

# Mountain Avenue 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	
<b>District Name</b>	Glendale Unified
<b>Phone Number</b>	(818) 241-3111
<b>Superintendent</b>	Marc Winger
<b>E-mail Address</b>	<a href="mailto:mwinger@gusd.net">mwinger@gusd.net</a>
<b>Web Site</b>	<a href="http://www.gusd.net">www.gusd.net</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Mountain Avenue Elementary
<b>Street</b>	2307 Mountain Ave.
<b>City, State, Zip</b>	La Crescenta, Ca, 91214-3135
<b>Phone Number</b>	818-248-7766
<b>Principal</b>	Jaclyn Scott, Principal
<b>E-mail Address</b>	<a href="mailto:jrscott@gusd.net">jrscott@gusd.net</a>
<b>County-District-School (CDS) Code</b>	19645686013809

*Last updated: 1/8/2016*

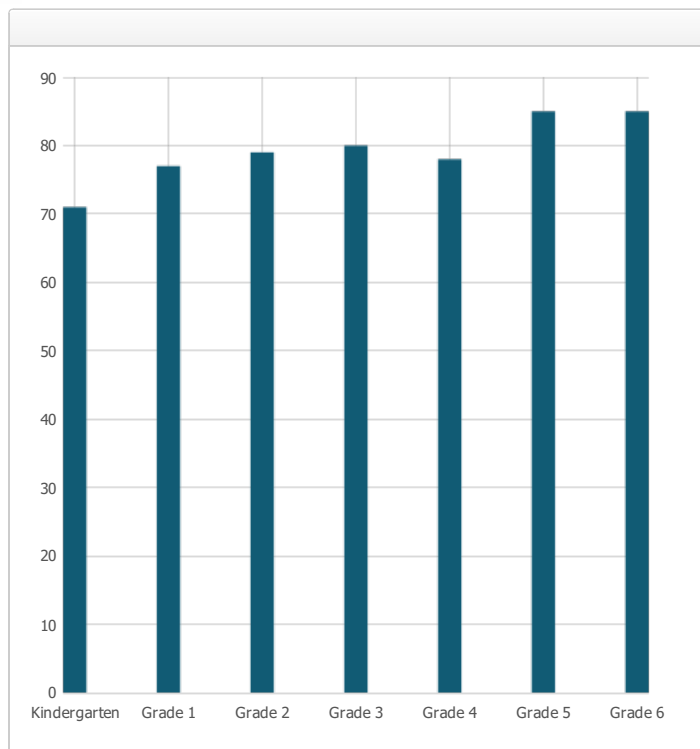
### School Description and Mission Statement - Most Recent Year

Mountain Avenue is a community of caring families and staff that together empowers students to develop their unique talents through effective and innovative 21st century learning. Our school mission is to develop responsible, motivated learners who successfully solve problems; think critically, strive for excellence; maintain high ethical standards; and respect diversity. Our rigorous academic program, with an added emphasis on science and the arts, is balanced with expectations that promote respect, collaboration and courtesy to all.

*Last updated: 1/8/2016*

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

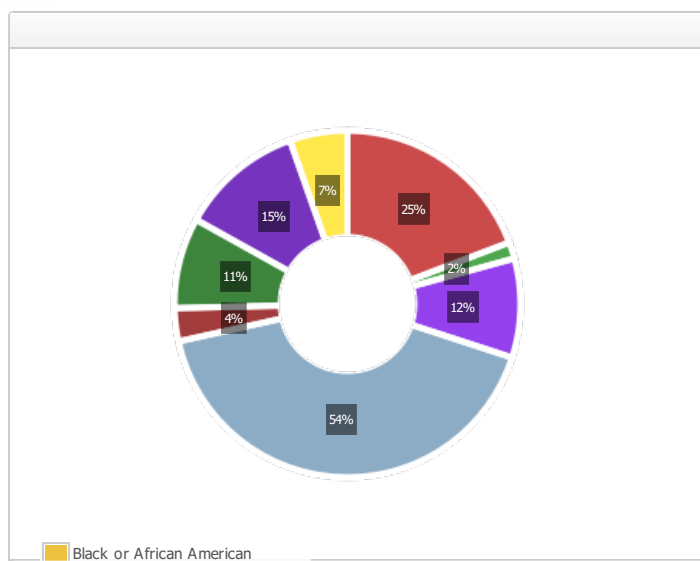
Grade Level	Number of Students
Kindergarten	71
Grade 1	77
Grade 2	79
Grade 3	80
Grade 4	78
Grade 5	85
Grade 6	85
<b>Total Enrollment</b>	<b>555</b>



Last updated: 1/8/2016

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

Student Group	Percent of Total Enrollment
Black or African American	0.9 %
American Indian or Alaska Native	0.2 %
Asian	25.6 %
Filipino	2.0 %
Hispanic or Latino	12.6 %
Native Hawaiian or Pacific Islander	0.2 %
White	54.2 %
Two or More Races	4.3 %
Socioeconomically Disadvantaged	11.4 %
English Learners	15.3 %
Students with Disabilities	7.0 %
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: 1/8/2016

## A. Conditions of Learning

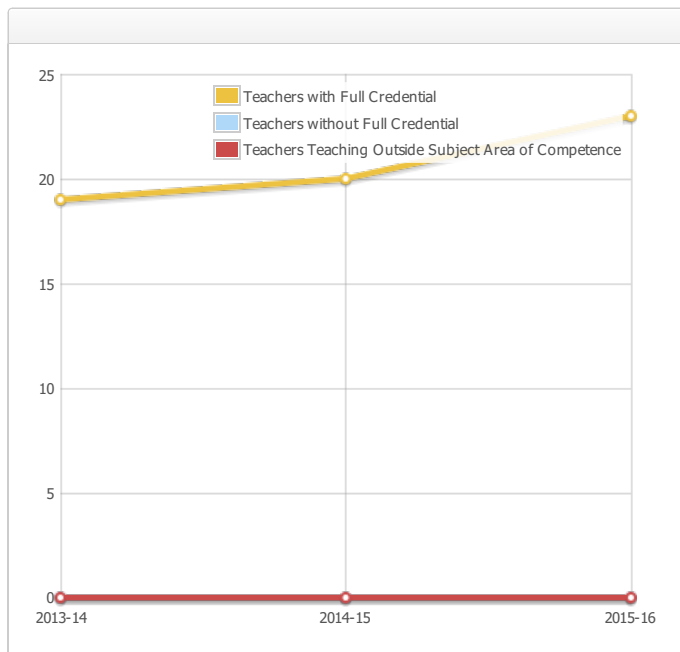
### State Priority: Basic

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

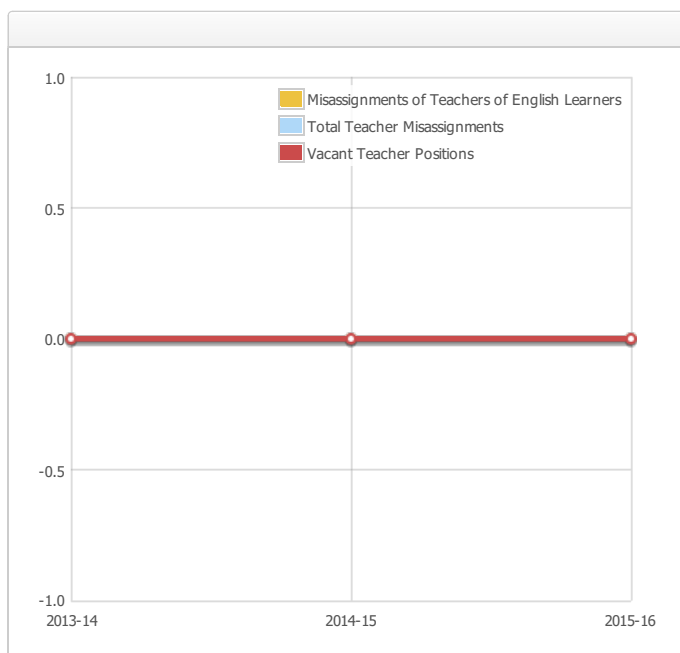
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	19	20	23	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65



Last updated: 1/8/2016

#### 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: 1/8/2016

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

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
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

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McDougal Littell - The Language of Literature/2003 Harcourt Publishers - HSP California Excursions/2012	Yes	0.0 %
Mathematics	Extraordinary Mathematics for Students (GEMS)/2015 MacMillian McGraw-Hill Everyday Mathematics/1997	Yes	0.0 %
Science	MacMillian McGraw-Hill - California Science/2007	Yes	0.0 %
History-Social Science	MacMillian McGraw-Hill - California Vistas/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: 1/8/2016*

## School Facility Conditions and Planned Improvements - Most Recent Year

Our buildings were originally constructed in 1967. Since 2012 MACK Educational foundation has provided funding for the installation of LCD projectors in the classrooms, updated the computer lab with 39 new computers, funded expansion of our school library to include a small Mac computer lab. MAC funds furnished equipment and tools for the creation of the science lab, and provided various other technology tools for teachers to use in the classrooms. Our school grounds are well maintained, and the grass and foliage on our grounds are well kept and manicured.

*Last updated: 1/8/2016*

## 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	Fair	
Interior: Interior Surfaces	Fair	stained ceiling tiles, peeling paint, cracks on walls and floor tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Fair	replace ballast in 2 rooms
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	leaky faucet in boys' restroom, toilet not flushing in girls' restroom
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	hole on the window, door hard to open in 2 rooms equipment paint is chipping, rubber mat has cracks

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Fair
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*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)	71.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	68.0%	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: 1/8/2016*

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	80	80	100.0%	13.0%	21.0%	26.0%	40.0%
Male	80	50	62.5%	12.0%	26.0%	28.0%	34.0%
Female	80	30	37.5%	13.0%	13.0%	23.0%	50.0%
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	80	25	31.3%	0.0%	12.0%	24.0%	64.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	80	11	13.8%	18.0%	27.0%	27.0%	27.0%
Native Hawaiian or Pacific Islander	80	1	1.3%	--	--	--	--
White	80	40	50.0%	18.0%	25.0%	25.0%	33.0%
Two or More Races	80	3	3.8%	--	--	--	--
Socioeconomically Disadvantaged	80	13	16.3%	31.0%	38.0%	8.0%	23.0%
English Learners	80	19	23.8%	21.0%	21.0%	37.0%	21.0%
Students with Disabilities	80	5	6.3%	--	--	--	--
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: 1/8/2016*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	76	75	98.7%	15.0%	19.0%	36.0%	31.0%
Male	76	33	43.4%	24.0%	21.0%	42.0%	12.0%
Female	76	42	55.3%	7.0%	17.0%	31.0%	45.0%
Black or African American	76	1	1.3%	--	--	--	--
American Indian or Alaska Native	76	1	1.3%	--	--	--	--
Asian	76	26	34.2%	15.0%	23.0%	27.0%	35.0%
Filipino	76	2	2.6%	--	--	--	--
Hispanic or Latino	76	6	7.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	76	32	42.1%	13.0%	16.0%	47.0%	25.0%
Two or More Races	76	7	9.2%	--	--	--	--
Socioeconomically Disadvantaged	76	14	18.4%	29.0%	29.0%	21.0%	21.0%
English Learners	76	12	15.8%	17.0%	50.0%	33.0%	0.0%
Students with Disabilities	76	5	6.6%	--	--	--	--
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.

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- Level 4 = Standard exceeded

*Last updated: 1/8/2016*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	86	86	100.0%	9.0%	14.0%	28.0%	49.0%
Male	86	37	43.0%	14.0%	16.0%	27.0%	43.0%
Female	86	49	57.0%	6.0%	12.0%	29.0%	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	86	15	17.4%	0.0%	13.0%	0.0%	87.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	86	10	11.6%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	86	54	62.8%	15.0%	9.0%	35.0%	41.0%
Two or More Races	86	7	8.1%	--	--	--	--
Socioeconomically Disadvantaged	86	8	9.3%	--	--	--	--
English Learners	86	7	8.1%	--	--	--	--
Students with Disabilities	86	7	8.1%	--	--	--	--
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 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/8/2016*

## 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	86	85	98.8%	7.0%	18.0%	29.0%	46.0%
Male	86	45	52.3%	11.0%	16.0%	29.0%	44.0%
Female	86	40	46.5%	3.0%	20.0%	30.0%	48.0%
Black or African American	86	1	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	86	29	33.7%	3.0%	3.0%	48.0%	45.0%
Filipino	86	1	1.2%	--	--	--	--
Hispanic or Latino	86	10	11.6%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	86	42	48.8%	7.0%	24.0%	17.0%	52.0%
Two or More Races	86	2	2.3%	--	--	--	--
Socioeconomically Disadvantaged	86	5	5.8%	--	--	--	--
English Learners	86	2	2.3%	--	--	--	--
Students with Disabilities	86	8	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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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 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016

**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	80	80	100.0%	8.0%	29.0%	33.0%	31.0%
Male	80	50	62.5%	6.0%	28.0%	38.0%	28.0%
Female	80	30	37.5%	10.0%	30.0%	23.0%	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	80	25	31.3%	0.0%	8.0%	44.0%	48.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	80	11	13.8%	9.0%	55.0%	18.0%	18.0%
Native Hawaiian or Pacific Islander	80	1	1.3%	--	--	--	--
White	80	40	50.0%	10.0%	33.0%	30.0%	28.0%
Two or More Races	80	3	3.8%	--	--	--	--
Socioeconomically Disadvantaged	80	13	16.3%	8.0%	69.0%	8.0%	15.0%
English Learners	80	19	23.8%	11.0%	42.0%	32.0%	16.0%
Students with Disabilities	80	5	6.3%	--	--	--	--
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 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	76	75	98.7%	7.0%	32.0%	39.0%	23.0%
Male	76	33	43.4%	9.0%	36.0%	36.0%	18.0%
Female	76	42	55.3%	5.0%	29.0%	40.0%	26.0%
Black or African American	76	1	1.3%	--	--	--	--
American Indian or Alaska Native	76	1	1.3%	--	--	--	--
Asian	76	26	34.2%	8.0%	31.0%	38.0%	23.0%
Filipino	76	2	2.6%	--	--	--	--
Hispanic or Latino	76	6	7.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	76	32	42.1%	3.0%	34.0%	41.0%	22.0%
Two or More Races	76	7	9.2%	--	--	--	--
Socioeconomically Disadvantaged	76	14	18.4%	7.0%	50.0%	29.0%	14.0%
English Learners	76	12	15.8%	17.0%	42.0%	33.0%	8.0%
Students with Disabilities	76	5	6.6%	--	--	--	--
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: 1/8/2016*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	86	86	100.0%	8.0%	19.0%	28.0%	45.0%
Male	86	37	43.0%	11.0%	8.0%	30.0%	51.0%
Female	86	49	57.0%	6.0%	27.0%	27.0%	41.0%
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	86	15	17.4%	0.0%	13.0%	13.0%	73.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	86	10	11.6%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	86	54	62.8%	9.0%	19.0%	37.0%	35.0%
Two or More Races	86	7	8.1%	--	--	--	--
Socioeconomically Disadvantaged	86	8	9.3%	--	--	--	--
English Learners	86	7	8.1%	--	--	--	--
Students with Disabilities	86	7	8.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 4 = Standard exceeded

*Last updated: 1/8/2016*

**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	86	85	98.8%	12.0%	16.0%	27.0%	45.0%
Male	86	45	52.3%	9.0%	16.0%	22.0%	53.0%
Female	86	40	46.5%	15.0%	18.0%	33.0%	35.0%
Black or African American	86	1	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	86	29	33.7%	3.0%	10.0%	34.0%	52.0%
Filipino	86	1	1.2%	--	--	--	--
Hispanic or Latino	86	10	11.6%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	86	42	48.8%	12.0%	19.0%	26.0%	43.0%
Two or More Races	86	2	2.3%	--	--	--	--
Socioeconomically Disadvantaged	86	5	5.8%	--	--	--	--
English Learners	86	2	2.3%	--	--	--	--
Students with Disabilities	86	8	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: 1/8/2016

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	89.0%	88.0%	84.0%	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: 1/8/2016*

**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	84.0%
Male	81.0%
Female	87.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	93.0%
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	83.0%
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: 1/8/2016*



# State Priority: Other Pupil Outcomes

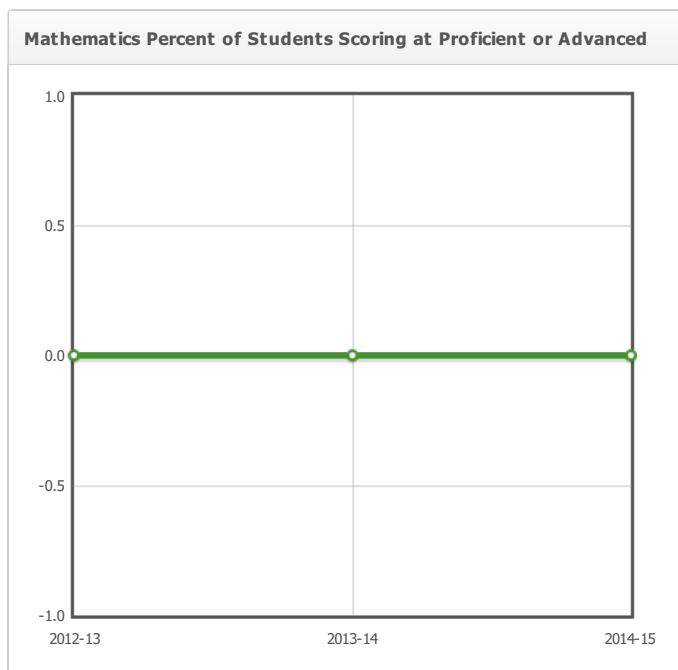
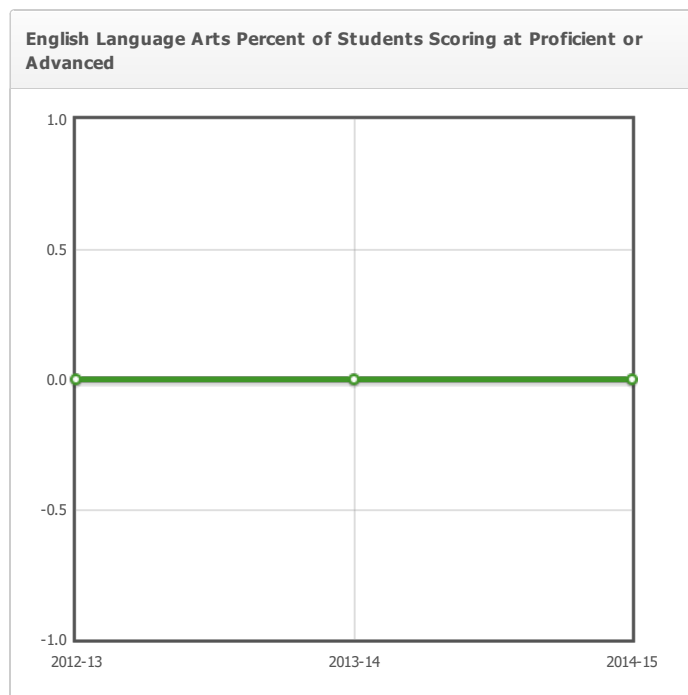
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- 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)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	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.



Last updated: 1/8/2016

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.4%	22.4%	63.5%

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: 1/8/2016

## 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

We welcome volunteer participation and offer ample opportunities for parents to be involved in our school. Parents volunteer in a variety of ways: before school in our carline and during school time as room parents, art docents, and subjct-matter professional experts. Additionally, parents assist in the science lab, computer, library, PTA events, and the MACK Educational Foundation's jog-a-thon. Parents also chaperone field trips, including our weeklong sixth grade trip to Washington DC. We are proud to count on our parents as an active component of our decision-making team, and their time, energy, talents and input are highly appreciated.

### State Priority: Pupil Engagement

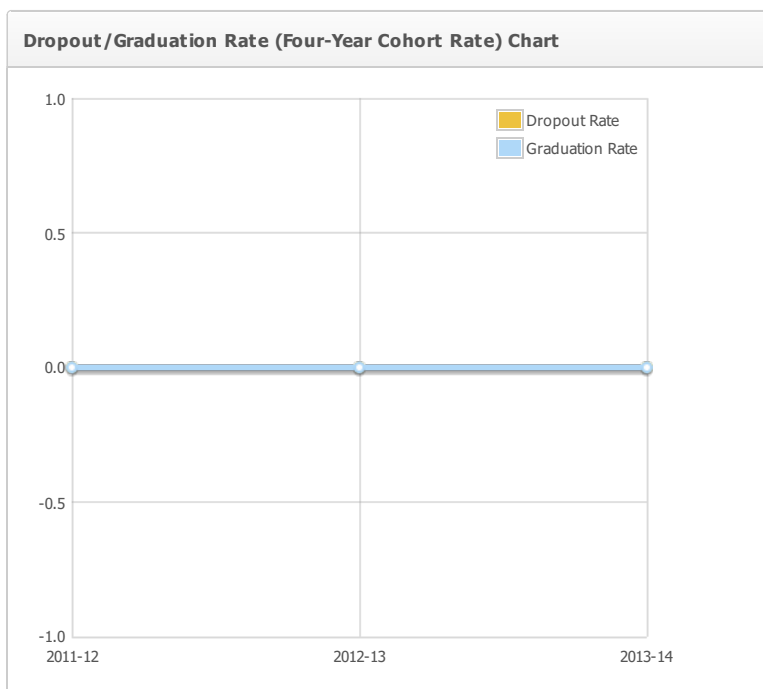
*Last updated: 1/8/2016*

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)

Indicator	School			District			State		
	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



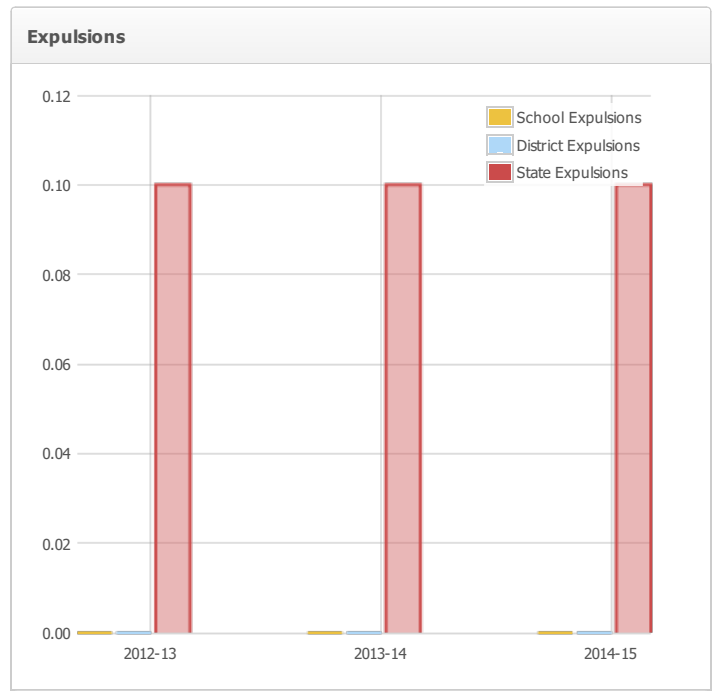
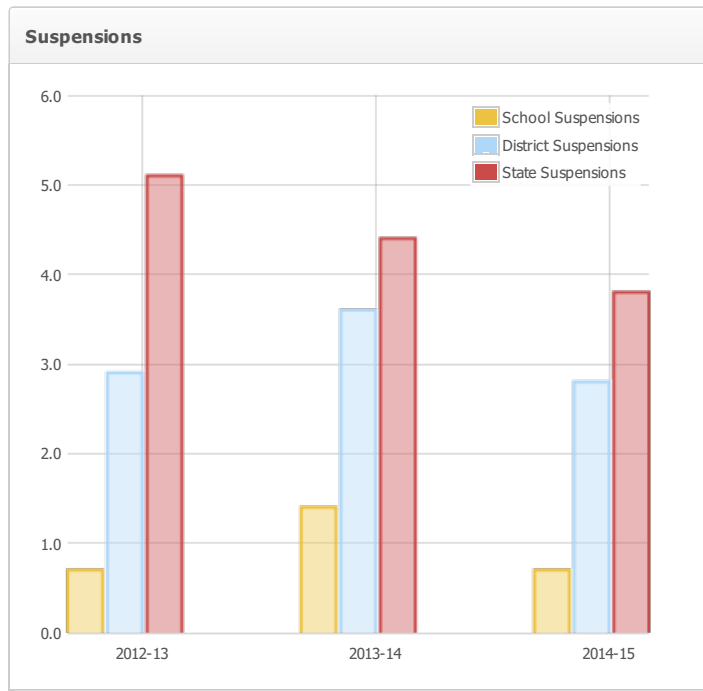
# State Priority: School Climate

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

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.7	1.4	0.7	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



Last updated: 1/8/2016

## School Safety Plan - Most Recent Year

Student safety is a primary concern at Mountain Avenue Elementary and is monitored constantly by every staff member along with our surveillance camera system. Our head custodian arrives at 6:30 a.m., and his first duty is to walk the perimeter of our campus. We are a Closed Campus school and our school gate locks as soon as the tardy bell rings. All visitors to the campus must report to the front office to sign in and only a school personnel can buzz them through.

Our Safety Plan is evaluated and revised bi-annually every autumn and spring by members of the School Site Council and Emergency Preparedness team. These revisions are shared with all staff as well as our parent community. The key elements of our School Safety Plan is to create a safe and secure environment that promotes good attendance; create a physical environment that communicates respect for learning and for individuals; and use scientifically research-based program relating to violence and substance abuse to educate our students. All teachers and staff members hold a current CPR certificate.

We have created detailed maps for egress/ingress in case of emergencies. Each classroom is equipped with walkie-talkies to communicate with our office, custodian, and administrator. The walkie-talkies are kept on in case of emergencies, and are used during the monthly drills. Each month we conduct a self-inspection of our facilities and grounds and use that information to maintain our campus safe and clean.

Last updated: 1/8/2016

## 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: 1/8/2016

### 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: 1/8/2016

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-20	21-32		33+	1-20		21-32	33+
K	24.0	3		23.0	3		24.0	3	
1	24.0	2		25.0	3		26.0	3	
2	24.0	3		26.0	3		26.0	3	
3	24.0	4		26.0	3		27.0	3	
4	35.0		2	36.0		2	36.0		2
5	34.0		2	36.0		2	35.0		2
6	35.0		3	36.0		3	36.0		3
Other									

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

Last updated: 1/8/2016

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)	0.4	N/A
Psychologist	0.3	N/A
Social Worker		
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.4	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	\$5084.0	\$540.0	\$4543.0	\$76804.0
District	N/A	N/A	\$4832.0	\$76630.0
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: 1/8/2016*

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

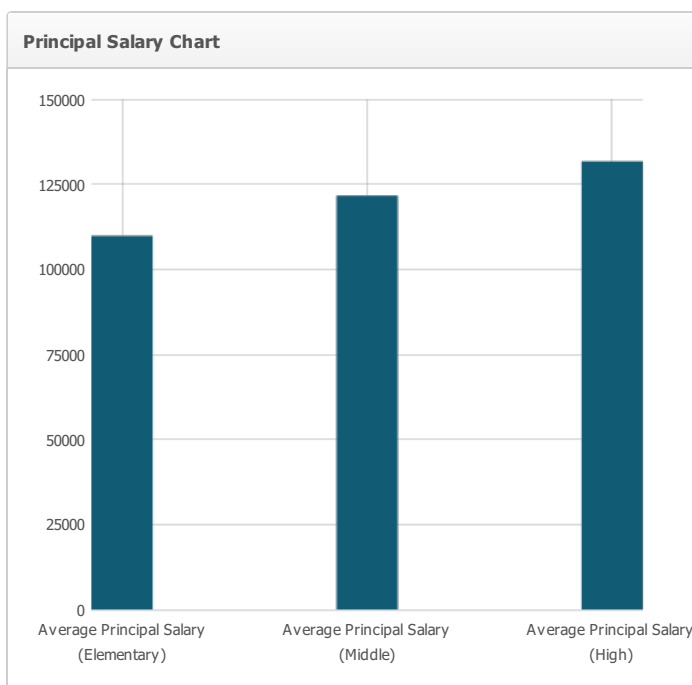
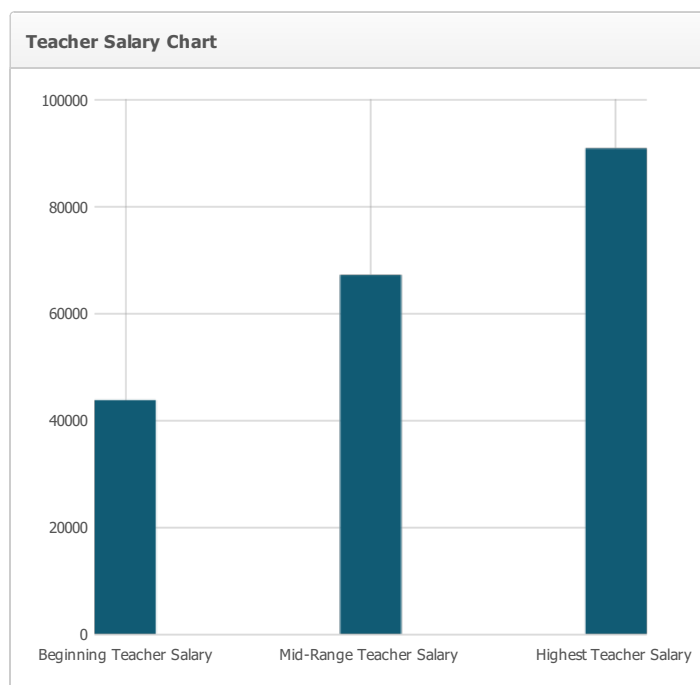
A combination of state and federal funding is used to cover all aspects of our instructional program. In addition to our computer lab, our school has 5 Chromebook cars that hold 40 Chromebooks each, which allow teachers to maximize incorporating technology into the classroom. School funds provide a licensed Care Counselor who is on campus once a week to work with students on developing practical strategies and skills to be successful in social and emotional settings. Our school has a part time librarian as well as a part time computer teacher to augment our instructional services. Strong PTA and school foundation support is evident in many of our schools' supplemental activities. 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. In addition, our MACK foundation provides teacher grants, and funds the primary music program.

Last updated: 1/8/2016

## 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/>.



Last updated: 1/8/2016

## 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*