

# 2022-23 School Accountability Report Card

Published January 2024



**MONTALVO ELEMENTARY SCHOOL**  
2050 GRAND AVENUE, VENTURA, CA 93003  
(805) 289-1872

KARIN JUST, PRINCIPAL  
GRADES PREK-5

## PRINCIPAL'S MESSAGE

On behalf of the Montalvo Arts Academy community, I'd like to thank you for taking an interest in our wonderful school. The purpose of this School Accountability Report Card is to provide information about instructional programs, academic achievement, materials and resources, facilities and staff. Information regarding Ventura Unified School District is also included.

At Montalvo Arts Academy we educate the 'whole child' offering rigorous academics alongside multiple opportunities to develop the social-emotional skills necessary to succeed in today's world. Through wide exposure to the arts and/or participation in an award-winning dual language program designed to promote both English and Spanish biliteracy and biculturalism, we strive to offer a well-rounded educational experience to our students that inspires curiosity and lifelong learning.

We enjoy an experienced, collaborative staff committed to working with every child to ensure his or her success. Teachers differentiate within the classroom, work together with various specialists and involve families in helping students reach their full potential.

At Montalvo we believe in a growth mindset and work with students to internalize the relationship between hard work and progress. Our Positive Behavioral Interventions and Supports (PBIS) program "Every Montalvo Lion ROARS" promotes Responsibility, Optimism, Acceptance, Respect and Safety to develop student ownership of learning and behavior.

We are grateful for the involvement of our wonderful Montalvo families who work hard alongside us! We welcome your feedback and suggestions as we work together to offer the best possible education to our students.

### District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

### District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

## DISTRICT & SCHOOL DESCRIPTION

### Ventura Unified School District

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than approximately 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

## Board of Education

DR. JERRY DANNENBERG  
CALVIN PETERSON  
JAMES FORSYTHE  
ALICIA LAVERE  
SABRENA RODRIGUEZ

## District Administration

DR. ANTONIO CASTRO  
SUPERINTENDENT

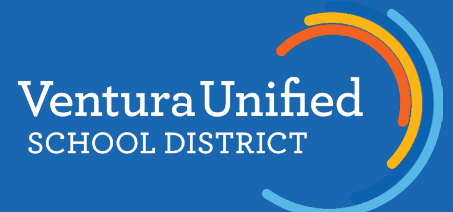
DR. GREG BAYLESS  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

AHSAN MIRZA  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

## VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100  
VENTURA, CALIFORNIA 93001  
(805) 641-5000  
[www.venturausd.org](http://www.venturausd.org)



## Montalvo Elementary School

Montalvo Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2022-23 school year, 386 students were enrolled, including 9.6% in special education, 14.8% qualifying for English Language Learner support, 2.6% homeless, 0.8% foster youth, and 56% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	54.1%	Kindergarten	59
Male	45.9%	Grade 1	69
Non-Binary	0.0%	Grade 2	83
American Indian or Alaskan Native	0.0%	Grade 3	48
Asian	2.1%	Grade 4	68
Black or African American	0.3%	Grade 5	59
Filipino	0.3%		
Hispanic or Latino	86.9%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	3.1%		
White	17.4%		
English Learners	14.8%		
Foster Youth	0.8%		
Homeless	2.6%		
Migrant	0.0%		
Socioeconomically Disadvantaged	56.0%	Total Enrollment	386
Students with Disabilities	9.6%		

Montalvo Elementary is a recognized School of Choice and dedicated to maintaining high academic standards while providing an educational program designed to meet the needs of each student in a warm and nurturing environment.

Serving the community's educational needs for over 110 years as a small neighborhood school, Montalvo Elementary currently offers a traditional elementary program, a dual language program, and a preschool program. Montalvo Elementary is one of three dual language programs offered in the Ventura Unified School District. Montalvo Elementary offers a 90-10 Dual Language Education (DLE) program providing instruction to students in both English and Spanish.

The Jumpstart preschool program is open to income-qualifying families seeking creative playtime and educational activities for their children ages 3-5. After school day-care is provided on Montalvo Elementary's campus by Los Posas Children's Center; fee-based services are available for students in grades K-5; the center is open from 2:15 p.m. to 6:30 p.m. five days a week.

## 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 following components of this SARC address some of the priorities identified in the District's LCAP:

### State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

- 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.

### State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

### State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

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

### State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- 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).

- 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.

- 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.

### State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

### State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

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

### State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

### State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education

### 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	100.0%	100.0%	100.0%	100.0%	100.0%

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.

### California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Montalvo		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	31.03	26.79	32.31	32.57	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.

## PARENT INVOLVEMENT

We welcome and encourage parents to get involved with their student's learning by volunteering in a classroom, participating in a decision-making group and/or attending school events such as conferences and family nights. Parents stay informed on upcoming events and school activities through ParentSquare, monthly PTA newsletters, flyers, the school marquee, the school website, and postings in the office. Contact the school office or the PTA President at (805) 289-1872 for more information on how to become involved.

### Opportunities to Volunteer

- Classroom Helper
- Chaperone Field Trips
- PTA Events & Fundraisers
- Classroom or Event Prep from Home
- Guest Speakers and Projects

### Committees

- School Site Council
- Multilingual Learner Advisory Council (MLAC)
- Superintendent's Parent Advisory Council (PAC)
- Special Education District Advisory Council (SEDAC)
- Local Control and Accountability Plan (LCAP)
- Parent Teacher Association (PTA)
- Outdoor Education Boosters

### School Activities

- Back to School Night
- Title I Meetings
- Orientations - Kinder, New Student
- Coffee with the Principal
- Bike Safety Rodeo Week
- Dine Out Nights
- Field Trips
- Color Run
- Family Art Night
- Dia de los Muertos Celebration
- School of Choice Information and Tours
- Parent Conferences
- Assemblies
- Saturday Schools
- Awards Assemblies
- 100th Day of School
- Family STEM Night
- Book Fair
- Talent Show
- Dia del Niño Family Picnic

- Carnival
- Field Days
- Promotional Events

## STUDENT ACHIEVEMENT

### Physical Fitness

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

### 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	58	56	96.55	3.45	26.79
Female	39	39	100	0	33.33
Male	19	17	89.47	10.53	11.76
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	49	47	95.92	4.08	27.66
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100	0	0
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	25	25	100	0	16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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 in Grades 3-8 and Grade 11

Percentage of Students Meeting or Exceeding the State Standards						
	Montalvo		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	40	43	47	47	47	46
Mathematics	38	41	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	169	166	98.22	1.78	42.77	169	166	98.22	1.78	40.96
Female	97	96	98.97	1.03	45.83	97	96	98.97	1.03	34.38
Male	72	70	97.22	2.78	38.57	72	70	97.22	2.78	50
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American										
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	136	133	97.79	2.21	37.59	136	133	97.79	2.21	35.34
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	25	25	100	0	56	25	25	100	0	60
English Learners	28	28	100	0	7.14	28	28	100	0	10.71
Foster Youth										
Homeless										
Military										
Socioeconomically Disadvantaged	72	72	100	0	30.56	72	72	100	0	29.17
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	23	23	100	0	13.04	23	23	100	0	26.09

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.

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 website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

## 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).

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/](http://www.cde.ca.gov/ta/tg/ca/).

## SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Montalvo Elementary School's original facilities were built in 1937; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the principal and day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Montalvo Elementary School. The day custodian is responsible for:

- Cafeteria Setup/Cleanup
- Restrooms
- General Cleaning and Custodial Functions

Restrooms are checked three times a day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classrooms
- Restrooms
- Routine Maintenance

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Montalvo Elementary 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, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and reviewed with school staff in October 2023. A copy of the school safety plan is kept in the staff lounge for faculty members.

Campus Description	
Year Built	1937
Acreage	6.8
Bldg. Square Footage	34744
	Quantity
# of Permanent Classrooms	16
# of Portable Classrooms	3
# of Restrooms (student use)	3 sets
Cafeteria/Multipurpose Room	1
Library	1
Staff Lounge	1
Teacher Work Room	1

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: August 21, 2023	Good	Fair	Poor	
Systems	✓			
Interior Surfaces		✓		Library - Excessive peeling paint at the west window frames, countertops peeling and deteriorated throughout the room; Classroom 3 - Excessive peeling paint at the east windows; Classroom 18 - Water damaged ceiling tiles at multiple locations, damaged VCT floor tile by the south door, wall surface is peeling and bubbling in multiple locations; Classroom 6 - Water damaged ceiling tiles at the south windows; Classroom 7 - Deficiency noted; Building C Boys RR - Excessive peeling paint and wall paneling on the east wall, ceiling tiles falling at the door
Cleanliness	✓			Classroom 3 - Trail of ants in the southwest corner; Admin Building Exterior - Excessive peeling paint on east side at room 3; Classroom 10 - Ants present in classroom at time of inspection; Building C Exterior - Excessive peeling paint on south side window shades; Building F Exterior - Excessive peeling paint on south fascia
Electrical	✓			Classroom 24 Exterior - Electrical LB is missing cover plate on the south side
Restrooms/Fountains	✓			Classroom 3 - Sink faucet is loose, chipped plaster above sink; Classroom 15 - Sink faucet is loose; Building A Girls RR - Left sink faucet does not function; Classroom 17 - Drinking fountain loose
Safety	✓			
Structural		✓		Teacher's Lounge - Roof leak at the east wall, damaged wall board and ceiling tiles; Classroom 5 - Roof leak by the north ceiling fan, water damaged ceiling tiles; Building A Exterior - South arcade posts at rooms 16 and 17 have dry rot at the bottom; Classroom 6 - Active roof leak at time of inspection; Classroom 24 - East floor structure is rotted and deteriorated under the whiteboard; Classroom 24 Exterior - Excessive rust on south side modular line roof beams, siding is rotted at the south wall; Playground - Paint peeling on playground structure, playground structure partially closed due to damage, holes in the fall surface of play equipment
External	✓			Building E Exterior - Contrasting stripe missing from stair nosing at all of the south stairs; K Playground - Holes in the play equipment fall surface
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			✓	

Percentage Description Rating:

*Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.*



## CLASSROOM ENVIRONMENT

### Climate for Learning

Montalvo Arts Academy makes daily efforts to provide a safe, nurturing environment for students, staff, and families by offering all members of our school community opportunities to grow in the areas of social emotional learning and cultural proficiency. We use our "Every Montalvo Lion ROARS" acronym (Responsibility, Optimism, Acceptance, Respect and Safety) to establish common language and expectations for our community. We reward students with ROAR bucks for exemplifying our ROARS, which they can spend in our ROAR store for prizes or privileges and hold Awards Assemblies each trimester.

Our Family-School Compact serves as a guide for behavioral expectations for both students and staff. Maintaining a positive attitude, demonstrating self-control, respecting diversity and treating others respectfully are behavioral goals for all. Expectations are clearly explained in all-school assemblies and in the classroom. Staff provides positive and negative consequences based on student choices and behavior. When students struggle with behavioral issues, the principal, teachers, support staff and families work together to provide additional strategies to support them such as skill-based counseling groups and opportunities for restorative justice. Every effort is made to assist our students in becoming successful and responsible citizens and successful learners.

### Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Montalvo Elementary 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."

### Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Chronic Absenteeism by Student Group (2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	400	393	81	20.6
Female	217	211	44	20.9
Male	183	182	37	20.3
American Indian or Alaska Native				
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	306	303	67	22.1
Native Hawaiian or Pacific Islander				
Two or More Races	13	12	0	0
White	71	68	8	11.8
English Learners	62	62	16	25.8
Foster Youth	--	--	--	--
Homeless	16	16	5	31.3
Socioeconomically Disadvantaged	233	230	60	26.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	44	11	25

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

	Montalvo			VUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.00%	0.74%	2.00%	0.17%	2.74%	3.22%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	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.

Suspensions & Expulsions by Student Group (2022-23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.00%	0.00%
Female	0.46%	0.00%
Male	3.83%	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	2.29%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	1.41%	0.00%
English Learners	4.84%	0.00%
Foster Youth	0.00%	0.00%
Homeless	18.75%	0.00%
Socioeconomically Disadvantaged	3.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.55%	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.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

### Campus Supervision

We place a high priority on providing a safe campus. As students arrive on campus each morning, the principal, campus safety assistants, and assigned teachers are strategically stationed at designated entrance areas and on the playground. During recess and snack, assigned teachers and campus safety assistants monitor playground activity. At lunchtime a team of campus safety assistants supervise the cafeteria and play areas. Teachers and/or campus safety assistants supervise afternoon recess and dismissal.

Montalvo Arts Academy is a closed campus. During school hours all visitors must sign in to the office and obtain a Visitor's Badge while on school grounds. We welcome volunteers! Please come to the office to complete the necessary paperwork and procedures. Once you are cleared, you will sign in and out at the office during school hours. Thank you for your cooperation in keeping our children safe.

### Facilities Inspections

The district's maintenance department inspects Montalvo Elementary School on an annual basis in accordance with Education Code §17592.72(c) (1). Montalvo Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 21, 2023. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

### Average Class Size and Class Size Distribution

2020-21				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	25.0		2	
1	20.0	2		
2	24.0		3	
3	21.0	1	2	
4	21.0	1	2	
5	21.0	1	2	
Other**	32.0		1	
2021-22				
K	23.0		3	
1	24.0		3	
2	27.0		2	
3	23.0		3	
4	20.0	2	1	
5	21.0	1	2	
Other**	24.0		1	
2022-23				
K	20.0	2	1	
1	23.0		3	
2	24.0		3	
3	18.0	2		
4	17.0	2	2	
5	20.0	2	1	
Other**	24.0		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.

The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

## CURRICULUM & INSTRUCTION

### Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2021-22, 2022-23, and 2023-24 school years, the teachers at Montalvo Elementary School had the opportunity to participate in districtwide staff development training focused on:

#### 2021-22 Trainings:

- Bridges Math Intervention
- Benchmark & Math Expressions
- Implicit Bias
- Number Corner Refresher (Kinder)
- NGSS Curriculum Training
- Canvas

#### 2022-23 Trainings:

- Active Assailant
- Behavior Management Strategies
- Bully Prevention
- CHAMPS Overview
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Digital Platforms (Let's Take a Tech Trip)
- Ellevation Training

- ELPAC Strategies
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Indian Ed Curriculum Training
- Inspire Science
- Leader in Me Training
- Lexia English
- Mandated Reporter
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Scholastic Curriculum Training (TK)
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- Social Studies Training
- SPARK Training
- Trauma Informed Practices
- Suicide Prevention

#### 2023-24 Trainings:

- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- California Reading & Literature Project: RESULTS Training (K-3)
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual learner Liaisons Collaboration
- English Language Development (K-5)

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2022-23 school year, Montalvo Arts Academy staff development activities concentrated on:

- California Reading and Literacy Project
- New California Math Framework
- Teaching with Language Objectives
- Teaching with Biliteracy - Bridging
- Second Step Curriculum and Social Emotional Learning (SEL)
- Dual Language Education (DLE) Strategies
- Professional Learning Communities (PLCs)
- Universal Design for Learning (UDL)
- Sonday Reading Intervention Program
- Special Education Individualized Education Plans

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental

### 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			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
Science			
2021	Yes	McGraw Hill: <i>California Inspire Science</i>	0%
Social Science			
2022	Yes	Savvas: <i>myWorld Interactive</i>	0%

professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

### Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

On October 10, 2023, the Ventura Unified School District 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 #22-40 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the

district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

## PROFESSIONAL STAFF

### Counseling & Support Staff

Montalvo Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Montalvo Elementary School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff		
2022-23		
	No. of Staff	FTE*
Counselor	1	1.0
Health Technician	1	1.0
Psychologist	1	0.3
School Nurse	1	0.2
Speech Therapists	1	0.4

\*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 in this report identify the number of teachers at Montalvo Elementary School, Ventura 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 Montalvo Elementary 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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	1
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	1

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	0	0
Total Out-of-Field Teachers	0	0

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 teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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)	15	100	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	65.1	10.03	12115.8	4.41
Unknown	0	0	29.7	4.57	18854.3	6.86
Total Teaching Positions	15	100	650.2	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)	15	88.24	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	5.88	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	66	10.09	11953.1	4.28
Unknown	1	5.88	43.2	6.6	15831.9	5.67
Total Teaching Positions	17	100	654.7	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.

## 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. (Note: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2021-22 school year, Ventura Unified School District spent an average of \$15,181 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) 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 and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2021-22		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,458	55,550
Mid-Range Teacher Salary	71,219	84,645
Highest Teacher Salary	98,645	111,284
Average Principal Salaries:		
Elementary School	121,009	139,860
Middle School	128,391	146,440
High School	133,882	158,447
Superintendent Salary	235,497	278,268
Percentage of Budget For:		
Teacher Salaries	28.16	32.21
Administrative Salaries	5.15	4.89

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

## 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 Montalvo Elementary 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/](http://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 Ventura 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 section was acquired in December 2023.

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
Dollars Spent Per Student					
Expenditures Per Pupil	Montalvo	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,598	N/A	N/A	N/A	N/A
Restricted (Supplemental)	713	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,885	6,550	105.1%	7,607	86.1%
Average Teacher Salary	77,476	79,491	N/A	90,632	N/A

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Educator Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- Tobacco Use Prevention Education