

Monte Vista Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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@wcusd.org
Web Site	http://montevista.wcusd.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 2018-19)

Monte Vista Elementary is located in the West Covina Unified School District in the city of West Covina. Monte Vista is a TK-6th grade, school-wide Title I school. Monte Vista is proud to be a No Excuses University, Spanish Dual Immersion school. Currently, our Dual Immersion program is available to Transitional Kindergarten to third-grade students with plans to continue growing at each subsequent year of implementation. Monte Vista serves approximately 540 students following a traditional school calendar. Our school mission statement is as follows; Through mutual responsibility and collaboration, Monte Vista will provide every student a safe, inclusive environment that promotes academics, college and career readiness, and life long learning skills. All students will be critical thinkers, productive citizens and prepared to contribute to a global community. Monte Vista has been a No Excuses University partner school since 2015 and believes the six exceptional systems guide our work and goals. Our Monte Vista NEU exceptional systems are a culture of universal achievement, collaboration, standards alignment, assessment, data management, and intervention. Through the implementation of these exceptional systems, we support and monitoring student achievement and progress. Our school motto is, "After High School Comes College!" Our school motto is promoted at all school rallies, assemblies, and daily classroom meetings. Our school culture of universal achievement for all students and all sub-groups (foster youth, homeless, English Language Learners, Special Education) defines who we are as a staff and our commitment to learning. Our K-4 Reading Initiative, Monthly NEU rallies, Capturing Kids Hearts, Professional Learning Communities, NEU Pledge, and STEP (Success Through Educational Participation) our school-wide behavior management plan are examples of our outstanding school culture and support to students.

Monte Vista prides itself in being an inclusive school community. Students in need of specialized academic instruction are mainstreamed as much as possible into the general education setting per their IEP goals. Our Special Education teachers and staff work collaboratively with the General Education teachers and staff to plan instructional opportunities aligned to the core curriculum and grade level standards. All staff members at Monte Vista are committed to professional learning communities and learning. Our school utilizes PLC to collaborate, share and discuss academic progress, assessment results and school culture. Monte Vista staff has great respect for planning time so that we may focus time to what truly matters, student achievement. Our strong leadership team, teachers, a teacher on special assignment (TOSA) and principal promote a positive learning environment for all and welcome your suggestions and inquiries. Our site TOSA as 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 interventions as needed to help address any achievement gaps.

Our vision is to provide our students with 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 new members to our school community. Additionally, we offer a highly attended after-school enrichment and intervention program called the YASES. If you have any questions may have about the information contained in this report or about our school please contact our school office and/or administration.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	96
Grade 1	72
Grade 2	79
Grade 3	81
Grade 4	68
Grade 5	76
Grade 6	74
Total Enrollment	546

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.2
Asian	8.1
Filipino	3.7
Hispanic or Latino	76.2
Native Hawaiian or Pacific Islander	0.0
White	6.2
Socioeconomically Disadvantaged	77.5
English Learners	17.2
Students with Disabilities	11.5
Foster Youth	1.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	25	25	25	424
Without Full Credential	2	5	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: September 2018

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	Benchmark Education Company, Benchmark Advance (2017)	Yes	0%
Mathematics	Pearson Scott Foresman, enVision Math (2015) McGraw-Hill, California Math (2015)	Yes	0%
Science	Macmillan/McGraw Hill, California Science (2008) Prentice Hall, Focus on Science (2008)	Yes	0%
History-Social Science	Pearson Scott Foresman, California History-Social Science (2006) <ul style="list-style-type: none"> • Not selected from the 2017 list of standards-based materials adopted by the State Board of Education. • New materials from the list have not been evaluated and piloted. • Instructional staff adapts materials in alignment with 2016 standards and framework. Glencoe, Discovering our Past (2007) <ul style="list-style-type: none"> • Not selected from the 2017 list of standards-based materials adopted by the State Board of Education. • New materials from the list have not been evaluated and piloted. • Instructional staff adapts materials in alignment with 2016 standards and framework. 	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Monte Vista has received a school rating of good on the latest School Facility Condition Evaluation. Some of the areas that were inspected include: gas leaks, mechanical systems, sewer, restrooms and overall cleanliness, among others. In addition, the fire equipment and emergency systems were tested and appeared to be functioning properly. The playground and school grounds were also found in clean, safe and functional condition. There were no broken/malfunctioning gates, windows or fences found at the school. Several areas of our school blacktop were slurry sealed during the summer of 2018 and exterior of school buildings painted summer 2017. Coordinated district efforts to provide a safe and clean campus included installation of new playground equipment in both the kindergarten and upper playground and replanting of grass areas/fields. Beautification efforts included the installation of several new trees on our field. Additionally, our school's Green Team and Student Leadership Council work together to coordinate special school clean-up days. Monte Vista prides itself on maintaining a safe and clean learning environment.

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: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	59.0	52.0	52.0	53.0	48.0	50.0
Mathematics (grades 3-8 and 11)	40.0	38.0	38.0	38.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	294	294	100.00	52.38
Male	155	155	100.00	46.45
Female	139	139	100.00	58.99
Black or African American	11	11	100.00	45.45
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100.00	75.00
Filipino	11	11	100.00	90.91
Hispanic or Latino	215	215	100.00	49.30
White	22	22	100.00	40.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	233	100.00	51.07
English Learners	82	82	100.00	53.66
Students with Disabilities	37	37	100.00	13.51
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	295	295	100	37.97
Male	156	156	100	37.82
Female	139	139	100	38.13
Black or African American	11	11	100	45.45
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100	75
Filipino	11	11	100	81.82
Hispanic or Latino	216	216	100	31.48
White	22	22	100	31.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	233	100	35.62
English Learners	83	83	100	39.76
Students with Disabilities	38	38	100	13.16
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6	24.3	36.5

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Monte Vista is proud to support our parents and guardians with multiple opportunities for parental involvement. 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 volunteering. We encourage parents to attend Family Nights, to join our PTA organization, attend NEU rallies, participate in School Site Council and English Language Advisory Council meetings and parent education workshops. Our parent education workshops also known as Parents Achieving With Students (PAWS) workshops are key to parent and school partnership. We offer monthly PAWS workshops at both the school site and at the district level. A variety of topics are presented throughout the year that assists parents/families in supporting the educational goals set for their children. Parents and guardians are surveyed annually for "topics" of interested and workshops are designed to support identified parental needs. 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 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), flyers, School Messenger, the marquee and letters are utilized to share information with families. 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 us with fund-raising activities. Our PTA encourages parent and family guests to support special events such as Dr. Seuss/Read Across America, College Week, Honorary Service Award, Book Fairs, Family Nights and NEU rallies.

Our district office and school coordinate additional family resources to support the unique needs of individual families and students. A Special Education Parent Liaison is available at our school site to assist parents with information related to special education. Please contact our school for this information or stop by our office for an informational pamphlet. Our site Foster and Homeless Youth coordinator provides individual intake meetings to support foster and homeless students and coordinate valuable resources to ensure school success. Additionally, our district's unique Family Resource Center provides a range of services and assistance, such as tutoring, enrichment programs, and community resources. 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 do not hesitate to 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.5	0.5	1.2	2.2	1.7	1.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Monte Vista annually reviews and monitors its School Safety Plan. The School Safety Plan is shared at the fall School Site Council, English Language Learner Council and at PTA meetings. The School Safety Plan was approved by Monte Vista SSC at its November meeting. In addition, the School Safety Plan is shared with all staff members at the beginning of the school year and we actively seek input and suggestions from all stakeholders. The Safety Plan is presented to students at the beginning of the school year at Principal Safety assemblies in student-friendly language. Monte Vista believes that all children deserve to be educated in a safe learning environment in which they can learn the necessary skills to successfully navigate life academically, professionally, and socially. Every year, the school reviews its safety plan in accordance with District guidelines. Monte Vista holds monthly emergency drills which include earthquake, fire, and lockdown/armed intruder drills.

Monte Vista's Safety Plan provides appropriate programs and strategies to ensure the safety of students, parents and staff members. Monte Vista's safety plan includes: 1) Child Abuse Reporting Procedures 2) Disaster Response Procedures 3) Disaster Preparedness Drill Log 4) Discipline Policies 5) Procedures for Notifying Teachers about Dangerous Pupils 6) Discrimination, Harassment, Bullying and Hate Crime Policies/Procedures 7) School-wide Dress Code Prohibiting Gang-Related Apparel 8) Procedures for Safe Ingress and Egress from school 9) Procedures to Ensure a Safe and Orderly Environment 10) Rules and Procedures on School Discipline 11) Crisis Intervention Handbook and 12) Suicide Risk Assessment Handbook. All staff members are also provided annual mandatory online Target Solutions training covering topics such as school safety procedures, Child Abuse and Reporting procedures and requirements, and Sexual Harassment and Discrimination policies.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	19	2	2		14	6	1		20	3	2	
1	22	1	2		21	1	2		16	2	2	
2	24		3		24		3		25		3	
3	18	1	3		23		3		21	1	3	
4	24		3		28		2		26		2	
5	32		2		30		3		28		3	
6	24	1	3		20	6	18		15	12	18	
Other									7	1		

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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)	1	N/A
Psychologist	1.25	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,749	\$1,107	\$5,642	\$69,468
District	N/A	N/A	\$6,464	\$78,647
Percent Difference: School Site and District	N/A	N/A	-13.6	-199.6
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-23.2	-199.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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. Annual review of our School Accountability Plan by all stakeholder group ensures all students and student sub-groups have access to all the programs and services provided at Monte Vista. 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. Offered at Monte Vista are Accelerated Reader, I-Ready, Lexia, Achieve 3000, and Freckle. These programs support reading, writing and/or math instruction and are available to all students including Foster/Homeless Youth, English Language Learners, Special Education, and low-income students.

Trained interns working under the guidance of our district's Mental Health team coordinate our CCP program. Monte Vista's 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, English Language Learners, Special Education, and low-income students. 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 and is used as a motivational program to build interest in reading. 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 the learning potential of every student in every classroom. Additional programs provided to our students including Homeless/Foster Youth, English Language Learners, Special Education, and low-income students are before and/or after school intervention classes, enrichment activities such as Track & Field, Student Leadership Council, and Newspaper Club. 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, English Language Learners, Special Education and low-income students 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 anti-bullying assemblies 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. Monte Vista also benefits from partnerships with local community service groups. Our annual "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 and the Lion's Club has provided flags for all our second graders for many years and has indicated they will continue this service.

English Language Learners:

Students identified as English Learners take the English Language Proficiency Assessments for California (ELPAC) every year to assess and monitor their progress toward English Proficiency. These students receive support during reading and content area instruction. Monte Vista teachers incorporate a variety of activities to help their English Learner students acquire English language and literacy skills. Such activities may include; intensive academic vocabulary instruction, integrated oral and written language instruction, multiple opportunities to practice oral language and small group RtI support. Rosetta Stone, an English language lab is offered to English Language Learners during the instructional day and before or after school to further support the acquisition of English.

At-Risk Intervention:

Monte Vista offers a comprehensive intervention program during regular school hours and during after school hours for students who need additional support. Students who do not make adequate progress are referred to the Student Success Team (SST), which includes: teachers, parents, the school psychologist (when needed) and the school administration. The SST process further supports the student by developing an individual action plan. These action plans are monitored by the team after six weeks of implementation. All students are monitored on regular basis by their classroom teacher, Teacher on Special Assignment (TOSA) and the school administration at grade level PLC meetings.

Gifted and Talented Education:

Gifted and Talented Education Program (GATE) provides opportunities for students whose abilities and talents have been identified as exceptional or advanced. These students receive differentiated instruction during regular school hours or during after school hours in the form of individual assignments, special projects or extracurricular activities. An end of the year event is coordinated allowing GATE students to present their individual or group projects.

Special Education:

Students with special needs receive a full range of options to meet their educational needs in the least restrictive environment (LRE) possible. When a child is identified as possibly needing special education services, the Student Success Team (SST) meets with the program specialist to identify the student's strengths, discuss any concerns about the student at the school, review interventions already tried, design/modify an action plan and provide support. Students who are eligible may receive an Individual Education Plan (IEP), which include a referral to the Education Specialist, placement options such as specialized academic instructional support, full inclusion, or if needed, a Special Day Class, Speech services, or any other additional related services.

Foster/Homeless Youth:

Monte Vista is proud to support our foster and homeless students and families with a variety of resources. Our site has assigned a site liaison for foster/homeless youth whose role is to provide support to the student and family. The liaison greets new students, constantly monitors their progress and meets with the families and students every year to provide assistance. Monte Vista ensures foster youth and homeless students have access to resources such as counseling, school supplies or external agencies. Every foster/homeless youth and parent/guardian is provided an intake meeting further building our relationship of support and care. Additionally, we work closely with our district's Family Resource Center to coordinate efforts.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,682	\$47,547
Mid-Range Teacher Salary	\$78,802	\$74,775
Highest Teacher Salary	\$97,502	\$93,651
Average Principal Salary (Elementary)	\$123,918	\$116,377
Average Principal Salary (Middle)	\$127,896	\$122,978
Average Principal Salary (High)	\$149,527	\$135,565
Superintendent Salary	\$252,299	\$222,853
Percent of Budget for Teacher Salaries	33.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

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)

During the 2016-17 school year, the total number of days for professional development was 4 full days and 28 after school meetings. In the 2017-18 school year, the total number of days for professional development was 5 full days and 30 after school meetings on our early release days. For our current school year 2018-19, the total number of days estimated for professional development is 6 full days and 30 after school meetings. All training and curriculum development activities at Monte Vista Elementary School revolve around the California State Standards. During the 2016-2017, 2017-18 and current school year, Monte Vista Elementary School held staff development training devoted to: Professional Learning Communities, No Excuses University strategies, K-4 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, Site TOSA and leadership team using tools such as teacher input and common assessment data. Teacher surveys are used to determine the areas needed for teacher learning, identifying strategies that will 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 session as a supplement to site-based staff development. During the 2018-19 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 Professional Learning Communities. 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 members are encouraged to attend professional workshops and conferences. Classified support staff receives 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 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.