

Glendale Unified School District

"Excellence is Worth the Effort"

Monte Vista Elementary School

2004-2005 School Accountability Report Card



2620 Orange Avenue, La Crescenta, CA 91214-2199

(818) 248-2617

Kindergarten through Sixth Grade

www.gusd.net



School Administration

Dr. Susan J. Hoge
Principal



2004-05 Board of Education

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District Administration

Dr. Michael F. Escalante
Superintendent

Alice Petrossian
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Educational Services, Elementary Education

Dr. Gregory Franklin
Assistant Superintendent
Educational Services, Secondary Education



Principal's Message

Monte Vista Elementary School reflects excellence in many ways. The school motto is "At Monte Vista, We Support Excellence." This excellence is supported by the hard work of teachers, support staff, students, parents, and community. These groups work intensely and collaboratively so that all students can learn and succeed at high levels. Parent community involvement is high.

Our mission statement also reflects this attitude: "At Monte Vista, parents, staff, and students support high expectations for standards-based instructional excellence in a safe and nurturing environment while ensuring all students succeed academically and socially in a diverse society."

Monte Vista Elementary School was recently named a National Blue Ribbon School. To obtain this Federal recognition, Monte Vista Elementary School had to be named a California Distinguished School. Our school earned this designation in 2000 and again in 2004.

Currently, the site is undergoing modernization to comply with State and Federal regulations. When completed, we will have excellent upgrades of the main entrance, administrative areas, library, technology lab, classrooms, and walkways.

As the new principal of Monte Vista Elementary School, I am delighted by the tradition of excellence. I look forward to continuing this tradition as I contribute and support students, staff, parents, and community. I will use my many years of experience to nurture and expand excellence in our school community.

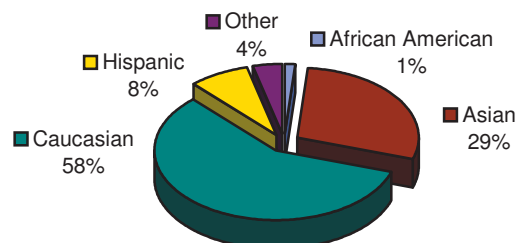
Community & School Profile

The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many local attractions are motivating factors for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves nearly 29,000 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Monte Vista Elementary School, a proud recipient of the 2004 California Distinguished School Award and National Blue Ribbon Award, opened in 1948. The school is located in the northern section of the city of La Crescenta and serves students in kindergarten through sixth grade. Students from Monte Vista Elementary School will move on to Rosemont Middle School and Crescenta Valley High School. Operating on a traditional calendar system, the educational programs at Monte Vista Elementary School are tailored to meet the needs of a changing school population.

% of Student Enrollment by Ethnicity



Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Monte Vista Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Monte Vista Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Building a positive self-image, as well as respect for others, is important to a student's success. The District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the District participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as respect, honesty, self-discipline, citizenship, and responsibility. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

The "Suspensions and Expulsions" table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Monte Vista ES			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	26	18	17	5489	4903	4882
Suspension (%)	3.92	2.76	2.75	18.65	17.01	16.94
Expulsion (#)	0	0	0	46	65	56
Expulsion (%)	0.00	0.00	0.00	0.16	0.23	0.19

Extracurricular and Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- Armenian Club
- Art Fair
- Basketball (after school)
- Chorus
- Drama
- GATE Enrichment
- Library Clubs
- Math Club
- Orchestra
- Science Fair
- Student Council

To build self-esteem and recognize student achievement, certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Commemorative Dog Tags
- Monty's Masters
- Monty Stars
- Principal Pal
- Presidential Academic Achievement Award
- Presidential Physical Fitness Award
- Orchestra/Honors Orchestra
- Reflections
- Spelling Bee
- Student of the Month
- Turkey Bowl
- Accelerated Reader

School Leadership

Leadership at Monte Vista Elementary School is a responsibility shared among district administration, the principal, assistant to the principal, the teacher specialist, school administration, instructional staff, students, and parents. Principal Susan Hoge joined the school in the fall of 2005. She brings to the school more than 31 years of educational experience. The school's Leadership Team, comprised of teachers, classified staff, parents, and administrators, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include: School Site Council, Parent Teacher Association, Leadership Team, Monte Vista Foundation, Technology Team, Literacy Team, Learning Communities, Student Study Teams, Individual Education Plan (IEP) Teams, and Individual Intervention Learning Program (IILP).

Community Involvement

Parents and the community are very supportive of the educational program at Monte Vista Elementary School. Numerous programs and activities are enriched by the generous contributions made by the following organizations: Glendale Flower Mart, Sylvan, Parent Teacher Association (PTA), Ellis Realty, Monte Vista Foundation, Bob Smith Toyota, Tazza Coffee, Merle Norman, Glendale Community Foundation, Wells Fargo Bank - Montrose, and Berolina Bakery.

School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 619 students. The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the State for the education of students they serve based on how many students attend school each day. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Independent study is available for students who require extended leaves from school.

Instructional Time

During the 2004-05 school year, all instructional minutes and days offered at Monte Vista Elementary School exceeded State requirements as specified in the California Education Code. For the 2004-05 school year, Monte Vista offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days are used for Back-to-School Night, Open House, and parent conferences.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	40,275
1st-3rd	50,400	50,660
4th-6th	54,000	54,145

Every Wednesday is a "Banking Day." Students are dismissed an hour earlier in the afternoon. Each week "Banking Days" allow teachers additional time to meet once by grade level and once for a full faculty meeting. The other two "Banking Days" each month are used for staff development or classroom planning.

Class Size

Monte Vista Elementary School maintained a schoolwide average class size of 24 students in the 2004-05 school year. The "Class Size Distribution" table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	03	04	05	1-20			21-32			33+		
	03	04	05	03	04	05	03	04	05	03	04	05
K	19	19	20	5	4	4	0	0	0	0	0	0
1st	19	20	20	4	4	4	0	0	0	0	0	0
2nd	18	20	20	4	4	5	0	0	0	0	0	0
3rd	17	20	20	5	3	4	0	1	0	0	0	0
4th	36	34	32	0	0	0	0	0	2	3	2	0
5th	31	35	34	0	0	0	4	0	0	0	3	2
6th	33	32	34	0	0	0	1	3	0	2	1	3
K-3	16	13	0	1	1	0	0	0	0	0	0	0
4th-6th	0	32	32	0	0	0	0	1	2	0	0	0

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of all K-3 classrooms at Monte Vista Elementary School participated in CSR.

School Facilities & Safety

Built in 1948, Monte Vista Elementary School is situated on 7.09 acres. School facilities consist of classrooms, a library, computer lab, a cafeteria, administrative offices, a lunch shelter, grassy fields, and a blacktop playground. This school year, the Measure K project is making it possible for Monte Vista Elementary School to improve the facilities of the school. Projects include accessible paths of travel throughout campus, renovated bathrooms, upgraded classrooms, newly configured administrative area, library, and technology lab. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of October 24, 2005.

Safety

Safety of students and staff is a primary concern of Monte Vista Elementary School. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. During lunch, recesses, and before and after school, noon yard supervisors, parent volunteers, teachers, and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Monte Vista Elementary School reviews the plan annually; the plan was last updated and reviewed with school staff in February 2005. An updated copy of the plan is available to the public at the school and at the District office.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

Deferred Maintenance Projects

For the 2005-06 school year, the District's governing board approved deferred maintenance projects for this school that will result in new carpeting or tile flooring, replacement of water lines, and interior or exterior painting of school buildings. The District's complete deferred maintenance plan is available at the District office.

School Facility Conditions			
Facilities information current as of: October 24, 2005			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Monte Vista Elementary School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the District administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed Kindergarten inventory, report card grades
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the District evaluates the results of these assessments, and State testing, to determine whether each student is meeting the District's grade level standards.

No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Monte Vista Elementary School met all of the 2005 AYP criteria. Because Monte Vista Elementary School does not receive Title I funding, it is not subject to Program Improvement requirements.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet. 2005 API growth scores were unavailable at the time of publication.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Adequate Yearly Progress				
California Standards Test (CST)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		24.4%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		26.5%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes

API School Results						
	Base				Growth	
	2002	2003	2004		2003	2004
All Students						
Percent Tested	100	100	100	Percent Tested	100	100
API Score	869	901	906	API Growth Score	894	911
Growth Target	*	*	*	Actual Growth	25	10
Statewide Rank	10	10	10	Eligible for Awards	Not funded	
Similar Schools Rank	7	5	7	Eligible for II/USP		
Subgroups						
Asian						
Base API Score	895	922	913	API Growth Score	912	922
Growth Target	*	*	*	Actual Growth	17	0
Caucasian						
Base API Score	864	897	910	API Growth Score	890	913
Growth Target	*	*	*	Actual Growth	26	16

***Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.**

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Federal Awards & Intervention Programs

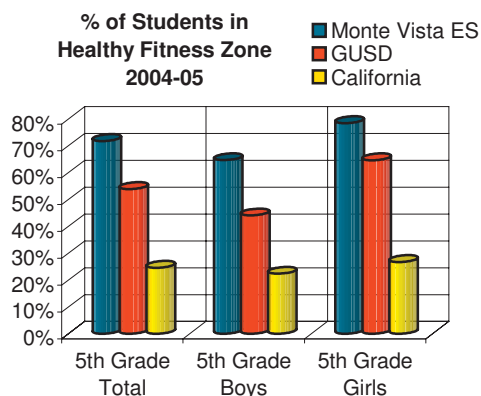
	2003	2004	2005
Recognition for Achievement (Title I)	n/a	n/a	n/a
Identified for Program Improvement	n/a	n/a	n/a
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a

California Standards Tests (CST)

The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

Physical Fitness

In the spring of each year, Monte Vista Elementary School is required by the State to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).



California Standards Test (CST) 2003, 2004, 2005 Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math Standards			Science (5th)		
	03	04	05	03	04	05	03	04	05
Second Grade									
All Students	64	66	71	82	87	83			
Females	68	73	75	82	90	80			
Males	59	61	64	82	86	87			
English Learners	65	41	48	82	76	86			
Non English Learners	64	73	76	82	90	83			
Non SED	65	63	69	83	87	83			
Special Education									
Asian	74	62	71	91	81	91			
Caucasian	57	73	77	77	91	85			
Third Grade									
All Students	68	75	59	87	86	81			
Females	80	76	64	87	84	76			
Males	56	74	56	86	88	85			
English Learners	45	73	59	86	93	82			
Non English Learners	75	75	59	87	84	81			
Non SED	69	75	58	86	86	81			
Special Education			33			67			
Asian	60	76	62	91	90	88			
Caucasian	73	75	62	83	83	77			
Fourth Grade									
All Students	77	79	84	89	89	74			
Females	80	86	92	95	93	73			
Males	73	72	75	82	84	75			
English Learners	40	17	75	80	75	67			
Non English Learners	82	89	85	91	91	75			
Non SED	78	79	85	89	88	75			
Asian	76	69	95	95	94	85			
Caucasian	78	85	82	87	83	74			
Fifth Grade									
All Students	74	83	84	74	84	86	68	58	
Females	85	88	92	82	83	86	64	56	
Males	62	78	75	63	87	85	72	60	
English Learners	13	67		38	93		27		
Non English Learners	83	85	87	78	83	87	74	62	
Special Education	44		55	19		45		36	
Asian	68	90	80	85	95	95	65	58	
Caucasian	81	82	86	71	82	82	69	61	
Sixth Grade									
All Students	72	80	80	83	73	89			
Females	87	90	86	93	79	90			
Males	61	69	72	75	67	87			
English Learners		17	50		33	83			
Non English Learners	77	86	83	86	77	89			
Special Education		44			25				
Asian	74	77	77	89	77	100			
Caucasian	74	84	84	82	73	84			

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a “norm” group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test 2003, 2004, 2005 % At or Above 50th Percentile																														
Subject Area Grade Level Year Ending	Reading									Math																				
	2			3			4			5			6																	
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05															
All Students																														
Monte Vista ES	80	75		66	70	69	75	66		72	81		81	82		81	91		87	87	86	88	85		78	87		92	84	
GUSD	52	54		39	40	40	44	45		45	50		57	59		62	66		64	63	66	62	59		62	67		72	72	
California	46	47		34	35	36	35	36		40	41		45	46		57	59		52	54	55	48	49		49	50		51	53	
Subgroups																														
Females	82	73		72	71	76	85	73		79	80		93	88		80	87		91	87	85	92	89		86	88		98	89	
Males	76	76		59	68	65	62	58		63	81		72	75		82	94		82	88	88	84	81		68	87		88	78	
English Learners	76	59		55	53	59	27	25		19	73		50			76	82		86	87	76	93	67		31	80		58		
Non English Learners	80	79		69	73	72	82	72		79	82		87	85		82	94		87	88	89	87	88		84	88		92	86	
Special Education						47				50			31							67					38			31		
Asian	78	73		57	71	73	68	63		72	93		82	83		91	92		86	81	88	97	89		83	90		100	90	
Caucasian	77	80		71	69	68	79	68		76	75		82	83		75	91		85	88	85	87	85		78	87		89	84	

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Monte Vista Elementary School had 28 fully credentialed teachers.

	Teacher Credential Status		
	03	04	05
Fully Credentialed	29	29	28
Emergency Credentials	2	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	31	29	28
Average Years Teaching	11.6	14.3	14.3
Average Years in District	10.3	13.1	12.9

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

	Misassignments/Vacancies		
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	2	*
Vacant Teacher Positions	0	0	*

*2005-06 data was not available at the time of publication

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects. At the start of the 2004-05 school year, 85.2% of core academic classes at Monte Vista Elementary School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

	Teacher Education Levels 2004-05	
	Monte Vista ES	
Doctorate		0.0%
Master's Degree +30*		42.9%
Master's Degree		0.0%
Bachelor's Degree +30*		46.4%
Bachelor's Degree		10.7%
Less Than Bachelor's		0.0%
None Reported		0.0%

*Indicates additional hours above and beyond degree.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the State's evaluation criteria and District policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal. The administrator has been trained and certified for competency to perform teacher evaluations. Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a bachelor’s degree and have successfully passed the California Basic Educational Skills Test. Prior to a substitute’s first assignment in the District, he/she attends a three-hour training session on District policies and expectations. A pool of over 300 qualified substitutes is available to Glendale’s schools.

Professional Development

The District provides high-quality professional development to promote powerful teaching and learning. Professional development in the District focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. The District schedules three staff development days annually.

Monte Vista Elementary School prepares a staff development plan that is aligned with District strategic targets and which uses a variety of resources to assist teachers in refining instructional practice. During the 2004-05 school year, staff development focused on writing, improving reading fluency, and technology. Training programs on writing included the “Six Traits of Writing.” The “Six Traits of Writing” model uses common language to identify components of exemplary writing and how they evolve from grade level to grade level. “Teach Them All to Read” by Elaine K. McEwan, for improving reading fluency was introduced. Staff at Monte Vista Elementary School also received training in creating multi-media presentations, ICUE, and Accelerated Reader. An emphasis was placed upon planning technology-based activities to advance student success in learning, communication, and life-skills.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. The Beginning Teacher Support and Assessment (B TSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Paraprofessional Teacher Training Program (PTTP) offers assistance to educational assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern program. The AB75 Principal Training Program is available to site administrators.

Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 2005, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State’s most recent list of standards-based materials. Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District office to be evaluated by parents and community members.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
K-5	Language Arts	Houghton Mifflin	2003
6	Language Arts	McDougal Littell	2003
K-6	Mathematics	Everyday Learning Corporation	2001
K-5	Science	Harcourt Brace	2001
6	Science	Holt, Rinehart & Winston	2000
K-6	Social Studies	McGraw-Hill	2000

Computer Resources			
	2002-03	2003-04	2004-05
Computers	103	109	105
Students per computer	6.4	6.0	5.9
Classrooms connected to Internet	31	28	28

Counseling & Other Support Services

It is the goal of Monte Vista Elementary School to assist students in their social, personal, and academic development. The District makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Health Aide	1	1.0
Nurse	1	0.2
Psychologist	1	0.3
Special Day Class Teacher	1	1.0
Speech/Language Specialist	1	1.0

The District offers a variety of programs, training, activities, and services to provide for students’ emotional, physical, and academic needs. In addition to counseling services provided by the District or through community-based organizations, the District participates in the State’s Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the District office and the Pacific Avenue Center, serve qualifying students and their families throughout the District, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five District high schools will be participating in the three-year program.

Monte Vista Elementary School offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so all students have the opportunity to meet rigorous standards. After-school intervention programs enhance students’ understanding and mastery of core subject matter. Students may participate in the Summer Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance. Circle of Friends encourages pro-social behaviors.

Monte Vista Elementary School uses the California English Language Development Test (CELDT) to determine the students' level of English. English Language Development instruction is then provided within the classrooms. Students receive core instruction in all content areas, including English Language Development (ELD). English Language Learners are tested with the California English Language Development Test (CELDT) annually to measure progress.

The District's Gifted and Talented Education (GATE) program is offered to students in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through State testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in District-sponsored GATE activities. Monte Vista Elementary School provides additional after-school activities for GATE students.



The District's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The director of special education administers the program and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Current Expense of Education Per Student*		
2003-04		
Statewide Average		
All Unified School Districts		
GUSD	All Districts	All Districts
\$6,639	\$6,987	\$6,919

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund State funding, Glendale Unified School District receives State and Federal categorical funding for special programs. For the 2003-04 school year, the District received approximately \$2,166 per student in Federal and State aid for the following categorical, special education, and support programs:

- Applied Technology Education Act
- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Safe and Drug Free Schools Program
- School Improvement Program
- Special Education
- Tenth Grade Counseling
- Title I Program
- Year-round School Incentive

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having more than 20,000 average daily attendance throughout the State.

Average Salary Information		
Teachers - Principal - Superintendent		
2003-04		
	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

Contact Information

Parents who wish to participate in Monte Vista Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Susan Hoge at (818) 248-2617.

