

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



MONTE VISTA
GRIZZLIES
I CAN & I WILL

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	Monte Vista Elementary School
Street	701 West Westfield Ave.
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 782-7350
Principal	Angelica Torres
Email Address	atorres@portervilleschools.org
School Website	https://montevista.portervilleschools.org/
County-District-School (CDS) Code	54-75523-6114193

2023-24 District Contact Information

District Name	Porterville Unified School District
Phone Number	(559) 793-2400
Superintendent	Nate Nelson, Ed.D.
Email Address	nlnelson@portervilleschools.org
District Website	portervilleschools.org

2023-24 School Description and Mission Statement

Principal's Message

Monte Vista Elementary School staff share the belief that all students can learn. We believe that all students have the potential to become well-rounded, ethical, and democratic citizens who are optimistic about the future. We see maximizing the potential of each child as our responsibility and charge during their academic years at Monte Vista Elementary School.

As a professional learning community, we strive for continuous improvement in the academic program. The teachers at Monte Vista Elementary School are educators who value and understand the importance of working with young minds. Teachers continuously engage in collaborative research, problem-solving, and reflective dialogue that enables them to examine their practices. Furthermore, the staff at Monte Vista understands the importance of helping students realize their full potential as students and as citizens in a dynamic and ever-changing world. Thus, we are dedicated to creating a college-bound academic culture where students play a significant role in their own education.

Our school's goals are to aid students in taking advantage of the opportunities for reading, writing, problem-solving, and developing the skills needed to adapt to the demands of a rapidly changing world. We have emphasized the achievement of every student in every classroom. By focusing relentlessly on individual performance, we have implemented a vital cycle of instruction, assessment, and intervention, followed by more instruction, assessment, and intervention. We believe in all our students and will do whatever it takes to make them successful. The students have developed an attitude of "I can and I will" when it comes to their academic success.

School Mission Statement

The mission of Monte Vista is to provide students with a dynamic, engaging, and effective educational experience that prepares them with the skills to be productive citizens in a global society.

Community & School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65 Angeles and 165 miles north of Los Angeles and 171 miles east of the Pacific Coast. Centrally located in major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves over 14,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, three dependent charter schools, one continuation high school, and one alternative site. Monte Vista School serves students from kindergarten through six on a traditional calendar schedule. The curriculum is based on improving literacy and language arts skills, with special emphasis placed on cultural awareness. Diverse literature selections, Character Counts!, and various cultural observances promote a climate of tolerance and acceptance among students and faculty. During the 2022-2023 school year, 449 students were enrolled at the school. Of those 465 students, 86.8% were socioeconomically disadvantaged, 30.6% were English Language Learners, and 1.6% were foster youth.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	57
Grade 2	56
Grade 3	54
Grade 4	61
Grade 5	67
Grade 6	87
Total Enrollment	455

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4%
Male	55.6%
American Indian or Alaska Native	0.7%
Asian	0.9%
Filipino	0.2%
Hispanic or Latino	86.2%
Two or More Races	0.2%
White	10.3%
English Learners	22.9%
Homeless	2.6%
Migrant	7.3%
Socioeconomically Disadvantaged	89.5%
Students with Disabilities	9%

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)	17.00	89.47	498.10	80.41	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.26	27.90	4.52	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	33.10	5.34	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	42.40	6.85	12115.80	4.41
Unknown	1.00	5.26	17.80	2.88	18854.30	6.86
Total Teaching Positions	19.00	100.00	619.40	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)	15.60	73.61	523.00	79.83	234405.20	84.00
Intern Credential Holders Properly Assigned	3.10	14.68	28.20	4.32	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.70	31.60	4.83	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.56	43.50	6.64	11953.10	4.28
Unknown	1.30	6.40	28.70	4.38	15831.90	5.67
Total Teaching Positions	21.20	100.00	655.20	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	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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	0.10
Total Out-of-Field Teachers	0.00	0.10

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)	5.2	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

Porterville Unified School District held a Public Hearing on August 24, 2023 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected regarding textbooks in use during the 2022-2023 school year.

Year and month in which the data were collected August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	McGraw Hill Wonders/Adopted 2016	Yes	0.0%
Mathematics	McGraw Hill My Math/Adopted 2015	Yes	0.0%
Science	McGraw Hill, Inspire Science/Adopted 2022	Yes	0.0%
History-Social Science	McGraw Hill, CA IMPACT/Adopted 2022	Yes	0.0%

School Facility Conditions and Planned Improvements

Monte Vista School was originally constructed in 1997 and is currently comprised of 24 classrooms (including portables), one resource room, a library, one computer lab, one staff room, a cafeteria/multi-purpose room, two playgrounds, and the main offices. The entire campus is enclosed with gates and fencing that were installed between 2005 and 2006. The chart displays the results of the most recent school facilities inspection, provided by the district in July 2022.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with two full-time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

Year and month of the most recent FIT report

December, 2023

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		Cabinets: Rm 1, 2 Clock: Rm 1, 4, 5, 9, 13, 16, 17, 18, 19, 20, 21, 22, 26 Closet door: Rm 1 Chipped counter: Rm 2 Wall damage: Rm 3, 7, 10, 11, 12, 13, 14, 16, 20, 22, 24, 26, Library Carpet Stain: Rm 4, 6, 7, 11, 15, 17, 21, 22, 25 Ceiling tile: Rm 7, 10, 13, 15, 18, 21, 23, 25, Library Chipped sink: Rm 15 Window decal: Rm 16, 20 Light out: Rm 17 Door paint: Rm 17 Sink stain: Rm 24
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Bathroom stalls: Rm 1 Faucet: Rm 11, 23, girls restroom west

School Facility Conditions and Planned Improvements

				Light sensor: girls restroom cafeteria Wall damage: boys restroom west Water sensor: boys restroom west Door plate: boys restroom west Tile: boys restroom east, girls restroom east Stall door paint: girls restroom west
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Outside light out: Rm 18

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)	27	26	40	40	47	46
Mathematics (grades 3-8 and 11)	20	26	23	26	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	276	272	98.55	1.45	26.47
Female	119	117	98.32	1.68	28.21
Male	157	155	98.73	1.27	25.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	240	236	98.33	1.67	26.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	26.92
English Learners	59	58	98.31	1.69	15.52
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	257	254	98.83	1.17	25.59
Students Receiving Migrant Education Services	21	20	95.24	4.76	25.00
Students with Disabilities	33	33	100.00	0.00	27.27

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	276	275	99.64	0.36	26.18
Female	119	119	100.00	0.00	21.01
Male	157	156	99.36	0.64	30.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	240	239	99.58	0.42	26.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	26.92
English Learners	59	59	100.00	0.00	15.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	257	257	100.00	0.00	25.68
Students Receiving Migrant Education Services	21	21	100.00	0.00	28.57
Students with Disabilities	33	33	100.00	0.00	24.24

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)	13.75	15.63	17.02	20.95	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	71	70	98.59	1.41	18.57
Female	36	36	100.00	0.00	11.11
Male	35	34	97.14	2.86	26.47
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	65	64	98.46	1.54	17.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	18	18	100.00	0.00	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	63	100.00	0.00	17.46
Students Receiving Migrant Education Services	--	--	--	--	--
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	84%	84%	84%	84%	84%

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 and the community are very supportive of the educational programs in the Porterville Unified School District. Contributions by the following community partners add to the programs available at Monte Vista School: Rotary Club, Veterans of Foreign Wars, Porterville Education Foundation, and the OfficeMax Adopt a Classroom program. Monte Vista has a parent involvement policy along with a Home School Compact. All parents are requested to be fingerprinted through the district office. The Monte Vista staff is very proud of its School Site Council (SSC) and its English Language Advisory Committee (ELAC). These teams are vital in assisting the school to meet the needs of our children. Furthermore, parents are invited to attend our quarterly Grizzly Talks and schoolwide events.

Porterville Unified School District uses Parent Square software in order to more efficiently communicate with parents and community members. Through a series of messages, available in any language, school staff can now notify individuals or large groups of upcoming school events, attendance/truancy issues, and emergencies. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	496	483	106	21.9
Female	219	216	53	24.5
Male	277	267	53	19.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	2	66.7
Asian	4	4	2	50.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	426	414	88	21.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	54	53	12	22.6
English Learners	117	114	12	10.5
Foster Youth	4	4	0	0.0
Homeless	23	20	5	25.0
Socioeconomically Disadvantaged	444	432	98	22.7
Students Receiving Migrant Education Services	38	37	5	13.5
Students with Disabilities	58	58	11	19.0

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	0.19	1.01	0.19	2.05	2.26	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.09	0.16	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.01	0
Female	0.46	0
Male	1.44	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.94	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.85	0
English Learners	0.85	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.13	0
Students Receiving Migrant Education Services	2.63	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Monte Vista Elementary School. Yard supervisors, teachers, and administrators supervise students on campus before and after school and during recess, while noon duty supervisors monitor students during the lunch break. All visitors must report to the office and receive proper authorization to be on campus. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary. Visitors are asked by the staff to display their pass at all times. The school also coordinates with a School Resource Officer who provides support and resources to the school, students, parents, and the community in dealing with issues such as cyber-bullying.

The School Site Safety Plan was most recently reviewed by the Safety Committee in the Fall of the 2022 school year. The goal is that all students are supervised at all times. Other key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis, including fire drills, lockout/lockdown, and earthquake drills.

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	23	1	2	
1	25		2	
2	30		2	
3	28		2	
4	27		3	
5	31		2	
6	34			2
Other	16	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	28		3	
1	20	1	2	
2	25		2	
3	20	1	2	
4	15	2	2	
5	26		3	
6	10	5		1
Other	21		1	

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	18	2	2	0
1	19	1	2	0
2	28	0	2	0
3	27	0	2	0
4	26	2	5	0
5	28	1	5	0
6	23	2	8	0
Other	15	3	1	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	455

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	3

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	\$6,937.79	\$2,565.35	\$4,372.44	\$82,701.26
District	N/A	N/A	\$2,879.86	\$89,413
Percent Difference - School Site and District	N/A	N/A	41.2	-7.8
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-54.0	-9.2

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency
- * Title IV Student Support & Academic Enrichment
- Title VI, Indian, Native Hawaiian, and Alaska Native Education

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	\$58,982	\$55,550
Mid-Range Teacher Salary	\$89,089	\$84,645
Highest Teacher Salary	\$115,047	\$111,284
Average Principal Salary (Elementary)	\$178,841	\$139,860
Average Principal Salary (Middle)	\$184,969	\$146,440
Average Principal Salary (High)	\$193,509	\$158,447
Superintendent Salary	\$269,198	\$278,268
Percent of Budget for Teacher Salaries	26.53%	32.21%
Percent of Budget for Administrative Salaries	3.51%	4.89%

Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the

Professional Development

state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers every other year, veteran teachers are evaluated every third year or as needed.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria include the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members work in a Professional Learning Committee to build teaching skills and concepts through participating in professional development that focuses on improving instruction and assessment. Teacher collaboration time is utilized during common prep and during early release Wednesdays.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, and assessments. The school-wide focus will include aligning instruction with CC shifts, Motivating & Inspiring Students, Illuminate, and meet Progress Adviser instructional goals. PUSD is currently transitioning and fostering change in the areas of Common Core, one-to-one technology, and Linked Learning.

For additional support in their profession, teachers may enlist the services of the district's Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

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	5	5	5