



Monte Vista Elementary School

251 Soledad Dr. • Monterey, CA 93940 • (831) 392-3890 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Monterey Peninsula Unified School District

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School Description

Principal's Message

Welcome to Monte Vista Elementary School. In August 2011, Monte Vista re-opened its doors and today serves students in grades transitional kindergarten through fifth.

The Monte Vista staff helps students increase their growth in English/Language Arts and Mathematics as demonstrated on California's new statewide assessments and through the district's benchmark assessments. We use specific test data to determine what instruction best meets the needs of our students. All English Learners are given the CELDT annually to monitor their progress and to help us assess our English Language Development progress. All staff participates in professional development related to shaping positive school culture and fostering high academic press instruction, both of which will lead our staff and school to fulfill their annual academic performance goals as well as strive to achieve our school vision.

Our school vision "At Monte Vista Elementary, it is our vision that students, parents, staff, and community members work together to foster high academic achievement, social-emotional growth, and civic responsibility" was formulated in the fall of 2015. We are currently developing a school mission statement that aligns with the district mission statement of "Through dynamic, engaging learning experiences and collaborative partnerships within our diverse Coastal community, the Monterey Peninsula Unified School District ensures that each student will attain the intellectual, social and personal knowledge to passionately seek the challenges of the future.

Monte Vista Elementary School strives to provide an enriched and exciting instructional program that addresses the special needs and varied interests of all of our students. Our learning environment is one in which students feel safe and supported. Our close-knit staff and involved parents bring a sense of family and stability to our school. Monte Vista is proud of our diverse student population. We have students who come to us from at least 14 other countries. Monte Vista staff, students, and parents take pride in our school and community!

Dr. Joe Ashby

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
Kindergarten	62
Grade 1	42
Grade 2	54
Grade 3	54
Grade 4	54
Grade 5	46
Total Enrollment	312

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.3
Asian	5.8
Filipino	1.9
Hispanic or Latino	34
Native Hawaiian or Pacific Islander	0.3
White	47.8
Two or More Races	8.7
Socioeconomically Disadvantaged	43.9
English Learners	21.5
Students with Disabilities	8
Foster Youth	0

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 Elementary School	15-16	16-17	17-18
With Full Credential	13	16	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Monterey Peninsula Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	508
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Monte Vista Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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)

Monterey Peninsula Unified School District held a public hearing on August 2017, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2017 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Great Minds-Eureka Math Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Scott Foresman - 2008 California Science Science - Adopted 2008 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History-Social Science - Adopted in 2006 Houghton-Mifflin - Adopted in 2007 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. Over the last several years, MPUSD has invested resources into improving our school campuses. Many schools have received new flooring, paint and window coverings. The district continues to invest in its schools through the allocation of Measure P school facilities funding. Many projects are slated to be completed in 2017. Visit www.mpusd.net for details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: June 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Some classrooms have exposed wires; dry rot on doors; aging or old carpet with waves posing a tripping hazard; minor paint chipping in some classrooms or exterior eaves; wall tiles are broken at entry; brick walls cracked and leaning in a few areas
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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			Gopher holes on playground and play field = trip hazard; cement cracks by field
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

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	56	55	40	38	48	48
Math	42	43	27	27	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.

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	64	62	96.9	50.0
Male	45	44	97.8	50.0
Female	19	18	94.7	50.0
Hispanic or Latino	27	26	96.3	26.9
White	23	23	100.0	65.2
Socioeconomically Disadvantaged	31	31	100.0	51.6

* 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.

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	61	50	45	43	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.8	16.7	20.8

* 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.

**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	160	155	96.88	55.48
Male	67	64	95.52	51.56
Female	93	91	97.85	58.24
Black or African American	--	--	--	--
Asian	11	11	100	54.55
Filipino	--	--	--	--
Hispanic or Latino	50	48	96	33.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	78	75	96.15	66.67
Two or More Races	13	13	100	61.54
Socioeconomically Disadvantaged	70	67	95.71	38.81
English Learners	45	42	93.33	38.1
Students with Disabilities	15	15	100	13.33

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	160	157	98.13	42.68
Male	67	65	97.01	41.54
Female	93	92	98.92	43.48
Black or African American	--	--	--	--
Asian	11	11	100	63.64
Filipino	--	--	--	--
Hispanic or Latino	50	48	96	25
Native Hawaiian or Pacific Islander	--	--	--	--
White	78	77	98.72	49.35
Two or More Races	13	13	100	46.15
Socioeconomically Disadvantaged	70	69	98.57	24.64
English Learners	45	44	97.78	22.73
Students with Disabilities	15	15	100	6.67

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)

There are countless ways to be an active parent at Monte Vista. At any time of the day you can find parent volunteers in the classroom, on the playground, in the cafeteria, gardening, helping in the library or chaperoning field trips. Our active PTA sponsors Monte Vista programs, sponsors classroom field trips, and donates supplies. The PTA also runs fundraisers, hosts family fun nights and enrichment programs, parent education nights, and offers a network for parents to voice concerns, offer solutions, and stay informed such as through parent surveys, district tip lines, and topic-focused interest fliers. Our PTA runs our Scholastic Book Fair that not only raises money, but also helps increase the number of books for classroom use. We also have parents who serve on our School Site Council (SSC), STEM team, and the English Language Advisory Committee (ELAC). The staff also conducts official parent conferences as much as three times a year where parents can receive formal and informal data around their child's academic and behavioral performance with opportunities to set goals for future progress.

To volunteer in any classroom or to attend a field trip, parents and guardians are required to fill out a volunteer and liability release form. Depending on the level of volunteering, a fingerprint clearance may be required. The same district procedure for the parent involvement and volunteers is followed at Monte Vista. Our school office supervisor can assist any parent that wishes to get involved. We are continuing to find ways to provide parents with resources to help enrich and support their child on the school front and in the community when applicable and possible.

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

The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at www.mpusd.net.

Highlight's of this school's plan are detailed below.

Your child's safety is of great importance to all staff at Monte Vista. Our School Site Council (SSC) annually reviews and approves the school safety plan. We have built a strong foundation for safety through our Positive Behavior Intervention Support (PBIS) system on our site. It is a comprehensive program that centers on students' positive behavior on three different tiers of behavior. In the mornings you will find our principal and staff members having a school-wide community meeting on the playground to help norm and celebrate our PBIS efforts. We have a school PBIS Team composed of our school counselor and teachers across all grade levels. We meet monthly to review all school-related behavioral documents including think sheets, referrals, and we reflect on strengths and needs of PBIS Tier 1 and 2 developments at our site, including needed professional development. Staff members monitor our playground and campus before school, during recess, and after school. We have a closed campus with fences and locks surrounding the perimeter of the school, and visitors must sign in/out at the office. They are given a volunteer sticker to wear throughout their stay.

We regularly review playground rules and safety with students. Our safety plan is kept current, and each year, through our school safety committee and school site council, we monitor what needs must be met to ensure safety. All types of drills are practiced throughout the year, including building evacuations for fires and earthquakes. We also practice injured child drills and lockdown scenarios. In the 2016-2017, we implemented the districtwide Intruder Protocol called ALICE (Alert, Lockdown, Inform, Counter, and Evacuate). We do this drill along with fire and earthquake drills on a routine basis. The 2018 safety plan will be approved by School Site Council and the Staff in January of 2018 and by the district in March or April of 2018.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.6	4.5	3.6
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
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
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	0.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.0
Resource Specialist	1.0
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
K	21	21	21	1	1	1	2	1	2			
1	18	19	21	3	3				2			
2	27	24	27				2	2	2			
3	28	27	27				2	2	2			
4	31	24	27				2	2	2			
5	31	31	23				2	2	2			

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

Professional Development provided for Teachers

At Monte Vista Elementary School, we have two staff professional developments a month: one that is related to implementing Positive Behavior Interventions and Supports, and another that is related building instructional expertise. Teachers also receive individualized and staff-level feedback every two weeks through an electronic, private platform where they can interact with the principal and academic coach about their feedback. The school's academic coach and principal also coach teachers in real time in their own classrooms on a weekly basis. They also have a coaching cycle going on with several teachers at a time which is built within the school day, allowing those teachers to have professional development with the academic coach and principal while a roving sub covers their classes. Such coaching cycles focuses on different topics of inquiry to build instructional capacity.

All teachers participate in district professional development every other month related to new curricular adoptions, and on the in-between months they have articulation days on campus that help them dig in with the curriculum more, look at student data, and make data-driven decisions in their planning lessons/units and administering of assessments. We also have an Instructional Leadership Team and a PBIS Team of teachers that discuss the status, progress, and needs of instruction and school culture on a monthly basis; these teams also help plan our Professional Developments on a short- and long-term basis. Finally, some teachers receive more intense coaching as a result of their goal progress and work with the teacher evaluation cycle, which is every other school year for permanent teachers and every school year with probationary or anyone on a professional growth plan.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,149	\$46,511
Mid-Range Teacher Salary	\$63,205	\$73,293
Highest Teacher Salary	\$93,615	\$92,082
Average Principal Salary (ES)	\$100,554	\$113,263
Average Principal Salary (MS)	\$104,985	\$120,172
Average Principal Salary (HS)	\$114,261	\$131,203
Superintendent Salary	\$199,500	\$213,732
Percent of District Budget		
Teacher Salaries	32%	36%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

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	\$5,649	\$88	\$5,561	\$72,239
District	♦	♦	\$7,996	\$65,212
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-35.9	10.2
Percent Difference: School Site/ State			-16.7	-3.0

* Cells with ♦ do not require data.