



John J. Montgomery Elementary School

1601 Fourth Avenue • Chula Vista, CA 91911 • (619) 422-6131 • Grades K-6

Monica Ruiz, Principal

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<http://schools.cvesd.org/schools/montgomery/Pages/Home.aspx#.WIV9TI-cHD4>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Chula Vista Elementary School District

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District Governing Board

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District Administration

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Superintendent

Jeffrey Thiel

**Assistant Superintendent, Human
Resources Services and Support**

Oscar Esquivel

**Assistant Superintendent, Business
Services and Support**

Matthew Tessier

**Assistant Superintendent, Innovation
and Instruction Services and Support**

School Description

John J. Montgomery is one of 45 schools in the Chula Vista Elementary School District. The school was built in 1945 and it was modernized in 1997. It has 22 classrooms, including four relocatables added in 1999-00, a library, auditorium/cafeteria and administrative offices.

Montgomery's vision is to foster a community of learners who embody the core values of integrity, collaboration, perseverance, justice, lifelong learning, service, and innovation. At Montgomery, we put students first. Our diverse community is comprised of students, teachers, parents, volunteers, and community members. We provide a safe, clean, nurturing learning environment where true learning and personal growth can take place.

Montgomery has a culture of achievement. We develop innovative thinkers and lifelong learners. Our students learn in a way that is meaningful and relevant to ensure that they are college and career ready. Montgomery's students are effective communicators and creative problem solvers. They are self-motivated, responsible, and gritty. Montgomery Eagles are technologically savvy students who value literacy and education. They are active participants in their own learning.

At Montgomery, we develop the whole child. More than just an academic institution, Montgomery is a safe haven where teachers and students exemplify integrity, strength of character, and health. We embrace students' unique qualities and build on their strengths. Students are enriched by the arts and extracurricular activities at Montgomery. Our students have the opportunities and tools to lead healthy, balanced lifestyles.

Montgomery is committed to creating the leaders of tomorrow as we soar from good to great!

About the SARC

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	66
Grade 1	39
Grade 2	44
Grade 3	41
Grade 4	45
Grade 5	49
Grade 6	50
Total Enrollment	334

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0
Asian	0.6
Filipino	0.9
Hispanic or Latino	94.6
Native Hawaiian or Pacific Islander	0.6
White	2.7
Two or More Races	0
Socioeconomically Disadvantaged	92.5
English Learners	74.3
Students with Disabilities	8.1
Foster Youth	0.3

A. 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.

Teacher Credentials			
John J. Montgomery Elementary School	14-15	15-16	16-17
With Full Credential	16	16	17
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	NA
Chula Vista Elementary School District			
14-15	15-16	16-17	
With Full Credential	♦	♦	1268
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	NA

Teacher Misassignments and Vacant Teacher Positions at this School			
John J. Montgomery Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.4	3.6
High-Poverty Schools	95.0	5.0
Low-Poverty Schools	98.4	1.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

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

The Chula Vista Elementary School District follows the State’s curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District’s school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District’s vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading K-6 and Houghton Mifflin Lectura K-6 Spanish. Adopted in 2002-03. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Mc Graw Hill Mathematics K-6, English and Spanish. Adopted in 2001-02. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Montgomery Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Montgomery custodial staff performs basic cleaning operations daily. Window replacement and plumbing upgrades are scheduled for the summer break.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/10/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Computer lab 401: carpet lifting up @ 2 areas; faucet missing aerator; fountain stays on; door doesn't shut all the way CR 201: 1 stained ceiling tile; 1 ceiling tile sagging out of grid CR 203: stained carpet; cobwebs in sink cabinet; ceiling tile not sitting properly in grid CR 306: 1 stained ceiling tile; sagging ceiling tile CR 404: stained carpet CR 701: 1 cracked ceiling tile; door doesn't shut all the way CR 704: 3 stained ceiling tile; carpet stained CR 706: sagging ceiling tile; termites; 3 lamp out Kinder 502: carpet spotted and dirty Parent Room: 1 stained ceiling tile; cabinet base cracked & has water damage; door doesn't shut all the way RR next to Office (Right Side): tile cracked, some lifting up
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		CR 201: 1 stained ceiling tile; 1 ceiling tile sagging out of grid CR 203: stained carpet; cobwebs in sink cabinet; ceiling tile not sitting properly in grid CR 204: carpet spotted CR 301: dirty carpet; clock lifting up from bottom CR 402: 1 stained ceiling tile CR 706: sagging ceiling tile; termites; 3 lamp out Kinder Play Toy: paint peeling; cobwebs Main Play Toy: paint peeling; cobwebs; spiral slide drop more than 12" MP Restroom (Left): cobwebs around window sill MP Restroom (Right): cobwebs around window sill MP: ceiling - area around vents dirty PreK Play Toy: paint peeling; cobwebs; bird droppings
Electrical: Electrical		X		200 Custodian: 1 lamp out CR 105: electrical panel opened during class CR 304: 1 lamp out CR 305: 2 lamps out; CR 703: electrical box missing cover plate CR 706: sagging ceiling tile; termites; 3 lamp out Kinder 501: light out Lounge 405: 1 lamp out

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/10/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			200 Boy's RR: 3rd sink needs rehauling 200 Girl's RR: sinks need rehauling Boys RR Next to 703.: 3rd sink missing hole cap Computer lab 401: carpet lifting up @ 2 areas; faucet missing aerator; fountain stays on; door doesn't shut all the way CR 202: sink dirty CR 402: 1 stained ceiling tile Kinder Playground: lunch arbor paint peeling off and has some wood rot; left fountain low; cement cracks - trip hazard Main Playground: bent volleyball pole; bench @ backstop - back part missing ends and some cracked; fountain not working and is missing cover plate PreK 303: boys toilet doesn't flush all the way
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Computer lab 401: carpet lifting up @ 2 areas; faucet missing aerator; fountain stays on; door doesn't shut all the way CR 204: carpet spotted CR 701: 1 cracked ceiling tile; door doesn't shut all the way Kinder Play Toy: paint peeling; cobwebs Kinder Playground: lunch arbor paint peeling off and has some wood rot; left fountain low; cement cracks - trip hazard Main Play Toy: paint peeling; cobwebs; spiral slide drop more than 12" Main Playground: bent volleyball pole; bench @ backstop - back part missing ends and some cracked; fountain not working and is missing cover plate Parent Room: 1 stained ceiling tile; cabinet base cracked & has water damage; door doesn't shut all the way PreK Playground: cement around play toy has large gaps - trip hazard RR next to Office (Left Side): door hard to open
Overall Rating	Exemplary	Good	Fair	Poor	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	39	37	55	62	44	48
Math	30	30	43	48	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	56	44	55	71	67	62	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.2	10.9	

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	48	47	97.9	55.3
Male	24	23	95.8	73.9
Female	24	24	100.0	37.5
Hispanic or Latino	47	46	97.9	54.4
Socioeconomically Disadvantaged	45	45	100.0	53.3
English Learners	26	25	96.2	40.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	48	42	87.5	30.9
	4	46	43	93.5	32.6
	5	48	46	95.8	43.5
	6	50	47	94.0	38.3
Male	3	26	24	92.3	37.5
	4	29	27	93.1	33.3
	5	24	23	95.8	56.5
	6	26	25	96.2	40.0
Female	3	22	18	81.8	22.2
	4	17	16	94.1	31.3
	5	24	23	95.8	30.4
	6	24	22	91.7	36.4
Black or African American	3	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	46	40	87.0	27.5
	4	43	41	95.3	34.1
	5	47	45	95.7	42.2
	6	47	44	93.6	36.4
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	4	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	44	41	93.2	29.3
	4	42	39	92.9	30.8
	5	45	44	97.8	45.5
	6	48	45	93.8	37.8
English Learners	3	35	30	85.7	13.3
	4	29	26	89.7	11.5
	5	26	24	92.3	33.3
	6	25	22	88.0	13.6
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	48	47	97.9	27.7
	4	46	44	95.7	34.1
	5	48	47	97.9	31.9
	6	50	49	98.0	26.5
Male	3	26	26	100.0	42.3
	4	29	27	93.1	37.0
	5	24	23	95.8	52.2
	6	26	26	100.0	26.9
Female	3	22	21	95.5	9.5
	4	17	17	100.0	29.4
	5	24	24	100.0	12.5
	6	24	23	95.8	26.1
Black or African American	3	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	46	45	97.8	24.4
	4	43	42	97.7	35.7
	5	47	46	97.9	30.4
	6	47	46	97.9	23.9
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	4	--	--	--	--
	6	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	44	43	97.7	25.6
	4	42	40	95.2	32.5
	5	45	45	100.0	33.3
	6	48	47	97.9	25.5
English Learners	3	35	34	97.1	14.7
	4	29	27	93.1	25.9
	5	26	25	96.2	20.0
	6	25	24	96.0	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

C. 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 schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Contact person: Principal Monica Ruiz

Contact Person Phone Number: (619) 422-6131 x3999

Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit our school and become actively involved; multiple and varied opportunities are provided. We host monthly parent meetings with the Principal to keep parents informed about the current Common Core State Standards, the new assessments, latest curriculum and instructional best practices. Parents are seen as allies and are offered a variety of opportunities to become partners with us in the education of their children. Parents are invited to visit classrooms and do walkthroughs with the Principal. There are on-going parent workshops with various organizations throughout the year to support and enhance parenting skills. There is a mobile clinic at our school every other Monday to increase wrap-around services for all parents and the community.

Parents elect representatives to serve on the School Site Council, the English Language Advisory Committee, and the Parent-Teacher Organization (PTO). Our parents are always very supportive of school programs and have participated in various school functions including the School Picnic, Spring Festival, Movie Nights, Literacy Nights, Math Nights, Jump-for-Heart, Character-Literature Parade, sixth grade fund-raising activities and as classroom and clerical support volunteers.

Through our Preventive Early Intervention Program in collaboration with South Bay Community Services, our parents receive additional support and counseling one-on-one or in a group setting meeting the needs of our primary students in grades TK-3rd.

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.

School Safety Plan

Student safety and well-being is promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground and bus supervision, drug and alcohol abuse prevention education programs, child abuse awareness and a program directed toward gang suppression. Students are taught appropriate use of both classroom and playground equipment and are encouraged to seek the assistance of adults with any concerns. School wide behavioral expectations are reviewed in grade level assemblies at the beginning of the school year and daily throughout the year. Safety Plan is an ongoing discussion with staff. On September 7, 2016 our Comprehensive School Safety Plan was discussed and approved by School Site Council.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.5	0.0	1.3
Expulsions Rate	0.2	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.8	0.7	0.6
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	43.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.25
Psychologist	0.3
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1
Other	2
Average Number of Students per Staff Member	
Academic Counselor	360

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	24	23	23		1	1	2	2	2			
1	21	25	25	1			1	2	2			
2	20	24	24	2				2	2			
3	20	23	23	1			2	2	2			
4	29	17	17		1	1	2	2	2			
5	27	27	27				2	2	2			
6	29	26	26				2	2	2			

Professional Development provided for Teachers

Student achievement data was used to determine the school focus in Reading using Common Core State Standards with an emphasis on supporting our high ELL population. All professional development is planned to address the goals we have written into our Single Site Plan and our school focus. Modified days and release time for collaboration both provide time for professional development.

2013-14 Professional Development topics included: Writing across the curriculum, Close reading, text complexity, monitoring independent reading through AR, text-dependent questions, purpose with content and language objectives, grading Performance Assessments, Balanced Literacy, Mathematical Re-engagement, Webb's Depth of Knowledge, Common Core State Standards in Reading and Math, Multimedia, and Accountable talk.

2014-15 Professional Development topics included: Writing Performance Tasks in all three text types, Depth of Knowledge, GLAD, Technology to support student achievement, Writing in Math, Writing to support English Language Learners, Common Core Math, how to maximize student assessments on OARS, and Systematic Instruction on Phonemic Awareness and Phonics System (SIPPS).

2015-16 Professional Development includes: Achieve 3000, Renaissance Learning, GLAD: Guided Language Acquisition Design, Thematic Unit Planning using Rigorous Curriculum Design, Math Training on Number Talks, English Language Development training supporting the ELA block with designated and integrated planning of ELD using the ELD Standards, and Social/Emotional Training for teachers to support student behavior and achievement.

Teachers are supported before, during and after implementation through collaboration, coaching with a resource teacher, with the principal and data meetings.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,210	\$44,573
Mid-Range Teacher Salary	\$69,717	\$72,868
Highest Teacher Salary	\$92,864	\$92,972
Average Principal Salary (ES)	\$122,938	\$116,229
Average Principal Salary (MS)		\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$252,443	\$201,784
Percent of District Budget		
Teacher Salaries	39%	39%
Administrative Salaries	5%	5%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10,309.53	2,691.47	7,618.06	67,840
District	◆	◆	6,990.07	\$71,827
State	◆	◆	\$5,677	\$75,137
Percent Difference: School Site/District			9.0	-5.6
Percent Difference: School Site/ State			34.2	-9.7

* Cells with ◆ do not require data.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Two support teachers help release teachers during the afternoon for 2 hours to focus on a literacy-based program and computer lab; the lessons are standards-based and support the classroom instruction. A full-time Curriculum Coach facilitates language arts and mathematics professional development providing individual, grade level and school wide support. The school offers an Extended Day Program called RiSE for three hours a week to provide support to students who are far below grade level in standardized testing.

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.