City, State, Zip	West Covina, CA 91790
Phone Number	(626) 939-4830
Principal	Lilia Gonzalez-Gomez
E-mail Address	lggomez@wvusd.org
Web Site	http://montevista.wvusd.org/
CDS Code	19-65094-6023501

District Contact Information	
District Name	West Covina Unified School District
Phone Number	(626) 939-4600
Superintendent	Charles Hinman, Ed.D.
E-mail Address	chinman@wcusd.org
Web Site	http://www.wcusd.org/

School Description and Mission Statement (School Year 2017-18)

Monte Vista Elementary is located in the northern region of the West Covina Unified School District and within the San Gabriel Valley in the city of West Covina. Monte Vista is a TK-6th grade school-wide Title I school. Monte Vista serves approximately 550 students following a traditional calendar. Our caring dedicated staff is focused on learning for all and understands that personal growth and professional development is central to our work. Monte Vista encourages parent participation and welcomes volunteers. Our monthly PAWS (Parents Achieving With Students) parent education workshops provide parents information and strategies for assisting students with their academic goals and achievement. Our school is an exceptional learning facility dedicated to serving our community and students.

Our vision is to provide our students a safe and supportive environment where they can achieve academic excellence and personal development. We have made a commitment to provide the best educational program possible for Monte Vista Elementary School's students and welcome any suggestions or questions you may have about the information contained in this report or about our school. Our school mission is each student will strive for academic excellence and personal development in a safe and supportive environment. Our ongoing evaluation of student progress and achievement helps us refine our instructional programs so that student's achieve academic proficiency.

Monte Vista utilizes a No Excuses University philosophy, Capturing Kids Hearts training, Thinking Maps and Write From The Beginning strategies to support student learning and high order thinking skills. Monte Vista staff believe students learn best in a supportive and respectful environment. Monte Vista will continue to utilize the STEP (Success Through Educational Participation) program to encourage students to do their very best and allow students to take greater accountability for their learning on a daily basis. Monte Vista is proud to continue to support and expand our Dual Immersion program.

Titles & Distinctions Held:

- No Excuses University School
- California Distinguished School
- Title I Achieving School
- Participant in NAEP assessments
- Dual Language Immersion School

Our vision and state academic standards set high expectations for our multi-cultural student body. We have demonstrated academic excellence by maximizing learning opportunities for all students. Our growth reflects the commitment and tireless dedication of our staff, parents, community, and students in the pursuit of academic excellence. Our philosophy is to educate the whole child: academically, physically, mentally, socially and emotionally. Our focus on No Excuses University, Capturing Kids Hearts, Thinking Maps, Write From The Beginning and Beyond, Path to Proficiency, RtI and Student Engagement have provided us the necessary strategies to ensure our students have access to California Standards and will be prepared 21st Century citizens. Monte Vista fully implements our district K-4 Reading Initiative program and has demonstrated much growth and success.

Monte Vista prides itself in being an inclusive school community. Students in need of specialized instruction are mainstreamed as much as possible into the general education setting per their IEP goals. The Special Education teachers work collaboratively with the General Education teachers to plan instructional opportunities aligned to the core curriculum. Modifications are made to make the core curriculum accessible to students. In addition, as appropriate, our Special Education students attend an Extended School Year (ESY) program in the summer to help maintain the knowledge learned during the regular school year. The Teacher On Special Assignment (TOSA) has welcome meetings with foster youth to ensure they have all the necessary resources to be successful at Monte Vista. Moreover, she monitors their academic progress and recommends for intervention as needed to help address any achievement gaps.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	83
Grade 1	73
Grade 2	73
Grade 3	71
Grade 4	72
Grade 5	77
Grade 6	78
Total Enrollment	527

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.2
Asian	9.9
Filipino	3
Hispanic or Latino	76.1
Native Hawaiian or Pacific Islander	0
White	6.5
Two or More Races	1.1
Socioeconomically Disadvantaged	78.7
English Learners	19.5
Students with Disabilities	8.9
Foster Youth	1.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24	25	25	465
Without Full Credential	2	2	5	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

During the 2017-2018 school year, Monte Vista adopted a new language arts program from Benchmark Advance. Teachers have been provided multiple staff development opportunities in the use and implementation of Benchmark program . This state and school-board adopted series offers supplemental resources for students to gain greater mastery of standards based grade level concepts.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading & Writing (Benchmark Advance): Transitional Kindergarten through sixth grade teachers utilize the Benchmark Advance (Step Up to Literacy) curriculum. Benchmark is a comprehensive integrated language arts program which teaches reading, writing, listening and speaking. It is an explicit and systematic program designed on sound research and supports the successful implementation of the California State Standards. In addition, we utilize Thinking Maps and Write From The Beginning & Beyond writing program. Students take interim assessments/tests to demonstrate their learning and to assist teachers in planning. Teachers utilize the test data to guide their instructional decisions and to ensure every student is able to succeed in language arts. Year of adoption 2017. Our ELA program is also supported by the implementation of K-4 Initiative Reading Rotations which utilizes small group instruction and supplemental materials such as Lexia and SIPPS/SIPPS Plus.	Yes	0%
Mathematics	Mathematics (EnVision Math- adopted 2015) Transitional Kindergarten through sixth grade teachers utilize the EnVision Mathematics curriculum, which is aligned with the state standards. EnVision Mathematics is well organized and conveys the mathematics content efficiently and effectively. A performance assessment is combined with a multitude of measures to demonstrate students' knowledge of grade level standards and ability to apply mathematical concepts and skills. Math manipulatives/materials are provided to all grade levels for students to practice mastery of essential concepts and to assist them in making connections between abstract and concrete ideas.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Students in 6th grade use the district adopted McGraw-Hill curriculum (2015) which is the same state approved curriculum used in our 6th grade classes at the middle school level.		
Science	California Science (MacMillian McGraw-Hill): Science learning is hands-on and coordinated with other activities. In addition, our reading curriculum includes at least one science-related theme per grade level. Incorporating science with reading and writing helps teachers teach a variety of skills and makes learning more meaningful. Year of adoption 2008.	Yes	0%
History-Social Science	Social Studies (Pearson Scott-Foresman): Our Social Studies curriculum incorporates a variety of subjects such as: geography, government, and history. Students read about the past and discover different communities and cultures. Social Studies enables students to learn a variety of skills as well as improve reading. Through this curriculum, students learn about people who make contributions and gain an understanding of Life on Earth. Year of adoption for TK/K 2006 and 1st-6th 2007.	Yes	0%
Visual and Performing Arts	Grade level teachers work collaboratively to plan and design visual and performing arts curriculum and activities. In planning lessons, the teachers pulls in content from other content areas to reinforce and make connections to other learning and to provide students another way to master those standards. Our art program do not require textbooks and all students have access to the materials necessary for the program and lessons		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Monte Vista is a clean and safe campus. District-wide standards are in place for cleaning procedures, products, inspection, and evaluation to ensure that our campus is in impeccable condition. A summary of these standards is available at the District Office. Restrooms are inspected multiple times throughout the day by our custodial staff. Custodians, as well as maintenance and grounds crews, are trained and responsible for inspection and repair of any safety items on a daily basis. Monthly inspections are also conducted by site custodian and district inspectors. In addition, West Covina Unified School District works with risk managers, safety inspectors, and outside experts who inspect our campus annually. No emergency facility conditions exist; regular maintenance is ongoing and funding is provided to make repairs on an as-needed basis. Providing our students with a clean and safe school has always been and will continue to be a top priority.

We are also committed to improving and maintaining a quality facility and welcome your questions and suggestions

Monte Vista has 28 classrooms, of which 9 are portables. Approximately 550 students and 60 staff members use these facilities on a daily basis. With our large facility and grounds, portables have not encroached upon the playing areas.

Monte Vista has a media center clerk who works directly with student in the library everyday. Students learn to do research, select appropriate grade level books, and have access to computers with internet. Each class makes regular weekly visits to the library following the site developed schedule. Students have access to Accelerated Reader, Rosetta Stone, Achieve 3000, Lexia, Front Row and My Access on the computers in their classrooms and in the library and in additional all students K-6 are provided an individual chromebook and TK students have access to I-pads. .

Several of our K-6 classrooms still maintain pods of student computers while all students are provided 1:1 technology including ability to use them at home. Students have been trained in the proper handling and care of technology equipment. Several classrooms have a Smart Board used for interactive student technology. All classrooms have the ability to enhance instructional presentation by the use of projector technology. This technology will allow the classroom teacher to project up onto the screen or wall by using the internet and other resources. Every classroom on campus is connected to the Internet and has a document camera to view items in real time.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Kitchen:
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Kinder Area/Building: Standing water blacktop area. Work order to remove cement debris.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	53	59	52	52	48	48
Mathematics (grades 3-8 and 11)	40	40	37	38	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	296	296	100	58.78
Male	144	144	100	56.94
Female	152	152	100	60.53
Black or African American	11	11	100	54.55
American Indian or Alaska Native	--	--	--	--
Asian	35	35	100	71.43
Filipino	11	11	100	81.82
Hispanic or Latino	213	213	100	56.34
White	19	19	100	52.63
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	243	243	100	56.38
English Learners	90	90	100	60
Students with Disabilities	24	24	100	29.17
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	296	296	100	39.86
Male	144	144	100	41.67
Female	152	152	100	38.16
Black or African American	11	11	100	54.55
American Indian or Alaska Native	--	--	--	--
Asian	35	35	100	71.43
Filipino	11	11	100	72.73
Hispanic or Latino	213	213	100	33.8
White	19	19	100	26.32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	243	243	100	37.04
English Learners	90	90	100	41.11
Students with Disabilities	24	24	100	37.5
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	69	51	62	54	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24	20	28

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Our parent education workshops are key to parent and school partnership. Our community and parent support is demonstrated through a variety of community involvement opportunities. We encourage parents to become more involved at Monte Vista by participating in school wide events and opportunities. We encourage parents to attend Family Nights, to join our PTA organization, attend School Site Council and English Language Advisory Council meetings and parent educational workshops. We offer monthly parent workshops at both the school site (PAWS) and at the district level. A variety of topics are presented throughout the year which assist parents/families in supporting the educational goals set for their children. Monte Vista has a strong commitment to involving parents and community in a variety of ways which include volunteering in one of our site organizations, committees or volunteering in your child's classroom. Monthly information is sent home highlighting the various school-wide and classroom events. Parent workshops, known as PAWS (Parents Achieving With Students) and other informational meetings are held to provide parents, guardians and community members information and training in effective methodology and strategies to better support student's academic success. Meetings are held at a variety of times to accommodate schedules. A monthly school newsletter, The Monte Vista Times (produced by our very own student council students), bulletins, School Messenger, the marque and letters are utilized to share information with families who are unable to attend the workshops and meetings. Spanish translation is provided for all written and oral communications. Monte Vista's website is updated periodically so that our community is provided current information and resources. We highly encourage volunteers in the classroom, at school activities, mentoring, and to assist with fund-raising activities. Our PTA encourages parent and family guests to support special events such as Dr. Seuss/Read Across America, Honorary Service Award, Book Fairs, Family Nights and NEU rallies.

Additionally we offer a highly attended after school enrichment and intervention program called the YASES. A wide variety of businesses provide monetary and/or material donations to support our school programs. Community partnerships are encouraged and often provide grade level assemblies, such as those offered by the Metropolitan Water District, Discovery Cube and The Environmental Defenders. If you are interested in becoming involved, please contact the school principal, Lilia Gonzalez-Gomez or our school office manager, Cathy Valdez at 626-939-4830 or speak directly to your child's classroom teacher.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.6	0.5	0.5	2.3	2.2	1.7	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Monte Vista staff is dedicated to maintaining a safe clean school campus. Together in partnership with our families communication regarding campus safety is highly encouraged and appreciated. Our staff provides campus supervision beginning at 7:25 AM. We have a closed campus which means all visitors must register in the office and are required to wear a visitor's badge while on campus. We update our site Safety Plan annually which includes our district emergency preparedness plan and monthly emergency drills. Administrators, teachers, staff and parents are actively involved in monitoring the School Safety Plan and its implementation. The safety committee is comprised of staff and community members. The Safety Committee meets regularly to review and update our site safety plan and to plan an annual major disaster drill. The public and parents are welcomed to attend these meetings and to provide additional resources and insight. Agenda items include discussion of safety improvements, safety protocols, the scheduling of all practice drills and dismissal procedures. Fire drills, earthquake and major disaster drills are planned throughout the year. The site is prepared in the event of any emergency and has practiced disaster drills with students and staff. Our School Safety Plan is reviewed and approved by our School Site Council and our Board of Education on an annual basis.

Monte Vista continues its work with No Excuses University and Capturing Kids Hearts to support of students in their individual learning goals and developing outstanding citizenship behaviors. The NEU program is designed to support all students including Homeless, Foster Youth and Special Education in ensuring every student has the opportunity to be college and career ready. Monte Vista staff is eager to promote this philosophy and to create a culture and climate of achievement and learning and building a college bound attitude throughout the school campus. Our Character Education program, STEP (Success Through Educational Participation) and Capturing Kids Hearts programs supports our students with acknowledging positive behaviors and inclusiveness of all students. Monte Vista prides itself in having established a safe learning environment. Monte Vista conducts an annual major disaster drill in order to provide staff with necessary practice and to inventory emergency materials and resources. This year Monte Vista was able to provide key staff members with CPR training.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement*	Year 1	
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	42.9

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	2	3		19	2	2		14	6	1	
1	24		3		22	1	2		21	1	2	
2	21	2	1		24		3		24		3	
3	21	2	2		18	1	3		23		3	
4	27		3		24		3		28		2	
5	22	1	3		32		2		30		3	
6	22	1	3		24	1	3		20	6	18	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	1	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,467	\$1,037	\$5,430	\$70,381
District	N/A	N/A	\$5,926	\$76,863
Percent Difference: School Site and District	N/A	N/A	-8.4	-8.4
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-17.4	-5.5

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

Types of Services Funded (Fiscal Year 2016-17)

Monte Vista receives Title 1, SC, Site General Funds and PTA funds to coordinate and to accomplish the programs as delineated on our Single School Plan for Student Achievement. A copy of our SPSA is located in the school's front office and is available for public viewing.

Monte Vista provides its students with a variety of coordinated programs to support student achievement goals and state standards. Monte Vista focuses its attention on our K-4 Reading Initiative program and ensuring students are meeting grade level reading expectancies. Monte Vista maintains several internet based computer programs. Offered at Monte Vista are Accelerated Reader, Accelerated Math, Lexia, Achieve 3000, Front Row and My Access. All these programs support reading and/or writing and are available to students including Homeless/Foster Youth and Special Education.

Trained interns in partnership with our district coordinate our CCP program provides counseling on campus for students who meet eligibility requirements. YASES an after-school program is funded through Proposition 49. Approximately 100 students attend this after school program which offers homework assistance, physical education, nutrition, enrichment activities and technology resources. This highly acclaimed program is available to students at Monte Vista including Homeless/Foster youth and Special Education. We offer the Accelerated Reader Program through Renaissance Place to all students in 1st through 6th grade and to kinder students who begin to read and are recommended by their teachers. This program is tailored to meet the specific reading levels of our students. Our entire school participates in a Character Education and STEP (Success Through Educational Participation) program every day. The STEP program serves our students, including Homeless/Foster Youth and Special Education. STEP provides a structured and consistent environment that is rich in positive reinforcement, affirmations, promotes positive behaviors and maximizes learning potential of every student in every classroom.

Additional programs provided to our students including Homeless/Foster Youth and Special Education are before and/or after school intervention classes, enrichment activities (such as Track & Field, strategic games, Student Council and Newspaper Club. The GATE enrichment class where students work on a special designed project is provided to GATE students by our site GATE coordinator. Rosetta Stone, a English language lab is offered to English Language Learners during the instructional day and before or after school to further support acquisition of English. Monte Vista is proud to be a member of the No Excuses University partnership. The NEU program is designed to support all students including Homeless/Foster Youth and Special Education in ensuring every student has the opportunity to be college ready. Monte Vista staff is eager to promote a college bound philosophy and maintain a culture of achievement and learning.

Our Monte Vista PTA funds support school field trips and assemblies through a variety of resources. PTA plans and coordinates our annual book fairs as a service to our students and community. As part of this program PTA has been able to provide all students with a free book at the end of the school year for summer reading. Additionally, PTA provides incentives and awards for many of our programs such as poster and essay contests. Teachers are encouraged to seek grants to provide additional resources to support academic programs. Grants written by teachers support special projects in the classroom. Our "Shoes that Fit" partnership supports identified students by providing them with shoes and socks. The West Covina Elks Club provides dictionaries for all of our third graders annually. The Lion's Club has provided flags for all our second graders for many years and has indicated they will continue this service.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,727	\$46,511
Mid-Range Teacher Salary	\$77,257	\$73,293
Highest Teacher Salary	\$95,590	\$92,082
Average Principal Salary (Elementary)	\$121,488	\$113,263
Average Principal Salary (Middle)	\$125,389	\$120,172
Average Principal Salary (High)	\$139,408	\$131,203
Superintendent Salary	\$244,950	\$213,732
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Monte Vista Elementary School revolve around the California State Standards. During the 2016-17 school year, Monte Vista Elementary School held staff development training devoted to: No Excuses University strategies, K-3 Reading Initiative, Lexia, SIPPS, Academic Vocabulary, Close Reading Strategies, Common Core State Standards, and Thinking Maps and Path to Proficiency. Staff development activities are performed by the principal and leadership team using tools such as teacher input and common assessment data to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Monte Vista Elementary School supports ongoing professional growth throughout the year on early release days and during staff meetings. Teachers meet in grade level teams to conduct data analysis to identify areas of need and to determine further professional learning needs. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as a supplement to site-based staff development, for reinforcement of or follow-up on previous trainings, and as a follow-up training for newly implemented programs. During the 2016-17 school year, Monte Vista Elementary School's teachers participated in the following staff development, CAASPP Training, Grade Level Collaboration, Safety Training, NEU training, Benchmark Advance and STEP program to name a few. Monte Vista maintains an annual professional development plan which is updated annually with teacher input.

Additionally, Monte Vista Elementary School offers support to new teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives. The school year begins with at least one full day of staff development. Every Wednesday is an early release day for students thus allowing our teaching staff and administration time to collaborate on best practices and California Standards. High quality professional development/learning is provided to all teachers every other Wednesday by site principal and teacher leaders. Teachers are given the opportunity to determine professional development topics each year and site teacher leaders offer their expertise to teacher colleagues. Teachers attend regularly scheduled staff meetings and grade-level meetings every other Wednesday and on the first Tuesday of every month. Our strategic and focused professional development is designed to support our teachers in the delivery of effective instruction and to further extend our student achievement goals.

Monte Vista staff are dedicated to professional growth and learning. Our site Staff Development plan is developed annually after careful reflection on site goals and student achievement data. A copy of Monte Vista professional development calendar is available in the school's front office.