

Monte Vista Elementary 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 Elementary School
Street	4900 Orchard Street
City, State, Zip	Montclair, CA 91763
Phone Number	909-626-5046
Principal	Sultana Dixon
Email Address	sultana.dixon@omsd.net
School Website	https://www.omsd.net/montevista
Grade Span	K-6
County-District-School (CDS) Code	3367819-6036362

2025-26 District Contact Information

District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
District Website	https://www.omsd.net

2025-26 School Description and Mission Statement

Monte Vista Elementary School is committed to fostering a collaborative learning community that is dedicated to promoting student growth and academic excellence. Our mission is to inspire a passion for learning in all students, guiding them to achieve their highest academic potential through a rigorous curriculum delivered using best instructional practices. We emphasize the development of each student's character, abilities, and aspirations, all within a supportive and nurturing environment. Serving students from Preschool through 6th grade, Monte Vista is characterized by a highly motivated student body and staff, supported by strong community engagement. The school exemplifies the best practices in education, with a dedicated focus on preparing students for future College and Career Readiness while promoting their academic growth and social-emotional well-being. Through a challenging curriculum, our staff is unwavering in its commitment to instill a lifelong love

2025-26 School Description and Mission Statement

of learning in all students. Our students arrive at school each day ready to engage, thanks to a variety of effective programs and supportive practices in place.

Monte Vista Elementary School provides comprehensive, supportive services designed to promote the social-emotional growth and overall well-being of all students. As a Positive Behavioral Interventions and Supports (PBIS) school, Monte Vista implements a proactive framework that emphasizes positive behavior, clear expectations, and progressive discipline. All staff are trained in PBIS supports as well as academic and behavioral interventions to effectively meet the diverse needs of students. The school also offers on-site mentoring, access to an outreach consultant to support both students and families, and essential special education services to ensure students are supported academically, socially, and emotionally.

Monte Vista has consistently demonstrated improvement in academic performance, as measured by state and district assessments. According to the California Schools' Dashboard for the 2024-2025 school year, the school met or exceeded standards in English Language Arts, Mathematics, English Learner Progress, Chronic Absenteeism, and Suspension Rate. We take pride in receiving the Title One Academic Achievement Award, Gold Ribbon School Recognition, and PBIS Platinum Recognition. Additionally, we were honored with the PBIS Community Cares Award for our exemplary collaboration and support during the COVID-19 pandemic. In the 2021-2022 school year, Monte Vista earned the Pivotal Practice Award from the State. In 2024-2025, Monte Vista was recognized for the fourth consecutive year with the PBIS Platinum Award.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	56
Grade 2	68
Grade 3	84
Grade 4	96
Grade 5	68
Grade 6	82
Total Enrollment	535

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
American Indian or Alaska Native	0.6
Asian	3.7
Black or African American	3.9
Filipino	0.9
Hispanic or Latino	87.9
Two or More Races	0.9
White	2.1
English Learners	12.3
Foster Youth	0.6
Homeless	8.4
Socioeconomically Disadvantaged	85.8
Students with Disabilities	12.7

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)	24	92.31	888.8	90.57	234405.2	84
Intern Credential Holders Properly Assigned	1	3.85	5.9	0.61	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	17.5	1.78	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.7	0.99	11953.1	4.28
Unknown/Incomplete/NA	1	3.85	59.3	6.04	15831.9	5.67
Total Teaching Positions	26	100	981.4	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)	24	92.31	891.1	92.2	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.85	6	0.62	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	18	1.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.1	0.53	11746.9	4.23
Unknown/Incomplete/NA	1	3.85	46.2	4.79	14303.8	5.15
Total Teaching Positions	26	100	966.6	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)	24	92.31	893	92.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.3	0.96	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.8	0.82	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.1	1.36	12112.8	4.34
Unknown/Incomplete/NA	2	7.69	43.1	4.46	13705.8	4.91
Total Teaching Positions	26	100	966.5	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	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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

Year and month in which the data were collected		August 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	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	0%
Mathematics	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-8 - Eureka Math* (Great Minds)- Adopted 2015 K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 Adopted May, 2020	0%
Science	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	0%
History-Social Science	K-5 Studies Weekly Adopted 2023	0%

	Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards. 6-8 My World Interactive (Pearson) - Adopted 2018	
Foreign Language	N/A	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984 Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards. TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards. TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

The Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public-School Construction. Monte Vista was built in 1951, with additional construction in the 1960's, making the school 74 years old. In 2010, two rooms were renovated with the support of Target Corporation, Heart of America Foundation, and funding from OMSD. Classroom D-2 became our new school library. In June 2025, the Ontario-Montclair School District completed renovations to the playground grass area. In November 2025, a portable structure dedicated to health and wellness was completed. Additionally, Monte Vista's stage area was renovated in November 2025.

To promote safety, Monte Vista Elementary School is a closed campus. Gates are closed during the school day, and visitors must enter through the main office to sign in at the front desk before entering the school premises. Visitors must present their California ID badges, and staff must present their district badge and register through our RAPTOR system. Signage has been placed at all gates directing visitors to check in at the office. All staff members have been provided with district ID badges. Monte Vista Elementary School offers student supervision before, during, and after school. The administrative team, the support team, and proctors handle morning supervision. Proctors, administrators, and support staff supervise recess and lunch duty. After-school supervision is provided by the administrative team, support staff, teachers, and proctors.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The work order process ensures efficient service and that emergency repairs receive the highest priority. The governing board has adopted cleaning standards for all schools in the district. A summary of these standards is

School Facility Conditions and Planned Improvements

available at the school office or at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. 2 full-time and 1-half time custodians are employed at the school. They each have an individual daily schedule of the school grounds/classrooms that they are responsible for cleaning and maintaining. Restrooms are checked twice a day for cleanliness, restocked with soap and paper towels, and spot-cleaned. 100% of the toilets are functional. The classrooms are cleaned daily (vacuumed, desks cleaned, swept, trash emptied, dusted, and wet mopped). The classrooms are deep-cleaned during student vacation times. The Operations Department is responsible for deferred Maintenance. The facility site inspection took place on February 26, 2025.

Year and month of the most recent FIT report

February 26, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Building D - Mechanical room next to D-4 is dirty and needs to be swept and cleaned. Completed on 2/27/2025. Building E - Sweep/clean all electrical/mechanical rooms. Completed on 2/27/2025. Building H - Remove broken sandbags south of H bank. Completed on 2/27/2025.
Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			Building A - MDF Room - Electric panel is blocked-36" clearance is required. Completed on 2/27/2025 Building A - Storage Room 1 - Clean and organize the water heater storage room. There is no access to the room as items stored are blocking access. Completed on 2/27/2025. Building B - Paint is chipping in the north breezeway. P.O: FY 24-2547718 Building D - Paint is chipping in the west breezeway. P.O: FY 24-2547718 Work for P.O.2547718 will be completed during the 2026 summer break.
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

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)	56	63	41	44	47	48
Mathematics (grades 3-8 and 11)	50	55	31	34	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	329	328	99.70	0.30	62.50
Female	156	155	99.36	0.64	67.74
Male	173	173	100.00	0.00	57.80
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	92.86
Black or African American	13	12	92.31	7.69	41.67
Filipino	--	--	--	--	--
Hispanic or Latino	282	282	100.00	0.00	60.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	81.82
English Learners	44	44	100.00	0.00	20.45
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	174	173	99.43	0.57	58.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	52	100.00	0.00	21.15

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	329	326	99.09	0.91	54.60
Female	156	155	99.36	0.64	50.97
Male	173	171	98.84	1.16	57.89
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	78.57
Black or African American	13	12	92.31	7.69	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	282	280	99.29	0.71	52.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	63.64
English Learners	44	43	97.73	2.27	30.23
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	174	171	98.28	1.72	52.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	52	100.00	0.00	15.38

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)	37.5	37.31	20.6	24.25	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	67	67	100.00	0.00	37.31
Female	33	33	100.00	0.00	24.24
Male	34	34	100.00	0.00	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	63	63	100.00	0.00	36.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	30	100.00	0.00	36.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	15.38

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 5	95.50%	95.50%	100.00%	97.00%	100.00%

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.

2025-26 Opportunities for Parental Involvement

The staff at Monte Vista Elementary School is dedicated to ensuring that children achieve academic success and social-emotional well-being. Vital to children's success is a close connection between home and school. We welcome parent and community input, questions, and involvement in the students' educational experience. We consider all stakeholders part of the Monte Vista School Family, and we are actively involved in engaging parents and the community. At Back to School Night there are many opportunities for parents to sign up for a wide variety of opportunities to become active participants on campus. In addition to the "traditional" parent involvement, such as Parent Conferences, we also have an active PTO that welcomes all parents to get involved. Through our School Site Council, parent groups for parents of gifted and talented students, students with disabilities, and parents of English Language Learners, we provide opportunities for parents to participate in the decision-making of their child's educational experience. Monte Vista also conducts monthly Coffee with the Principal meetings to provide the community with current school information, parent and community education, and to solicit valuable input. School social events which support parent involvement include: the yearly Harvest Festival which is open to the entire school community, parent i-Ready numeracy and literacy nights, Student Achievement and Recognition assemblies, and Monthly school Pride rallies which are PBIS celebrations.

Regular school-to-home communication is provided in both English and Spanish. Information about current events and school activities can be found on the Monte Vista Elementary website, in flyers sent home and posted, and on our communication platform Parent Square. Our school's Instagram account also posts current events and updates. Monte Vista will also mail important news and announcements to parents at home and use the school's automated telephone system to contact parents verbally and through text messages via Blackboard Connect. Parents who want more information or wish to participate may contact our Outreach Consultant, Rebecca Godoy, or Sultana Dixon, Principal, at (909) 626-5046 regarding the many opportunities for parents to be actively involved at Monte Vista Elementary.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	562	555	13	2.3
Female	273	270	6	2.2
Male	289	285	7	2.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	21	0	0.0
Black or African American	22	21	1	4.8
Filipino	--	--	--	--
Hispanic or Latino	490	487	11	2.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	13	12	1	8.3
English Learners	90	86	0	0.0
Foster Youth	--	--	--	--
Homeless	64	59	5	8.5
Socioeconomically Disadvantaged	483	476	13	2.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	84	84	3	3.6

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	0.34	0	1.56	1.19	1.56	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	0	0	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	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: 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

The Comprehensive School Safety Plan is composed of the following requirements: child abuse reporting procedures, disaster procedures, policies for suspension and expulsion, procedures to notify teachers of dangerous students, bullying prevention policy, discrimination and harassment policy (Title 9), the provisions of a school-wide dress code, procedures for safe ingress and egress, a safe and orderly climate conducive to learning and the rules and procedures for school discipline. Included in the plan is an assessment of school crime with suspension and expulsion data over a 3 year period and a school safety survey completed with staff and community input. The School Site Council Committee last approved the Monte Vista Elementary School safety Plan on November 5, 2025. The safety plan is reviewed annually by the district, Montclair Fire and PD, Monte Vista Staff, and our School Site Council Committee to ensure compliance. The Comprehensive School Safety Plan is reviewed annually and was discussed with staff in August 2025. The plan includes a current list of Emergency Response Teams, along with dates and times for drills.

Monte Vista Elementary conducts fire, earthquake, AED, and active shooter drills during the school year with fire drills conducted on a monthly basis. Safety drills are done at various times during the school day to ensure our students and staff are ready to respond to any emergency. Monte Vista Elementary participated in the Great Shake Out on October 17, 2025. Opportunities are provided for staff to give feedback after each drill. The Safety plan also includes primary and secondary evacuation routes for all classrooms. Each classroom has an emergency backpack, and the district has provided emergency food and provisions. An evacuation map is posted in each classroom to ensure that any staff member knows exactly where to go. A hazard and vulnerability assessment is included which details potential vulnerabilities identified by the school safety committee and School Site Council. An approved copy of the Comprehensive School Site Safety plan may be obtained at the Monte Vista Elementary School's main office.

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	20	3	1	0
1	26	0	3	0
2	29	0	3	0
3	22	0	3	0
4	25	0	3	0
5	29	0	3	0
6	24	0	3	0
Other	12	3	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
K	18	3	0	0
1	21	1	2	0
2	25	0	3	0
3	26	0	3	0
4	28	0	2	0
5	26	0	3	0
6	29	0	3	0
Other	16	2	1	0

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
K	19	3		
1	27		2	
2	20	1	2	
3	27		3	
4	31		3	
5	32		2	
6	26		3	
Other	16	2	1	

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

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	8,325	1,767	6,558	125,679
District	N/A	N/A	\$1608.0	\$110,380
Percent Difference - School Site and District	N/A	N/A	121.2	18.3
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-48.6	26.4

Fiscal Year 2024-25 Types of Services Funded

Monte Vista School offers a comprehensive range of academic and non-academic services and support programs designed to assist students and their families. These services foster student engagement, development, and well-being in various forms. In the classroom, the school employs technology to enhance learning. Interactive whiteboards, document cameras, iPads, and wireless notebook computers are used to engage students in a dynamic learning environment. Teachers utilize video downloads from BrainPOP and other educational sites to build schema and provide background knowledge, and use Nearpod, Brisk, or Canva to create engaging presentations for students, displaying this content on the Interactive Whiteboard or individual student devices. Additionally, supplemental online programs such as Lexia Reading and Classtime are available to support students' learning needs.

Professional development is a key priority at Monte Vista, with ongoing teacher training focused on tools such as iReady. This platform helps teachers analyze student assessment data, allowing for tailored instructional adjustments. Administrators also closely monitor the alignment of curriculum and assessments to ensure that instructional practices effectively address all cognitive levels. Parent engagement plays a crucial role in the school's community. Monthly “Coffee with the Principal” meetings provide an opportunity for direct communication and learning about their child's education. Additionally, the school

Fiscal Year 2024-25 Types of Services Funded

celebrates student achievement through trimester Pride Celebrations and twice-yearly iReady recognition assemblies, honoring both students and their families. The annual Fall Festival further strengthens connections among students, families, and the broader community. Support services for students and families are abundant. Counseling services are available to students, and the Family & Collaborative Services program offers a wide range of resources for families in need. The Response To Intervention (RTI) program is in place for students in grades Kindergarten through 6th grade, addressing reading difficulties based on i-Ready assessment results.

For students requiring additional assistance, Student Success Teams (SST) meetings are held to bring together teachers, parents, outreach consultants, and other school professionals to create a supportive action plan. The school also offers various after-school programs, including an After School Program in partnership with the City of Montclair and the state-funded ELOP program. Additionally, after-school intervention classes are available for students performing below grade level, and the Saturday Make-Up Academy allows students to make up missed attendance. Monte Vista fosters a positive learning environment by recognizing student achievements. Attendance incentives and recognition take place at the end of each trimester, and weekly Lexia levels passed are acknowledged in primary classrooms.

The school also ensures a strong safety and support system for students including: on-site mentoring, access to an outreach consultant to support both students and families, and essential special education services to ensure students are supported academically, socially, and emotionally. Additional supports available are The Crisis Response Team which provides wraparound services for high-risk children including suicide risk interventions. Staff members receive training in a variety of areas, including instructional support for English Language Learners, Positive Behavior Intervention Support (PBIS), and Social-Emotional Learning (SEL), to promote a healthy, inclusive, and supportive school culture. With these diverse academic, behavioral, and social-emotional support programs, Monte Vista School works to create an environment where every student can thrive.

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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$69,782	\$61,597
Mid-Range Teacher Salary	\$105,685	\$98,902
Highest Teacher Salary	\$129,830	\$126,340
Average Principal Salary (Elementary)	\$183,587	\$158,383
Average Principal Salary (Middle)	\$189,187	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$386,975	\$288,332
Percent of Budget for Teacher Salaries	31.51%	31.29%
Percent of Budget for Administrative Salaries	4.89%	5.38%

Professional Development

Staff development is driven by district initiatives and the unique needs of our school, students, and teachers. Teacher surveys and principal observations are instrumental in identifying professional development needs. However, the primary factors guiding staff development focus on student data and district and state testing results. Our staff development efforts primarily concentrate on Language Arts, Mathematics, English Language Development (ELD), Common Core Standards, Social-Emotional Learning (SEL), and Positive Behavioral Interventions and Supports (PBIS). Teachers engage in weekly Professional Learning Communities to analyze student data, develop action plans, and discuss, model, and observe best practices. Professional development occurs throughout the school year, with after-school workshops, conference participation,

Professional Development

individual mentoring, and bi-weekly professional study meetings. These training sessions also include Monte Vista's paraprofessionals.

Monte Vista employs a Teacher on Assignment who supports weekly PLC meetings and provides individual teacher support, focusing on reading, math, and ELD instruction. Additionally, they continue to support the implementation of our Write from the Beginning program, expanding to Expository writing this year. The Principal also provides performance monitoring and feedback through weekly walkthroughs. Our Outreach Consultant provides ongoing training and classroom demonstration support with PBIS.

Grade-level teams are provided release days each trimester to meet, analyze student assessment data, and collaborate on curriculum planning. They have access to a designated meeting space with internet and wireless laptops. The Principal is available to meet with teachers and provide ongoing support. Additionally, teachers are allotted two hours of planning time each week to develop and prepare lessons. All non-instructional support staff, including clerical, custodial, and proctor staff, meet with an Administrator at least once a month for information sharing, collaboration, and training. The primary objectives of these meetings are to foster a positive, collaborative school culture and promote continuous improvement.

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	18	18	18