SIMI VALLEY UNIFIED SCHOOL DISTRICT

101 W. Cochran Street • Simi Valley, CA 93063 • (805) 306-4500 • www.simivalleyusd.org

MONTE
VISTA
PRIDE

MONTE VISTA SCHOOL
"THE INDEPENDENT LEARNING ACADEMY"

SCHOOL ACCOUNTABILITY REPORT CARD
2022-23 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2024

PRINCIPAL'S MESSAGE

Monte Vista continues to welcome students who want an independent and small school environment. Monte Vista is an independent study school serving students in grades K through 12. We provide:

• a personalized, alternative educational program in a caring and supportive environment
• specially trained teachers committed to the independent study model of education, serving as both curricular experts and supportive partners with their students and families
• weekly tutorial sessions to support your student's learning
• weekly enrichment activities including field trips, science labs & art projects

For secondary students, Monte Vista offers motivated students an online learning environment where they can explore their interests, develop their unique strengths and talents, and become confident self-directed learners. This 'blended learning' combines the flexibility of online curriculum with the one-on-one academic support of a school based credential teacher. Please visit our website for more information: www.montevista. simivalleyusd.org.

DISTRICT & SCHOOL DESCRIPTION

SIMI VALLEY UNIFIED SCHOOL DISTRICT
Simi Valley Unified School District offices are located in the northwest region of the city of Simi Valley. During the 2022-23 school year, the district's eighteen elementary schools, three middle schools, three comprehensive high schools, one continuation school, and one alternative/independent study school served a total of 15,899 students in grades TK-12. The district's student population is comprised of 11.9% identified as English learners, 13.2% receiving special education services, 0.4% foster youth, 1.5% homeless youth, and 43.3% enrolled in the Free & Reduced-Price Meal program.

OUR PLEDGE

Their path.

Our pledge.

From here to anywhere.

More than a promise, it's a commitment.

To our town.

Our schools.

Our students.

Our community.

To empower ALL students to become the best potential versions of themselves.

Their path starts in Simi Valley Schools and our pledge starts now.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	52.1%	Kindergarten	8
Male	47.9%	Grade 1	13
Non-Binary	0.0%	Grade 2	14
American Indian or Alaskan Native	0.0%	Grade 3	12
Asian	3.3%	Grade 4	14
Black or African American	1.0%	Grade 5	22
Filipino	0.8%	Grade 6	18
Hispanic or Latino	39.3%	Grade 7	24
Native Hawaiian or Pacific Islander	0.4%	Grade 8	51
Two or More Races	5.2%	Grade 9	34
White	49.8%	Grade 10	63
English Learners	5.6%	Grade 11	95
Foster Youth	0.2%	Grade 12	110
Homeless	2.1%		
Migrant	0.2%		
Socioeconomically Disadvantaged	42.7%	Total Enrollment	
Students with Disabilities	6.9%	478	

MONTE VISTA SCHOOL
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Assistant Superintendent
Instruction & Pupil Services

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Monte Vista School

During the 2022-23 school year, Monte Vista School served 478 students in grades K-12. Student enrollment included 5.6% identified as English learners, 6.9% receiving special education services, 0.2% migrant, 0.2% foster youth, 2.1% homeless youth, and 42.7% enrolled in the Free & Reduced-Price Meal program.

School Mission Statement

Monte Vista School provides a rigorous and individualized curriculum, that allows students to progress through their school work independently and to function in a safe and caring environment.

Local Control Accountability Plan (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

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

- Degree to which teachers are appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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 alternative achievement standards, which are linked with the Common Core State Standards (CCSS); 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 sequences or programs of student.

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

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

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

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

Parent Involvement

Parents are encouraged to get involved in Monte Vista School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance:

- 4-H Club
- Art Class
- Chaperone Field Trips
- Cooking Club
- Drama Club
- English Language Advisory Council (ELAC)
- Enrichment Activities
- Fundraising
- Horticulture / Agriculture
- Office
- Robotics / Engineering
- School Site Council (SSC)
- Sewing
- STEAM
- Video Class

Parents seeking more information about becoming an active member in the school community may contact the school office at (805) 579-6326.

Monte Vista School provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to attend:

- Back to School Night
- College & Career Night
- Festival of Student Achievement (Open House)
- Graduation Ceremony
- Student Orientation

School News

All school-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates in the following formats:

- Electronic weekly MV Press
- Email
- Flyers
- Month Electronic Student Newspaper "Lions Roar"
- Weekly Email Newsletters
- Parent Link (automated phone messaging system)
- School Website

Student Achievement

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

California Assessment of Student Performance and Progress Test Results in Science **All Students** Percentage of Students Meeting or Exceeding the State Standards						
	MVS		SVUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	22.22	20	32.03	31.54	29.47	30.29

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 in a science assessment.

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

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

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

PHYSICAL FITNESS
In the spring of each year, Apollo High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test (PFT) for students in California school is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School) 2022-23

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	318	128	40.25	59.75	23.44
Female	172	73	42.44	57.56	19.18
Male	146	55	37.67	62.33	29.09
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino					
Hispanic or Latino	122	54	44.26	55.74	12.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	5	41.67	58.33	--
White	170	64	37.65	62.35	31.25
English Learners	18	12	66.67	33.33	0
Foster Youth					
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	149	64	42.95	57.05	12.5
Students Receiving Migrant Education Services					
Students with Disabilities	25	17	68	32	23.53

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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight and High School

Percentage of Students Meeting or Exceeding the State Standards

	MVS		SVUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	41	41	50	49	47	46
Mathematics	16	20	35	36	33	34

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School) 2022-23

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	298	151	50.67	49.33	41.06	298	146	48.99	51.01	19.86
Female	164	78	47.56	52.44	47.44	164	77	46.95	53.05	15.58
Male	132	72	54.55	45.45	34.72	132	67	50.76	49.24	25.37
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	124	61	49.19	50.81	34.43	124	59	47.58	52.42	15.25
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	19	13	68.42	31.58	53.85	19	12	63.16	36.84	33.33
White	141	70	49.65	50.35	45.71	141	68	48.23	51.77	22.06
English Learners	19	11	57.89	42.11	0	19	10	52.63	47.37	0
Foster Youth										
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	152	76	50	50	27.63	152	71	46.71	53.29	15.49
Students Receiving Migrant Education Services										
Students with Disabilities	25	15	60	40	13.33	25	16	64	36	12.5

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.

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

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

California Physical Fitness Test Results

2022-23

	% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	95.7%	95.7%	95.7%	95.7%	100.0%
Seventh	93.9%	97.0%	97.0%	93.9%	97.0%
Ninth	94.7%	94.7%	94.7%	94.7%	96.5%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

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

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

The district takes great efforts to ensure all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Monte Vista's facilities were built in 1959. During the summer months and into the fall, the old elementary school morphed into a unique learning atmosphere.

SUPERVISION & SAFETY

Monte Vista School is an independent study school and all students on-site work one-on-one with a teacher or in a classroom with a teacher.

To maintain a safe and secure environment, all parents and visitors are required to check in at the school office, obtain and wear a visitor's badge, and then return to the office upon departure.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Safety Plan (CSSP) was developed for Monte Vista School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, the sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed and updated, and shared with school staff in October 2023.

The Simi Valley Unified School District maintains a firm policy prohibiting all forms of bullying. Everyone is to be treated with respect and dignity. Bullying by anyone, including students, teachers, administrators, or other adults will not be tolerated by any circumstances. Administrators will respond to all reports of alleged bullying in a timely manner.

FACILITIES MAINTENANCE

The school custodian and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Monte Vista School's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

A full-time day custodian and a part-time night custodian is assigned to Monte Vista School for routine maintenance, daily custodial duties, and special events preparations. The custodian communicates biweekly with the principal regarding campus cleaning needs and safety concerns. The custodian is responsible for keeping restrooms clean and stocked, removing debris, and emptying trash receptacles, daily comprehensive cleaning of classrooms, office areas, library, and other areas as assigned. A team of groundskeepers is responsible for general landscaping, irrigation, litter/trash removal, and athletic field maintenance. School safety and cleanliness is the custodian's highest priority and strongly emphasized as a component of their daily routines. Custodians receive training from qualified supply vendors regarding proper cleaning methods, use of chemicals, and use of equipment. The district provides appropriate equipment and supplies to maintain a clean, healthy environment.

Campus Description

Year Built	1959
	Quantity
# of Permanent Classrooms	18
# of Portable Classrooms	3
# of Restrooms (student use)	4
Science Lab	2
MakerSpace Lab	1
Imagination & Curiosity Lab	1
Library / Study Café	1
Art Room	1
Student/Teacher Conference Room	1
Computer Lab	1
Professional Development Rooms	4
Textbook/Work Room	1
Admin/Counseling Office	1
Mock Trial/Courtroom	1

School Facility Good Repair Status

Item Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: August 4, 2023				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

SCHOOL INSPECTIONS

Each morning before students arrive on campus, the custodian inspects facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Monte Vista School took place on August 4, 2023. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

All staff believe that a safe learning environment is an effective learning environment. Behavior management practices and discipline policies are based upon district standards, board policies, and California Education Codes.

Monte Vista is an independent study school where students meet with their supervising teacher for a one hour appointment each week to review completed work assignments, to receive individual support, complete tests in a proctored setting, and preview assignments for the coming week. Enrollment contracts must be signed by both student and a parent/guardian. Students in grades 1-8 must have a parent/guardian attend each weekly appointment. High school students may attend on their own after the initial appointment of each semester.

Panorama Education is a data-based company that provides a format for analysis of school climate, campus culture, bullying, parent engagement, teacher support, workplace environment, learning, careers, and student safety.

Monte Vista School utilizes Panorama Education's data to improve student outcomes in social-emotional learning, school climate, family engagement, MTSS, and more.

CHRONIC ABSENTEEISM

The following chart identifies the chronic absenteeism rates by student group for Monte Vista School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism by Student Group (2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	673	643	257	40
Female	362	341	142	41.6
Male	308	300	115	38.3
Non-Binary	3	2	0	0
American Indian or Alaska Native				
Asian	18	17	5	29.4
Black or African American	9	8	3	37.5
Filipino	5	5	3	60
Hispanic or Latino	279	263	106	40.3
Native Hawaiian or Pacific Islander	2	2	0	0
Two or More Races	28	28	8	28.6
White	332	320	132	41.3
English Learners	42	37	13	35.1
Foster Youth	5	2	1	50
Homeless	13	11	4	36.4
Socioeconomically Disadvantaged	336	318	137	43.1
Students Receiving Migrant Education Services	1	1	1	100
Students with Disabilities	45	42	25	59.5

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

Suspensions and Expulsions

	MVS			SVUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.00%	0.00%	0.00%	0.13%	3.60%	3.65%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.09%	0.11%	0.00%	0.07%	0.08%

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

EXTRACURRICULAR ACTIVITIES

Students are provided avenues to explore their personal interests and talents while developing their academics in Monte Vista's independent study school. Monte Vista School sponsors a yoga pilates class for any student who is interested in attending. Monte Vista also offers monthly field trips, monthly science events, weekly hands-on art events, a monthly flower design class, weekly STEM activity for elementary students, leadership class, and yearbook class.

CLASS SIZE

Monte Vista is an independent study and virtual academy school site. Students meet with their teacher one time per week on an individual basis and are not in a group classroom setting. Students may participate in weekly group tutorial sessions for additional academic support. Each teacher at Monte Vista sees up to 25 students per week which allows for individualized attention and support for each student. Grades K-3 meet daily via Zoom with their teacher, and grades 4-8 have daily check-ins with the counselor.

Average Class Size and Class Size Distribution

		Number of Classes*		
Subject	Average Class Size	1-22	23-32	33+
2020-21				
English	3	141		
Math	3	125		
Science	2	97		
Social Science	3	125		
2021-22				
English	3	151		
Math	3	133		
Science	3	111		
Social Science	3	117		
2022-23				
English	3	166		
Math	3	138		
Science	3	111		
Social Science	3	149		

Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Suspensions & Expulsions by Student Group (2022-23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	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	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	MVS		
	20-21	21-22	22-23
Dropout Rate (%)	8.6	6.4	11.6
Graduation Rate (%)	85.7	88	82.2
	SVUSD		
Dropout Rate (%)	3.6	1.9	3.5
Graduation Rate (%)	92.8	94.4	92.3
	CA		
Dropout Rate (%)	9.4	7.8	15.9
Graduation Rate (%)	83.6	87.0	52.2

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

DROPOUTS & GRADUATION RATES

Monte Vista School's teachers and administrative staff have been trained and are skilled in developing ways to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school.

Behavior and academic intervention strategies provide the support and motivation some students require to earn their diploma. Counseling, tutoring, flexible scheduling of classes, an afternoon study program, concurrent enrollment in community college, concurrent enrollment in adult school, credit recovery classes, and referral to Monte Vista independent study program are available to resolve issues for those students having difficultly with subject area content or social interactions.

Administrators, counselors, and school staff review CAASPP performance and teacher recommendations to monitor student behavior and credit accumulation efforts. Department teams review student performance data to collaborate and identify students for referral to the Student Study Team (SST) for intervention planning. Counselors meet with students and may recommend SST support based upon individual circumstances and status of course credits.

Detailed information about dropout rates and graduation rates can be found on the DataQuest website at http://dq.cde.ca.gov/dataquest/.

Graduation Rate by Student Group (Four-Year Cohort Rate) (2022-23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	129	106	82.2
Female	66	55	83.3
Male	66	51	81
Non-Binary			
American Indian or Alaska Native			
Asian	--	--	--
Black or African American	--	--	--
Filipino			
Hispanic or Latino	42	33	78.6
Native Hawaiian or Pacific Islander			
Two or More Races	--	--	--
White	78	66	84.6
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	65	55	84.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

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

CURRICULUM & INSTRUCTION

DISTRICT-SPONSORED STAFF DEVELOPMENT

All curriculum and instructional improvement activities within the Simi Valley Unified School District are being aligned to the California State Standards. Staff development is selected and identified based upon student assessment results, state content standards, professional development staff surveys, and district/school goals. The district and site level staff development committees work as a team to identify areas of need and deliver innovative training programs to support the district's efforts to increase student performance levels. The district-level committee is a collective of district and school level representatives who share curricular goals and objectives as well as evaluate staff development programs and opportunities. Site level committees are responsible for overseeing the staff development budget and approving training programs and opportunities. Both district and site level committees consider objectives identified in school plans, Federal Program Monitoring (FPM) review results, and input from various state and federal agencies to identify staff development needs to improve instructional practices and student achievement. Professional Development initiated by district and/or site administration involves all stakeholder groups and is data driven and research based.

During the 2021-22, 2022-23, and 2023-24 school years, Monte Vista School's teachers attended the following events hosted by the Simi Valley Unified School District:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2021-22 — 3 days
- RTI/Literacy Coach Training
- Sonday Training (Reading Intervention)
- Renaissance/STAR Training
- Unversal Design for Learning

2022-23 — 3 days
- Professional Learning Communities
- Response to Intervention
- Science of Reading
- Math Instruction
- Multi-Tiered Systems of Support

2023-24 — 3 days
- Positive Behavior Support
- Instructional Practices
- Professional Learning Community

SITE-BASED STAFF DEVELOPMENT

During the 2022-23 school year, Monte Vista School focused staff development efforts on student achievement, instructional strategies, best practices, and data analysis. In 2022-23, staff collaboration activities focused on:
- AI Chat
- APEX
- California State Standards
- Canvas
- Core Connections
- Digital Citizenship
- Google Docs & Google Classroom
- Grit and Mindset
- Panorama Education
- Professional Learning Teams (PLTs)
- Project Based Learning (PBL)
- Renaissance STAR Testing
- Response to Intervention (RtI)

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	Houghton Mifflin Harcourt: *Journeys*	0%
2008	Yes	Santillana: *Santillana Intensive English*	0%
2017	Yes	Houghton Mifflin Harcourt: *Collections*	0%
2009	Yes	Cambrium Learning: *Focus on English Learners*	0%
2017	Yes	McGraw-Hill: *World of Wonders*	0%
Math			
2015	Yes	McGraw-Hill: *My Math*	0%
2015	Yes	Houghton Mifflin Harcourt: *Big Ideas Math*	0%
Science			
2008	Yes	Delta Education: *FOSS (Full Option Science System)*	0%
2007	Yes	Delta Education: *CPO (Cambridge Physics Outlet) Science; Focus on Earth, Life & Physical Science Bookset*	0%
2006	Yes	McDougal Littell: *California Science*	0%
Social Science			
2003	Yes	Scott Foresman: *Social Studies for California*	0%
2006	Yes	McGraw-Hill: *Discovering Our Past*	0%
Foreign Language			
2004	Yes	McDougal Littell: *En Espanol*	0%
2008	Yes	Cheng & Tsui: *Integrated Chinese*	0%
2004	Yes	McDougal Littell: *Discovering French*	0%

• Social and Emotional Learning (SEL)
•Turnitin.com
• WASC

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Classified support staff may receive additional job-related training from vendors, department supervisors, district representatives, and professional trainers. District-sponsored in-service opportunities are provided for technical staff, secretarial support staff, office management staff, customer service staff and leadership staff.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Simi Valley Unified School District are being aligned to the California State Standards. Instructional materials for core content areas are approved by the district's Board of Education. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health.

On September 12, 2023, the Simi Valley Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 21-23/24 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive. In addition, each student enrolled in a performing arts class was provided sufficient textbooks or instructional materials to use in class or to take home.

COLLEGE & CAREER READINESS

COLLEGE PREPARATION COURSES

Students meet with a counselor each year to review their four-year plan, evaluate progress in meeting personal goals, and review status on fulfilling graduation requirements. Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table in this report illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2021-22 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	98.32
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	18.1

*Most current data available.

UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS

Admission requirements for the University of California (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 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 University of California website at www.universityofcalifornia.edu/admissions/general.html.

CALIFORNIA STATE UNIVERSITY ADMISSION REQUIREMENTS

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University website at www.calstate.edu/admission/.

Advanced Placement & International Baccalaureate

Monte Vista School offers advanced placement courses and International Baccalaureate courses through APEX online.

Advanced Placement (AP) Courses 2022-23	
	No. of AP Courses Offered*
English	11
Foreign Language	3
Math	4
Science	7
Social Science	19
Totals	44

Career Readiness

Monte Vista School's students can attend Career Education Center (CEC) programs through the Ventura County Office of Education Career Education Center (CEC). Simi Valley Unified School District and Ventura County Career Education Center (CEC) collaborate to support articulation with local community colleges, review employment needs with local businesses and job employment services representatives, and support common efforts between schools, local business and the community. ROP courses prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. Upon graduation, students completing these programs (career path sequences) possess valuable skills which will give them a significant advantage if they choose to enter the workforce. Students choosing to continue with post-secondary education benefit from the seamless curriculum developed between high school and the post-secondary institutions which allows placement in advanced classes. Students have the opportunity to study the profession in more depth and increase employability upon graduation.

Monte Vista School offers a floral design and ornamental horticulture pathway with classes in both horticulture and floriculture.

College & Career Readiness:
CEC 21st Century Marketing
CEC Academic Appl Practicum
CEC Adv Auto Paint/Graphics
CEC Auto Tech
CEC Adv Graphic Design
CEC Adv Welding
CEC Aerial Video Photo
CEC Ag Business
CEC Agricultural Fabrication
CEC Animation
CEC Applied Manf
CEC Artificial Int Honors
CEC Athletic Training
CEC Auto Body Repair
CEC Auto Paint/Refinish
CEC Auto Shop Mgr
CEC Auto Tech
CEC Auto Tech DRAGG
CEC Aviation Honors
CEC Cabinetry
CEC CAD/Design
CEC Certified Nurse Asst
CEC Child Development
CEC Choreography
CEC Choreography H
CEC Criminal Justice
CEC Cyber Security H
CEC Dental Asst H
CEC Digital Broadcasting
CEC Digital Media
CEC Digital Media for GD
CEC Digital Media H
CEC Emergency First Responder
CEC Engineering
CEC Engineering H
CEC Entrepreneur/Innov H
CEC Environ Field Studies H
CEC Film/Television Makeup
CEC Floral Design
CEC Food Srv/Hospitality
CEC Food Srv/Hospitality H
CEC Game Design
CEC Game Design/Animation H
CEC Graphic DesignH
CEC Graphic Production Tech
CEC Health Bill Code
CEC Hosptiality/Tourism Mgmt
CEC Intro Aviation
CEC Intro CAD/Technical
CEC Intro Fire Sci Careers
CEC Intro Health Careers
CEC Intro Law
CEC Intro Teaching
CEC Intro Welding Tech
CEC IT Essentials
CEC Landscaping
CEC Law Enforcement Careers
CEC Machine Tool Tech
CEC Mechatronics Engineering
CEC Med Assistant Clinical
CEC Med Asst Internship
CEC Medical Office Admin
CEC Medical Term Spanish
CEC Medical Terminology
CEC Mind Matters Honors
CEC Ornamental Horticulture

CEC Pharmacy Lab Tech
CEC Radio & Podcasting
CEC Res Comm Const
CEC Robotics Tech
CEC Robotics Tech H
CEC Sound Engineering
CEC Sound Music Production
CEC Stage Production H
CEC Stagecraft
CEC Teacher Assistant
CEC Technology/Engineering
CEC Unity Game Development
CEC Unmanned Aerial Sy
CEC Unmanned Aerial Sys H
CEC Veterinary Asst
CEC Video Prod H
CEC Video Production Mgr
CEC Website Design
CEC Welding: Transportation
CEC Woodshop Mgr

Career Technical Education Program Participation 2022-23	
Total Number of Students Participating in CTE Programs	111
Percentage of Students Completing a CTE Program and Earning a High School Diploma	--
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	11.9	14.2
Total Out-of-Field Teachers	11.9	14.2

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.3	0

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.4	22.5	602.4	85.13	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	1.4	0.2	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	22.7	3.21	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	11.9	77.18	49.8	7.04	12115.8	4.41
Unknown	0	0.32	31.2	4.42	18854.3	6.86
Total Teaching Positions	15.4	100	707.7	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.5	34.59	624.2	86.24	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2.6	0.36	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	20.3	2.81	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	14.2	64.86	51.2	7.08	11953.1	4.28
Unknown	0.1	0.5	25.4	3.51	15831.9	5.67
Total Teaching Positions	21.9	100	723.8	100	279044.8	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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

PROFESSIONAL STAFF

SUPPORT SERVICES STAFF

Monte Vista School's non-teaching support services staff is a specialized team of experts who, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Academic Counselors and Other Support Staff 2022-23		
	No. of Staff	FTE*
Academic Counselor	1	1.0
Nurse	As Needed	
Psychologist	As Needed	
Registrar	1	1.0
Average Number of Students per Academic Counselor		303

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

TEACHER PREPARATION AND CREDENTIALS

The charts below identify the number of teachers at Monte Vista School, Simi Valley Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Monte Vista School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2021-22 school year, Simi Valley Unified School District spent an average of $14,329 to educate each student (Current Expense of Education per ADA, based on 2021-22 audited financial statements and calculated in accordance with Ed Code 41372). The table below 1) compares the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District

Teacher and Administrative Salaries 2021-22		
	SVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,279	55,550
Mid-Range Teacher Salary	77,569	84,645
Highest Teacher Salary	100,229	111,284
Average Principal Salaries:		
Elementary School	128,403	139,860
Middle School	135,933	146,440
High School	147,622	158,447
Superintendent Salary	271,118	278,268
Percentage of Budget For:		
Teacher Salaries	31.54	32.21
Administrative Salaries	4.31	4.89

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

and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
	Dollars Spent Per Student				
Expenditures Per Pupil	MVS	SVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	13,493	N/A	N/A	N/A	N/A
Restricted (Supplemental)	5,123	N/A	N/A	N/A	N/A
Unrestricted (Basic)	8,371	9,455	88.5%	7,606	124.3%
Average Teacher Salary	84,238	83,696	N/A	90,632	N/A

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

In addition to general fund state funding, Simi Valley Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- A-G Completion Grant
- After School Education & Safety (ASES)
- Career Technical Education Incentive Grant Program
- Child Nutrition
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies

- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education

SARC Data

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 Monte Vista School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Simi Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities sections were acquired in October 2023.

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