

Monte Vista Middle School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Monte Vista Middle School
Street	888 Lantana St.
City, State, Zip	Camarillo
Phone Number	(805)383-5335
Principal	Jessie Green
Email Address	jgreen@pleasantvalleysd.org / mmagana@pleasantvalleysd.org
School Website	https://www.pleasantvalleysd.org/montevista
Grade Span	6-8
County-District-School (CDS) Code	CA

2024-25 District Contact Information

District Name	Pleasant Valley School District
Phone Number	(805) 389-2100
Superintendent	Dr. Danielle Cortes
Email Address	dcortes@pleasantvalleysd.org
District Website	www.pleasantvalleysd.org

2024-25 School Description and Mission Statement

Co-Principal's Message:

Monte Vista continues to establish itself as an institution of excellence, and as an institution, evaluates and redefines its needs and programs to meet those needs on an annual basis. We educate approximately 604 sixth, seventh, and eighth-grade students, and our enrollment generally increases before year's end. This year, 17 of our students have committed to a year-long independent study program called the Digital Learning Academy. As CDE allows, we continue to participate in the Smarter Balanced Testing (SBAC) and utilize computer-based testing modules in the areas of English Language Arts and

2024-25 School Description and Mission Statement

Mathematics from the California Assessment of Student Performance and Progress (CAASPP). In addition, we continue our work with the Next Generation Science Standards (NGSS) this academic year, and are in year three of our science adoption, having selected the Amplify curriculum that uses an integrated model. Our faculty provides a rigorous academic program based on the state standards and the NGSS. An inquiry-based curriculum is in use in the area of mathematics while English language arts is working with HM Collections which complements the Units of Writing supplemental writing program. In sixth grade, we have implemented an honors program in all core areas, and will gradually increase the program to seventh grade, and finally eighth grade in the coming two years. In the areas of both mathematics and English language arts, new textual resources have added digital learning components and interactive web resources to facilitate multiple learning styles and better prepare students for computer-based assessments, as students will continue to take annual state assessments by computer in which questions are adapted to increase rigor based upon previous student responses.

Monte Vista prides itself on creating and maintaining learning environments that produce students who are thriving, responsible, life-long learners. WEB, "Where Everyone Belongs" is a group that welcomes and offers support to all sixth-grade students and new seventh and eighth-grade students. Within WEB is our Anchored 4 Life Club. The club provides opportunities for peers to enhance social skills, learn leadership skills, build character, improve self-esteem, and integrate into their community. While it is established to support students of military families during transitions, it also serves all students through lessons on age-appropriate topics for proper interaction. Youth will learn these change and resiliency skills using the Club features. At Monte Vista, we maintain a block schedule, which affords students increased learning time and extended opportunities for greater in-depth, higher-level analysis of curriculum content.

Monte Vista continues to follow Randy Sprick's model of CHAMPS as a classroom management strategy to effectively reduce students' time away from their primary learning environments due to correctable behaviors; CHAMPS is visible and viable throughout the campus. Students are regularly recognized for their good personal choices both academically and behaviorally through programs like Toro Tickets, positive referrals, and Student of the Month. Monte Vista, in collaboration with the Pleasant Valley School District, is working to further develop and implement a Positive Behavior Interventions and Support system (PBIS) that will continue to provide additional modeling and support for students. Monte Vista Middle School asks all students to: Be Respectful, Be Responsible, and Be safe.

At Monte Vista, our primary goal, embedded throughout all of our School Plan for Student Achievement, is to engage and challenge every student at their appropriate level. Students are consistently monitored for extension and intervention programs where appropriate. Our Language Acquisition Team (LAT) works to assist all English Language Learners by monitoring student progress and meeting needs through appropriate placement and academic support. Our Honors program includes Language Arts and Math, as well as sixth and seventh-grade history and science, where students analyze materials in greater depth, have differentiated assignments with greater requirements to demonstrate advanced content mastery, and proceed at an accelerated pace. In our general education classes, we continue to work on Common Formative Assessments in all subject areas to use data to improve decision-making and help all students reach proficiency. Monte Vista Middle School is an exciting place for students to learn and grow. We commit ourselves by embracing the latest research in combination with proven methods for success to help our students fully recognize and achieve their potential.

School Profile:

Pleasant Valley School District consists of eleven schools serving grades kindergarten through eight. Monte Vista is one of two comprehensive middle schools in the Pleasant Valley School District. Monte Vista has an exceptional teaching and learning program that develops the total child. It is based upon mutual respect and close communication, as well as shared, effective decision-making by staff, students, parents, and the community to meet the needs of a diversified and growing population. During the 2023-2024 school year, 604 students were enrolled at the school in grades six, seven, and eight, with classes arranged on an alternating A/B block schedule calendar.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	177
Grade 7	203
Grade 8	226
Total Enrollment	606

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.5
Non-Binary	0.2
American Indian or Alaska Native	0.5
Asian	3
Black or African American	3.3
Filipino	4.5
Hispanic or Latino	47.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	8.4
White	32.5
English Learners	9.4
Homeless	4.8
Socioeconomically Disadvantaged	47.4
Students with Disabilities	21.8

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.50	74.29	261.20	86.48	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	3.58	0.90	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.20	1.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.90	10.56	14.60	4.84	12115.80	4.41
Unknown/Incomplete/NA	3.10	11.50	21.90	7.26	18854.30	6.86
Total Teaching Positions	27.60	100.00	302.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.70	67.04	296.80	88.26	234405.20	84.00
Intern Credential Holders Properly Assigned	1.30	3.61	4.20	1.26	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.40	3.80	4.60	1.39	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.20	8.71	10.50	3.14	11953.10	4.28
Unknown/Incomplete/NA	6.10	16.79	19.90	5.93	15831.90	5.67
Total Teaching Positions	36.80	100.00	336.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.60	67.90	284.50	86.77	231142.40	100.00
Intern Credential Holders Properly Assigned	0.60	1.98	1.90	0.60	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.30	9.97	12.40	3.80	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	3.38	7.30	2.25	11746.90	4.23
Unknown/Incomplete/NA	5.50	16.71	21.50	6.58	14303.80	5.15
Total Teaching Positions	33.40	100.00	327.90	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.8
Misassignments	0.00	1.40	2.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.40	3.3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.90	3.20	1.1
Total Out-of-Field Teachers	2.90	3.20	1.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	3.8	8.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

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

Instructional Materials (School Year 2022-23)

The school district held a public hearing on October 20, 2022 and November 17, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

October, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (6-8) Adopted in 2016	Yes	0
Mathematics	Houghton Mifflin (6-8) Adopted 2016	Yes	0
Science	Amplify (6-8) Adopted 2020	Yes	0
History-Social Science	TCI (6-8) Adopted 2019	Yes	0

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

School Facility Conditions and Planned Improvements

School Facilities:

Monte Vista Middle School was originally constructed in 1966 and is comprised of 22 permanent classrooms, 12 portable classrooms, one multipurpose room, a Wellness Center, a library and computer lab, a staff lounge, a kitchen, a gymnasium, a playground, grass areas, and a sports field. A wellness center was added to Monte Vista in the 2022-2023 school year.

Cleaning Process:

Two full-time custodians (one day and one night) and a part-time custodian ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair:

District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

Year and month of the most recent FIT report

11/27/24

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	51	47	57	58	46	47
Mathematics (grades 3-8 and 11)	30	29	46	47	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	603	573	95.02	4.98	47.12
Female	284	270	95.07	4.93	52.22
Male	318	302	94.97	5.03	42.38
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	52.63
Black or African American	15	15	100.00	0.00	33.33
Filipino	28	28	100.00	0.00	57.14
Hispanic or Latino	295	275	93.22	6.78	33.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	48	100.00	0.00	77.08
White	193	184	95.34	4.66	58.15
English Learners	47	44	93.62	6.38	13.64
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	53	53	100.00	0.00	45.28
Socioeconomically Disadvantaged	219	211	96.35	3.65	33.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	124	116	93.55	6.45	15.52

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	603	574	95.19	4.81	29.27
Female	284	270	95.07	4.93	26.67
Male	318	303	95.28	4.72	31.68
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	47.37
Black or African American	15	15	100.00	0.00	13.33
Filipino	28	28	100.00	0.00	32.14
Hispanic or Latino	295	276	93.56	6.44	17.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	48	100.00	0.00	52.08
White	193	184	95.34	4.66	39.67
English Learners	47	47	100.00	0.00	12.77
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	53	53	100.00	0.00	24.53
Socioeconomically Disadvantaged	219	210	95.89	4.11	15.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	124	116	93.55	6.45	7.76

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	32.72	34.42	41.37	43.07	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	228	215	94.30	5.70	34.42
Female	105	97	92.38	7.62	32.99
Male	122	117	95.90	4.10	35.90
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	107	98	91.59	8.41	16.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	61.90
White	72	68	94.44	5.56	50.00
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	76	72	94.74	5.26	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	41	95.35	4.65	17.07

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	92.12%	89.66%	92.61%	83.25%	88.67%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents and caregivers are always welcome at Monte Vista. We have an open-door policy where many find it helpful to communicate with teachers by email or telephone. Middle school conferences were held in November for students identified based on grades and behavioral needs. We have an active Parent Teacher Student Committee (PTSC), which sponsors major fundraising events, informational meetings, and parent education events. The organization supports assemblies that focus on tolerance, healthy living, and making good choices. Parents may also participate in our School Site Council (SSC) which helps to develop and approve the School Plan for Student Achievement (SPSA) goals and budgets. Parents of English learners have the opportunity to participate in our English Learner Advisory Committee (ELAC) and provide input on the educational needs of their children. Finally, the co-principals host coffee chats to ask questions, share presentations on school programs, share thoughts on current practices, and engage with parents/caregivers in a collaborative way. A weekly parent update is sent in the Toro Times and students also receive a weekly email update.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	644	632	104	16.5
Female	301	295	47	15.9
Male	342	336	57	17.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	0	0.0
Black or African American	21	21	3	14.3
Filipino	28	28	3	10.7
Hispanic or Latino	315	308	60	19.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	50	8	16.0
White	203	200	30	15.0
English Learners	62	61	13	21.3
Foster Youth	--	--	--	--
Homeless	30	30	6	20.0
Socioeconomically Disadvantaged	322	317	76	24.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	141	139	38	27.3

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
9.13	7.87	10.25	2.44	2.51	2.56	3.17	3.6	3.28

This table displays expulsions data.

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

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.25	0.00
Female	3.32	0.00
Male	16.37	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	23.81	0.00
Filipino	3.57	0.00
Hispanic or Latino	13.02	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.80	0.00
White	6.40	0.00
English Learners	12.90	0.00
Foster Youth	0.00	0.00
Homeless	10.00	0.00
Socioeconomically Disadvantaged	14.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	23.40	0.00

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

2024-25 School Safety Plan

The safety of students and staff is a high priority at Monte Vista Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. In light of COVID-19, Monte Vista has additional health and safety protocols when students are on campus, including the protocols for students and staff

2024-25 School Safety Plan

testing positive for COVID-19 and maintaining updated policies for prevention. The School Site Safety Plan is reviewed and updated in the spring of each year by the School Site Council. All revisions are communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster and is reviewed yearly with staff. Fire, disaster, active shooter, and lockdown drills are conducted on a regular basis throughout the school year. Monte Vista is in the planning phase of implementing a Safety and Behavior committee involving various stakeholders. Students are supervised before and after school by Campus Supervisors and other school staff, as well as during unstructured times like nutrition and lunch breaks. There is a designated area for student drop off and pick up and plans are in place to activate a reunification process in the case of school-wide release outside of regular dismissal hours. Extreme weather conditions drop off, pick up, and lunch plans have been communicated to all students and staff and are active on the school's website during the peak inclement weather season. Monte Vista is a closed campus and all visitors must sign in at the office and receive a badge after verifying their identity to office staff using the Raptor system. Unauthorized visitors are not permitted on campus at any time. All staff are vigilant in ensuring that only required personnel and students are on campus at all times.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	14	12	
Mathematics	21	12	12	
Science	23	10	10	3
Social Science	22	10	10	3

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	15	5	5
Mathematics	21	9	9	4
Science	24	8	3	10
Social Science	23	9	5	7

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	10	7	4
Mathematics	20	11	8	3
Science	21	8	8	4
Social Science	24	7	6	6

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	340:1

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.8
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,356	\$2,874	\$7,481	\$81,403
District	N/A	N/A	\$8,072	\$86,460
Percent Difference - School Site and District	N/A	N/A	-7.6	-6.0
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-36.1	-16.8

Fiscal Year 2023-24 Types of Services Funded

Monte Vista provides students with opportunities to be connected to the campus, but also to receive additional supports in academics. Through stipends, Monte Vista provides club and interest group activities for students. ASB, WEB, and Wellness Peers sponsors lunchtime activities and competitions, and recognition programs to support student connectedness. There is lunchtime math tutoring two days a week, ELA tutoring, and homework help after school one day a week. A plan for 8th grade "Promotion for All" is being developed to support 8th grade students at risk of not meeting promotion requirements. The counselors open the Learning Center during lunch throughout the week for students to play games and develop social skills. The Makerspace hosts a hands-on activity during lunch on Wednesdays.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,452	\$58,553
Mid-Range Teacher Salary	\$89,312	\$93,924
Highest Teacher Salary	\$111,708	\$119,489
Average Principal Salary (Elementary)	\$134,033	\$149,898
Average Principal Salary (Middle)	\$134,919	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$227,300	\$270,432
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

As part of the cycle of continuous improvement, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Professional development is ongoing and based on teacher surveys, principal observation, and examining ways to best support the planning, instruction, and assessment of

Professional Development

California State Standards and adopted curricula. The district offers professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers are also provided with time to assess student achievement and work collaboratively to design instruction that is aligned to Common Core State Standards utilizing adopted curricula. In addition, the district offers three or more staff development days a year. School administration provides staff development based on site needs. Monte Vista, at the site level, is focusing on Restorative Circles, use of data in PLCs, and common formative assessment. Monte Vista offers additional professional development opportunities based on staff input.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4