

Monterey Vista Elementary School

901 East Graves Avenue • Monterey Park, CA 91755 • (626) 307-3300 • Grades K-6

Mr. Hing Kee Chow, Principal

hchow@gesd.us

www.garvey.k12.ca.us



2017-18 School Accountability Report Card Published During the 2018-19 School Year



Garvey School District

2730 North Del Mar Avenue
Rosemead, CA 91770
(626) 307-3400
www.garvey.k12.ca.us

District Governing Board

John Nunez

Keilley Meng

Vinh Ngo

Henry Lo

Ronald Trabanino

District Administration

Anita Chu

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Anna Molinar

Assistant Superintendent

Human Resources

Grace Garner

Chief Business Officer

Dr Tiffany Rudek

Assistant Superintendent

Learning Support Services

Rene Hernandez

Director II

Student Support Services

School Description

Monterey Vista School is located in the city of Monterey Park and is one of the 10 schools in the Garvey School District. There are approximately 488 students enrolled from kindergarten through sixth grade for the 2016-2017 school year. Monterey Vista offers a challenging core curriculum that focuses on state content standards while meeting the needs of our diverse student population. Monterey Vista has been recognized as a Title I Achieving School in 2003 and as Title I Academic Achievement Awards School in 2007, 2008, A California Distinguished School in 2004 and 2014 and A No Child Left Behind – National Blue Ribbon school in 2004.

Students benefit from a variety of enrichment and remedial programs which includes after-school programs, advanced math classes, Saturday Enrichment Programs, Newcomers Programs, computer-based programs such as Study Island and Reading Counts, visual and performing arts programs (Glee Club and Bell Choir) and track and cross country team. As a high-performing school with diverse ethnic student backgrounds, student achievement continues to increase each year. We are particularly proud of our API base score gains. The API of the school has increased from 645 in 1999 to 873 in 2012. Monterey Vista is also ranked 513 out of 5650 public elementary schools in California.

Mission Statement: We, the students of Monterey Vista School will learn academic skills, moral and ethical values, respect for diversity that will enable us to be life-long learners and productive members of a global society.

The effort and dedication from the Monterey Vista teachers and staff have made the school a quality place where learning occurs. The staff is proud of our students' high achievement as evident in the API scores. The entire staff also brags about the positive, warm, loving and safe environment that is part of our school culture. We believe in educating and shaping the whole child as our ever-present goal.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	71
Grade 1	82
Grade 2	80
Grade 3	72
Grade 4	67
Grade 5	67
Grade 6	54
Total Enrollment	493

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.2
Asian	74.8
Filipino	1.0
Hispanic or Latino	20.7
Native Hawaiian or Pacific Islander	0.0
White	1.6
Socioeconomically Disadvantaged	71.2
English Learners	48.9
Students with Disabilities	6.7
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Monterey Vista Elementary School	16-17	17-18	18-19
With Full Credential	22	20	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Garvey School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Monterey Vista Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* Note: "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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company - Benchmark Advanced TK-6 Benchmark Education Company - Benchmark Adelante K-6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin - Go Math 2015 Grades K-6 Student Edition Houghton Mifflin - Go Math 2015 Grades K-6 Student Workbooks The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Delta Education - FOSS Next Generation Elementary K-5 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman - Social Studies Grades K - 5 Holt - Ancient Civilization Grade 6 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)

Based on recent site inspection on June 30, 2017, school grounds, classrooms, offices, cafeteria, library and restrooms were all found in good condition. No repairs are needed. On going maintenance and upgrading efforts will be made to ensure proper facility management. The district utilizes the work order system School Dude in which schools can request repairs or upgrades as needed. Upgrades and projects will be completed based on school needs from a recent school bond that was passed by the community.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 01/11/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC being added to cafeteria building
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating		

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 01/11/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	Exemplary	

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. 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); 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	72.0	75.0	56.0	56.0	48.0	50.0
Math	76.0	83.0	52.0	54.0	37.0	38.0

Note: 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.

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

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

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.3	33.3	19.7

* 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.

**School Year 2017-18 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	261	252	96.55	74.60
Male	139	133	95.68	73.68
Female	122	119	97.54	75.63
American Indian or Alaska Native	--	--	--	--
Asian	199	191	95.98	80.63
Filipino	--	--	--	--
Hispanic or Latino	50	49	98.00	53.06
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	196	189	96.43	69.31
English Learners	173	165	95.38	71.52
Students with Disabilities	13	11	84.62	36.36
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 2017-18 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	262	259	98.85	83.4
Male	140	138	98.57	84.06
Female	122	121	99.18	82.64
American Indian or Alaska Native	--	--	--	--
Asian	199	197	98.99	90.36
Filipino	--	--	--	--
Hispanic or Latino	51	50	98.04	62
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	195	192	98.46	80.21
English Learners	174	172	98.85	83.72
Students with Disabilities	13	11	84.62	45.45
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

During the 2017-2018 school year, parents participated in School Site Council (SSC), School Advisory Committee (SAC), English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA) and in the classroom as volunteers. Monterey Vista School has two school community coordinators who are proficient in Cantonese, Mandarin, Spanish and Vietnamese and provides information to all families concerning opportunities for parent involvement activities such as the SAFE Program with the Foothill Family Services. Monterey Vista had parents who completed Parent Training Classes at the District Parent Center. Parents had also been invited to attend awards assemblies during the end of each trimester. In addition, parent volunteers assist teachers in different classrooms throughout the school. There were also events for parents to attend on literacy and on bullying.

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 comprehensive school safety plan is updated annually by the School Site Council. A public hearing is held for any community members and staff to attend. The safety plan was approved in February, 2018 and revisions made included evacuation maps, behavior expectations, and portions of the site emergency action plan. A school safety committee is formed and meets to discuss any updates or revision to the plan. Last Updated on January 2018 and reviewed with staff on January 2018.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.6	0.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.7	1.2	1.3
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.33
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.25
Social Worker	0
Nurse	.33
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0
Other	.20
Average Number of Students per Staff Member	
Academic Counselor	0

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	22	23	2	1		1	2	3			
1	24	23	23				3	3	3			
2	25	26	24				3	3	3			
3	24	24	24				3	3	3			
4	30	31	34				1	2				2
5	30	32	34				3	2	1			1
6	37	35	27						2	2	2	
Other			13			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

Learning Support Services Department provided numerous opportunities for professional development throughout 2016- 2017. Kindergarten through eighth grade teachers participated District-wide Professional Development Training during the school year to address key areas identified in the District-wide Professional Development Plan and the LEA Plan . Topics included: NGSS Science, Revisions to the Common Core Standards, Integrated and Designated ELD, working with difficult and struggling students. Each school identified areas based on student achievement data and focused teacher professional development in providing effective first instruction in core areas. Monterey Vista School provided teachers with training on Common Core

Standards and topics on Designated ELD and Integrated ELD across different core content areas. There were follow-up sessions provided during the school year.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,285	\$48,064
Mid-Range Teacher Salary	\$80,267	\$75,417
Highest Teacher Salary	\$100,165	\$94,006
Average Principal Salary (ES)	\$115,244	\$119,037
Average Principal Salary (MS)	\$121,984	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$187,560	\$183,692
Percent of District Budget		
Teacher Salaries	37.0	36.0
Administrative Salaries	5.0	6.0

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

Types of Services Funded

The school provides a wide range of programs and supplemental services to meet the learning needs of individual students in order to develop their full potential. They include: 1) the standards-based core programs for all students that are supported by the district-adopted curricular materials; and 2) supplemental services for identified students that are funded by programs such as special education, Gifted and Talented Education (GATE), and other categorical programs, including programs for below grade level students, English learners and Migrant Education students. The school is also allocated general funds from the district.

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).

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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,654	\$569	\$4,085	\$70,300
District	◆	◆	\$4,597	\$83,860
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-11.1	-8.4
Percent Difference: School Site/ State			-23.6	-3.7

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.