Monte Vista Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at 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 that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Marc Winger
E-mail Address	mwinger@gusd.net
Web Site	www.gusd.net

| School Contact Information - Most Recent Year	
School Name	Monte Vista Elementary
Street	2620 Orange Ave.
City, State, Zip	La Crescenta, Ca, 91214-2199
Phone Number	818-248-2617
Principal	Suzanne Risse, Principal
E-mail Address	srisse@gusd.net
County-District-School (CDS) Code	19645686013783

Last updated: 1/6/2016

School Description and Mission Statement - Most Recent Year

Ensure that all students succeed academically and socially, acquiring the ability to expand and utilize knowledge through coordinated curricula, varied teaching strategies, application of advanced technology, and multicultural appreciation within a dynamic, diverse community where parents, staff, and students share high expectations for excellence.

Last updated: 1/6/2016

## Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	99
Grade 1	116
Grade 2	122
Grade 3	99
Grade 4	105
Grade 5	82
Grade 6	71
Total Enrollment	694
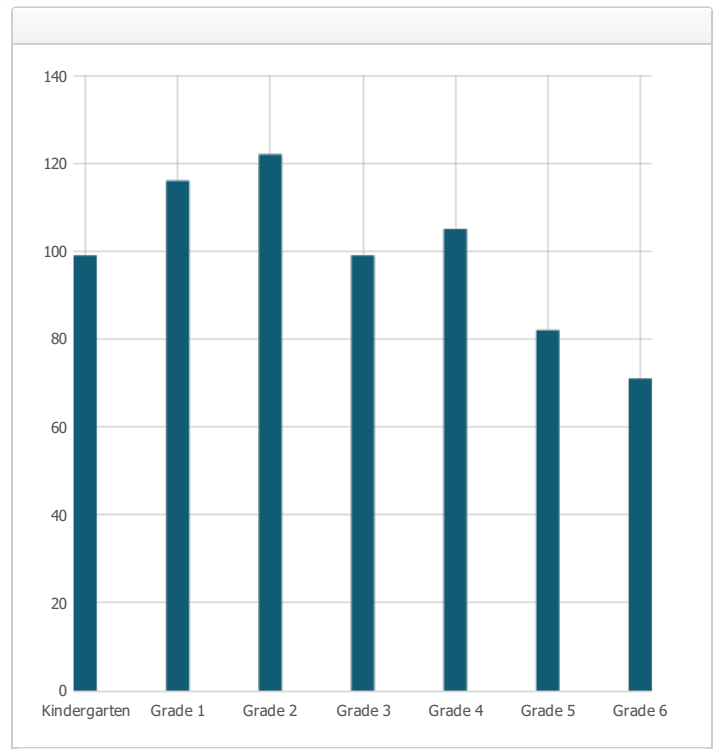
Last updated: 1/6/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.1 %
Asian	48.4 %
Filipino	1.9 %
Hispanic or Latino	8.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	35.9 %
Two or More Races	5.3 %
Socioeconomically Disadvantaged	10.4 %
English Learners	21.2 %
Students with Disabilities	5.9 %
Foster Youth	0.0 %
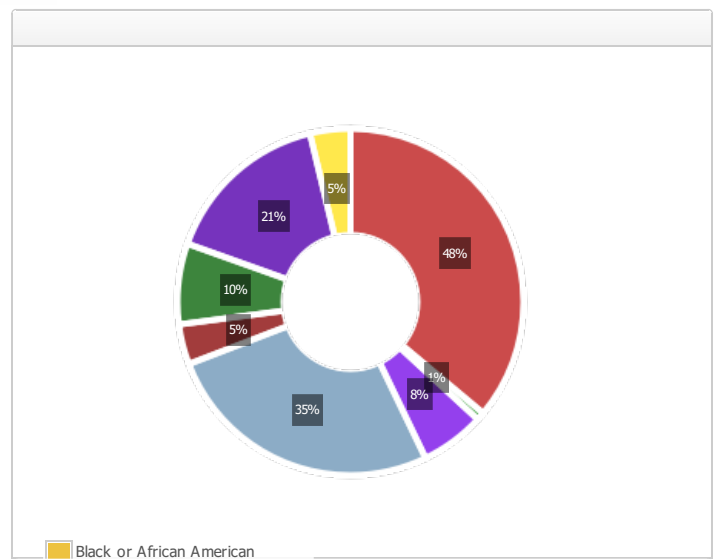
- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/6/2016

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	27	31	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65
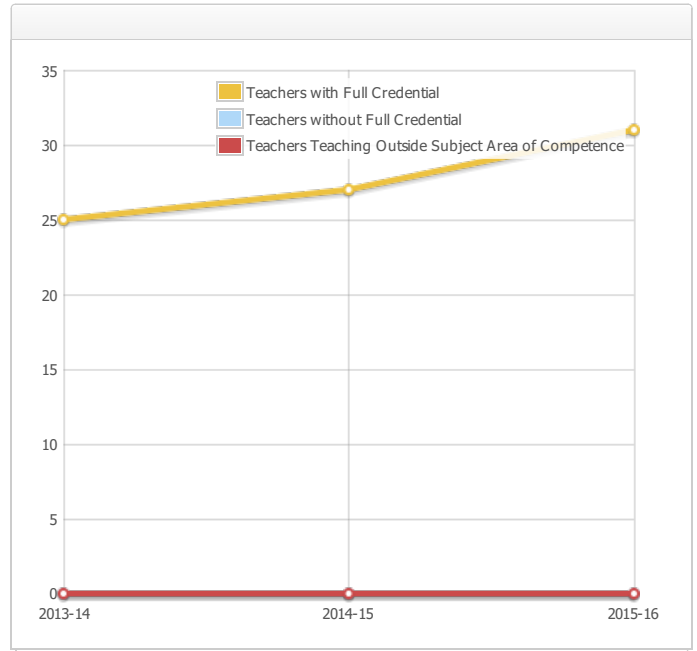
Last updated: 1/6/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
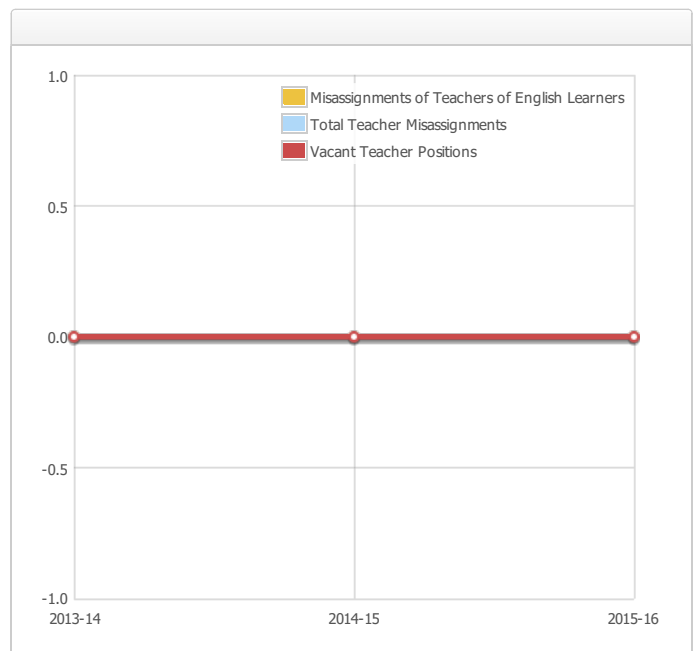
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/6/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin - Reading - California/2003 McDougall Littell - The Language of Literature/2003	Yes	0.0 %
Mathematics	MacMillina McGraw-Hill - Everyday Mathematics/1997	Yes	0.0 %
Science	MacMillin McGraw-Hill - California Science/2007 Prentice Hall - California Earth Science/2007	Yes	0.0 %
History-Social Science	Harcourt-Reflections: California Series/2006 MacMillin McGraw-Hill - California Vistas/2006 McDougall Littell - World History: Ancient Civilizations/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/6/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Originally constructed in 1948, Monte Vista Elementary is situated on 7.09 acres and has 25 classrooms, a library/media/computer center, a cafetorium, a lunch shelter, grassy fields, a blacktop playground, and administrative offices. Measure K funding made it possible for Monte Vista Elementary to add accessible paths of travel throughout the campus and to renovate all rest rooms, classrooms, administrative areas, and the library/computer lab. The buildings and campus are part of the excellence that is Monte Vista. Beautiful plantings and a small park add to the welcoming atmosphere. In the fall of 2010 backpack racks were installed outside of classrooms, funded by our PTA and Foundation. During the 2011-2012 school year, Smart Boards, interactive white boards, were installed in all classrooms.

Last updated: 1/6/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	lights are out in 3 rooms
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	door hard to open

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good

Last updated: 1/15/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	75.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	73.0%	49.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	92	94.8%	7.0%	18.0%	26.0%	49.0%
Male	97	45	46.4%	7.0%	18.0%	24.0%	51.0%
Female	97	47	48.5%	6.0%	19.0%	28.0%	47.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	97	51	52.6%	4.0%	16.0%	27.0%	53.0%
Filipino	97	1	1.0%	--	--	--	--
Hispanic or Latino	97	8	8.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	97	31	32.0%	10.0%	19.0%	29.0%	42.0%
Two or More Races	97	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	97	12	12.4%	8.0%	17.0%	33.0%	42.0%
English Learners	97	16	16.5%	6.0%	38.0%	19.0%	38.0%
Students with Disabilities	97	9	9.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	107	106	99.1%	10.0%	11.0%	21.0%	58.0%
Male	107	47	43.9%	21.0%	11.0%	15.0%	53.0%
Female	107	59	55.1%	2.0%	12.0%	25.0%	61.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	107	48	44.9%	10.0%	13.0%	21.0%	56.0%
Filipino	107	4	3.7%	--	--	--	--
Hispanic or Latino	107	9	8.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	107	39	36.4%	13.0%	10.0%	18.0%	59.0%
Two or More Races	107	6	5.6%	--	--	--	--
Socioeconomically Disadvantaged	107	16	15.0%	6.0%	25.0%	31.0%	38.0%
English Learners	107	16	15.0%	38.0%	31.0%	13.0%	19.0%
Students with Disabilities	107	6	5.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	92	89	96.7%	19.0%	16.0%	29.0%	36.0%
Male	92	55	59.8%	20.0%	16.0%	33.0%	31.0%
Female	92	34	37.0%	18.0%	15.0%	24.0%	44.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	92	35	38.0%	23.0%	14.0%	29.0%	34.0%
Filipino	92	2	2.2%	--	--	--	--
Hispanic or Latino	92	11	12.0%	18.0%	18.0%	18.0%	45.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	92	31	33.7%	19.0%	16.0%	35.0%	29.0%
Two or More Races	92	10	10.9%	--	--	--	--
Socioeconomically Disadvantaged	92	9	9.8%	--	--	--	--
English Learners	92	6	6.5%	--	--	--	--
Students with Disabilities	92	5	5.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	72	70	97.2%	4.0%	13.0%	39.0%	44.0%
Male	72	41	56.9%	2.0%	15.0%	41.0%	41.0%
Female	72	29	40.3%	7.0%	10.0%	34.0%	48.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	72	28	38.9%	4.0%	11.0%	36.0%	50.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	72	9	12.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	72	32	44.4%	6.0%	19.0%	38.0%	38.0%
Two or More Races	72	1	1.4%	--	--	--	--
Socioeconomically Disadvantaged	72	5	6.9%	--	--	--	--
English Learners	72	3	4.2%	--	--	--	--
Students with Disabilities	72	6	8.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 4 = Standard exceeded

Last updated: 1/6/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	95	97.9%	4.0%	16.0%	38.0%	42.0%
Male	97	47	48.5%	0.0%	19.0%	36.0%	45.0%
Female	97	48	49.5%	8.0%	13.0%	40.0%	40.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	97	53	54.6%	2.0%	9.0%	38.0%	51.0%
Filipino	97	1	1.0%	--	--	--	--
Hispanic or Latino	97	8	8.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	97	32	33.0%	3.0%	25.0%	41.0%	31.0%
Two or More Races	97	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	97	12	12.4%	8.0%	25.0%	17.0%	50.0%
English Learners	97	19	19.6%	0.0%	26.0%	37.0%	37.0%
Students with Disabilities	97	9	9.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/6/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	107	106	99.1%	4.0%	25.0%	31.0%	40.0%
Male	107	47	43.9%	4.0%	30.0%	23.0%	43.0%
Female	107	59	55.1%	3.0%	22.0%	37.0%	37.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	107	48	44.9%	2.0%	19.0%	42.0%	38.0%
Filipino	107	4	3.7%	--	--	--	--
Hispanic or Latino	107	9	8.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	107	39	36.4%	8.0%	36.0%	18.0%	38.0%
Two or More Races	107	6	5.6%	--	--	--	--
Socioeconomically Disadvantaged	107	16	15.0%	6.0%	44.0%	31.0%	19.0%
English Learners	107	16	15.0%	13.0%	56.0%	25.0%	6.0%
Students with Disabilities	107	6	5.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/6/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	92	89	96.7%	13.0%	22.0%	27.0%	37.0%
Male	92	55	59.8%	11.0%	24.0%	25.0%	40.0%
Female	92	34	37.0%	18.0%	21.0%	29.0%	32.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	92	35	38.0%	9.0%	20.0%	37.0%	34.0%
Filipino	92	2	2.2%	--	--	--	--
Hispanic or Latino	92	11	12.0%	18.0%	27.0%	27.0%	27.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	92	31	33.7%	19.0%	26.0%	13.0%	42.0%
Two or More Races	92	10	10.9%	--	--	--	--
Socioeconomically Disadvantaged	92	9	9.8%	--	--	--	--
English Learners	92	6	6.5%	--	--	--	--
Students with Disabilities	92	5	5.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/6/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	72	71	98.6%	4.0%	18.0%	20.0%	58.0%
Male	72	41	56.9%	2.0%	15.0%	22.0%	61.0%
Female	72	30	41.7%	7.0%	23.0%	17.0%	53.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	72	28	38.9%	4.0%	7.0%	18.0%	71.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	72	9	12.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	72	33	45.8%	6.0%	27.0%	18.0%	48.0%
Two or More Races	72	1	1.4%	--	--	--	--
Socioeconomically Disadvantaged	72	6	8.3%	--	--	--	--
English Learners	72	4	5.6%	--	--	--	--
Students with Disabilities	72	6	8.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/6/2016

California Standards Tests for All Students in Science – Three-Year Comparison

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	92.0%	85.0%	87.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	87.0%
Male	84.0%
Female	90.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	82.0%
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	85.0%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016
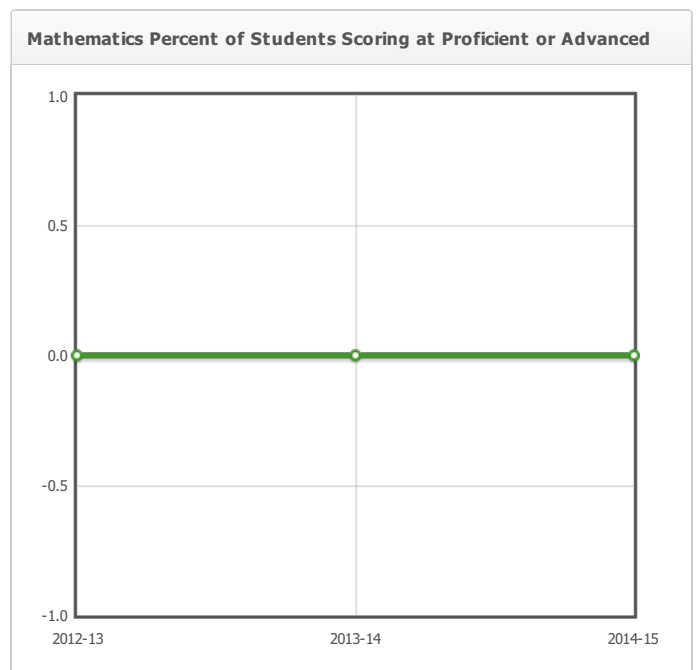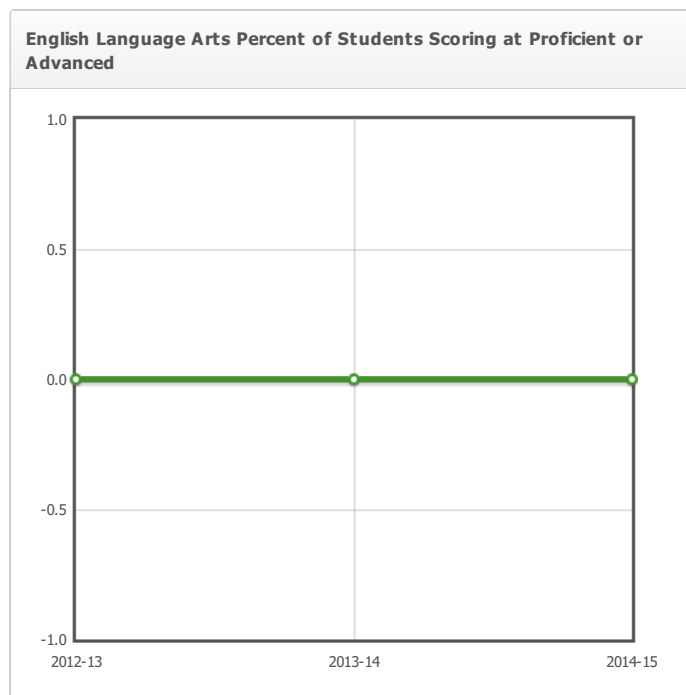
State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

| | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

English Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/6/2016

California Physical Fitness Test Results (School Year 2014-15)

| | Percent of Students Meeting Fitness Standards | | |
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.1%	35.6%	45.6%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/6/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Parents, relatives, and community members form a strong volunteer corps organized by our PTA. Over 1,000 volunteer hours are logged in each month. Volunteers assist in classrooms, provide one-on-one tutoring, drive and/or accompany student on field trips, provide computer skills classes such as Robotics and Hour of Code, assist in the computer lab and library, read aloud to classes, and prepare classroom materials. Volunteers bring many skills and abilities to Monte Vista. Each May our school staff organizes an elaborate volunteer breakfast to honor our many volunteers.

The Monte Vista PTA is a large, active organization. Regular association, board, and committee meetings are held throughout the year. This group of parents and staff fund-raise to benefit the students and enhance the overall school program. There is a major fall campaign and several smaller fund-raisers scheduled during the year. Typically, about $60,000 is raised during the year. Annual grants provide for primary PE Assistant, additional library support, a musical theater program, living history assemblies, a primary music program, and individual classroom grants.

# State Priority: Pupil Engagement

Last updated: 1/6/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95

### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
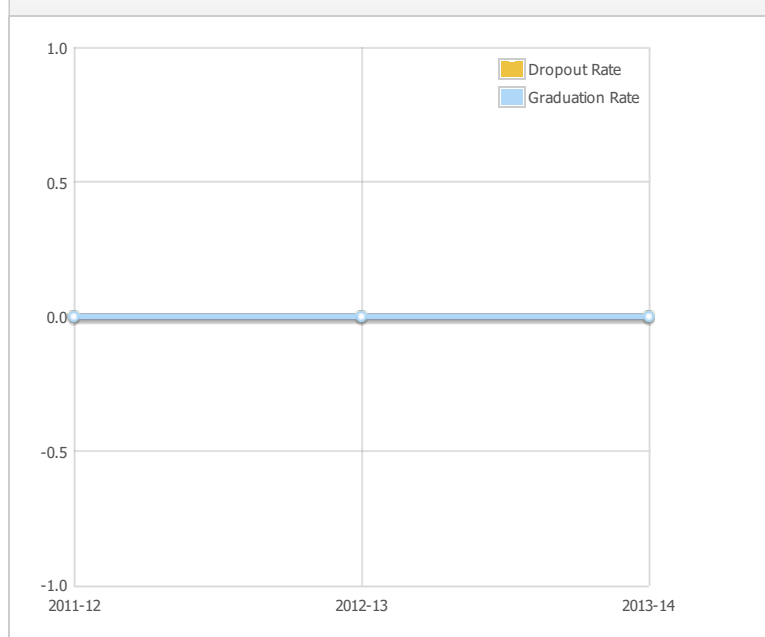
State Priority: School Climate

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

	School			District			State		
Rate	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	0.0	0.4	0.0	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions	Expulsions
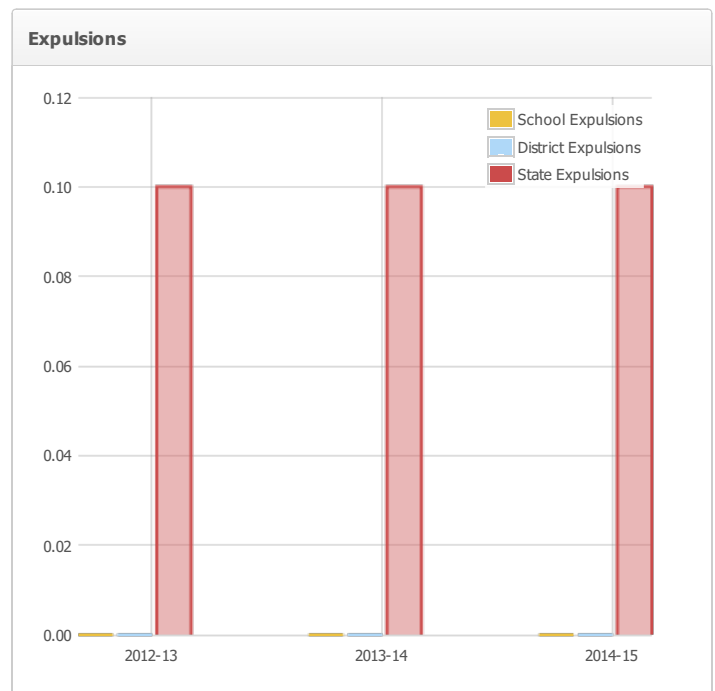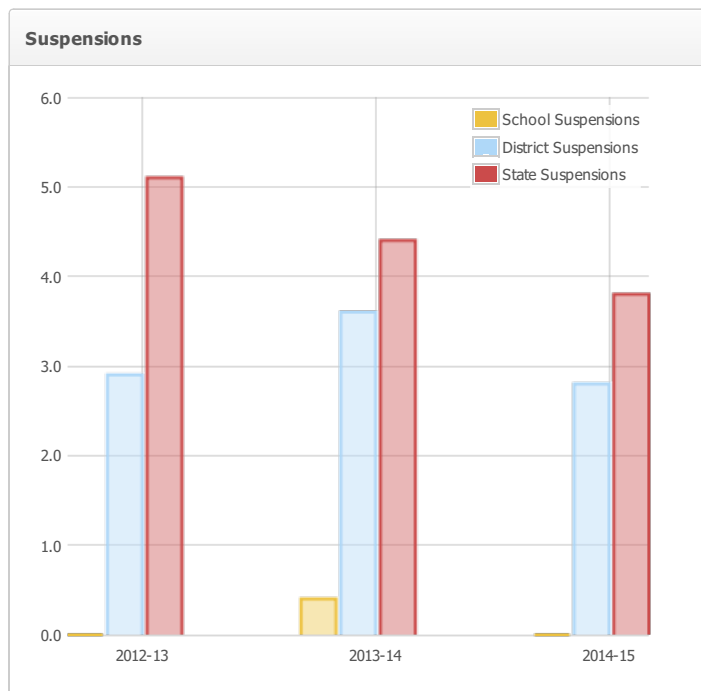
Last updated: 1/6/2016

School Safety Plan - Most Recent Year

Safety of students and staff is a primary concern of Monte Vista Elementary School. Parent volunteers, noon year supervisors, teachers, and our administrator supervise students at breaks, lunch, and before and after school. Monte Vista Elementary School is a closed campus and all visitors must report to the front office, sign in, and obtain a visitor's pass which must be displayed at all times.

Safety information, rules, procedures, etc. are disseminated to students, parents, and staff members in a variety of ways and formats including a district behavior packet, school rules and information as primary packets or in upper grade agendas, PTA handbook, assemblies, parent meetings, automated phone messages, and our Web site postings. The School Safety Plan is evaluated and revised annually by members of the Safety Committee and then shared with staff and the School Site Council. The Emergency Plan is also updated annually and emergency supplies checked. The PTA has strengthened this process by helping to inventory emergency bin items. PTA funds, district resources, and donations filled in needed items.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake and lockdown/shelter in place drills are conducted on a regular basis throughout the school year.

Last updated: 1/6/2016

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/6/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/6/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	28.0		4	1	28.0		4	1	25.0		4	
1	23.0	1	2		25.0		4		23.0		5	
2	26.0		4		22.0	1	1		26.0		4	
3	23.0		3		34.0		3	1	24.0	2	3	
4	36.0			2	36.0			2	31.0		3	
5	36.0			2	35.0			2	31.0		2	1
6	35.0			3	35.0			3	36.0			2
Other												

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

Last updated: 1/6/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor			
Counselor (Social/Behavioral or Career Development)		N/A	
Library Media Teacher (librarian)		N/A	
Library Media Services Staff (paraprofessional)		N/A	
Psychologist	0.4	N/A	
Social Worker		N/A	
Nurse	0.2	N/A	
Speech/Language/Hearing Specialist	0.8	N/A	
Resource Specialist (non-teaching)		N/A	
Other		N/A	

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

*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.

Last updated: 1/15/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$4887.0	$467.0	$4420.0	$76123.0
District	N/A	N/A	$4832.0	$76.0
Percent Difference − School Site and District	N/A	N/A	-0.1%	--
State	N/A	N/A	$5348.0	$72971.0
Percent Difference − School Site and State	N/A	N/A	--	--

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

Last updated: 1/6/2016

## Types of Services Funded (Fiscal Year 2014-15)

A combination of state and federal funding is used to cover all aspects of our instructional program. The School Site Council provides annual guidance for this funding. Combined funding with our PTA supports personnel for our library and media (computer) center. Strong PTA support is also evident in many of our schools' supplemental activities. Grants and funds for specific purposes are also provided. Monte Vista provides a variety of enrichment and GATE programs. Gifted And Talented Education students receive differentiated instruction in the classroom. GATE classes have included topics such as human body/science, tangrams/math, and robotics. Math Club meets during lunchtime for a portion of the year. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, Science and technology, and health and fitness.

Last updated: 1/6/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,725	$43,165
Mid-Range Teacher Salary	$67,125	$68,574
Highest Teacher Salary	$90,802	$89,146
Average Principal Salary (Elementary)	$109,834	$111,129
Average Principal Salary (Middle)	$121,635	$116,569
Average Principal Salary (High)	$131,723	$127,448
Superintendent Salary	$259,000	$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
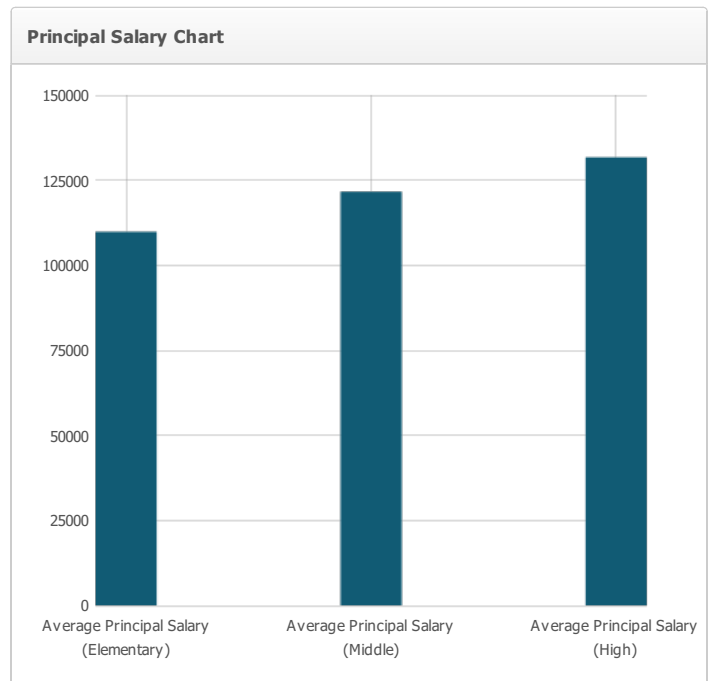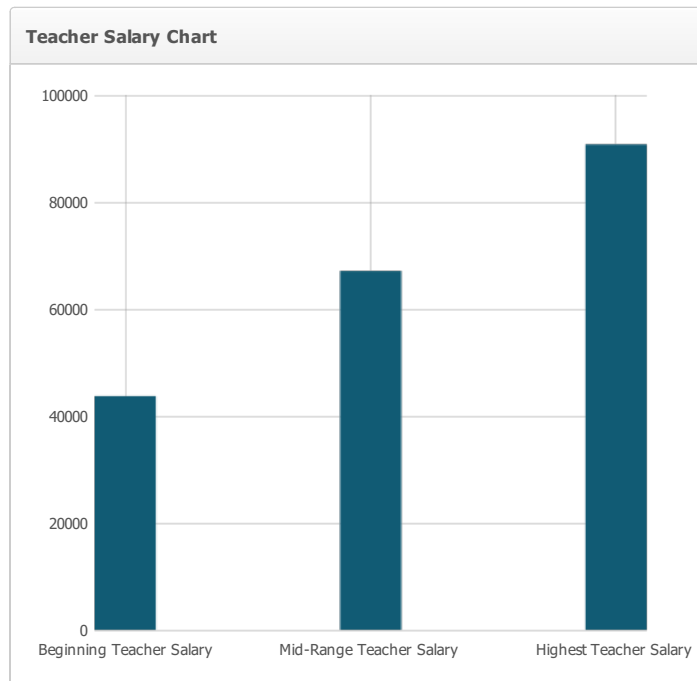
Last updated: 1/6/2016

Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

Last updated: 1/25/2016