John J. Montgomery Elementary School

1601 Fourth Avenue • Chula Vista, CA 91911 • (619) 422-6131 • Grades K-6
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http://schools.cvesd.org/schools/montgomery/Pages/Home.aspx#.WIV9TI-cHD4

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Chula Vista Elementary School District
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Assistant 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 46 schools in the Chula Vista Elementary School District. The school was built in 1945 and it was modernized in 1997. It has 22 classrooms, including four relocatables added in 1999-00, a library, auditorium/cafeteria and administrative offices.

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

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

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

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	59
Grade 1	51
Grade 2	43
Grade 3	48
Grade 4	44
Grade 5	44
Grade 6	55
Total Enrollment	344

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.9
American Indian or Alaska Native	0
Asian	0.3
Filipino	1.5
Hispanic or Latino	94.8
Native Hawaiian or Pacific Islander	0
White	2.3
Two or More Races	0.3
Socioeconomically Disadvantaged	92.4
English Learners	70.1
Students with Disabilities	11
Foster Youth	0.3

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			
John J. Montgomery Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	16	17	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
John J. Montgomery Elementary	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)
The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

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

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

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
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. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	GoMath Mathematics K-6, English. Adopted in 2015-16 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	N/A **Percent of students lacking their own assigned textbook:** N/A
Health	N/A **Percent of students lacking their own assigned textbook:** N/A
Visual and Performing Arts	N/A **Percent of students lacking their own assigned textbook:** N/A
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A **Percent of students lacking their own assigned textbook:** N/A

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

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/28/2017				
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Computer lab 401: carpet lifting up @ 2 areas; faucet missing aerator; fountain stays on; door doesn't shut all the way , sinktop and doors delaminating CR 201: 1 stained ceiling tile; 1 ceiling tile sagging out of grid , lamp out , GFCI loose CR 202: refrigerater , ceiling tile off grid CR 203: walls damaged , GFCI loose CR 204: walls dirty , holes in wall CR 304: cleaners under sink , backsplash needs caulking CR 306: 1 stained ceiling tile; sagging ceiling tile CR 403: stained ceiling tile CR 703: ceiling stained Kitchen: wall damage , laminate top damaged , floor tile cracked and lifted Library: back door does not close properly , entry door knob and lock set loose MP Restroom (Right): walls needs paint Parent Room: 1 stained ceiling tile; cabinet base cracked & has water damage; door doesn't shut all the way PreK 303: boys toilet doesn't flush all the way, ,holes in FRP , coverplate for data missing sink cabinet dirty and delaminating ,outside GFCI missing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			CR 204: walls dirty , holes in wall CR 402: 1 stained ceiling tile , sink splash needs caulking Kinder Play Toy: cobwebs Main Play Toy: cobwebs; graffitti, very dirty and could use washing PreK 303: boys toilet doesn't flush all the way, ,holes in FRP , coverplate for data missing sink cabinet dirty and delaminating ,outside GFCI missing PreK Play Toy: paint peeling; cobwebs
Electrical: Electrical		X		CR 104: 2 lamps out CR 201: 1 stained ceiling tile; 1 ceiling tile sagging out of grid , lamp out , GFCI loose CR 203: walls damaged , GFCI loose CR 701: door doesn't shut all the way , lamp out , plug broken off in GFCI outlet Kinder 501: light out MP Restroom (Left): door not closing properly , toilet seat stained PreK 303: boys toilet doesn't flush all the way, ,holes in FRP , coverplate for data missing sink cabinet dirty and delaminating ,outside GFCI missing

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	School Facility Good Repair Status (Most Recent Year) **Year and month in which data were collected: 3/28/2017**			
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		200 Boy's RR: 1st and 3rd sink needs rechaulking , 2 toilet seats loose and stained 200 Girl's RR: sinks need rechaulking , toilet seats stained and scratched Boys RR Next to 703.: Soap dispenser broken , toilet seats loose Computer lab 401: carpet lifting up @ 2 areas; faucet missing aerator; fountain stays on; door doesn't shut all the way , sinktop and doors delaminating CR 304: cleaners under sink , backsplash needs caulking CR 305: drinking foutain low pressure CR 402: 1 stained ceiling tile , sink splash needs caulking Girl's RR Next to 703: Sink needs caulking , toilet seats loose Kinder Playground: left fountain low; cement cracks - trip hazard Lounge 405: Sink needs caulking Main Playground: fountain not working and is missing cover plate ,soccer goal loose chainlink, cracks in asphalt need grinding and filling PreK 303: boys toilet doesn't flush all the way, ,holes in FRP , coverplate for data missing sink cabinet dirty and delaminating ,outside GFCI missing
Safety: Fire Safety, Hazardous Materials	X			CR 307: cleaners under sink
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/28/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		(Collab) 103: front window sill paint peeling 200 Custodian: Door does not open properly Computer lab 401: carpet lifting up @ 2 areas; faucet missing aerator; fountain stays on; door doesn't shut all the way , sinktop and doors delaminating CR 701: door doesn't shut all the way , lamp out , plug broken off in GFCI outlet Kinder Playground: left fountain low; cement cracks - trip hazard Library: back door does not close properly , entry door knob and lock set loose Main Play Toy: cobwebs; graffitti, very dirty and could use washing Main Playground: fountain not working and is missing cover plate ,soccer goal loose chainlink, cracks in asphalt need grinding and filling MP Restroom (Left): door not closing properly , toilet seat stained Parent Room: 1 stained ceiling tile; cabinet base cracked & has water damage; door doesn't shut all the way PreK Playground: cement around play toy has large gaps - trip hazard RR next to Office (Left Side):

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	37	52	62	62	48	48
Math	30	32	48	49	36	37

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

CAASPP Test Results in Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**				
	School		**District**		**State**
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	44	55	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	21.1	34.2	23.7

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	48	47	97.9	55.3
Male	24	23	95.8	73.9
Female	24	24	100.0	37.5
Hispanic or Latino	47	46	97.9	54.4
Socioeconomically Disadvantaged	45	45	100.0	53.3
English Learners	26	25	96.2	40.0

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

School Year 2016-17 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	188	180	95.74	51.67
Male	101	98	97.03	51.02
Female	87	82	94.25	52.44
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	181	173	95.58	52.02
White	--	--	--	--
Socioeconomically Disadvantaged	180	173	96.11	50.87
English Learners	138	130	94.2	47.69
Students with Disabilities	23	22	95.65	22.73
Foster Youth	--	--	--	--

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 2016-17 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	188	186	98.94	32.26
Male	101	99	98.02	38.38
Female	87	87	100	25.29
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	181	179	98.9	31.84
White	--	--	--	--
Socioeconomically Disadvantaged	180	179	99.44	31.28
English Learners	138	136	98.55	32.35
Students with Disabilities	23	22	95.65	9.09
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Contact person: Principal Monica Ruiz
Contact Person Phone Number: (619) 422-6131 x3999

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

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

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

State Priority: School Climate
The SARC provides the following information relevant to the 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 30, 2017 our Comprehensive School Safety Plan was discussed and approved by School Site Council.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	1.3	0.2
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.25
Psychologist	0.3
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	0.75
Resource Specialist	1
Other	2
Average Number of Students per Staff Member	
Academic Counselor	360

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***							
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	23	22	19	1		2	2	3	2			
1	25	20	20		1	1	2	1	1			
2	24	22	21			1	2	2	1			
3	23	21	24		1		2	1	2			
4	17	23	22	1			2	2	2			
5	27	16	21		1	1	2	2	1			
6	26	25	18			1	2	2	2			

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

Professional Development provided for Teachers

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

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

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

2016-17 Professional Development includes:Achieve 3000, GLAD: Guided Language Acquisition Design, Thematic Unit Planning using Rigorous Curriculum, 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, and a consultant on our instructional focus of Reading Comprehension and our powerful instructional practice of Annotation through a lens to support our ELLs. A total of 30 days of professional development was provided throughout the school year with an average of 2 hours per day.

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,672	$48,678
Mid-Range Teacher Salary	$70,414	$78,254
Highest Teacher Salary	$93,793	$96,372
Average Principal Salary (ES)	$124,057	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$265,166	$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$11,074.68	$2,858.28	$8,216.40	$67,179.00
District	♦	♦	$166,094,33	$72,171
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			9.0	-5.6
Percent Difference: School Site/ State			34.2	-9.7

* Cells with ♦ do not require data.

Types of Services Funded

For the 2016-17 school year professional development was provided through an equity lens focused on our 74% ELLs. There was a deep and strategic focus on data, data analysis starting with CAASPP summative data, CELDT 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, a consultant worked with teachers and support staff in the area of Reading Comprehension as the instructional focus and Annotation as the powerful practice. This support was provided to all teachers including developing capacity with the Instructional Leadership team.

DataQuest

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

Internet Access

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