

Mount Vernon Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Mount Vernon Elementary School
Street	8035 Mt. Vernon Street
City, State, Zip	Lemon Grove, CA 91945-3336
Phone Number	619-825-5691
Principal	Rosaura Fountain
E-mail Address	rfountain@lemongrovesd.net
Web Site	https://mve.lemongrovesd.net/
CDS Code	37682056038632

District Contact Information	
District Name	Lemon Grove School District
Phone Number	(619) 825-5600
Superintendent	Dr. Kimberly Berman
E-mail Address	kberman@lemongrovesd.net
Web Site	https://www.lemongrovesd.net/

School Description and Mission Statement (School Year 2018-19)

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 received authorization as an International Baccalaureate (IB) Primary Years Programme school in the Spring of 2018.

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 577 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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	81
Grade 1	66
Grade 2	76
Grade 3	86
Grade 4	51
Grade 5	59
Grade 6	69
Grade 7	38
Grade 8	53
Total Enrollment	579

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	12.8
American Indian or Alaska Native	1.2
Asian	4.3
Filipino	3.1
Hispanic or Latino	69.8
Native Hawaiian or Pacific Islander	1.4
White	6.6
Socioeconomically Disadvantaged	68.2
English Learners	29.0
Students with Disabilities	7.6
Foster Youth	0.2

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	23	29.17		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

All textbooks used in the core curriculum throughout Lemon Grove School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. On October 10, 2017, the Lemon Grove School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 17-18-05 which certifies as required by Education Code §60119 that for the 2017-2018 school year, the Lemon Grove School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course is available to pupils.

All Lemon Grove School District students, including all English learners, have textbooks and instructional materials that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient quantities for each student for use in class and to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advanced/Adelante 2018 7-8 Glencoe (2011)	Yes	0
Mathematics	K-8 Houghton-Mifflin Harcourt California "Go Math" (2014)	Yes	0
Science	K-5 Harcourt (2008) 6-8 Glencoe (2008)	Yes	0
History-Social Science	K-5 Houghton-Mifflin (2007) 6-8 Glencoe (2007)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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. Lemon Grove School District (LGSD) continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff. School custodial and district maintenance staff conduct frequent inspections to ensure that all sites are clean, safe, well maintained and in good repair. Mobile cleaning teams have been used to provide in-depth cleaning-assistance services. The Maintenance Department is in the process of establishing preventative maintenance programs that ensure all schools are maintained at an efficient operating level. All classrooms, playground areas and working space for students and staff satisfy building capacity requirements of the Education Code.

The Lemon Grove School District has always emphasized the importance of a clean, safe environment for learning and working. The environment of each campus is a matter of pride for students, staff and parents. To ensure that our facilities are in good repair condition, custodians at each site perform monthly inspections, and the district maintenance crews attempt to complete their work orders in a timely manner.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Classroom carpets needs to be replaced. Relocatable/bungalow ceiling tiles need to be replaced. Interior surfaces need to be painted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	39.0	43.0	40.0	46.0	48.0	50.0
Mathematics (grades 3-8 and 11)	27.0	32.0	33.0	36.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	346	344	99.42	43.02
Male	172	171	99.42	37.43
Female	174	173	99.43	48.55
Black or African American	37	37	100.00	51.35
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	250	250	100.00	39.60
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.00	38.89
Two or More Races	23	23	100.00	39.13
Socioeconomically Disadvantaged	238	238	100.00	36.55
English Learners	124	122	98.39	32.79
Students with Disabilities	29	29	100.00	27.59

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	346	344	99.42	32.27
Male	172	171	99.42	34.5
Female	174	173	99.43	30.06
Black or African American	37	37	100	32.43
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	250	250	100	28.4
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100	44.44
Two or More Races	23	23	100	34.78
Socioeconomically Disadvantaged	238	238	100	24.37
English Learners	124	122	98.39	25.41
Students with Disabilities	29	29	100	37.93

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.5	22.8	19.3
7	37.8	13.5	40.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 the Principal or Assistant Principal 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
- Lego League Robotics

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.8	3.6	2.1	1.2	2.2	2.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Mount Vernon has established a Positive Climate Committee school safety plan was updated and reviewed with the school staff and ILT committee on December 19, 2018.

Mount Vernon has established a Postive Culture Committee with the purpose of developing school-wide common understanding of expectations and procedures to ensure the safety and well-being of everyone. The committee also includes revising the School Safety Comprehensive Plan. The committee has met to review Discipline Plan, school-wide safety and rules since October of 2018. The emergency assignment roles were discussed with staff on Decemeber 19, 2018. A copy of the plan was also provided which includes the following:

- School Safety Committee Roster
- School Safety Committee Meeting Calendar
- Communication and Electrical
- Site Communications Plan
- Actions for Staff
- Buddy List
- Classroom Emergency Folder.
- Earthquake Classroom Status Report
- Off-Site Locations
- Student Accountability Procedure
- Full ICS Chart
- School ICS Assignments
- Operations Team Assignments
- Staging Locations
- LOCKDOWN.....Actions for Staff
- LOCKDOWN..... Alternate Lockdown Actions for Students & Staff
- Maps:Evacuation Routes for Emergency Evacuations
- Maps:Search and Rescue Routes
- Maps:Shut-Off Map and Water Barrel Map
- SECURE CAMPUS:Actions for Staff
- Student Release:Student Release Procedure
- Telephone: Emergency Numbers

The School Safety Plan was reviewed with the Instructional Leadership Team on December 17, 2018

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		3		23		3		23	1	3	
1	30		3		24		3		18	1	3	
2	22		3		21		4		22	1	3	
3	20	1	2		28		2		18	1	4	
4	26		3		30		2		20	1	2	
5	34		1	1	27		3		24	1	2	
6	32		1	1	33		5	5	23	2		2

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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)	.46	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.3	N/A
Social Worker	1.0	N/A
Nurse	0.14	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,883	\$2,103	\$7,781	\$75,267
District	N/A	N/A	\$8,084	\$78,467
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Site categorical funds support a comprehensive Response to Intervention (RtI) program which includes two support teachers and one teacher 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
- 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:

- Ten Marks Mathematics
- Accelerated Reader Spanish Reading

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

- Restorative Practices with 5 trained practitioners
- Second Step Curriculum/Grades K-5
- Referrals for Outside Support and Services
- Student well being groups

- Positive Prevention Plus
- Project Alert/Grades 6-8

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.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,035	\$48,064
Mid-Range Teacher Salary	\$73,371	\$75,417
Highest Teacher Salary	\$100,704	\$94,006
Average Principal Salary (Elementary)	\$109,508	\$119,037
Average Principal Salary (Middle)	\$114,984	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$205,497	\$183,692
Percent of Budget for Teacher Salaries	38.0	36.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

2016-2017; 2017-2018

- 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
- PIPO Club Spanish Literacy Software
- Development of Classroom Strategies and Methodologies related to success with the Common Core State Standards
- Spanish Literacy Program Development and teacher coaching
- 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.

2018-2019

- International Baccalaureate Primary Years Programme; Focus of program implementation and alignment with new district adopted curriculum, Benchmark Advanced/Adelante.
- Benchmark Advanced/Adelante two days of Benchmark consultants for each grade level doing small group demonstration
- District Literacy Coach 2-3 day a week, doing small group instruction and coaching teachers
- Professional Learning Communities (PLCs)— building and maintaining a culture of learning, collaboration and planning time for teachers to analyze assessments, and student data, develop scope and sequence of units,
- Implementation of new systems to maximize student learning
- Development of Classroom Strategies and Methodologies which align to the Common Core State Standards.
- Spanish Literacy Program Development and teacher coaching
- Designated and Integrated ELD Professional Development for Grade K-8 implementation
- Professional development on Math focusing on New Generation Math Standards, and student engagement
- RTi- Response To Intervention Student Success Study Teams Process

- Looking Closer at Inclusive Practices
- District-wide Professional Development on newly adopted curriculum; Benchmark Advanced/Adelante (K-6), Study Sync (Grade 7th and 8th English Language Arts), TCI History Alive