

# Monterey Vista Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)


For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

<p><b>California School Dashboard</b></p> 	<p>The California School Dashboard (Dashboard) <a href="http://www.caschooldashboard.org/">www.caschooldashboard.org/</a> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.</p>
<p><b>Internet Access</b></p>	<p>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.</p>

## 2021-22 School Contact Information

**School Name** Monterey Vista Elementary School  
**Street** 901 East Graves Avenue  
**City, State, Zip** Monterey Park, CA 91755  
**Phone Number** (626) 307-3300 Ext. 4204  
**Principal** Mr. Hing Kee Chow  
**Email Address** hchow@gesd.us  
**School Website** www.garvey.k12.ca.us  
**County-District-School (CDS) Code** 19-64550-6013585

## 2021-22 District Contact Information

<b>District Name</b>	Garvey School District
<b>Phone Number</b>	(626) 307-3400
<b>Superintendent</b>	Anita Chu
<b>Email Address</b>	achu@gesd.us
<b>District Website Address</b>	www.garvey.k12.ca.us

## 2021-22 School Overview

Monterey Vista School is located in the city of Monterey Park and is one of the 11 schools in the Garvey School District. There are approximately 477 students enrolled from kindergarten through sixth grade for the 2021-2022 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 and 2020.

Students benefit from a variety of enrichment and remedial programs which includes after-school programs focusing on our high needs students. Monterey Vista also has a full time intervention teacher for Rtl during the day pull out and push in program. There are also many student engagement opportunities for students at Monterey Vista School. Currently, we have a Lego Club, Karaoke Kids Club, Garden Club and Yearbook Club. As a high-performing school with diverse ethnic student backgrounds, student achievement continues to increase each year. Monterey Vista is also ranked in the top 6% among

## 2021-22 School Overview

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 and high expectations set by teachers and staff. 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 this School

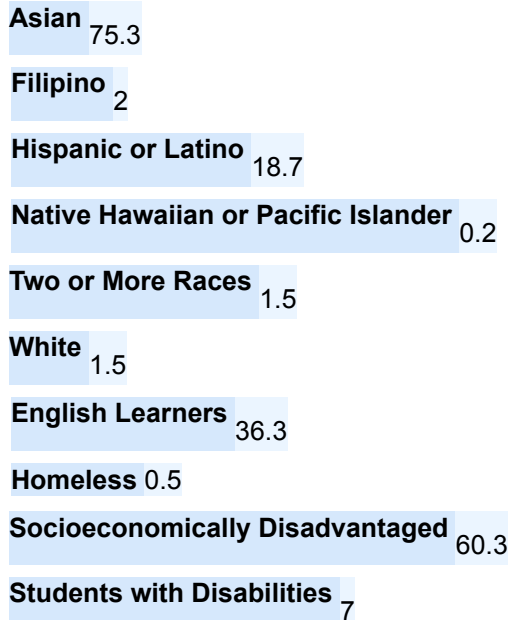
### 2020-21 Student Enrollment by Grade Level

#### Grade Level Number of Students

Kindergarten	55
Grade 1	81
Grade 2	95
Grade 3	83
Grade 4	79
Grade 5	77
Grade 6	76
Total Enrollment	546

### 2020-21 Student Enrollment by Student Group

### Student Group Percent of Total Enrollment



### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.2	100.0	181.4	94.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.0	0.5	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	1.0	0.5	11216.7	4.1
Credentialed Teachers Assigned Out-of Field (“out-of-field” under	0.0	0.0	0.0	0.0	12115.8	4.4

<b>ESSA)</b>						
<b>Unknown</b>	0.0	0.0	7.7	4.1	18854.3	6.9
<b>Total Teaching Positions</b>	20.2	100.0	191.2	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

<b>2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)</b>						
					<b>Authorization/Assignment 2020-21</b>	
<b>Permits and Waivers</b>	0.0	<b>Misassignments</b>	0.0	<b>Vacant Positions</b>	0.0	<b>Total Teachers Without Credentials and Misassignments</b>
	0.0					

<b>2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)</b>
---------------------------------------------------------------------------------------------------

<b>Indicator</b>	<b>2020-21</b>
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

<b>2020-21 Class Assignments</b>	
	<b>Indicator 2020-21</b>
<b>Misassignments for English Learners</b>	
(a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0 <b>No credential, permit or authorization to teach</b>
(a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

<b>2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials</b>
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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.

**Year and month in which the data were collected**

September 2021

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	Benchmark Education Company, TK-6 Benchmark Advance, 2015 Student Textbook and Work-text (TK-6)	Yes	0%
<b>Mathematics</b>	Houghton Mifflin Harcourt, Go Math! 2014 – Student Textbook and Work-text (Tk-6)	Yes	0%
<b>Science</b>	Delta Education - FOSS Next Generation Delta Education, FOSS Next Generation K-8, 2018 Student Textbook and Work-text (TK-8)	Yes	0%
<b>History-Social Science</b>	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)	Yes	0%

**School Facility Conditions and Planned Improvements**

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.

Year and month of the most recent FIT report 12/29/21 System Inspected Rate

	Rate	Rate	Rate	Rate
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b>				
Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b>				
Interior Surfaces	X			
<b>Cleanliness:</b>				
Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains:	X			

**School Facility Conditions and Planned Improvements**

Restrooms, Sinks/ Fountains

**Safety:**

X

Fire Safety, Hazardous Materials

**Structural:**

X

Structural Damage, Roofs

**External:**

X

Playground/School Grounds, Windows/ Doors/Gates/Fences

**Overall Facility Rate**

Exemplary	Good	Fair	Poor
X			



## B. Pupil Outcomes State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School	District	District	State	State	
	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21
<b>English Language Arts/Literacy</b>						
(grades 3-8 and 11)						
<b>Mathematics</b>						
(grades 3-8 and 11)						

N/A N/A N/A N/A N/A N/A  
N/A N/A N/A N/A N/A N/A

**2020-21 CAASPP Test Results in ELA by Student Group**





**Not Tested****Grade Level**

**All Students** 314 306 97 3 55 **Female** 156 150 96 4 64 **Male** 158 156 99 1 46 **American Indian or Alaska Native** 0 0  
 0 0 0  
**Asian** 237 239 100 0 60

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<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	60	56	93	7	31
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	9	4	44	56	50
<b>White</b>	5	4	80	20	25
<b>English Learners</b>	105	83	79	21	24
<b>Foster Youth</b>	2	2	100	0	0
<b>Homeless</b>	3	2	66	34	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	180	180	100	0	47
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	18	90	10	28

\*At or above the grade-level standard in the context of the local assessment administered.

**2020-21 Local Assessment Test Results in Math by Student Group**

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Student Groups	Total	Enrollment	Number	Tested	Percent	Percent	Not Tested	Grade Level
	Illuminate	Illuminate	Illuminate	Illuminate	Illuminate	Percent	Percent	At or Above
	Illuminate	Percent	Percent	Tested	Tested	Not Tested	Grade Level	At or Above

**All Students** 314 306 98 2 70 **Female** 156 150 96 4 75 **Male** 156 156 100 0 64 **American Indian or Alaska Native** 0 0 0 0 0

**Asian** 239 239 100 0 78 **Black or African American** 0 0 0 0 0 **Filipino** 0 0 0 0 0 **Hispanic or Latino** 60 56 93 7 34

**Native Hawaiian or Pacific Islander** 0 0 0 0 0 **Two or More Races** 9 4 44 56 50 **White** 5 4 80 20 25 **English**

**Learners** 105 82 78 22 50 **Foster Youth** 1 0 0 100 0 **Homeless** 3 2 67 33 0 **Military** 0 0 0 0 0 **Socioeconomically**

**Disadvantaged** 180 180 100 0 62 **Students Receiving Migrant Education Services** 0 0 0 0 0

<b>Students with Disabilities</b>	20	18	90	10	45
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\*At or above the grade-level standard in the context of the local assessment administered.

### CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP

Science	Subject	School	School	District	District	State	State
		2019-20	2020-21	2019-20	2020-21		



2019-20

2020-21

Science

N/A NT N/A NT N/A 28.72

(grades 5, 8 and high school)

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total	Number	Percent	Percent	Met or Exceeded
	Enrollment	Tested	Tested	Not Tested	
All Students	75	NT	NT	NT	NT
Female	32	NT	NT		
Male	43	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	55	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	16	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical

education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

**Grade Level Percentage of Students Meeting**

**Percentage of Students Meeting**

**Percentage of Students Meeting**

**Four of Six Fitness Standards**

**Five of Six Fitness Standards**

**Six of Six Fitness Standards**

**Grade 5** N/A N/A N/A **Grade 7** N/A N/A N/A **Grade 9** N/A N/A N/A

## C. Engagement State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2021-22 Opportunities for Parental Involvement

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, as well as family events such as Donuts with Dad and Muffins with Mom to promote literacy events such as Book Fair and staying informed through notices, memos, phone calls, newsletters and virtual meetings 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

### **2021-22 Opportunities for Parental Involvement**

assemblies, and school functions and events. We appreciate your support and partnership.

However, due to the pandemic, there had been no in-person parental involvement activities at Monterey Vista Elementary School.

### **2020-21 Chronic Absenteeism by Student Group**

Student Group	Cumulative	Chronic	Absenteeism	Chronic	Absenteeism	Chronic	Absenteeism	Rate											
	Enrollment	Eligible Enrollment	Count																
<b>All Students</b>	572	552	5	0.9	<b>Female</b>	274	264	3	1.1	<b>Male</b>	298	288	2	0.7	<b>American Indian or Alaska Native</b>	0	0	0	0.0
<b>Asian</b>	427	415	0	0.0	<b>Black or African American</b>	0	0	0	0.0	<b>Filipino</b>	11	11	0	0.0	<b>Hispanic or Latino</b>	112	104	5	4.8
<b>Native Hawaiian or Pacific Islander</b>	1	1	0	0.0	<b>Two or More Races</b>	8	8	0	0.0	<b>White</b>	8	8	0	0.0	<b>English Learners</b>	254			
<b>243</b>	1	0.4			<b>Foster Youth</b>	1	1	0	0.0	<b>Homeless</b>	3	3	0	0.0	<b>Socioeconomically Disadvantaged</b>	406	394	4	1.0
<b>Receiving Migrant Education Services</b>	0	0	0	0.0	<b>Students with Disabilities</b>	42	41	1	2.4										

### C. Engagement State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Subject School**

**School**

**District**

**District**

**State**

**State**

**2018-19**

**2020-21**

**2018-19**

**2020-21**

**2018-19**

**2020-21**

**Suspensions** 0.36 0.00 1.01 0.00 3.47 0.20 **Expulsions** 0.00 0.00 0.00 0.00 0.08 0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

**Subject School**

**District**

**State**

**2019-20**

**2019-20**

**2019-20**

**Suspensions** 0.18 0.80 2.45

**Expulsions** 0.00 0.00 0.05

**2020-21 Suspensions and Expulsions by Student Group**

**Student Group Suspensions Rate Expulsions Rate**

<b>All Students</b>	0.00	0.00	<b>Female</b>	0.00	0.00	<b>Male</b>	0.00	0.00	<b>American Indian or Alaska Native</b>	0.00	0.00	<b>Asian</b>
0.00	0.00	<b>Black or African American</b>	0.00	0.00	<b>Filipino</b>	0.00	0.00	<b>Hispanic or Latino</b>	0.00	0.00	<b>Native</b>	
<b>Hawaiian or Pacific Islander</b>	0.00	0.00	<b>Two or More Races</b>	0.00	0.00	<b>White</b>	0.00	0.00	<b>English Learners</b>	0.00		
0.00	<b>Foster Youth</b>	0.00	0.00	<b>Homeless</b>	0.00	0.00	<b>Socioeconomically Disadvantaged</b>					
<b>Students Receiving Migrant Education Services</b>					0.00	0.00	<b>Students with Disabilities</b>					

**2021-22 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 and approved by School Site Council on January 2021.

**D. Other SARC Information Information Required in the SARC**

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

**2018-19 Elementary Average Class Size and Class Size Distribution**

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi grade level classes.

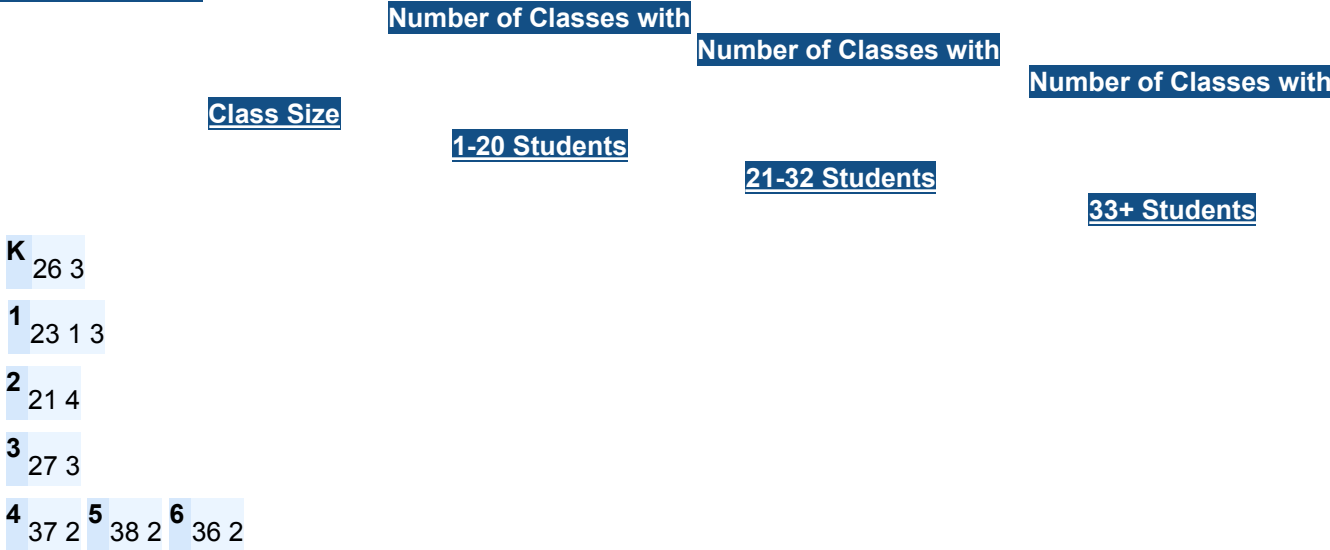
<b>Grade Level</b>	<b>Average</b>	<b>Number of Classes</b>	<b>Number of Classes</b>	<b>Number of Classes</b>
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	Class Size	with 1-20 Students	with 21-32 Students	with 33+ Students
K	24		3	
1	27		3	
2	20	2	2	
3	25		3	
4	36			2
5	36			2
6	34		1	1
Other	6	1		

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

#### Grade Level Average



### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

**Grade Level Average**

Class Size	Number of Classes with		Number of Classes with		Number of Classes with	
	1-20 Students	21-32 Students	33+ Students	Other		
K	18	3				
1	20	3	1			
2	26	3				
3	26	3				
4	40	2	5	39	2	6
5				38	2	Other
6					22	1

**2020-21 Ratio of Pupils to Academic Counselor**

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Title Ratio**

**Pupils to Academic Counselor** 1092

**2020-21 Student Support Services Staff**

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Title Number of FTE Assigned to School**

<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.7	<b>Library Media Teacher</b>	
<b>(Librarian)</b>	0	<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.5	<b>Social Worker</b>	0
<b>Nurse</b>	0.4	<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0	<b>Other</b>	1.4



## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures		Expenditures Per Pupil		Expenditures Per Pupil (Restricted)		Expenditures Per Pupil (Unrestricted)		Average Teacher Salary			
	District	State	District	State	District	State	District	State	District			
School Site	4429.26	218.66	4210.60	100069.08	N/A	N/A	5039.67	\$86,468	Percent Difference - School Site			
and District	N/A	N/A	-17.9	14.6	State	\$8,444	\$82,431	Percent Difference - School Site and State	N/A	N/A	-66.9	19.3

## 2020-21 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, Title I, LCFF and other categorical programs that service below grade level students and English Learners. The school is also allocated general funds from the district. In addition, students have opportunity to take extracurricular courses virtually such as Yearbook Club due to the pandemic and Monterey Vista School provided distance learning as well as limited in person attendance from April 2021 to June 2021.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,880	\$51,450
Mid-Range Teacher Salary	\$83,839	\$80,263
Highest Teacher Salary	\$104,644	\$101,012
Average Principal Salary (Elementary)	\$135,841	\$128,082
Average Principal Salary (Middle)	\$124,466	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$201,144	\$197,968
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	6%

**Professional Development**

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. District-wide days of professional learning and collaboration for 2021-2022 are concentrated around our academic and whole child focus areas with an emphasis on English Learners, Foster Youth, and Low-income Pupils. 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). Garvey administrators, teachers, and staff also engage in regular Professional Learning Community opportunities to grow and learn collaboratively with peers.”

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

## Garvey School District

### 2020-21 Local Accountability Report Card (LARC)

#### Addendum

#### Local Accountability Report Card (LARC) Addendum

**2020-21 Local Accountability Report Card (LARC) Addendum Overview**



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs’ federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**2021-22 District Contact Information**

<b>District Name</b>	Garvey School District
<b>Phone Number</b>	(626) 307-3400
<b>Superintendent</b>	Anita Chu
<b>Email Address</b>	achu@gesd.us

**2020-21 CAASPP Test Results in ELA by Student Group**

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

Student Groups	Enrollment	CAASPP				Total	Number	Percent	Percent	Percent	Met or Exceeded																																																																																															
		CAASPP	CAASPP	CAASPP	CAASPP																																																																																																					
		Tested	Tested	Not Tested																																																																																																						
<b>All Students</b>	2897	NT	NT	NT	NT	<b>Female</b>	1407	NT	NT	NT	NT	<b>Male</b>	1490	NT	NT	NT	NT	<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT	<b>Asian</b>	1706	NT	NT	NT	NT	<b>Black or African American</b>	--	NT	NT	NT	NT	<b>Filipino</b>	16	NT	NT	NT	<b>Hispanic or Latino</b>	1061	NT	NT	NT	NT	<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT	<b>Two or More Races</b>	68	NT	NT	NT	NT	<b>White</b>	32	NT	NT	NT	NT	<b>English Learners</b>	861	NT	NT	NT	NT	<b>Foster Youth</b>	--	NT	NT	NT	NT	<b>Homeless</b>	28	NT	NT	NT	NT	<b>Military</b>	--	NT	NT	NT	NT	<b>Socioeconomically Disadvantaged</b>	2144	NT	NT	NT	NT	<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT	<b>Students with Disabilities</b>	256	NT	NT	NT	NT

**2020-21 CAASPP Test Results in Math by Student Group**

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local [assessment\(s\) table](#) for more information.

Student Groups	CAASPP					Enrollment	CAASPP					Met or Exceeded																																																																														
	Total	Number	Percent	Percent	Percent		Total	Number	Percent	Percent	Percent																																																																															
<b>All Students</b>	2897	NT	NT	NT	NT	<b>Female</b>	1407	NT	NT	NT	<b>Male</b>	1490	NT	NT	NT	<b>American Indian or Alaska Native</b>	--	NT	NT	NT	<b>Asian</b>	1706	NT	NT	NT	<b>Black or African American</b>	--	NT	NT	NT	<b>Filipino</b>	16	NT	NT	NT	<b>Hispanic or Latino</b>	1061	NT	NT	NT	<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	<b>Two or More Races</b>	68	NT	NT	NT	<b>White</b>	32	NT	NT	NT	<b>English Learners</b>	861	NT	NT	NT	<b>Foster Youth</b>	--	NT	NT	NT	<b>Homeless</b>	28	NT	NT	NT	<b>Military</b>	--	NT	NT	NT	<b>Socioeconomically Disadvantaged</b>	2144	NT	NT	NT	<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	<b>Students with Disabilities</b>	256	NT	NT	NT