

# Monte Vista School

12000 Loma Drive Whittier, CA 90605 • Whittier, CA 90604 • (562) 946-1494 • Grades 4-6

Andrea Larios, Principal  
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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### South Whittier School District

11200 Telechron Avenue  
Whittier, CA 90605  
(562) 944-6231  
www.swhittier.k12.ca.us

#### District Governing Board

Jan Braid, President  
Deborah Pacheco, Vice President  
Elias Alvarado, Clerk  
Sylvia Macias, Member  
Francisco Javi Santana, Member

#### District Administration

Gary Gonzales  
Superintendent  
Martha Mestanza-Rojas  
Associate Superintendent,  
Educational Services  
Mark Keriakous  
Associate Superintendent, Business  
Services  
Marti Ayala  
Director, Human Resources  
Kate Smith  
Director, Special Education &  
Student Services  
Stacy Ayers-Escarcega  
Director, Assessment,  
Accountability & Parent  
Engagement

### School Description

The vision of Monte Vista School is to create a safe learning environment where all students master common core grade level standards. We believe that all students can learn, that success breeds success, and that we control the conditions of success.

### Principal's Message

Monte Vista is one of six elementary schools in the South Whittier Elementary School District. We are located in South Whittier, a dynamic community of economic and social diversity. Monte Vista opened in 1969 and continues to serve students in fourth through sixth grade. The main ethnic group in the community is Hispanic/Latino. Specially funded programs include school wide Title One, School Improvement funds, the Resource Specialist Program, Speech and Language Specialist, Adaptive Physical Education, Special Day Classes, and Full Inclusion. Supplemental services are provided based on student and school needs. Intervention and enrichment programs that meet the needs of all our students are available during, before, and after school. Monte Vista School envisions the home, school, and community working together to promote self-confidence, a positive attitude, and success in learning for each child within a safe and secure learning environment. It is our goal to provide all students with an educational environment that will create lifelong learners. We will develop habits of the mind that will lead students to be flexible thinkers, problem solvers, and team players in order to become productive, contributing members of the global community. To create an environment that promotes powerful learning, we will provide standards based curriculum that is meaning centered, addressing the various learning modalities to meet the needs of all learners, and enable students to be creative problem solvers. We will also guide our students to develop an appreciation of and a respect for cultural diversity. Students who attend Monte Vista will become proficient in reading and math through the standards based reading and math programs.

Following the ancient adage, "It takes a village to educate a child," we believe the parents and community play an integral part in the success of our students. Therefore; we encourage the participation of parents, community members, and business partners. Parent education classes are offered throughout the school year to help parents support the academic success of their children.

To our students and their families we pledge to provide an enriching education which includes the following:

- A standards-based reading and math program with appropriate assessment of student performance to guide and modify instruction
- Staff development to ensure the most qualified teachers with professional development
- A safe, nurturing, caring, and orderly environment for all students and staff
- A healthy and nutritious meal program
- Continuous Communication with families and community stake holders
- An academic program that is enriched through fine arts: music and art
- An academic program that provides safety nets, interventions, and a support network during and outside of the school site
- Permanent and Portable Tech Labs with laptop computer stations, iPads, and portable computer/laptop units (Chromebooks)
- A daily morning and after-school program

Andrea Larios, Principal

## About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 4	74
Grade 5	105
Grade 6	98
<b>Total Enrollment</b>	<b>277</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.4
Asian	0
Filipino	1.4
Hispanic or Latino	95.7
Native Hawaiian or Pacific Islander	0
White	2.5
Two or More Races	0
Socioeconomically Disadvantaged	91
English Learners	52.7
Students with Disabilities	17.7
Foster Youth	0.7

## 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.

Teacher Credentials			
Monte Vista School	15-16	16-17	17-18
<b>With Full Credential</b>	13	13	13
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
South Whittier School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Monte Vista School	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: April, 2017</b>	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	K-6 Houghton Mifflin Harcourt California Journeys 2017 7-8 Amply ELA: California Edition 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	K-8 Houghton Mifflin Harcourt 2014 Go Math! Grade 7 Accelerated Houghton Mifflin Harcourt 2014 Algebra 1 Houghton Mifflin Harcourt 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Harcourt Science K-6 Harcourt School Publishers 2007 Pearson Prentice Hall 7th and 8th Pearson Prentice Hall 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Houghton Mifflin History-Social Science K-6 Houghton Mifflin 2007 Holt Rinehart and Winston Social Science 7th-8th Holt 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Monte Vista has 12 classrooms, a library, a permanent tech lab, a portable tech lab, and an administration building. The main campus was built in 1969. A new rest room building was constructed in 2001.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An electronic work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month in which data were collected: 02/07/2017</b>				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Unsecured bookshelves.
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Exterior overhang has damage. Outside.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 02/07/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Windows etched.
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	58	38	46	41	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	27	31	31	32	48	48
Math	19	21	21	21	36	37

\* Percentages are not calculated 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	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	10.6	22.1	31.7

\* Percentages are not calculated 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	104	96	92.3	37.5
Male	61	57	93.4	26.3
Female	43	39	90.7	53.9
Hispanic or Latino	100	93	93.0	37.6
Socioeconomically Disadvantaged	97	91	93.8	36.3
English Learners	52	48	92.3	35.4
Students with Disabilities	19	17	89.5	11.8

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	281	277	98.58	31.05
Male	154	151	98.05	23.18
Female	127	126	99.21	40.48
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	269	266	98.88	30.83
White	--	--	--	--
Socioeconomically Disadvantaged	260	257	98.85	29.18
English Learners	167	164	98.2	31.71
Students with Disabilities	53	51	96.23	9.8
Foster Youth	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

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

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	281	277	98.58	20.58
Male	154	151	98.05	19.87
Female	127	126	99.21	21.43
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	269	266	98.88	20.3
White	--	--	--	--
Socioeconomically Disadvantaged	260	257	98.85	19.46
English Learners	167	164	98.2	20.73
Students with Disabilities	53	51	96.23	15.69
Foster Youth	--	--	--	--

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

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

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.

## 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 for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Monte Vista is proud to introduce our PTA. Our PTA provides multiple events throughout the school year for our families to come together as a community and build a strong relationship between school and home life. Their fund-raising efforts have enriched our classrooms, giving our students the extra support they need to be successful.

We have a School Site Council (SSC) consisting of parents, teachers, support staff and the administration. The SSC meets at least four times per year to ensure the dollars spent at Monte Vista address the needs of our student population. We view our SSC members as our voice to the community. They disseminate the information discussed at our meetings to the community to keep everyone informed and up to date. The collective efforts of our parents and staff members result in an environment of academic success for all students.

Our English Learners make up about one-fourth of our student population. At Monte Vista we have an English Learner Advisory Committee (ELAC). The committee meets several times a year to bridge the gap between our non-English speaking parents and the school. At our meetings we share information about the school, and address the concerns of our non-English speaking parents.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Principal Larios at (562) 946-1494.

### 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.

### School Safety Plan

At Monte Vista, all staff members are trained in emergency procedures and all students take part in regularly scheduled emergency drills. Food, water, medical and other emergency supplies are updated annually to ensure each campus is ready to respond in the event of an emergency or disaster. Campuses are carefully monitored before, during and after school hours. Break and lunch periods are supervised by school personnel. Our school is closed campus and it is secured with security fencing. All visitors are required to report to the office and to wear a visitor's pass at all times while on school grounds. The School Safety Plan is updated annually in September. It delineates state law, district policies, discipline plan, emergency procedures, duty schedules, zone maps, and staff responsibilities. Monte Vista maintains constructive relationships with law enforcement agencies to ensure the safety of our campus.

At Monte Vista, emphasis is placed on positive recognition of good student behavior. Multiple incentives including Trimester Awards and Wildcat Tickets reward students for appropriate behaviors. However, if a student chooses to disobey the rules, they could receive a detention, a behavior referral or suspension depending on the offense, severity of the offense, or the frequency with which the behavior has occurred. Every situation is dealt with on an individual basis. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.3	4.7	1.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.4	4.1	3.9
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2006-2007
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	7	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist	1.4
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
4	35	27	24					4	3	3		
5	29	33	26				3	1	4		2	
6	29	29	26		1	1	4		2		3	1
Other	12			1								

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

AVID  
PBL  
GLAD  
Arts for All  
California Teacher Summit  
Latino Family Literacy Project  
CUE  
Deconstruction of Standards  
Data Analysis  
Google Summit

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,873	\$47,034
Mid-Range Teacher Salary	\$73,817	\$73,126
Highest Teacher Salary	\$95,218	\$91,838
Average Principal Salary (ES)	\$114,877	\$116,119
Average Principal Salary (MS)	\$118,132	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$175,000	\$178,388
Percent of District Budget		
Teacher Salaries	38%	37%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Services funded to supplement our students's education are as follows:

- \*Before School and After School Homework Club
- \*Imagine Learning
- \*Accelerated Reader
- \*School Success Team

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about 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).

### 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,747	\$2,568	\$4,179	\$87,032
District	♦	♦	\$3,694	\$83,024
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

\* Cells with ♦ do not require data.