

# Mt. Vernon 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/fq/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.



### Russell Little, Principal

Principal, Mt. Vernon Elementary

#### About Our School

Welcome to Mount Vernon Elementary School!

"Educating and Developing World Citizens and Leaders"

We are very pleased to welcome all to the Home of the Mustangs. We are a welcoming school, which fosters empathy and action to make our community safe and inviting for all students.

Welcome! ¡Bienvenidos!

Russell A. Little  
Principal

#### Contact

*Mt. Vernon Elementary*  
8350 Mount Vernon St.  
Lemon Grove, CA 91945-3336

Phone: 619-825-5691  
E-mail: [rlittle@lgsd.k12.ca.us](mailto:rlittle@lgsd.k12.ca.us)

# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Lemon Grove
<b>Phone Number</b>	(619) 825-5600
<b>Superintendent</b>	Ernest Anastos
<b>E-mail Address</b>	<a href="mailto:eanasto@lgsd.k12.ca.us">eanasto@lgsd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.lgsd.k12.ca.us">http://www.lgsd.k12.ca.us</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Mt. Vernon Elementary
<b>Street</b>	8350 Mount Vernon St.
<b>City, State, Zip</b>	Lemon Grove, Ca, 91945-3336
<b>Phone Number</b>	619-825-5691
<b>Principal</b>	Russell Little, Principal
<b>E-mail Address</b>	<a href="mailto:rlittle@lgsd.k12.ca.us">rlittle@lgsd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	37682056038632

*Last updated: 1/25/2017*

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

### Mission Statement

The Mount Vernon School community is dedicated to developing inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Our students become bilingual, multi-skilled, active, and compassionate lifelong learners who are prepared for success in all of their endeavors.

Our school instruction includes the Mount Vernon Dual Immersion Academy (DIA). It is a 50-50 model two-way bilingual program. Presently, there are dual immersion classrooms in grades Pre K-8. We are committed to provide an academically challenging standards-based instructional program to ensure that students will become bilingual, bi-literate, and bicultural. Grade 8 students are afforded the opportunity to take the College Board Advanced Placement Spanish Language and Culture Exam.

Mount Vernon school is a candidate school for the International Baccalaureate (IB) Primary Years Programme and is pursuing authorization as an IB World school. Mount Vernon is committed to attaining International Baccalaureate "World School" authorization in the Spring of 2017.

Our School Incorporates the Lemon Grove School District Goals:

- Maximize achievement for every student.
- Advance technical skills required for higher education and 21st century careers.
- Prepare students to compete in a global society.

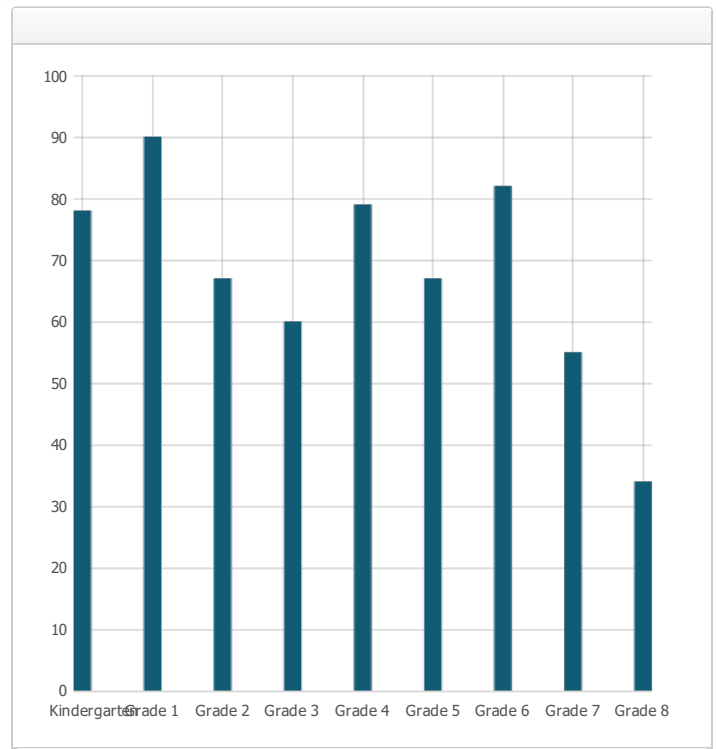
### Community Background and Influences

Mt. Vernon Elementary School is located in the city of Lemon Grove, a community adjacent to the city of San Diego in San Diego County. We have 610 active learners in grades K-8 coming from a diverse background of races, cultures, and languages. This diversity is a source of our vitality as we constantly strive to design a rich academic experience for each student. The pursuit of excellence is our vision. The attainment of this vision directly relates to the Mt. Vernon Elementary School commitment to the school community to provide a quality education to all students.

*Last updated: 1/25/2017*

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

Grade Level	Number of Students
Kindergarten	78
Grade 1	90
Grade 2	67
Grade 3	60
Grade 4	79
Grade 5	67
Grade 6	82
Grade 7	55
Grade 8	34
<b>Total Enrollment</b>	<b>612</b>



Last updated: 1/25/2017

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

Student Group	Percent of Total Enrollment
Black or African American	13.1 %
American Indian or Alaska Native	0.3 %
Asian	3.3 %
Filipino	2.6 %
Hispanic or Latino	68.5 %
Native Hawaiian or Pacific Islander	1.0 %
White	4.6 %
Two or More Races	6.7 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	74.5 %
English Learners	30.2 %
Students with Disabilities	5.1 %
Foster Youth	0.3 %

Last updated: 1/25/2017

## A. Conditions of Learning

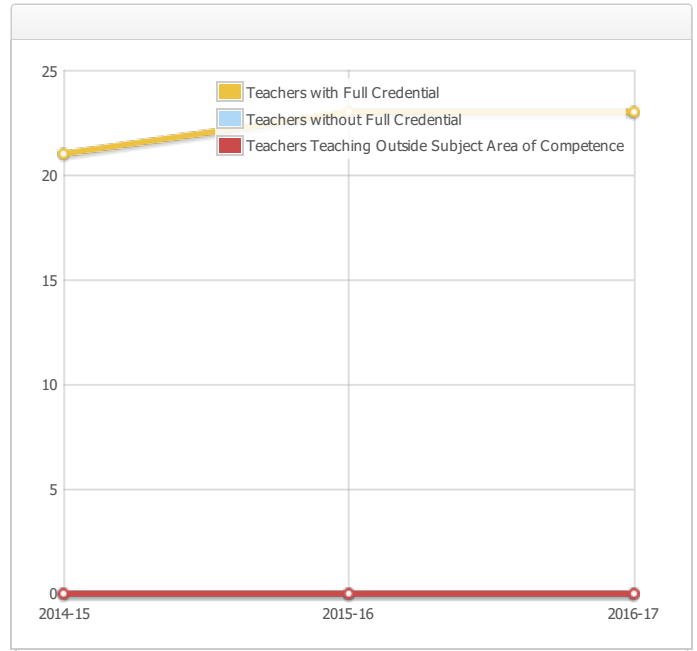
### State Priority: Basic

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

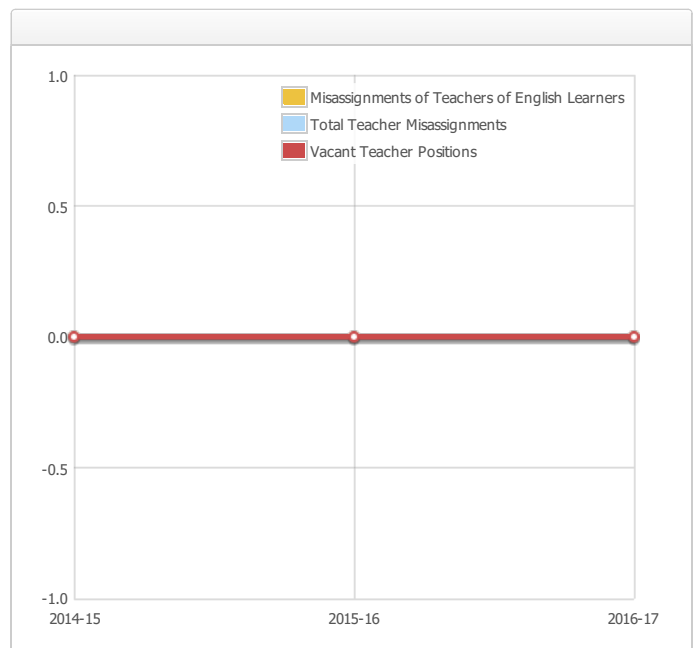
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	23	23	154
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

#### 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: 1/25/2017

**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	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

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: 1/25/2017*

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

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan-McGraw Hill "Treasures"	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt "Go Math"	Yes	0.0 %
Science	Harcourt	Yes	0.0 %
History-Social Science	Houghton Mifflin Harcourt	Yes	0.0 %
Foreign Language	2004 McDougal Littell Spanish		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: 1/25/2017*

## School Facility Conditions and Planned Improvements

Below is information about the safety, cleanliness, and adequacy of school facilities, including the condition of cleanliness of the school grounds, buildings, and restrooms. The District provides services through its Facilities, Maintenance, Operations, Transportation (FMOT ) department. The FMOT staff ensures all schools are clean, safe, and functional for students and staff by utilizing the Facilities Inspection Tool (FIT ) and its work order system. Projects requiring additional funding support are determined by the Long Range Facilities Master Plan, the Local Control Accountability Plan, and guidance by our Business office.

*Last updated: 1/26/2017*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Ongoing maintenance and repairs; work orders
Interior: Interior Surfaces	Fair	Ongoing maintenance and repairs; work orders; new flooring installed in staff break room and PTA storage room by contractor 8/2016
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Ongoing maintenance and repairs; work orders; professional services contracted for monthly kitchen and auditorium vermin control
Electrical: Electrical	Good	Ongoing maintenance and repairs; work orders; SDG&E Grant to replace 4' fluorescent lights and ballasts – 2017 date pending
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Ongoing maintenance and repairs; work orders; floors require regular scrubbing; wall and floor tile deeply stained
Safety: Fire Safety, Hazardous Materials	Good	Ongoing maintenance and repairs; work orders; keep Clorox wipes out of reach of children; interior restrooms have peeling paint
Structural: Structural Damage, Roofs	Poor	Ongoing maintenance and repairs; work orders; MPR roof replaced by contractor 8/2016
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Ongoing maintenance and repairs; work orders; exterior doors need painting; windows need cleaning; Preschool Grant for play equipment in playground contracted 12/2016; asphalt playground and parking lots repaired, resealed and striped

## Overall Facility Rate

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

Overall Rating	Fair
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## 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	38.0%	42.0%	34.0%	41.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	29.0%	27.0%	27.0%	31.0%	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: 1/30/2017*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	64	62	96.9%	40.3%
Male	27	25	92.6%	24.0%
Female	37	37	100.0%	51.4%
Black or African American	11	11	100.0%	27.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	40	95.2%	42.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	50	49	98.0%	40.8%
English Learners	25	24	96.0%	25.0%
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: 1/30/2017*

**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	82	80	97.6%	32.5%
Male	46	46	100.0%	23.9%
Female	36	34	94.4%	44.1%
Black or African American	14	14	100.0%	21.4%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	55	98.2%	30.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	62	60	96.8%	28.3%
English Learners	25	23	92.0%	26.1%
Students with Disabilities	11	11	100.0%	9.1%
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.

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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: 1/30/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	67	64	95.5%	39.1%
Male	31	29	93.6%	17.2%
Female	36	35	97.2%	57.1%
Black or African American	12	10	83.3%	30.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.0%	38.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	47	95.9%	36.2%
English Learners	20	20	100.0%	10.0%
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.

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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: 1/30/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	80	78	97.5%	59.0%
Male	37	36	97.3%	38.9%
Female	43	42	97.7%	76.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	49	98.0%	53.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	61	60	98.4%	55.0%
English Learners	20	20	100.0%	30.0%
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.

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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: 1/30/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	57	55	96.5%	38.2%
Male	26	25	96.2%	28.0%
Female	31	30	96.8%	46.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	35	94.6%	40.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	48	98.0%	37.5%
English Learners	22	21	95.5%	14.3%
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.

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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: 1/30/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	33	32	97.0%	40.6%
Male	21	20	95.2%	40.0%
Female	12	12	100.0%	41.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	25	24	96.0%	41.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	23	95.8%	39.1%
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.

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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: 1/30/2017*

**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	64	62	96.9%	22.6%
Male	27	25	92.6%	16.0%
Female	37	37	100.0%	27.0%
Black or African American	11	11	100.0%	27.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	40	95.2%	20.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	50	49	98.0%	18.4%
English Learners	25	24	96.0%	20.8%
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.

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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: 1/30/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	81	79	97.5%	22.8%
Male	46	46	100.0%	21.7%
Female	35	33	94.3%	24.2%
Black or African American	13	13	100.0%	7.7%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	55	98.2%	20.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	61	59	96.7%	15.3%
English Learners	25	23	92.0%	8.7%
Students with Disabilities	11	11	100.0%	27.3%
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.

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*Last updated: 1/30/2017*



**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	67	64	95.5%	18.8%
Male	31	29	93.6%	6.9%
Female	36	35	97.2%	28.6%
Black or African American	12	10	83.3%	10.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.0%	18.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	47	95.9%	12.8%
English Learners	20	20	100.0%	--
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: 1/30/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	80	77	96.3%	42.9%
Male	37	36	97.3%	36.1%
Female	43	41	95.4%	48.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	48	96.0%	29.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	61	59	96.7%	37.3%
English Learners	20	20	100.0%	20.0%
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: 1/30/2017*

**Mathematics - Grade 7**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	55	96.5%	30.9%
Male	26	25	96.2%	32.0%
Female	31	30	96.8%	30.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	35	94.6%	34.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	48	98.0%	27.1%
English Learners	22	21	95.5%	14.3%
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: 1/30/2017*

**Mathematics - Grade 8**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	33	32	97.0%	15.6%
Male	21	20	95.2%	20.0%
Female	12	12	100.0%	8.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	25	24	96.0%	12.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	23	95.8%	13.0%
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: 1/30/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	61.0%	66.0%	43.0%	48.0%	52.0%	48.0%	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: 1/30/2017*

**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	100	93	93.0%	43.0%
Male	52	46	88.5%	47.8%
Female	48	47	97.9%	38.3%
Black or African American	15	13	86.7%	46.2%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	69	67	97.1%	38.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	68	93.2%	36.8%
English Learners	28	27	96.4%	22.2%
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: 1/30/2017*

# 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	25.0%	25.0%	31.2%
7	25.5%	25.5%	20.0%

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: 1/30/2017*

## 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, extended family members, and community members are integral members of our school community, and we hope by working together we can give our students as many opportunities to succeed as possible. Please contact principal, Russell Little, for opportunities to be involved in one of our organized parent groups or to learn more about volunteering at Mount Vernon school. All are welcome!

Parent Groups Include:

- School Site Council
- English Language Advisory Committee (ELAC)
- Parent Teacher Association (PTA)
- Mount Vernon Educational Foundation

### State Priority: Pupil Engagement

*Last updated: 1/25/2017*

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

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

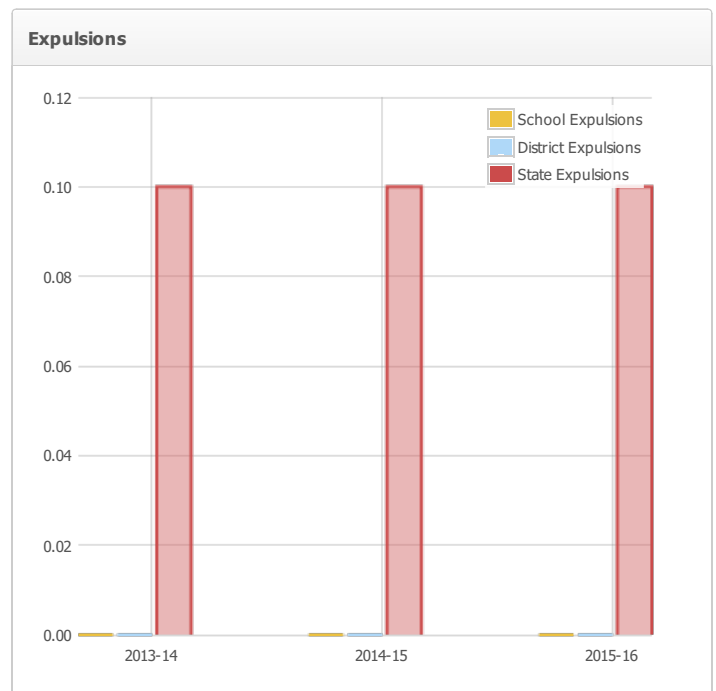
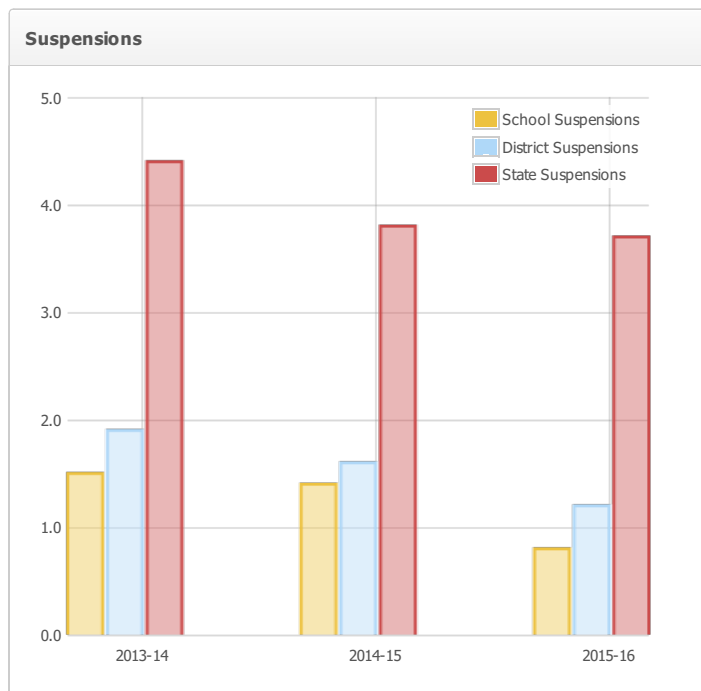
# State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.5	1.4	0.8	1.9	1.6	1.2	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: 1/25/2017

## School Safety Plan (School Year 2016-17)

The school safety plan was updated and approved by the School Site Council on January 30, 2017. Sections of the plan include:

1. Maintaining a safe and orderly environment
2. Emergency Disaster Procedures
3. Safe ingress and egress
4. Child Abuse Reporting
5. Suspension and Expulsion
6. Notifying Teachers of Dangerous Pupils
7. Discrimination and Harassment
8. School Wide Dress Code
9. Discipline Procedures/Restorative Practices
10. Hate Crimes and AB 537 Recommendations
11. Analysis of School Safety Data
12. Strategies and Programs to Promote Safety
13. Action Plan
14. Public Hearing Documentation and Approval

Last updated: 1/25/2017



## 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	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/25/2017

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

Grade Level	2013-14				2014-15				2015-16			
	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+		1-20	21-32	33+
K	22.0	0	3	0	30.0	0	3	0	25.7	0	3	0
1	23.0	0	3	0	21.0	1	2	0	29.9	0	3	0
2	26.0	0	3	0	22.0	0	3	0	21.2	3	0	0
3	25.0	0	3	0	28.0	0	3	0	20.4	3	0	0
4	24.0	0	2	0	25.0	0	2	0	26.8	0	3	0
5	32.0	0	2	1	31.0	0	2	1	32.4	0	1	1
6	30.0	0	10	0	30.0	0	2	0	26.7	0	2	1
Other	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: 1/25/2017

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	28.0	0	3	1
Mathematics	0.0	0	0	0	0.0	0	0	0	27.8	0	3	1
Science	0.0	0	0	0	0.0	0	0	0	27.5	0	3	1
Social Science	0.0	0	0	0	0.0	0	0	0	27.5	0	3	1

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/2017

**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	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.5	N/A
Social Worker	1.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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: 2/1/2017

**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	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	--	--	-3.9%	-1.0%
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/25/2017

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

Site categorical funds support a comprehensive Response to Intervention (RtI) program which includes three support teachers and two teachers on special assignment. The following are academic intervention services which are funded through Title 1 and the Local Control Funding Formula (LCFF) resources.

- Sound Partners Reading Intervention
- Spanish Reading Intervention/Reading Recovery
- Fast ForWord Reading Intervention
- System 44 Reading Intervention
- Read 180 Intervention
- Development of articulated Spanish Curriculum responsive to Common Core State Standards
- Development and Refinement of Trans Disciplinary themes for the IB Primary Years Programme.

Some intervention services are provided through technology. These include:

- Imagine Learning English and Spanish
- IXL Math
- Accelerated Reader Spanish Reading

Social-Emotional related services are provided by our School Social Worker which is funded by LCFF. These services include:

- Restorative Circles
- Second Step Curriculum
- Referrals for Outside Support and Services
- Student well being groups

GATE funds provide identified GATE students with special after school enrichment programs.

Specialized Academic Instruction and Speech Services are provided for students with Individualized Education Plans. This continuum of services includes a hybrid of both inclusion and resource room models.

The Extended Day Program provides recreational and instructional support opportunities for our students before and after school.

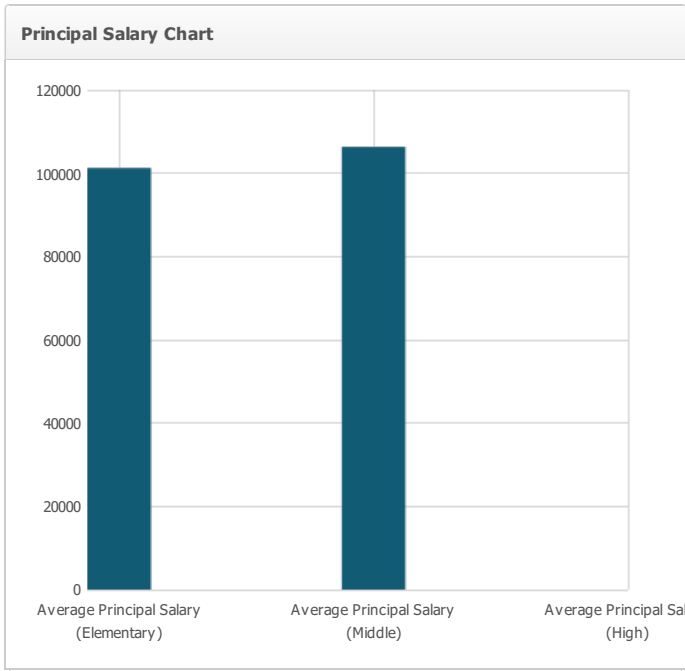
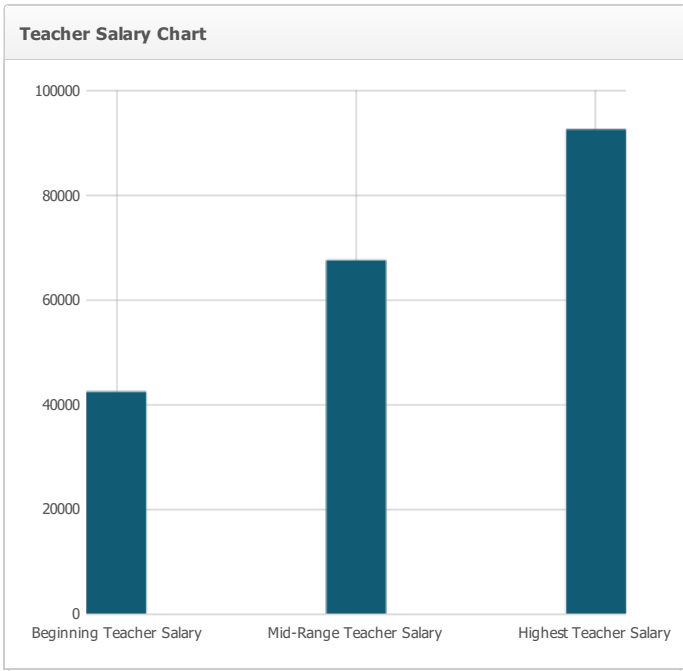
*Last updated: 1/25/2017*

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,392	\$44,507
Mid-Range Teacher Salary	\$67,500	\$68,910
Highest Teacher Salary	\$92,504	\$88,330
Average Principal Salary (Elementary)	\$101,246	\$111,481
Average Principal Salary (Middle)	\$106,309	\$115,435
Average Principal Salary (High)	\$	\$113,414

Superintendent Salary	\$195,843	\$169,821
Percent of Budget for Teacher Salaries	40.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/25/2017

## Professional Development

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- International Baccalaureate Primary Years Programme; Focus of program implementation and development of trans-disciplinary units.
- Professional Learning Communities (PLCs)— building and maintaining a culture of learning, focus on results, and collaboration.
- Accelerated Reader for Spanish Teachers
- Development of Classroom Strategies and Methodologies related to success with the Common Core State Standards
- Go Math Curriculum Adoption: Four days of professional development were provided for K-6 and six days for 7-8 for all Math teachers. Ongoing support was provided as needed by the Educational Services Coordinator.
- Restorative Practice Training Cycles for Classroom teachers.
- Designated and Integrated ELD Professional Development for Grade 4 followed by coaching cycles for implementation and progress monitoring.
- Lucy Calkins reading and writing for grades K-2.: One and a half days of professional development were provided for all teachers.

*Last updated: 1/25/2017*