Monte Vista Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

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 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).

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 (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Winfred Roberson
E-mail Address	wroberson@gusd.net
Web Site	www.gusd.net

| School Contact Information (School Year 2016-17)	
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: 1/19/2017

School Description and Mission Statement (School Year 2016-17)

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: 1/19/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	115
Grade 1	109
Grade 2	111
Grade 3	120
Grade 4	98
Grade 5	119
Grade 6	92
Total Enrollment	764
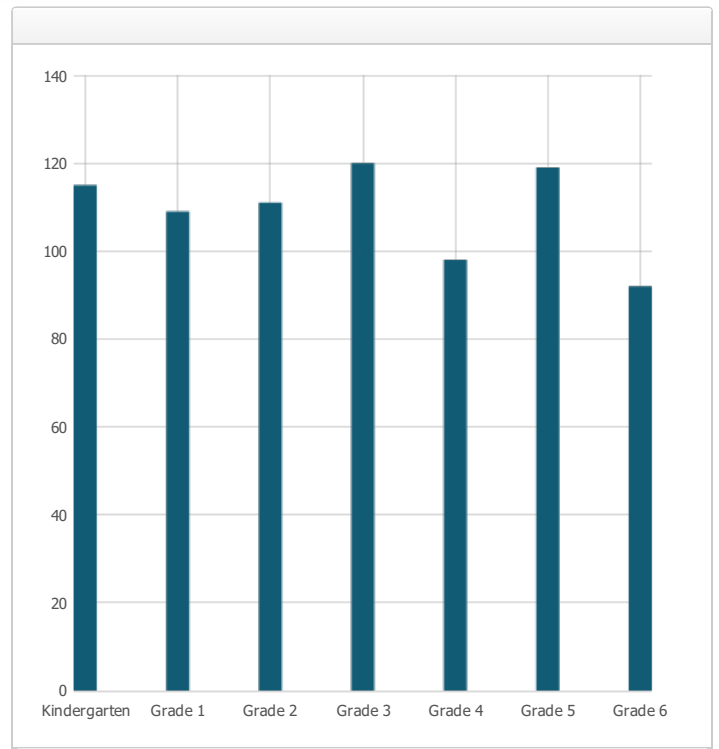
Last updated: 1/19/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.1 %
American Indian or Alaska Native	0.1 %
Asian	47.9 %
Filipino	2.2 %
Hispanic or Latino	7.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	35.2 %
Two or More Races	6.7 %
Other	0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	11.0 %
English Learners	21.7 %
Students with Disabilities	6.0 %
Foster Youth	0.1 %

Last updated: 1/19/2017

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	31	35	1148
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	35
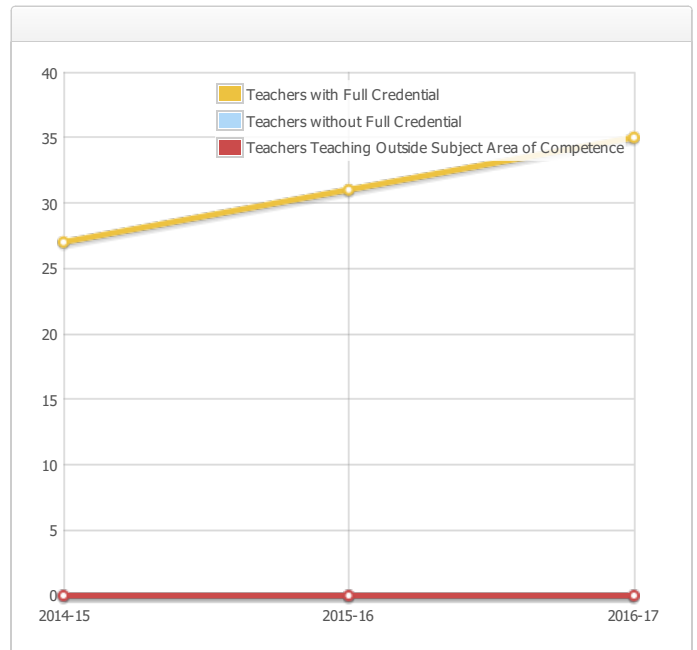
Last updated: 1/24/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
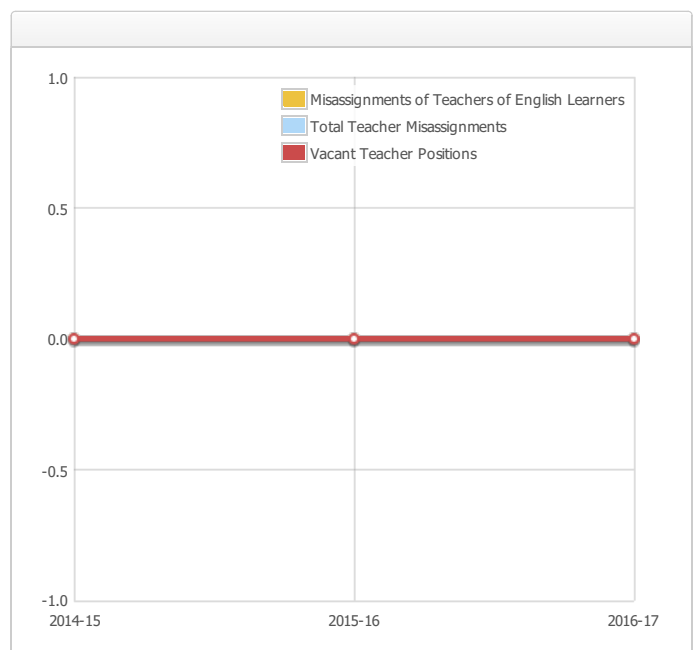
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/24/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
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.

Last updated: 1/24/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

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	"GEMS" GUSD Open Source Math Curriculum/2015 MacMiilliam 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)	N/A	N/A	0.0 %

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

Last updated: 1/19/2017

School Facility Conditions and Planned Improvements

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 contribute to 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: 1/19/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

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	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	RR5109 leaky faucet
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Exemplary

Last updated: 1/19/2017

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	75.0%	80.0%	58.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	73.0%	76.0%	49.0%	51.0%	34.0%	36.0%

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.

Last updated: 1/19/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	121	98.4%	81.8%
Male	59	59	100.0%	78.0%
Female	64	62	96.9%	85.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	62	60	96.8%	83.3%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	37	100.0%	81.1%
Two or More Races	12	12	100.0%	91.7%
Socioeconomically Disadvantaged	16	16	100.0%	68.8%
English Learners	23	22	95.7%	68.2%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/19/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	106	104	98.1%	82.7%
Male	50	50	100.0%	84.0%
Female	56	54	96.4%	81.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	57	56	98.3%	80.4%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	34	97.1%	85.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.0%	66.7%
English Learners	18	18	100.0%	72.2%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/19/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	121	119	98.4%	79.0%
Male	56	55	98.2%	72.7%
Female	65	64	98.5%	84.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	53	53	100.0%	79.3%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	47	97.9%	78.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	72.2%
English Learners	11	11	100.0%	18.2%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/19/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	93	100.0%	75.3%
Male	54	54	100.0%	75.9%
Female	39	39	100.0%	74.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	37	100.0%	75.7%
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	72.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100.0%	75.0%
Two or More Races	11	11	100.0%	72.7%
Socioeconomically Disadvantaged	18	18	100.0%	38.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/19/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	122	99.2%	84.4%
Male	59	59	100.0%	81.4%
Female	64	63	98.4%	87.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	62	61	98.4%	91.8%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	37	100.0%	81.1%
Two or More Races	12	12	100.0%	83.3%
Socioeconomically Disadvantaged	16	16	100.0%	68.8%
English Learners	23	22	95.7%	81.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/19/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	106	104	98.1%	79.8%
Male	50	50	100.0%	92.0%
Female	56	54	96.4%	68.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	57	56	98.3%	85.7%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	34	97.1%	82.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.0%	73.3%
English Learners	18	18	100.0%	72.2%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/19/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	121	119	98.4%	65.6%
Male	56	55	98.2%	65.5%
Female	65	64	98.5%	65.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	53	53	100.0%	73.6%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	47	97.9%	55.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	44.4%
English Learners	11	11	100.0%	9.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/19/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	93	100.0%	73.1%
Male	54	54	100.0%	74.1%
Female	39	39	100.0%	71.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	37	100.0%	78.4%
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	54.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100.0%	68.8%
Two or More Races	11	11	100.0%	81.8%
Socioeconomically Disadvantaged	18	18	100.0%	27.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/19/2017

CAASPP Test Results in Science for All Students

| | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	85.0%	87.0%	93.0%	72.0%	70.0%	69.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 1/19/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	121	120	99.2%	92.5%
Male	56	55	98.2%	89.1%
Female	65	65	100.0%	95.4%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	53	53	100.0%	92.5%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	48	47	97.9%	93.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	94.4%
English Learners	11	11	100.0%	45.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/19/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.7%	38.8%	33.9%

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: 1/19/2017

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 (School Year 2016-17)

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: 1/19/2017

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

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

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	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.4	0.0	0.3	3.6	2.8	2.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
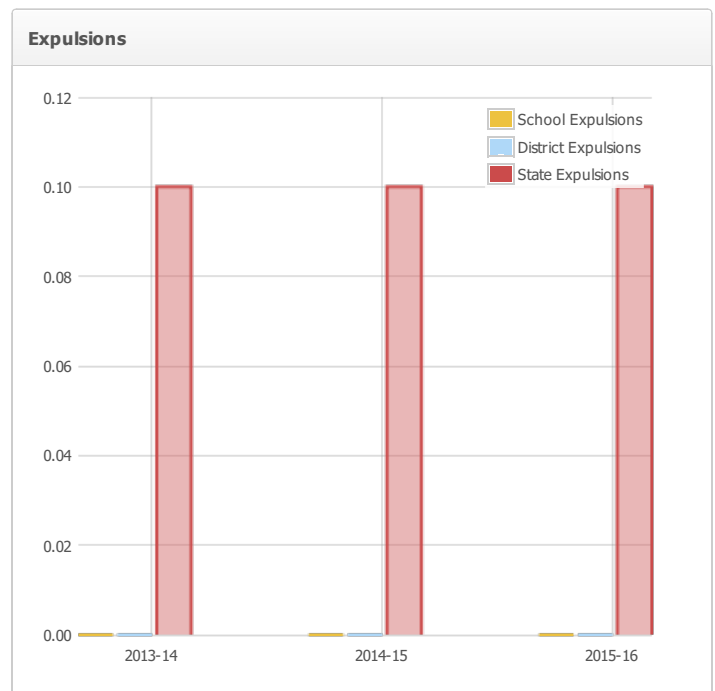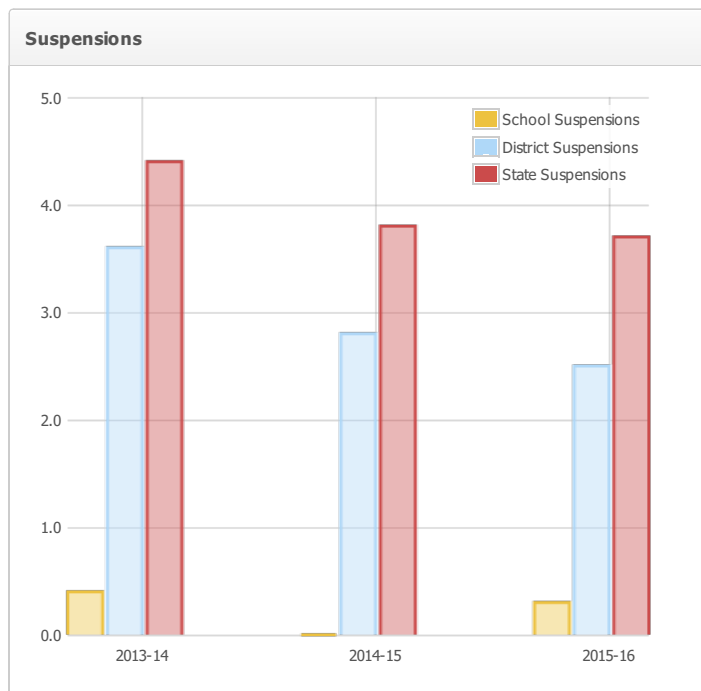
Last updated: 1/19/2017

School Safety Plan (School Year 2016-17)

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: 1/19/2017

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.

Federal Intervention Program (School Year 2016-17)

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	11
Percent of Schools Currently in Program Improvement	N/A	64.7%

Note: Cells with NA values do not require data.

Last updated: 1/19/2017

Average Class Size and Class Size Distribution (Elementary)

	2013-14				2014-15				2015-16			
		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	0	4	1	25.0	0	4	0	22.4	3	2	0
1	25.0	0	4	0	23.0	0	5	0	22.6	3	2	0
2	22.0	1	1	0	26.0	0	4	0	22.6	2	3	0
3	34.0	0	3	1	24.0	2	3	0	24.4	2	3	0
4	36.0	0	0	2	31.0	0	3	0	35.0	0	0	3
5	35.0	0	0	2	31.0	0	2	1	35.2	0	0	3
6	35.0	0	0	3	36.0	0	0	2	36.3	0	0	3
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$5025.0	$424.0	$4601.0	$78437.0
District	N/A	N/A	$5365.0	$82657.0
Percent Difference – School Site and District	--	--	-0.2%	--
State	N/A	N/A	$5677.0	$75837.0
Percent Difference – School Site and State	--	--	--	--

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

## Types of Services Funded (Fiscal Year 2015-16)

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 as well as primary PE assistant. 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: 1/19/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,725	$45,092
Mid-Range Teacher Salary	$67,125	$71,627
Highest Teacher Salary	$90,802	$93,288
Average Principal Salary (Elementary)	$110,262	$115,631
Average Principal Salary (Middle)	$119,200	$120,915
Average Principal Salary (High)	$130,676	$132,029
Superintendent Salary	$266,500	$249,537
Percent of Budget for Teacher Salaries	39.0%	37.0%
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
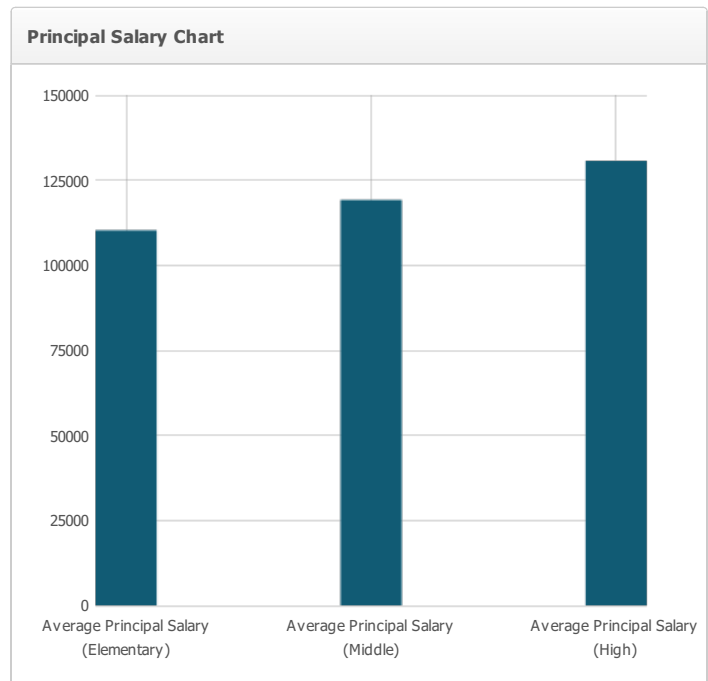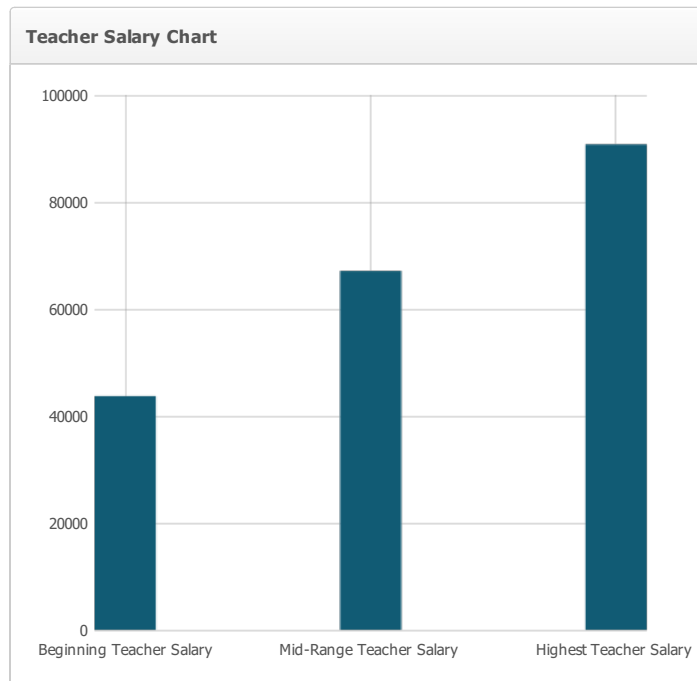
Last updated: 1/19/2017

Professional Development

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: 1/19/2017