



# 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>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Chula Vista Elementary School District

84 East J Street  
Chula Vista, CA 91910-6100  
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[www.cvesd.org](http://www.cvesd.org)

#### District Governing Board

Leslie Ray Bunker

Armando Farias

Laurie K. Humphrey

Eduardo Reyes, Ed.D.

Francisco Tamayo

#### District Administration

Francisco Escobedo, Ed.D.

##### **Superintendent**

Jeffrey Thiel, Ed.D.

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

Oscar Esquivel

##### **Deputy Superintendent, Business Services and Support**

Matthew Tessier, Ed.D.

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

### School Description

John J. Montgomery is one of 49 schools in the Chula Vista Elementary School District, including charters. The school was built in 1945 and it was completely modernized in the summer of 2018. It has 16 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 and believe in the arts. 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	36
Grade 2	33
Grade 3	48
Grade 4	47
Grade 5	54
Grade 6	44
<b>Total Enrollment</b>	<b>322</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
Asian	0.3
Filipino	1.6
Hispanic or Latino	91
White	4.7
Two or More Races	0.3
Socioeconomically Disadvantaged	95.7
English Learners	63.7
Students with Disabilities	15.5
Homeless	1.6

## 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 for John J. Montgomery	17-18	18-19	19-20
With Full Credential	17	16	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at John J. Montgomery Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 2019-20)

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: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Reading K-6 English, including ELD textbooks Adopted in 2017-18 school year.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	GoMath Mathematics K-6, English. Adopted in 2015-16  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

### School Facility Conditions and Planned Improvements (Most Recent Year)

In respect to our most recent FIT report, our classrooms are adequate to support our school's current enrollment. Our custodians closely work with all teachers and staff to ensure all proper protocols are followed and adhered to. 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: 1/9/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	CR 703: ceiling tile stained, heater stays on too long, making room too warm
<b>Interior:</b> Interior Surfaces	Good	510 Storage: ceiling missing cover CR 404: ceiling tile stains, 1 tile missing Kinder 201: hole on ceiling tile, t.v. at times doesn't work, sink cabinets need adjustments, restroom fan doesn't work Office 410: missing ceiling tile, water leak
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	704 Library: ceiling tile stains CR 402: 1 stained ceiling tile, door is hard to open CR 404: ceiling tile stains, 1 tile missing CR 703: ceiling tile stained, heater stays on too long, making room too warm Main Play Toy: cobwebs, graffiti, very dirty and could use washing Pre K Play Toy: paint peeling, cobwebs
<b>Electrical:</b> Electrical	Good	CR 403: 2 outlets missing covers, electrical box blocked, door missing screws and shuts too hard CR 801: 1 switch of lights does not work Kinder 201: hole on ceiling tile, t.v. at times doesn't work, sink cabinets need adjustments, restroom fan doesn't work Multipurpose: light fixture loose
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	CR 603: sink knob loose CR 803: sink knob loose, door doesn't shut all the way CR 804: sink knob loose, door doesn't shut all the way
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Office 410: missing ceiling tile, water leak

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 402: 1 stained ceiling tile, door is hard to open CR 403: 2 outlets missing covers, electrical box blocked, door missing screws and shuts too hard CR 803: sink knob loose, door doesn't shut all the way CR 804: sink knob loose, door doesn't shut all the way Main Play Toy: cobwebs, graffiti, very dirty and could use washing Main Playground: soccer goal - loose chainlink Pre K Play Toy: paint peeling, cobwebs
<b>Overall Rating</b>	Good	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] 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	52	55	65	64	50	50
Math	32	37	51	51	38	39

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 Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.8	31.0	34.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	194	189	97.42	54.50
Male	111	108	97.30	54.63
Female	83	81	97.59	54.32
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	175	170	97.14	54.71
White	12	12	100.00	41.67
Socioeconomically Disadvantaged	190	185	97.37	54.05
English Learners	147	142	96.60	49.30
Students with Disabilities	20	20	100.00	20.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	194	194	100.00	36.60
Male	111	111	100.00	42.34
Female	83	83	100.00	28.92
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	175	175	100.00	36.57
White	12	12	100.00	41.67
Socioeconomically Disadvantaged	190	190	100.00	36.32
English Learners	147	147	100.00	36.05
Students with Disabilities	20	20	100.00	30.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

## 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 2019-20)

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 every week. We host monthly parent meetings with the principal to keep parents informed about the state standards, the new assessments, latest curriculum, supports for English language learners, 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 parenting skills. There is a mobile clinic at our school every other Monday to increase wrap-around services for all parents and the community.

Every Friday the principal hosts parent meetings. The first Friday of every month is Coffee with the Principal. Coffee with the Principal provides information to parents about resources available in the community. The second Friday of the month, is the Parent-Teacher-Organization (PTO). With PTO, school-wide events are planned, organized for all students. PTO is a collaborative body of parents working towards a common purpose of supporting all students TK-6th grade. The third Friday of each month is dedicated to the English Language Advisory Committee (ELAC). During ELAC information regarding data on our English language Learners, resources, and information on best instructional strategies are delivered to parents to best support their children at home.

Parents elect parent 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 includes: Open House, Spring Festival, Movie Nights, Literacy Nights, Math Nights, Jump-for-Heart, Character-Literature Parade, yearly Color-Run sixth grade fund-raising activities and as classroom and clerical support volunteers.

There is a part-time school counselor to support services for all students, parents, and staff in the social emotional learning of students.

### 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.

### 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 October 11, 2019 our Comprehensive School Safety Plan was discussed and approved by School Site Council.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.5	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	322.0

\* 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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.7
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	3.1

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	2	2		15	4			19	2	2	
1	20	1	1		24		1		20	1		
2	21	1	1		21	1	2		16	2		
3	24		2		23		2		24		2	
4	22		2		28		2		27		1	
5	21	1	1		31		1		20	1	2	
6	18	1	2		20	1	2		29		2	
Other**												

\*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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			25

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.

2017-18 with the ELL lens, Montgomery received professional development support from the district office with Guided Language Acquisition Design (GLAD), ensuring visual supports, language opportunities and access to the core content was made available. The district provided additional support from our Language Acquisition department in the areas of designated ELD and Integrated ELD deepening the connections needed for our ELLs.



2018-19 Montgomery with five other schools make up a cohort within the district and focus on a common need. As a cohort, we meet quarterly with our Instructional leadership teams (ILT) for professional development opportunities. This usually constitutes approximately 8-10 team members from each site. This support is provided by the district with a lens on the district initiatives that support high impact language strategies and reinforce individual site-based instructional foci. In addition, our professional learning has been on writing constructed responses in ELA and Math fulfilling each quarter with a professional learning cycle focused on writing.

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

2019-2020 Professional Development includes: Achieve 3000, GLAD: Guided Language Acquisition Design, Math Training on Conceptual Mathematics understanding, 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 using Multi-Tiered Supports and Systems (MTSS). Montgomery with five other schools make up a cohort within the district and focus on Math. As a principal cohort, we meet monthly to discuss school needs and our Instructional leadership teams (ILT) meets quarterly for professional development opportunities. This usually constitutes approximately 8-10 team members from each site. This support is provided by the district with a lens on the district initiatives that support high impact language strategies. Our schools focus and professional learning cycles this year are focused on small group instruction with a focus on collaborative conversations and discussions, Teachers are supported before, during and after implementation through collaboration, coaching with a resource teacher, with the principal and data meetings.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

\* 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/).

**Types of Services Funded**

For the 2018-19 school year professional development was provided through an equity lens focused on our 62% ELLs. There was a deep and strategic focus on data, data analysis starting with CAASPP summative data, CELDT/ELPAC annual data, and moved toward formative data with instructional implications on a weekly basis. Looking at student work and the calibration of scoring writing was supported. Modified days and release time for collaboration both provide time for professional development.

With our two impact reading teachers, they provided reading phonological foundational professional development to new teachers on staff reinforcing our school initiative on foundational skills in grades K-3.

Our district Math Coordinator supported teacher growth in the area of conceptual mathematics. This was provided in collaboration and by our Cohort of schools on prep days throughout the school year.

Additionally, with the ELL lens, Montgomery received professional development support from the district office with Guided Language Acquisition Design (GLAD), ensuring visual supports, language opportunities and access to the core content was made available. The district provided additional support from our Language Acquisition department in the areas of designated ELD and Integrated ELD deepening the connections needed for our ELLs.

Lastly, Montgomery with five other schools make up a cohort within the district and focus on a common need. As a cohort, we meet quarterly with our Instructional leadership teams (ILT) for professional development opportunities. This usually constitutes approximately 8-10 team members from each site. This support is provided by the district with a lens on the district initiatives that support high impact language strategies and reinforce individual site-based instructional foci.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,074.68	\$2,858.28	\$8,216.40	\$67,179.00
District	N/A	N/A	\$166,094,33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-7.2
School Site/ State	22.2	-15.4

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.