Monterey Vista Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the 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.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ 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.

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.

2023-24 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 K. Chow
Email Address	hchow@gesd.us
School Website	www.garvey.k12.ca.us
County-District-School (CDS) Code	19-64550-6013585

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 551 students enrolled from kindergarten through sixth grade for the 2023-2024 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 RtI during the day pull out and push in program. There are also instructional assistant in providing primary language support for English Learners. Monterey Vista re-designated 18 English Learners to fully proficient status for the 2023-2024 school year. There are also many student engagement opportunities for students at Monterey Vista School. Currently, we have a Garden Club, Homework 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 5800 elementary schools in California.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.

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.

2023-24 School Description and Mission Statement

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	66
Grade 2	61
Grade 3	85
Grade 4	95
Grade 5	81
Grade 6	73
Total Enrollment	545

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	50.8%
Asian	74.5%
Filipino	1.5%
Hispanic or Latino	19.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.8%
White	1.7%
English Learners	44.2%
Foster Youth	0.2%
Homeless	0.4%
Socioeconomically Disadvantaged	55.8%
Students with Disabilities	6.6%

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

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)	20.20	100.00	181.40	94.88	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.52	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	0.52	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	7.70	4.07	18854.30	6.86
Total Teaching Positions	20.20	100.00	191.20	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	22.20	100.00	190.60	93.02	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.49	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	0.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.00	2.44	11953.10	4.28
Unknown	0.00	0.00	6.30	3.07	15831.90	5.67
Total Teaching Positions	22.20	100.00	204.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. For the 2022-2023 school year, a new Social Studies Curriculum was adopted by the Garvey School District.

Year and month in which the data were collected	September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(K-6) Benchmark Education Company, Benchmark Advance, 2015 Student Textbook, and Online Access.	Yes	0%
Mathematics	(K-6) Houghton Mifflin Harcourt, Go Math! 2014 – Student Textbook, Work-text, and Online Access	Yes	0%
Science	(K-8) Delta Education - FOSS Next Generation, 2018, Student Textbook, Work-text, and Online access	Yes	0%
History-Social Science	(K-6) McGraw Hill Education, Impact California Social Studies, 2019 – Student Textbook and Online Access	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	12/8/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		work orders created to address deficiencies
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			

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).

College and Career Ready
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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	71	74	56	56	47	46
Mathematics (grades 3-8 and 11)	74	76	50	53	33	34

2022-23 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	344	323	93.90	6.10	73.68
Female	171	160	93.57	6.43	76.25
Male	173	163	94.22	5.78	71.17
American Indian or Alaska Native	0	0	0	0	0
Asian	263	243	92.40	7.60	81.89
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	63	63	100.00	0.00	44.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	89	69	77.53	22.47	28.99
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	204	195	95.59	4.41	67.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	30.00

2022-23 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	344	342	99.42	0.58	76.32
Female	171	170	99.42	0.58	78.24
Male	173	172	99.42	0.58	74.42
American Indian or Alaska Native	0	0	0	0	0
Asian	263	261	99.24	0.76	81.99
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	63	63	100.00	0.00	53.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	89	88	98.88	1.12	51.14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	204	203	99.51	0.49	74.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	45.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	56.76	56.47	41.10	41.89	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	85	100.00	0.00	56.47
Female	49	49	100.00	0.00	55.10
Male	36	36	100.00	0.00	58.33
American Indian or Alaska Native	0	0	0	0	0
Asian	70	70	100.00	0.00	61.43
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	23	23	100.00	0.00	4.35
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	48	100.00	0.00	52.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	60	61	60	60	62

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.

2023-24 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 Student of the Month Assemblies, PTA sponsored events such Book Fair to promote literacy and informing parents through Parent Square, Class Dojo, parent link, marquee, phone calls and written communication.

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.Parents, guardians, and community members are an integral part of the support system for Garvey School District students. There are many opportunities for parents to participate in collaborative decision-making with the school by joining any of the many committees such as School Site Council, ELAC, School Advisory Committee, and District Level Committees. In addition, parents can take advantage of the numerous parent workshops provided by Learning Support Services, held at the District Parent Center (PEC) on topics that include academic achievement, social emotional needs, and family literacy. It is always a pleasure to welcome parents/guardians to student performances, student performances, student recognition assemblies and other school functions.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 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. Topics would include anti-bullying, appropriate use of technology and strategies to increase parent

2023-24 Opportunities for Parental Involvement

engagement with student learning. 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	582	571	73	12.8
Female	283	279	33	11.8
Male	297	290	38	13.1
Non-Binary	2	2	2	100.0
American Indian or Alaska Native	0	0	0	0.0
Asian	432	425	17	4.0
Black or African American	0	0	0	0.0
Filipino	8	8	3	37.5
Hispanic or Latino	114	111	45	40.5
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	10	10	1	10.0
White	9	9	3	33.3
English Learners	267	262	22	8.4
Foster Youth	1	1	1	100.0
Homeless	3	3	3	100.0
Socioeconomically Disadvantaged	380	376	62	16.5
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	42	41	15	36.6

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.52	0.00	1.24	1.86	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.52	0
Female	0.35	0
Male	0.67	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.46	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.88	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.37	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.79	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 will be approved in December 2023 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 2023 and reviewed with staff and approved by School Site Council on January 2023. There is also a school rep from each school who represents and participates in District Level Safety Committee Meeting.

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.

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	4		
1	19	2		
2	19	1	3	
3	17	5		
4	29		2	
5	26		2	
6	27		2	
Other	13	5	3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	3	0
1	18	1	2	0
2	20	2	1	0
3	17	1	4	0
4	24	1	2	0
5	30	0	2	0
6	32	0	2	0
Other	26	0	2	0

2022-23 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	1090

2022-23 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
Counselor (Academic, Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6261.67	708.64	5553.03	96077.34
District	N/A	N/A	5288.26	$89,553
Percent Difference - School Site and District	N/A	N/A	4.9	7.6
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	-17.1	12.7

Fiscal Year 2022-23 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. For supplemental programs, it included both language arts and math materials that support the core curriculum. The school is also allocated general funds from the district. In addition, students have opportunity to take extracurricular courses such as high interest clubs at Monterey Vista. This would include Garden Club and Yearbook Club for the 2023-2024 school year.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,451	$54,046
Mid-Range Teacher Salary	$88,075	$84,515
Highest Teacher Salary	$109,931	$110,867
Average Principal Salary (Elementary)	$129,156	$136,841
Average Principal Salary (Middle)	$133,980	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$231,407	$217,473
Percent of Budget for Teacher Salaries	29.84%	32.43%
Percent of Budget for Administrative Salaries	4.51%	5.62%

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 are concentrated around our academic and whole-child focus

Professional Development

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

Garvey School District is committed to providing high quality professional learning for administrators, teachers, classified staff and parents, aligned to the District's Mission and Vision. Teachers and 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 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.

The site also provides professional development to both certificated and classified staff during staff meetings and professional learning communities.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3