



**John J. Montgomery**  
*Elementary School*



*Chula Vista Elementary School District*

## John Montgomery Elementary School

1601 Fourth Avenue • Chula Vista, CA 91911 • (619) 422-6131 • Grades K-6  
Monica Ruiz, Principal  
monica.ruiz@cvesd.org

### 2014-15 School Accountability Report Card Published During the 2015-16 School Year



**"EACH CHILD IS AN INDIVIDUAL  
OF GREAT WORTH"**

#### Board of Education

Marissa A. Bejarano

Leslie Bunker

Eduardo Reyes, Ed.D.

Francisco Tamayo

Glendora M. Tremper

#### Superintendent

Francisco Escobedo Ed.D.

Francisco.Escobedo@cvesd.org

84 East J Street

Chula Vista, CA 91910-6100

(619) 425-9600

www.cvesd.org

The Chula Vista Elementary School District is committed to providing equal educational, contracting, and employment opportunity to all in strict compliance with all applicable state and federal laws and regulations. The District office that monitors compliance is the Human Resources Services and Support Office, 84 East J Street, Chula Vista, CA 91910, phone (619) 425-9600, extension 1340. Any individual who believes s/he has been a victim of unlawful discrimination in employment, contracting, or in an educational program may file a formal complaint with the District's Human Resources Office.

#### 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!

#### District Profile

Located between the City of San Diego and United States/Mexico International Border, the Chula Vista Elementary School District is the largest K-6 district in the state. The District currently serves more than 29,200 students. The District serves a community that features a blend of residential areas, recreational facilities, open space, and light industry. The District currently operates 45 elementary schools (including 5 dependent charter schools). In addition, two independent charter schools operate through CVESD. Five charter schools also enroll middle school students, and two of those serve high school students as well.

Students experience a rigorous 21st century learning environment that is rooted in effective teaching practices and high-quality instruction. Students receive an education that nurtures every child's imagination, intellect, and sense of inquiry. Working together, we will harness the potential of a collective intelligence rich with the imagination and creativity necessary for students to become difference makers in the community.

The student population is ethnically diverse and is composed of African-American (4%), Asian (3%), Filipino (11%), Latino/Hispanic (67%), other (1%), Pacific Islander (.6%), and White (14%). More than one-third of the students in the District are classified English Learners, and 45% qualify for free and reduced-priced meal programs.

### LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

School districts are required to produce Local Control and Accountability Plans (LCAPs), demonstrating how increased resources are linked to meeting the needs of all students. In tandem, the funding formula and accountability plans increase local decision making authority while also enhancing transparency and accountability. Here's where our parents, teachers and students come into play. Together, they will help our schools determine academic priorities in support of student achievement. The state's shift to local control is very much aligned to how we have long operated in the Chula Vista Elementary School District, where student-based decision-making is an expectation. Now, we will have additional resources to help us close the achievement gap.

### 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 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 at (619) 422-6131 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	69
Grade 1	49
Grade 2	47
Grade 3	45
Grade 4	50
Grade 5	54
Grade 6	52
<b>Total Enrollment</b>	<b>366</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
Asian	0.5
Filipino	1.9
Hispanic or Latino	91.8
Native Hawaiian or Pacific Islander	0.5
White	3.8
Two or More Races	0.3
Socioeconomically Disadvantaged	93.4
English Learners	66.9
Students with Disabilities	8.5
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 Montgomery Elementary School	13-14	14-15	15-16
With Full Credential	18	16	16
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Chula Vista Elementary School District			
13-14	14-15	15-16	
With Full Credential	◆	◆	1237
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John Montgomery Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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

2014-15 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	97.5	2.5
High-Poverty Schools	95.9	4.1
Low-Poverty Schools	99.7	0.3

\* 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 2015-16)

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%

### Student Wellness Information

The Chula Vista Elementary School District recognizes the link between student health and learning and is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity for all District students.

Our CVESD Wellness Committee consisting of principals, teachers, nurses, community organizations, parents, students and school food service professionals, was created to assist and advise the district on health related issues. It was with the assistance of this committee that our District's local wellness policy was revised (in May 2012). The wellness policy applies to every school in the District. The policy assists schools in improving the health of students by promoting physical activity and nutritious food. For more information on the District’s wellness policy visit [www.cvesd.org/community/pages/wellness\\_policy.aspx](http://www.cvesd.org/community/pages/wellness_policy.aspx).

Starting in 2010 and continuing biennially, CVESD has measured BMI (Body Mass Index) of all students to help inform our decisions around health and wellness. District maps were created to showcase the improved results and the need for continued efforts focused in this area. Teachers continue to document their completion of the required minutes for physical education with an emphasis on quality of instruction.

Our Wellness Policy supports healthy students by promoting non-food parties and celebrations and/or healthy nutritious food and snack choices.

Montgomery is a recipient of the American Heart Association Community Garden Grant. Our School believes that school gardens promote a healthy nutrition environment which serves as a teaching tool to improve student healthy behaviors. Research shows that children who plant and harvest their own fruits and vegetables are more likely to eat them. Our community members help students in maintaining the vegetable garden after school hours, weekends, and during vacation breaks.

Montgomery has also recently received the Community Transformation Grant for School Physical Education and Physical Exercise which included \$30,000 worth of P.E. equipment. Students participate in 100 minutes a week in planned physical activities including physical education, walking/running programs, structured, recess activities and before and/or after-school programs. Our school believes for students to be successful learners they must be physically ready to learn. We encourage our students and community to participate every morning in our Walking Club where we track every student with a data base and rewards are provided for the highest achievers. Every student walks around the track while waiting for the bell to start the day. We also participate in the after school Soccer League with a boys team.

Our School participates on a regular basis in the Safe Routes to School program promoting walking and biking to school as a safe, healthy, and family-friendly physical activity.

### 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: December 10, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		
Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs				

## 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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	39	55	44
Math	30	44	33

\* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	62	56	44	66	71	67	59	60	56

\* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.90	17.00	3.80

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	67
All Student at the School	44
Male	51
Female	34
Black or African American	--
Hispanic or Latino	41
White	--
English Learners	29
Students with Disabilities	44
Foster Youth	--

\* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	54	49	90.7	37	33	14	16
	4	50	48	96.0	44	21	23	13
	5	55	51	92.7	45	18	29	8
	6	54	50	92.6	20	28	32	20
Male	3		32	59.3	38	34	13	16
	4		24	48.0	46	17	29	8
	5		27	49.1	48	19	30	4
	6		25	46.3	20	28	24	28
Female	3		17	31.5	35	29	18	18
	4		24	48.0	42	25	17	17
	5		24	43.6	42	17	29	13
	6		25	46.3	20	28	40	12

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	4		1	2.0	--	--	--	--
	5		1	1.8	--	--	--	--
Asian	6		1	1.9	--	--	--	--
Filipino	4		1	2.0	--	--	--	--
	6		2	3.7	--	--	--	--
Hispanic or Latino	3		45	83.3	31	36	16	18
	4		46	92.0	46	22	20	13
	5		47	85.5	49	19	26	6
	6		47	87.0	21	30	32	17
Native Hawaiian or Pacific Islander	3		1	1.9	--	--	--	--
White	3		2	3.7	--	--	--	--
	4		0	0.0	--	--	--	--
	5		3	5.5	--	--	--	--
Two or More Races	3		1	1.9	--	--	--	--
Socioeconomically Disadvantaged	3		44	81.5	36	36	14	14
	4		45	90.0	42	22	24	11
	5		47	85.5	45	17	30	9
	6		46	85.2	22	28	30	20
English Learners	3		30	55.6	47	37	7	10
	4		28	56.0	50	21	25	4
	5		35	63.6	57	20	20	3
	6		20	37.0	40	35	15	10
Students with Disabilities	3		2	3.7	--	--	--	--
	4		6	12.0	--	--	--	--
	5		4	7.3	--	--	--	--
	6		7	13.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	3	54	49	90.7	41	33	16	8
	4	50	48	96.0	46	29	21	4
	5	55	51	92.7	47	29	10	14
	6	54	50	92.6	28	24	32	16
<b>Male</b>	3		32	59.3	38	34	13	13
	4		24	48.0	38	33	25	4
	5		27	49.1	44	33	7	15
	6		25	46.3	24	20	36	20
<b>Female</b>	3		17	31.5	47	29	24	0
	4		24	48.0	54	25	17	4
	5		24	43.6	50	25	13	13
	6		25	46.3	32	28	28	12
<b>Black or African American</b>	4		1	2.0	--	--	--	--
	5		1	1.8	--	--	--	--
<b>Asian</b>	6		1	1.9	--	--	--	--
<b>Filipino</b>	4		1	2.0	--	--	--	--
	6		2	3.7	--	--	--	--
<b>Hispanic or Latino</b>	3		45	83.3	36	36	18	9
	4		46	92.0	48	26	22	4
	5		47	85.5	49	30	9	13
	6		47	87.0	30	23	32	15
<b>Native Hawaiian or Pacific Islander</b>	3		1	1.9	--	--	--	--
<b>White</b>	3		2	3.7	--	--	--	--
	4		0	0.0	--	--	--	--
	5		3	5.5	--	--	--	--
<b>Two or More Races</b>	3		1	1.9	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		44	81.5	43	32	18	5
	4		45	90.0	47	29	20	4
	5		47	85.5	49	28	11	13
	6		46	85.2	30	24	30	15
<b>English Learners</b>	3		30	55.6	50	37	10	3
	4		28	56.0	50	36	14	0
	5		35	63.6	60	26	6	9
	6		20	37.0	55	15	25	5

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		2	3.7	--	--	--	--
	4		6	12.0	--	--	--	--
	5		4	7.3	--	--	--	--
	6		7	13.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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**

Contact person: 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 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 Acquisition 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.

**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 10, 2015 our Comprehensive School Safety Plan was discussed and approved by School Site Council.



Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.68	0.47	0.00
Expulsions Rate	0.00	0.24	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	0.68	0.79	0.65
Expulsions Rate	0.00	0.01	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

#### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 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	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	21	24	23	1		1	1	2	2			
1	24	21	25		1		2	1	2			
2	24	20	24		2		1		2			
3	22	20	23	1	1		2	2	2			
4	26	29	17			1	2	2	2			
5	31	27	27				2	2	2			
6	28	29	26				2	2	2			
Other	20			1								

#### 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).

#### 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.

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.

### 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 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 an resource teacher, with the principal and data meetings.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,557	\$43,091
Mid-Range Teacher Salary	\$65,715	\$70,247
Highest Teacher Salary	\$87,533	\$89,152
Average Principal Salary (ES)	\$115,846	\$112,492
Average Principal Salary (MS)		\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$228,800	\$192,072
Percent of District Budget		
Teacher Salaries	42%	41%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8,706.53	2,294.34	6,412.19	61,647
District	◆	◆	5,986.18	\$67,803
State	◆	◆	\$5,348	\$72,993
Percent Difference: School Site/District			7.1	-9.1
Percent Difference: School Site/ State			19.9	-15.5

\* Cells with ◆ do not require data.

### Types of Services Funded

Two support teachers 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 basic and below basic on the California Standardized Test.