

Monte Vista Independent Study School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 School Contact Information

School Name	Monte Vista Independent Study School
Street	1003 Presidio Square
City, State, Zip	Costa Mesa, CA 92626
Phone Number	(949) 515-6690
Principal	Dr. Racquel Stephens
Email Address	rstephens@nmusd.us
School Website	https://montevista.nmusd.us/
Grade Span	7-12
County-District-School (CDS) Code	30-66597-3030186

2025-26 District Contact Information

District Name	Newport-Mesa Unified School District
Phone Number	(714) 424-5033
Superintendent	Dr. Wesley Smith
Email Address	superintendent@nmusd.us
District Website	www.nmusd.us

2025-26 School Description and Mission Statement

Monte Vista Independent Study School is an alternate education option for students in grades 7-12. This educational option is a mutually voluntary agreement within NMUSD to provide for students whose educational needs are best met in an independent study format. Students at Monte Vista complete work at home using a learning management system for online courses. Students have mandatory weekly in-person meetings with their independent study supervising teacher for progress monitoring, goal setting, time management support, academic discussions, and test proctoring. Content support is offered daily in the core subjects of math, science, history-social science, English-language arts and world languages. Monte Vista Independent Study School offers full time enrollment, in which students take all of their courses in independent study, or concurrent enrollment in grades 9-12, in which students take single courses while attending their neighborhood school.

2025-26 School Description and Mission Statement

Independent study provides designated small group and/or one-on-one instruction under the general supervision of the independent study supervising teacher. This structure is designed to provide academic support, monitor student progress, and maintain school connectedness. Monte Vista Independent Study provides a robust curriculum substantially equivalent to in-person instruction. In addition to standards-based instruction in English, math, science, and history - social science, secondary students have unique opportunities for electives, including career and technical education, world languages, R.O.P. courses, visual and performing arts, dual enrollment with community colleges, and select Advanced Placement courses. These courses provide opportunities to enhance the general education curriculum and support the unique interests of students. Students in independent study must meet the daily or weekly requirements for instruction and teacher interaction, depending on the grade level. At Monte Vista Independent Study, we believe in supporting the whole child in this unique educational environment. We support academic growth with high quality instruction and digital tools in order to provide a rigorous, relevant, and high-interest curriculum for students using Newport-Mesa Unified District approved curriculum and resources. We support social-emotional learning by integrating social-emotional lessons into student activities, and by providing intentional opportunities for students to form connections with their teachers and peers. Monte Vista Independent Study provides optional in-person activities and field trips on occasion, as designated by the teachers.

Monte Vista Independent Study Vision and Mission Statements

Our Vision:

The vision of Monte Vista Independent Study School is to provide students innovative educational options that recognize their individual paths to success.

Our Mission:

The Mission of Monte Vista Independent Study School is to partner with students and parents to create an educational journey that inspires students to their highest levels of achievement through our C.L.I.M.B. values of collaboration, leadership, integrity, motivation, and belonging.

Monte Vista Independent Study Mascot The Mountaineers

Monte Vista Independent Study Schoolwide Learning Outcomes

Students at Monte Vista Independent Study are in a 21st century independent study learning environment, using digital tools to engage with their grade-level content, with their teachers, and peers. Students will demonstrate evidence of engagement during their time at Monte Vista, with a focus on our C.L.I.M.B. values to produce the following Schoolwide Learning Outcomes (SLOs).

Collaboration

Students who:

communicate about their learning with their supervising teacher.

ask questions and are curious about subjects.

participate in shared discussions with their supervising teacher and peers.

Leadership

Students who:

take the lead in their independent studies.

manage their time efficiently.

can make informed decisions about their learning.

Integrity

Students who:

use technology resources appropriately to aid in their learning.

demonstrate honesty in words and actions.

show integrity in their academic work.

Motivation

Students who:

are able to work independently.

make an effort to progress towards their learning goals.

have a growth mindset while at Monte Vista Independent Study School

2025-26 School Description and Mission Statement

Belonging
Students who:
are aware of their strengths and weaknesses.
take risks to get involved in the Monte Vista Community.
make connections with teachers and peers.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	3
Grade 8	5
Grade 9	11
Grade 10	8
Grade 11	10
Grade 12	11
Total Enrollment	48

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
Asian	2.1
Hispanic or Latino	50
Two or More Races	6.3
White	39.6
English Learners	12.5
Homeless	14.6
Socioeconomically Disadvantaged	68.8
Students with Disabilities	4.2

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.

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)	27.2	98.09	869.9	93.8	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.9	0.1	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.8	0.31	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.07	3.8	0.42	11953.1	4.28
Unknown/Incomplete/NA	0.5	1.8	49.8	5.37	15831.9	5.67
Total Teaching Positions	27.8	100	927.4	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 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)	20.6	94	881.5	93.37	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.7	0.08	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.55	6.4	0.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	3.91	12.4	1.32	11746.9	4.23
Unknown/Incomplete/NA	0.3	1.5	43	4.56	14303.8	5.15
Total Teaching Positions	22	100	944.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	3.6	52.79	884.5	92.96	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	2.29	4.2	0.44	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.1	44.92	13.5	1.42	12112.8	4.34
Unknown/Incomplete/NA	0	0	49.2	5.18	13705.8	4.91
Total Teaching Positions	6.9	100	951.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.1	0.1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.1	0.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.1
Local Assignment Options	0.00	0.8	3
Total Out-of-Field Teachers	0.00	0.8	3.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Newport-Mesa Unified School District follows the state's curriculum cycle to adopt/approve updated, high quality textbooks/instructional materials. Students are provided with an adequate supply of Board-approved textbooks/instructional materials for all subject areas. The reading/language arts and mathematics curricula are aligned with district and state content standards. Teachers also select supplementary instructional materials to meet the specific needs of their students. History/Social Science and Science curriculum instruction are aligned with district and state content standards. Individual schools support instruction by providing technology and a library/media center. Internet access is available in the library/media center and in all classrooms. Teachers and administrators have been trained to use technology and the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into curriculum and instruction.

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Imagine Learning: Edgenuity, 2022	0%
Mathematics	Imagine Learning: Edgenuity, 2022	0%
Science	Imagine Learning: Edgenuity, 2022	0%
History-Social Science	Imagine Learning: Edgenuity, 2022	0%
Foreign Language	Imagine Learning: Edgenuity, 2022	0%
Health	Imagine Learning: Edgenuity, 2022	0%
Science Laboratory Equipment (grades 9-12)		0%

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

School Facility Conditions and Planned Improvements

BACK BAY/MONTE VISTA HS -

11,520 Classroom Sq. Ft. This school was built in 1954. There are 12 permanent classrooms, a multi-purpose room, a computer lab and an administration building. The school underwent modernization between 2002-2004.

135 work orders were completed for Monte Vista High School (Presidio site) in the 2024-2025 fiscal year. This site was last inspected on 12/16/2025.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	12/16/2025
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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 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	44	23	59	61	47	48
Mathematics (grades 3-8 and 11)	22	8	48	50	35	37

2024-25 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	49	39	79.59	20.41	23.08
Female	27	20	74.07	25.93	25.00
Male	22	19	86.36	13.64	21.05
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	29	25	86.21	13.79	16.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	11	68.75	31.25	36.36
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	27	84.38	15.62	18.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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	49	39	79.59	20.41	7.69
Female	27	20	74.07	25.93	5.00
Male	22	19	86.36	13.64	10.53
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	29	25	86.21	13.79	8.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	11	68.75	31.25	9.09
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	27	84.38	15.62	7.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.19	14.71	36.63	39.88	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	49	83.05	16.95	16.33
Female	36	31	86.11	13.89	16.13
Male	23	18	78.26	21.74	16.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	30	28	93.33	6.67	10.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	18	72.00	28.00	27.78
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	31	91.18	8.82	12.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

In 2024-25, Monte Vista High School had 1 CTE completer through an after-bell program. MVHS offered Cosmetology for the first year with virtual learning in the fall and spring and four hands-on labs in the spring to apply their learning. The course does not meet the UC/CSU a-g eligibility but the course is aligned to the CTE model curriculum standards. We plan to launch the second year course as part of a two-course pathway in the 2025-26 school year. This program is designed to integrate rigorous academic content with technical skills, career exploration, and real-world application to prepare students for postsecondary education, training, and high-demand careers.

NMUSD collaborated with Coastline ROP to expand opportunities for students through after-school programs, offering 19 out-of-bell courses: 2 at Back Bay High School, 3 at Estancia High School, and 9 at the Presidio Campus and 5 virtual. Courses offered were in the animal science, health sciences, construction, cybersecurity & AI, entrepreneurship, digital media arts, and public service sectors. These courses were open to all NMUSD high school students, regardless of their home campus. Additionally, students had access to an extensive selection of 18 courses offered by Coastline ROP in the Saddleback, Irvine, and Tustin school districts. These sequences support career readiness through hands-on instruction, industry-aligned curriculum, and opportunities for work-based learning.

The NMUSD CTE Advisory Committee meets at a minimum once per year. Committee members provide guidance to ensure programs remain aligned with current industry standards, workforce needs, and post-secondary expectations. The committee is led by NMUSD's Coordinator of Work-Based Learning Lisa Snowden, and the Advisory Chair Mat Garcia, who comes from the

2024-25 Career Technical Education Programs

Engineering & ICT sectors. There are 35 members of the Advisory Committee, representing the following sectors: Arts, Media, & Entertainment, Building & Construction Trades, Business & Finance, Marketing, Sales & Service, Engineering & Architecture, Health Science & Medical Technology, Hospitality, Tourism, & Recreation, Information Communication Technology, Manufacturing and Product Development, and Education. Last year the advisory met on February 5, 2025, from 4-6pm at Corona del Mar High School.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	26
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	74.66
Graduates Who Completed All Courses Required for UC/CSU Admission	11.76

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.

2024-25 California Physical Fitness Test Participation Rates

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	--	--	--	--	--
Grade 9	73	73	73	73	73

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.

2025-26 Opportunities for Parental Involvement

The goal of Monte Vista Independent Study is to engage students and families in programs that support behaviors that contribute to a better learning environment. Monte Vista Independent Study strives to involve families in decision-making and in programs that support wellness and academic achievement. At Monte Vista Independent Study, parent involvement and family engagement is designed to create a welcoming environment for families using several strategies and resources to support families. The Monte Vista Independent Study office communicates weekly with parents regarding school events, important dates, and items of interest from the NMUSD district office, such as parent education opportunities. The principal publishes a weekly newsletter for school information and events. Parents have opportunities to be part of school groups, such as School Site Council and the Parent - Teacher Organization, which is in formation at Monte Vista. Parents can also be approved through the district's volunteer process to participate in field trips or other school events. At this time the Parent-Teacher Organization is in the process of forming, but is not yet established.

Students in the independent study environment require home support to complete their coursework. Monte Vista encourages parents to learn about the systems needed for independent study and to support their students through protected and designated time at home for school work. Parents receive a daily email that updates them on their students grades and progress. Parents also have a portal for their child's independent study coursework that lets them view their child's session logs, progress, and grades. Teachers communicate regularly through email and Avaya text to keep parents informed about progress, weekly meeting times, and any interventions needed.

Monte Vista has opportunities for parents to attend school assemblies and recognition ceremonies, Back To School Night, Open House, Orientations, and School Site Council. Monte Vista provides an in-person or Zoom orientation weekly for new families. Monte Vista provides orientation materials for students and parents, and parent resources to support their students with technology. Orientation materials include a complete overview of Monte Vista bell schedules, technology support, and resources to support independent study. Monte Vista Independent Study also provides periodic parent inquiry sessions for information on independent studies. Parents may also request a meeting with the counselor or administration prior to enrollment in order to discuss independent study. Monte Vista Independent Study will work with families to ensure updated contact information in AERIES. Families also receive the PBIS matrix ad character education information. New Monte Vista families also have an opportunity to attend the "Future Mountaineer" night in order to learn more about the school and

For more information about opportunities to become involved in the school, please contact Principal Dr. Racquel Stephens at 949 515 6690.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	9.8	16	18.2	3.3	2.6	2.2	8.2	8.9	8
Graduation Rate	85.4	80	77.3	94.8	93.8	94.8	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	22	17	77.3
Female	--	--	--
Male	13	9	69.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	11	8	72.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	17	13	76.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	131	108	84	77.8
Female	73	58	47	81.0
Male	58	50	37	74.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	65	53	42	79.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	50	43	32	74.4
English Learners	15	13	12	92.3
Foster Youth	--	--	--	--
Homeless	19	15	13	86.7
Socioeconomically Disadvantaged	84	72	57	79.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	26	17	15	88.2

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.9%	2.36%	2.29%	3.36%	2.59%	1.95%	3.6%	3.28%	2.94%

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.05%	0.02%	0.03%	0.08%	0.07%	0.06%

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.29	0.00
Female	0.00	0.00
Male	5.17	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	3.08	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	6.67	0.00
Foster Youth	0.00	0.00
Homeless	10.53	0.00
Socioeconomically Disadvantaged	3.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.85	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.

2025-26 School Safety Plan

State education code requires schools to review and update the Comprehensive School Safety Plan (as needed) at least once each year. These plans must be submitted to the local Board of Education for adoption by March 1st. In Newport-Mesa Unified School District, plans are reviewed at the beginning of the school year, evaluated and revised December through January, then submitted to the Board of Education in February. By following this cycle, schools open each August with a fully approved Comprehensive School Safety Plan in place for fall-winter and allows for training and adjustments through mid-year. Monte Vista's safety plan is in place for the 2024-2025 school year, and has been updated and revised for board approval for the 2025-2026 school year.

Student safety is promoted by the monitoring and reviewing of emergency procedures, frequent drills, staff training on crisis response, and campus supervision. The school also has an on-call shared School Resource Officer through the Costa Mesa Police Department as a liaison. Every semester all students and school personnel participate in a series of drills (fire, earthquake, evacuation, lockdown/place and shelter) to educate and emphasize the importance of being prepared and responding in a safe and efficient manner. Monte Vista Independent Study runs a minimum of 8 drills per year: 4 lockdown/place in shelter drills; 2 fire alarm based drills; 2 disaster/earthquake evacuation drills and 2 all-site major disaster drills. The emergency procedures are updated each year and discussed with school staff in August, and reviewed with them after each drill at the subsequent staff meeting that follows each drill.

The 2025-2026 School Safety Plan was approved by the School Site Council on December 5, 2024 and approved by the Local Board of Education on February 11, 2025. The plan was last updated and reviewed with faculty on October 23, 2025

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	3	0	0
1	5	4	0	0
2	8	4	0	0
3	9	4	0	0
4	8	4	0	0
5	14	4	0	0
6	12	4	0	0
Other	0	0	0	0

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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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	7	20	0	0
Mathematics	8	15	0	0
Science	10	11	0	0
Social Science	9	13	0	0

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	3	26		
Mathematics	2	23		
Science	2	30		
Social Science	3	21		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	2	29		
Mathematics	2	32		
Science	2	35		
Social Science	2	29		

2024-25 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	48:1

2024-25 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.33
Psychologist	0.1
Social Worker	
Nurse	0.33
Speech/Language/Hearing Specialist	0.03
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$42,352	\$499	\$41,853	\$120,138
District	N/A	N/A	\$11,659	\$113,995
Percent Difference - School Site and District	N/A	N/A	92.8	-3.7
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	130.0	7.6

Fiscal Year 2024-25 Types of Services Funded

The types of programs and services available at the school that support and assist students include:

- Access to Technology
- Counseling (Academic and Career)
- Extended Day/Year/Summer School
- Intervention and Remediation in Small Group and Whole Group Settings
- Parent Education/Family Nights Speakers and Events
- Social Services
- School Assemblies
- Student/Family Primary Language Support
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Translation for Home-School Communication
- Turning Point Counseling
- PAPER Tutoring for Secondary Students
- Credit Recovery
- Access to ROP and Dual Enrollment at Community Colleges
- Work Experience
- Career and Technical Education
- Advanced Placement Courses
- Academic and Behavioral Interventions
- Teacher Content Support Time
- Field Trips
- Visual and Performing Arts Enrichment Classes
- Active Learning Fitness Classes.

Student Wellness and Mental Health Supports

At Monte Vista Independent Study, social emotional wellness is the foundation of a student's academic and behavioral success. Our efforts to provide universal Social Emotional Learning for all students are complemented by targeted and individualized support for students in need. Through our Multi-Tiered Systems of Support (MTSS) we proactively cultivate social emotional skills and respond to student's mental health needs.

For students in need of intensified support, the school counselor, school social worker, Turning Point Counseling and a school psychologist are available for resources, support, strategies, and short-term counseling. Students may be referred to other supports or outside agencies depending on the situation.

The School Nurse at Monte Vista Independent Study

The school nurse is the health expert at school and uses professional skills to support the well-being and success of students. Please contact the school office at Monte Vista for more information or if your student has a health concern and you would like

Fiscal Year 2024-25 Types of Services Funded

to consult with the school nurse. Check <http://web.nmusd.us/healthservices> for more information. Please note that the school nurse at Monte Vista is shared with other school sites and is on-site as needed.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,144	\$62,783
Mid-Range Teacher Salary	\$106,799	\$97,783
Highest Teacher Salary	\$148,973	\$128,020
Average Principal Salary (Elementary)	\$167,127	\$160,224
Average Principal Salary (Middle)	\$186,861	\$166,992
Average Principal Salary (High)	\$202,028	\$180,971
Superintendent Salary	\$391,352	\$313,465
Percent of Budget for Teacher Salaries	27.53%	30.05%
Percent of Budget for Administrative Salaries	5.5%	5%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	5.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	0
Social Science	3
Total AP Courses Offered	8

Where there are student course enrollments of at least one student.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4