



Serving Grades
Kindergarten through Five

CDS: 43-69591-6049480

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Monta Loma Elementary School

460 Thompson Avenue • Mountain View, CA 94043 • (650) 903-6915

Mountain View Whisman School District

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2014-15 School Accountability Report Card

Published in 2015-16 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 a 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/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

Monta Loma Elementary is committed to challenging students to reach their academic and social potential to prepare them for success in the world ahead. We provide opportunities for children to develop a positive attitude toward school and learning. Teachers challenge students to think critically, solve problems, communicate effectively, and collaborate with peers. Our teachers participate in professional development and work with an instructional coach throughout the year to continually improve instructional practice, plan engaging lessons, and provide differentiation for all learners.

At Monta Loma, staff, students, and families work together in order to provide a safe and caring environment for all students based on our core values of Respect, Responsibility, Courage, Compassion, and Hard Work. Our core values are the heart of our school climate and are what guides behavior and actions in each and every classroom. Students are recognized for demonstrating the core values throughout the year with weekly Leopard Spot Winners and monthly Leopard Leader Awards.

A focus at Monta Loma is to build a strong, collaborative community with an emphasis on parent engagement and high student achievement. We offer a variety of community building events, parent education institutes, and opportunities for parents to contribute to the greater school community. Our goal is for all families to participate in some manner in their child's education during the course of the year, with a target of 30 hours per family per year. Participation varies from working at one of our many PTA events to volunteering in the classroom to attending the weekly Leopard Launch or other school meetings. Families are a critical component of successful students and we warmly welcome you to participate in your child's educational experience.



Community & School Profile (School Year 2015-16)

Monta Loma Elementary School is located in Mountain View, a suburban community of 78,000, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which serves more than 5,000 students in eight elementary schools and two middle schools. Monta Loma Elementary School is located adjacent to Monta Loma Park which draws community members during the evening and on weekends.

School Attendance & Enrollment (School Year 2014-15)

Regular daily attendance is a priority at the school and is an important component of academic achievement. Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The chart illustrates the trend in enrollment for the past three years.

Attendance is monitored very closely with follow up phone calls made daily by the school secretary. Parents are advised of excessive absences through letters and, if necessary, parent conferences. Those students who continue to exhibit excessive absences are directed to the appropriate authorities, including the local Student Attendance Review Board (SARB).

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
K	101	77	72
1st	99	99	66
2nd	73	94	89
3rd	86	79	88
4th	62	77	82
5th	89	59	75

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	3.4%
American Indian or Alaska Native	-
Asian	5.5%
Filipino	4.1%
Hispanic or Latino	49.3%
Native Hawaiian or Pacific Islander	0.9%
White	29.4%
Two or More Races	7.5%
English Learners	35.4%
Socioeconomically Disadvantaged	49.3%
Students with Disabilities	11.9%
Foster Youth	-

Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	99.8%	0.2%
High-Poverty Schools in District	99.6%	0.4%
Low-Poverty Schools in District	100.0%	0.0%

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Teacher Credential Status				
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	24	23	27	261
Without Full Credentials	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Instructional Materials (School Year 2015-16)

The school district held a public hearing on September 17, 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment 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. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2010	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Eureka Math	2015	Yes	0.0%
K-5	Science	FOSS	2007	Yes	0.0%

School Facilities (School Year 2015-16)

Monta Loma Elementary School was originally constructed in 1955 and thoroughly modernized and renovated in 1999. The campus is currently comprised of 28 permanent classrooms, one library, one staff room, one multipurpose room, one computer lab, and two playgrounds (kindergarten & grades 1-5).

Cleaning Process

The principal works daily with the custodial team to ensure classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Maintenance & Repair

District maintenance staff ensures that the 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 with emergency repairs given the highest priority. At the time of publication, 100% of the school's restrooms were fully functioning.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems. During the 2015-16 school year, the district allocated \$25,678.60 for the deferred maintenance program. This represents 0.50% of the district's general fund budget.

The chart shows the results of the most recent school facilities inspection (as of October 2015). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 08/18/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Roof and gutter repairs needed between rooms 5 and 11.
External (Grounds, Windows, Doors, Gates, Fences)	X			

Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000.

Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	48	60	44
Mathematics (Grades 3-8 and 11)	45	54	33

California Assessment of Student Performance and Progress - Grade 3

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	93	89	95.7	37	28	15	20	92	98.9	37	23	23	17
Male	93	42	45.2	29	31	19	21	44	47.3	27	20	27	25
Female	93	47	50.5	45	26	11	19	48	51.6	46	25	19	10
Black or African American	93	4	4.3	--	--	--	--	4	4.3	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	93	5	5.4	--	--	--	--	6	6.5	--	--	--	--
Filipino	93	3	3.2	--	--	--	--	3	3.2	--	--	--	--
Hispanic or Latino	93	51	54.8	41	31	14	14	51	54.8	41	25	29	4
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	93	23	24.7	17	30	17	35	25	26.9	20	20	20	40
Two or More Races	93	3	3.2	--	--	--	--	3	3.2	--	--	--	--
Socioeconomically Disadvantaged	93	40	43	55	30	8	8	40	43	50	25	25	0
English Learners	93	32	34.4	63	34	3	0	35	37.6	51	29	20	0
Students with Disabilities	93	13	14	92	0	0	8	13	14	92	0	0	8
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	87	84	96.6	23	24	19	35	86	98.9	16	36	26	22
Male	87	47	54	30	28	19	23	49	56.3	18	35	27	20
Female	87	37	42.5	14	19	19	49	37	42.5	14	38	24	24
Black or African American	87	2	2.3	--	--	--	--	2	2.3	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	87	4	4.6	--	--	--	--	4	4.6	--	--	--	--
Filipino	87	3	3.4	--	--	--	--	3	3.4	--	--	--	--
Hispanic or Latino	87	40	46	30	38	23	10	42	48.3	26	45	24	5
Native Hawaiian or Pacific Islander	87	1	1.1	--	--	--	--	1	1.1	--	--	--	--
White	87	26	29.9	8	8	15	69	26	29.9	4	23	31	42
Two or More Races	87	7	8	--	--	--	--	7	8	--	--	--	--
Socioeconomically Disadvantaged	87	45	51.7	33	33	18	16	47	54	28	40	19	13
English Learners	87	26	29.9	42	35	15	8	28	32.2	36	50	11	4
Students with Disabilities	87	14	16.1	71	14	7	7	14	16.1	50	43	0	7
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	75	73	97.3	21	22	30	26	73	97.3	34	19	23	23
Male	75	36	48	22	31	33	14	36	48	33	25	22	19
Female	75	37	49.3	19	14	27	38	37	49.3	35	14	24	27
Black or African American	75	2	2.7	--	--	--	--	2	2.7	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	75	5	6.7	--	--	--	--	5	6.7	--	--	--	--
Filipino	75	3	4	--	--	--	--	3	4	--	--	--	--
Hispanic or Latino	75	43	57.3	30	28	30	12	43	57.3	49	23	16	12
Native Hawaiian or Pacific Islander	75	1	1.3	--	--	--	--	1	1.3	--	--	--	--
White	75	17	22.7	6	12	12	71	17	22.7	12	0	24	65
Two or More Races	75	1	1.3	--	--	--	--	1	1.3	--	--	--	--
Socioeconomically Disadvantaged	75	46	61.3	28	24	33	13	46	61.3	46	22	24	9
English Learners	75	27	36	37	37	22	0	27	36	70	26	4	0
Students with Disabilities	75	21	28	62	29	5	5	21	28	76	14	0	10
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

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

California Standards Test

The California Standards Test (CST) is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	55	63	67	71	79	73	59	60	56

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

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups

Subject	Science
District	73
School	67
African American/Black	*
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	54
Native Hawaiian or Pacific Islander	*
White	94
Males	59
Females	75
Socioeconomically Disadvantaged	57
English Learners	31
Students with Disabilities	30
Migrant Education	*
Two or More Races	*
Foster Youth	*

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

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

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

Physical Fitness (School Year 2014-15)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in grade five. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

Percentage of Students in Healthy Fitness Zone

2014-15

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.8%	30.1%	38.4%

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

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2015-16)

Monta Loma Elementary School is a parent participation school. We believe that parents are an essential component of the school community. Monta Loma asks all families to commit to volunteering 30 hours per school year. Parents and family members have many opportunities to fulfill their commitment including, but not limited to volunteering in the classroom, participating with the PTA, and attending after-school, evening, and weekend events.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at (650) 903-6915 or visit the school's website: <http://montaloma.mvwsd.org> for more information.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

Students at Monta Loma Elementary School are expected to behave in a manner that demonstrates our core values of Respect, Responsibility, Courage, Compassion, and Hard Work. School and classroom rules are all guided by these values. Parents and students are informed of school rules and discipline policies through the parent handbook, which is available in English and Spanish. Parents and students review, sign, and return a notice of their understanding of school expectations.

Monta Loma Elementary School implements Responsive Classroom as part of our positive campus climate plan, with an emphasis on classroom meetings, rule creation, interactive modeling, logical consequences, working with families, and positive teacher language. Our goal is to create positive and safe classroom climates where students can take risks, self-reflect, and self-advocate.

The suspensions and expulsions table illustrates suspension and expulsion rates for the past three years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	2.7%	0.8%	0.6%	0.0%	0.0%	0.0%
District	2.8%	2.3%	2.0%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

The safety of students and staff is a primary concern of Monta Loma Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually by the School Site Council, parents, and faculty. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before and after school by teachers and the principal. Noon duty supervisors provide supervision during lunch. Students may be dropped off and picked up from the front of the school. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

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 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2015-16)	-	-
# of Schools Currently in PI	-	0
% of Schools Currently in PI	-	0.0%

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the table.

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

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	24	21	24	-	1	-	4	3	3	-	-	-
1	24	24	22	-	-	-	4	4	3	-	-	-
2	24	23	22	-	-	-	3	4	4	-	-	-
3	21	26	21	1	-	1	3	3	3	-	-	-
4	31	24	27	-	-	-	2	3	3	-	-	-
5	23	28	27	1	-	1	3	2	-	-	-	2
Other	8	10	-	1	1	-	-	-	-	-	-	-

School Leadership

Leadership at Monta Loma Elementary School is a responsibility shared among district administration, the principal, faculty, staff, students, and parents. The 2014-15 school year marks Principal Lyon's fourth year as Monta Loma's principal. Staff leadership opportunities at Monta Loma Elementary School include the Leadership Team, Goal Team Leads, ELAC, and School Site Council representatives.

Computer Resources

Each classroom at Monta Loma Elementary School contains an average of two Internet-connected computers, with students in grades three, four, and five having a 1-to-1 access to Chromebooks. The school lab also has 32 computers. The school houses nine tablet carts with 32 tablets each for student use. Teachers and parent volunteers provide supervision within the lab. Students are trained on the following software programs: KidPix, Type to Learn, math and reading support programs including Rosetta Stone, Accelerated Math and Reader, ST Math, and English in a Flash for English Learners.

Library Information

Monta Loma Elementary School's library, staffed by a part-time library technician, is stocked with more than 10,000 books that are available for students to check out. Students visit the library weekly with their class and can access the library during recess. Students in the upper grades visit the library more frequently to develop library skills and work on research projects. The school's library also contains nine computer Internet-connected work stations for student use, where students can take Accelerated Reader quizzes and access the library's catalog system online.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Mountain View Public Library, which contains numerous computer workstations.

Counseling & Support Staff (School Year 2014-15)

It is the goal of Monta Loma Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The Community Health Awareness Council (CHAC) provides two counselors to assist students with their emotional needs. The table lists the support service personnel available to students at Monta Loma Elementary School. There are no academic counselors at the school.

Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor Intern	2	2.0
Instructional Coach	2	0.7
Intervention Teachers	4	2.5
Library Technician	1	0.75
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
School & Community Engagement Facilitator	1	1.0
SDC Aide	1	1.0
Speech/Language Specialist	1	0.6

Staff Development

The staff development plan is coordinated by the District Educational Services department in accordance with district and site priorities. Six professional days are planned annually to update and extend adult learning.

Curriculum Development

All curriculum development at Monta Loma Elementary School revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent Focus Groups, ELAC, and the principal evaluate the school's curriculum continuously using testing data, district benchmarks, pacing guides, and assessments.

All students have access to the core curriculum. Monta Loma Elementary School provides everything from interventions to enrichment opportunities. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards. Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Monta Loma Elementary School offers the following activities for its students:

- After-school Art Program
- Chorus sponsored by PTA
- Leadership Training (4th & 5th grades)
- Science is Elementary grades K-5
- Student Council
- Playworks (during and after-school programs)
- After-school soccer, basketball and tennis
- Beyond the Bell
- Classroom Enrichment
- Living Classroom
- Lego Robotics Club
- Chess Club

Recognition Programs

It is Monta Loma Elementary School's goal to recognize students for exemplifying the core values of Respect, Responsibility, Courage, Compassion, and Hard Work. Students who are "spotted" demonstrating a core value are given leopard spots. A weekly drawing is held to reward these students. Additionally, each month two students from each classroom are recognized at our Monday Launch for exemplifying the core value of the month.

GATE

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Each school site receives District parcel tax funding to support enrichment and extra-curricular activities designed to challenge any student who is motivated to participate.

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, Special Day Class Teacher and/or Aide, and a psychologist, as determined by their Individualized Education Plan (IEP). Monta Loma Elementary School has three classrooms which are used for special education programs, one Special Day Class, a Speech and Language Program, and a resource program.

English Language Learners

English Language Learners (ELL) receive specialized services and instruction in an environment conducive to maximizing English Learning. Monta Loma employs an ELD Coordinator to monitor the testing and reclassification of all English Learners.

ELLs are provided at least 30 minutes of daily instruction in English Language Development in groups defined by their CELDT level.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Average Teacher & Administrative Salaries (Fiscal Year 2013-14)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$47,808	\$42,723
Mid-Range Teachers	\$70,540	\$65,936
Highest Teachers	\$88,218	\$84,545
Elementary School Principals	\$119,974	\$106,864
Middle School Principals	\$126,219	\$110,494
High School Principals	-	\$103,499
Superintendent	\$216,216	\$159,133
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.0%	40.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$65,797
District	\$68,388
Percentage of Variation	-3.8%
School & State	
All Elementary School Districts	\$69,086
Percentage of Variation	-4.8%

Expenditures & Services Funded (Fiscal Year 2013-14)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,057
From Supplemental/Restricted Sources	\$372
From Basic/Unrestricted Sources	\$3,685
District	
From Basic/Unrestricted Sources	\$4,249
Percentage of Variation between School & District	-13.3%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-31.1%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)