

# John J. Montgomery Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | John J. Montgomery Elementary School                                      |
| <b>Street</b>                            | 1601 Fourth Avenue  |
| <b>City, State, Zip</b>                  | Chula Vista, California 91911   |
| <b>Phone Number</b>                      | (619) 422-6131  |
| <b>Principal</b>                         | Felicitas Rayray  |
| <b>Email Address</b>                     | lydia.burgos@cvesd.org  |
| <b>School Website</b>                    | <a href="https://montgomery.cvesd.org/">https://montgomery.cvesd.org/</a> |
| <b>County-District-School (CDS) Code</b> | 37-68023-6037915  |

## 2023-24 District Contact Information

|                         |  |
|-------------------------|--|
| <b>District Name</b>    | Chula Vista Elementary School District |
| <b>Phone Number</b>     | (619)425-9600                          |
| <b>Superintendent</b>   | Dr. Eduardo Reyes, Superintendent      |
| <b>Email Address</b>    | eduardo.reyes@cvesd.org                |
| <b>District Website</b> | www.cvesd.org                          |

## 2023-24 School Description and Mission Statement

John J. Montgomery is one of 50 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.

At John J. Montgomery Elementary School, we provide an inclusive and nurturing environment committed to every student's success. We are dedicated to preparing our students to become respectful and responsible individuals who value diverse perspectives. We develop creative, collaborative thinkers who communicate effectively and make meaningful contributions to the world.

Montgomery's vision is one that is committed to providing a successful, safe, challenging, and nurturing educational experience while promoting the joy and importance of learning for all our children.

At John J. Montgomery Elementary School, we provide an inclusive and nurturing environment committed to every student's success. We are dedicated to preparing our students to become respectful and responsible individuals who value diverse perspectives. We develop creative, collaborative thinkers who communicate effectively and make meaningful contributions to the world.

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

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 59                 |
| Grade 1          | 41                 |
| Grade 2          | 48                 |
| Grade 3          | 51                 |
| Grade 4          | 45                 |
| Grade 5          | 40                 |
| Grade 6          | 31                 |
| Total Enrollment | 315                |

### 2022-23 Student Enrollment by Student Group

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female                           | 44.4%                       |
| Male                             | 55.6%                       |
| American Indian or Alaska Native | 0.6%                        |
| Black or African American        | 1%                          |
| Filipino                         | 1.3%                        |
| Hispanic or Latino               | 94.6%                       |
| Two or More Races                | 0.6%                        |
| White                            | 1.9%                        |
| English Learners                 | 60%                         |
| Homeless                         | 6.3%                        |
| Socioeconomically Disadvantaged  | 91.1%                       |
| Students with Disabilities       | 18.1%                       |

### 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.

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 14.30         | 94.54          | 1227.00         | 88.68            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 5.10            | 0.37             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.20          | 1.65           | 31.40           | 2.27             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 14.00           | 1.01             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 0.50          | 3.82           | 106.00          | 7.66             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 15.10         | 100.00         | 1383.70         | 100.00           | 274759.10    | 100.00        |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 15.10         | 89.23          | 1266.50         | 87.95            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 6.80            | 0.48             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.30          | 1.94           | 22.80           | 1.59             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.50          | 2.94           | 33.90           | 2.36             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 0.90          | 5.83           | 109.80          | 7.63             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 16.90         | 100.00         | 1440.10         | 100.00           | 279044.80    | 100.00        |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers  | 0.00    | 0.00    |
| Misassignments   | 0.20    | 0.30    |
| Vacant Positions   | 0.00    | 0.00    |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.20    | 0.30    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00    | 0.50    |
| Local Assignment Options                               | 0.00    | 0.00    |
| <b>Total Out-of-Field Teachers</b>                     | 0.00    | 0.50    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 5.5     | 5.2     |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 are based on recommendations by committees of our District's school staff 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. An inventory of books is warehoused centrally for growth needs at the schools.

Reading - Benchmark, Achieve 3000, SmartyAnts  
 Math - Go Math!, Levered Learning, iReady  
 Science - Twig Science

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.

Year and month in which the data were collected

July 2023

| Subject   | Textbooks and Other Instructional Materials/year of Adoption                                 | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|--|-----------------------------|--|
| <b>Reading/Language Arts</b>                      | Benchmark Advance and Benchmark Adelante - adopted July 2017                                 | Yes                         | 0%   |
| <b>Mathematics</b>                                | iReady Math Curriculum - adopted July 2023   | Yes                         | 0%   |
| <b>Science</b>                                    | TWIGs Science Curriculum - adopted July 2023   | Yes                         | 0%   |
| <b>History-Social Science</b>                     | Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. | Yes                         | 0%   |
| <b>Foreign Language</b>                           | N/A  |                             | N/A  |
| <b>Health</b>                                     | N/A  |                             | N/A  |
| <b>Visual and Performing Arts</b>                 | N/A  |                             | N/A  |
| <b>Science Laboratory Equipment (grades 9-12)</b> | N/A  | N/A                         | N/A  |

## School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

11/9/2023

| System Inspected                                     | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned   |
|--|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | X         |           |           | :   |
| <b>Interior:</b><br>Interior Surfaces                |           | X         |           | 600 Girl's RR: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats 201 Kinder : Ripped tackboard by the light switch // *Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1 * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. 202 Kinder : Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1 Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited |

## School Facility Conditions and Planned Improvements

on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7.

Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 300 Girl's RR : Splatter on the ceiling \* Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats 411 Office : Stained ceiling tile // \* Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) 600 Adult RR : \* Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats 600 Boy's RR : \* Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats CR 701: Stained ceiling tile // Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1.

Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 \* Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) CR 703: \* Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1 // \* Hanging cable/string/wire/yarn across windows or classroom (if across window 6-12 inches away from blind slats are needed) Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall



## School Facility Conditions and Planned Improvements

|   |          |  |  |
|---|----------|--|--|
|   |          |  | <p>be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3.</p> <p>Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7.</p> <p>Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <a href="https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title">https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title</a> 19 Div. 1, Section 3.08 // * Hot wax or oil plate aromatherapy air freshener (fire and safety concern - per district policy items are not allowed) * Unapproved Devices: All appliances shall be polarized, grounded, and equipped with overcurrent protection &amp; listed in accordance with UL1363. 1. Ensure all power strips UL approved surge protectors. 2. Discontinue daisy chaining power strips. Plug all surge protected power strips directly into the wall. CFC 604.1.1 * * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) CR 802: Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1 //Tackboard is stained with ozzing adhesive // Loose data port from wall CR 804: Tackboard is stained by ozzing adhesive Lounge: Baseboard needs to be reglued to wall Multipurpose: VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish.</p> |
| <p><b>Cleanliness:</b><br/>Overall Cleanliness, Pest/Vermin Infestation</p> | <p>X</p> |  |  |
| <p><b>Electrical</b></p>  | <p>X</p> |  | <p>CR 602: * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) Provide Clearance for Electrical Panel</p> <p>A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.</p>   |

## School Facility Conditions and Planned Improvements

|  |          |  |   |
|--|----------|--|---|
|  |          |  | <p>1. Maintain 36" clearance around electrical panels.</p> <p>2. Remove all combustible items from Electrical room. CFC Section 604.3 // * Regular extension in use (fire and safety concern - per district policy items are not allowed) it needs to be power surge protected Power Strip Usage</p> <p>Relocatable power strips shall not be daisy chained, run through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. This shall be enforced throughout the campus.</p> <p>CFC Section 604.4-604.4.3<br/>CR 802: Ceiling clearance</p> <p>Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings.</p> <p>Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus.</p> <p>CFC Section 315.3.1 //Tackboard is stained with oozing adhesive // Loose data port from wall<br/>CR 803: *** outlet is tape to the white board - work order needs to be submitted</p>  |
| <p><b>Restrooms/Fountains:</b><br/>Restrooms, Sinks/ Fountains</p> | <p>X</p> |  | <p>CR 501: Damage counter top under paper towel dispenser Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1.All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <a href="https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title">https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title</a> 19 Div. 1, Section 3.08 CR 801: Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in</p> |

## School Facility Conditions and Planned Improvements

|  |  |          |  |
|--|--|----------|--|
|  |  |          | <p>sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1 // Sink counter laminate edge is missing</p>  |
| <p><b>Safety:</b><br/>Fire Safety, Hazardous Materials</p> |  | <p>X</p> | <p>440 Electrical: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 Remove Combustible Storage Combustible material shall not be stored in boiler rooms, mechanical rooms, or electrical equipment rooms. Remove material. Multiple communications rooms have storage. Remove storage from all utility rooms. Multiple electrical rooms noted to have combustible material stored inside. Remove stored combustible material from all electrical rooms. This shall be enforced throughout the campus. CFC, Section 315.3.3 520 Electrical: Remove Combustible Storage Combustible material shall not be stored in boiler rooms, mechanical rooms, or electrical equipment rooms. Remove material. Multiple communications rooms have storage. Remove storage from all utility rooms. Multiple electrical rooms noted to have combustible material stored inside. Remove stored combustible material from all electrical rooms. This shall be enforced throughout the campus. CFC, Section 315.3.3 Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 120 Electrical : Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 201 Kinder : Ripped tackboard by the light switch // *Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1 * The carpet is heavily stained</p> |

and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.

202 Kinder : Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus.

CFC Section 315.3.1 Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED.

1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 210 Office/ YMCA: \* Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 // Unapproved Devices shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. 1. Ensure all

## School Facility Conditions and Planned Improvements

|  |   |  |  |
|--|---|--|--|
|  |   |  | <p>power strips UL approved surge protectors. 2.<br/>         Discontinue daisy chaining power strips. Plug all surge protected power strips directly into the wall. CFC 604.1.1 * Aromatherapy plug in air freshener (fire and safety concern - per district policy items are not allowed) // * Aromatherapy Diffuser (fire and safety concern - per district policy items are not allowed) 410 Office : Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1 // *** Williams notices not posted 411 Office : Stained ceiling tile // * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) CR 401: * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1// * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) // * Hanging hooks on exterior window frame (hazard) CR 402: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED.<br/>         1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3.<br/>         Artwork and teaching materials shall be</p> |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X |  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X |  | Blacktop                      Play Toy: needs power washing<br>Kinder Play Toy: Needs power washing  |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|           | 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject  | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 38             | 41             | 54               | 53               | 47            | 46            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 21             | 24             | 41               | 43               | 33            | 34            |

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 166                     | 158                  | 95.18                 | 4.82                      | 41.14                          |
| <b>Female</b>  | 69                      | 67                   | 97.10                 | 2.90                      | 46.27                          |
| <b>Male</b>  | 97                      | 91                   | 93.81                 | 6.19                      | 37.36                          |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Asian</b>   | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 158                     | 150                  | 94.94                 | 5.06                      | 42.00                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>English Learners</b>                              | 94                      | 87                   | 92.55                 | 7.45                      | 25.29                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 13                      | 12                   | 92.31                 | 7.69                      | 41.67                          |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 148                     | 140                  | 94.59                 | 5.41                      | 36.43                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 38                      | 35                   | 92.11                 | 7.89                      | 8.57                           |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 166                     | 162                  | 97.59                 | 2.41                      | 24.07                          |
| <b>Female</b>  | 69                      | 69                   | 100.00                | 0.00                      | 18.84                          |
| <b>Male</b>  | 97                      | 93                   | 95.88                 | 4.12                      | 27.96                          |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Asian</b>   | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 158                     | 154                  | 97.47                 | 2.53                      | 24.68                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>English Learners</b>                              | 94                      | 91                   | 96.81                 | 3.19                      | 14.29                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 13                      | 13                   | 100.00                | 0.00                      | 15.38                          |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 148                     | 144                  | 97.30                 | 2.70                      | 22.92                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 38                      | 34                   | 89.47                 | 10.53                     | 8.82                           |



## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject                                  | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science<br>(grades 5, 8 and high school) | 10.71          | 19.44          | 36.97            | 34.95            | 29.47         | 30.29         |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 43               | 40            | 93.02          | 6.98               | 20.00                   |
| Female  | 18               | 18            | 100.00         | 0.00               | 0.00                    |
| Male  | 25               | 22            | 88.00          | 12.00              | 36.36                   |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian   | 0                | 0             | 0              | 0                  | 0                       |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | 0                | 0             | 0              | 0                  | 0                       |
| Hispanic or Latino                            | 41               | 38            | 92.68          | 7.32               | 21.05                   |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | 0                | 0             | 0              | 0                  | 0                       |
| White   | --               | --            | --             | --                 | --                      |
| English Learners                              | 23               | 21            | 91.30          | 8.70               | 0.00                    |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 38               | 35            | 92.11          | 7.89               | 11.43                   |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 11               | 8             | 72.73          | 27.27              | --                      |

## B. Pupil Outcomes

### 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5     | 83.33%                        | 80.95%  | 80.95%   | 80.95%   | 80.95%                   |

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Contact person: Felicitas Rayray, Principal  
Contact Person Phone Number: (619) 422-6131

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.

The principal prides herself in hosting 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 English Learner Advisory Committee (ELAC) meetings. 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. The third Friday of the month are 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.

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.

## 2023-24 Opportunities for Parental Involvement

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 356                   | 341                                     | 75                        | 22.0                     |
| Female  | 164                   | 155                                     | 27                        | 17.4                     |
| Male  | 192                   | 186                                     | 48                        | 25.8                     |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 2                     | 2                                       | 0                         | 0.0                      |
| Asian   | 0                     | 0                                       | 0                         | 0.0                      |
| Black or African American                     | 5                     | 5                                       | 0                         | 0.0                      |
| Filipino                                      | 4                     | 4                                       | 1                         | 25.0                     |
| Hispanic or Latino                            | 336                   | 322                                     | 71                        | 22.0                     |
| Native Hawaiian or Pacific Islander           | 0                     | 0                                       | 0                         | 0.0                      |
| Two or More Races                             | 2                     | 2                                       | 0                         | 0.0                      |
| White   | 7                     | 6                                       | 3                         | 50.0                     |
| English Learners                              | 217                   | 211                                     | 47                        | 22.3                     |
| Foster Youth                                  | 0                     | 0                                       | 0                         | 0.0                      |
| Homeless                                      | 23                    | 21                                      | 10                        | 47.6                     |
| Socioeconomically Disadvantaged               | 320                   | 305                                     | 71                        | 23.3                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 68                    | 67                                      | 28                        | 41.8                     |

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate               | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| <b>Suspensions</b> | 0.00           | 0.00           | 0.56           | 0.02             | 0.68             | 1.16             | 0.20          | 3.17          | 3.60          |
| <b>Expulsions</b>  | 0.00           | 0.00           | 0.00           | 0.00             | 0.00             | 0.01             | 0.00          | 0.07          | 0.08          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group  | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| <b>All Students</b>                                  | 0.56             | 0               |
| <b>Female</b>  | 0                | 0               |
| <b>Male</b>  | 1.04             | 0               |
| <b>Non-Binary</b>                                    |                  |                 |
| <b>American Indian or Alaska Native</b>              | 0                | 0               |
| <b>Asian</b>   | 0                | 0               |
| <b>Black or African American</b>                     | 0                | 0               |
| <b>Filipino</b>                                      | 0                | 0               |
| <b>Hispanic or Latino</b>                            | 0.6              | 0               |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0               |
| <b>Two or More Races</b>                             | 0                | 0               |
| <b>White</b>   | 0                | 0               |
| <b>English Learners</b>                              | 0.46             | 0               |
| <b>Foster Youth</b>                                  | 0                | 0               |
| <b>Homeless</b>                                      | 0                | 0               |
| <b>Socioeconomically Disadvantaged</b>               | 0.31             | 0               |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0               |
| <b>Students with Disabilities</b>                    | 1.47             | 0               |

## 2023-24 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.

The Comprehensive School Safety Plan was approved by SSC in November of 2023 and the Board of Education approval date for the CSSP is January 17, 2024.. School Site Council and the Emergency Preparedness & Safety Committee communicate the Plan to the Public at a meeting at the School Site.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 13                 | 4                                    |                                       |                                     |
| 1           | 13                 | 2                                    | 2                                     |                                     |
| 2           | 12                 | 2                                    | 1                                     |                                     |
| 3           | 11                 | 2                                    | 1                                     |                                     |
| 4           | 16                 | 1                                    | 1                                     |                                     |
| 5           | 15                 | 2                                    | 1                                     |                                     |
| 6           | 16                 | 2                                    | 1                                     |                                     |

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 15                 | 4                                    |                                       |                                     |
| 1           | 15                 | 1                                    | 2                                     |                                     |
| 2           | 16                 | 2                                    | 1                                     |                                     |
| 3           | 14                 | 3                                    |                                       |                                     |
| 4           | 12                 | 2                                    | 1                                     |                                     |
| 5           | 11                 | 2                                    | 1                                     |                                     |
| 6           | 21                 | 1                                    | 1                                     |                                     |

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 12                 | 4                                    | 1                                     | 0                                   |
| 1           | 14                 | 3                                    | 0                                     | 0                                   |
| 2           | 16                 | 1                                    | 2                                     | 0                                   |
| 3           | 32                 | 1                                    | 0                                     | 2                                   |
| 4           | 29                 | 1                                    | 1                                     | 1                                   |
| 5           | 25                 | 1                                    | 1                                     | 1                                   |
| 6           | 30                 | 1                                    | 0                                     | 1                                   |
| Other       | 0                  | 0                                    | 0                                     | 0                                   |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 315   |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1                                |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  | 1.1                              |
| Social Worker   |                                  |
| Nurse   | 0.5                              |
| Speech/Language/Hearing Specialist                            | 1                                |
| Resource Specialist (non-teaching)                            |                                  |
| Other   | 1                                |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | 16,829.08                    | 6,636.08                            | 10,193.00                             | 92,494                 |
| <b>District</b>                                      | N/A                          | N/A                                 | 8,864.49                              | \$87,887               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | 13.9                                  | 7.9                    |
| <b>State</b>   | N/A                          | N/A                                 | \$7,607                               | \$89,574               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | 42.9                                  | 5.8                    |

## Fiscal Year 2022-23 Types of Services Funded

Montgomery is comprised of 64% emergent bilingual students. To meet the unique needs of this population, a focus on collaborative conversations, annotating and note-taking, and small-group instruction has been the focus of teacher collaboration and planning.

Site funds have allowed for a full-time impact reading teacher. This individual provides target students (based on online diagnostic assessments), reading accuracy and comprehension skills in order to ensure that are fluent readers and college and career ready.

iReady Math is used in K-6th grades to provide students opportunities for conceptual math understanding, fluency, and problem solving. This program is also used to provide extra support in an extended day format. Title I funds are allocated to train teachers in the area of mathematical reasoning and the use of Number Talks.

Additionally, with the ELL lens, Montgomery received professional development support from the district office with ensuring visual support, 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. Guided Language Acquisition Development (GLAD) training will also be provided for teachers who have not participated in past.

Lastly, Montgomery with five other schools makes up a cohort within the district and focuses 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category   | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$54,003        | \$54,215                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$81,474        | \$86,843                                     |
| <b>Highest Teacher Salary</b>                        | \$108,524       | \$111,440                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$147,193       | \$140,851                                    |
| <b>Average Principal Salary (Middle)</b>             | \$0             | \$147,065                                    |
| <b>Average Principal Salary (High)</b>               | \$0             | \$142,189                                    |
| <b>Superintendent Salary</b>                         | \$270,400       | \$252,466                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 36.2%           | 33.16%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 4.69%           | 5.15%  |

## Professional Development

Student achievement data was used to determine the school focus in Writing using Common Core State Standards with an emphasis on supporting our high emergent bilingual population (64%). 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.

2021-2022 Professional Development included: Achieve 3000, iReady, 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 literacy skills and collaborative conversations. As a cohort, we meet monthly to discuss school needs.

In 2022-2023 professional development centered around summarizing and note taking. Writing strategies and rubrics were developed by grade levels for consistency of practice and allow for articulation conversations. iReady Math training was delivered to support differentiated instruction in mathematics. Three PD sessions are being offered on the Number Talks strategy to help develop number sense and reasoning in students math skills. Five arts integration development sessions are also being offered through the partnership with Turnaround Arts California. The throughline for these training is oral language development, social justice, and literacy learning. our Instructional leadership teams (ILT) meet 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 school's 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 18      | 20      |         |