

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



2018-19 School Accountability Report Card Published During the 2019-20 School Year



Garvey School District

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

District Governing Board

Henry Lo

Keilley Meng

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Assistant Superintendent, Learning

Support Services

Rene Hernandez

Assistant Superintendent, 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 554 students enrolled from kindergarten through sixth grade for the 2019-2020 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 507 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	81
Grade 2	84
Grade 3	75
Grade 4	72
Grade 5	72
Grade 6	67
Total Enrollment	523

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	74.6
Filipino	1.7
Hispanic or Latino	19.9
White	1.9
Two or More Races	1.1
Socioeconomically Disadvantaged	67.7
English Learners	44.6
Students with Disabilities	8
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 for Monterey Vista	17-18	18-19	19-20
With Full Credential	20	22	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Garvey School District	17-18	18-19	19-20
With Full Credential	◆	◆	211
Without Full Credential	◆	◆	5
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Monterey Vista Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	2

* 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 2019-20)

Garvey School District adheres to California Education Code which requires that each student, including English Learners and those in special day classes, have a State-adopted, standards-based textbook/application for use in the defined subject areas of English/reading/language arts, history-social science, mathematics, and science. Students must be assigned a single textbook/application in each subject that they can use both at home and in class. Instructional materials at Garvey School District support the curriculum, the California frameworks and California Standards, and instructional strategies; comply with California Education Code requirements regarding the evaluation of materials; and are deemed appropriate for the grade, ability, language proficiency, and maturity level of students being taught.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company, TK-6 Benchmark Advance, 2015 Student Textbook and Work-text (TK-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt, Go Math! 2014 – Student Textbook and Work-text (Tk-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Delta Education - FOSS Next Generation Delta Education, FOSS Next Generation K-8, 2018 Student Textbook and Work-text (TK-8) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science Program for California, 2006 – Student Textbook/Work-text (TK-5) Holt, Rinehart, Winston & Oxford University Press, Ancient Civilizations, 2005 – Student Textbook (Gr. 6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Based on a recent site inspection conducted during the month of January 2020, school grounds, classrooms, offices, cafeteria, library and restrooms were all found to be in good condition. No repairs were needed. Ongoing maintenance and upgrading efforts will be made to ensure proper facility management.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 01/02/2020

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		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	75	76	56	59	50	50
Math	83	84	54	58	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	25.0	14.7	44.1

Note: 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. Pupil outcomes in the subject areas of physical education.

**School Year 2018-19 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	270	96.09	76.30
Male	145	139	95.86	69.78
Female	136	131	96.32	83.21
American Indian or Alaska Native	--	--	--	--
Asian	211	202	95.73	79.21
Filipino	--	--	--	--
Hispanic or Latino	54	52	96.30	63.46
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	201	192	95.52	71.35
English Learners	187	179	95.72	70.95
Students with Disabilities	17	15	88.24	33.33
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	276	98.22	84.06
Male	145	142	97.93	84.51
Female	136	134	98.53	83.58
American Indian or Alaska Native	--	--	--	--
Asian	211	208	98.58	89.90
Filipino	--	--	--	--
Hispanic or Latino	54	52	96.30	65.38
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	201	198	98.51	79.80
English Learners	187	185	98.93	83.24
Students with Disabilities	17	15	88.24	46.67
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

Parents, guardians, and community members are an integral part of the support system for Garvey School District students and have a multitude of ways in which they can get involved to contribute to students' educational experience. Maintaining constant communication with the child's teacher(s), attending Parent/Teacher Conferences, participating in Back To School Night and Open House, staying informed through notices, memos, phone calls, newsletters are other examples of involvement.

In accordance with Title I regulations, our school jointly develops with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and engage in a partnership to help children achieve the State's high standards.

There are ample opportunities for parents to participate in the governance of the school by joining any of the many committees such as School Site Council, ELAC, School Advisory Committee, and District Level Committees as well.

The purpose of the ELAC (English Learner Advisory Committee) is to advise the principal and school staff on programs and services for English Learners and the School Site Council on the development of the School Plan for Student Achievement Representatives from this group attend monthly DAC/DELAC meetings facilitated by Learning Support Services.

The SSC (School Site Council) is a team of the principal, teachers, other school personnel, parents, students, and community members who are elected that develop the mission and goals for improvement of an individual school community. School Site Council evaluates the effectiveness of the school plan and revises it based on data collected throughout the year. This group meets once a month.

In addition, parents can take advantage of the numerous parent workshops that are provided by Learning Support Services, held at the District Parent Center (IPO) on topics from parenting, academic achievement, children's social emotional needs, to school funding. It is always a pleasure to welcome parents/guardians to student performances, student recognition assemblies, and school functions and events. We appreciate your support and partnership.

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 October 2019 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 September 2019 and reviewed with staff on September 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.5	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.3	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1046.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.5
Other	.1

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	2		23		3		24		3	
1	23		3		23		3		27		3	
2	26		3		24		3		20	2	2	
3	24		3		24		3		25		3	
4	31		2		34			2	36			2
5	32		2		34		1	1	36			2
6	35			2	27		2		34		1	1
Other**					13	2			6	1		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		3	3

"Garvey District is committed to providing high quality professional learning for administrators, teachers, classified staff and parents that is aligned to the District's Mission and Vision. District teachers and support staff participate in Professional Development Days that are driven by student achievement data, staff learning needs, and research-based best practices. Four District-wide days of professional learning and collaboration for 2018-2019 are concentrated around our academic and whole-child focus areas with an emphasis on English Learners, Foster Youth, and Low-income Pupils. These focus areas are in direct alignment with federal, state, and district student achievement academic goals. Additionally, they drive effective instructional interventions to promote students' academic growth. Each site's professional development plan is designed collaboratively to address identified student achievement and staff needs that are aligned to the District's focus areas as indicated in each site's School Plan for Student Achievement (SPSA).

The District's Teachers on Special Assignment (TOSA) facilitate trainings, model best practices, and conduct sessions on lesson design and delivery of District focus areas, and other site and District instructional initiatives. A team of TOSAs and veteran teachers serve as the District's teacher support program mentors for Garvey's Teacher Induction Program for participating teachers in the process of clearing their credential. These programs support the training, development, and retention of high quality teachers using current research on effective teaching and grounds what they are learning in daily practices. Garvey administrators, teachers, and TOSAs also engage in regular Professional Learning Community opportunities to grow and learn collaboratively with peers."

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,635	\$49,378
Mid-Range Teacher Salary	\$81,786	\$77,190
Highest Teacher Salary	\$102,081	\$96,607
Average Principal Salary (ES)	\$117,548	\$122,074
Average Principal Salary (MS)	\$124,423	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$191,311	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,654	\$569	\$4,085	\$70,300
District	N/A	N/A	\$4,597	\$85,086.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-11.8	-19.0
School Site/ State	-59.0	-9.9

Note: Cells with N/A values 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.

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. In addition, students have opportunity to take extracurricular courses such as Yearbook Club, Student Council and Before and After School Coding classes.

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.