

# Barstow Unified School District Montara Elementary School

Grades K through 4  
Keith Acedo, Principal



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## 2007-08 School Accountability Report Card *Published January 2009*

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*The statistical information disclosed in this report is obtained from the California Department of Education and the Barstow Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 12/2008. Those to prepare the school facilities section were acquired in 11/2008.*

## Principal's Message

I'd like to welcome you to Montara Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Montara Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Montara Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

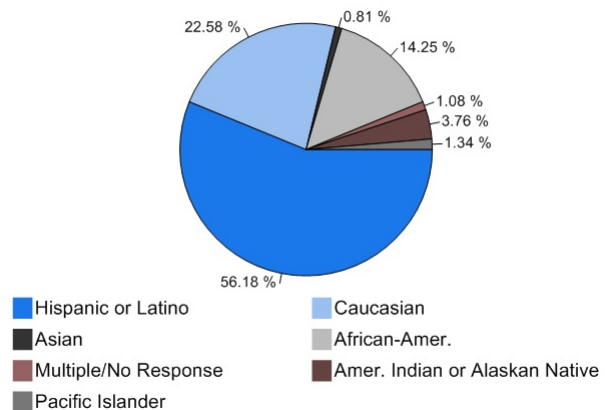
## Mission Statement

All children are intrinsic learners who can succeed to their individual potential. Together as teachers, with the support of the parents, we are committed to the development of the "whole" child as a lifelong learner, and to empower our students to be well prepared for a world of possibilities.

## School Profile

Montara Elementary School is located in the western region of Barstow and serves students in grades kindergarten through four following a traditional calendar. At the beginning of the 2007-08 school year, 372 students were enrolled, including 9% in special education, 23% qualifying for English Language Learner support, and 76% qualifying for free or reduced price lunch. Montara Elementary School achieved a 2008 Academic Performance Index (API) score of 724 and met all 2008 Adequate Yearly Progress criteria.

Percentage of Students by Ethnicity  
2007-08 Enrollment: 372



## Student Achievement

### California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

### Standardized State Assessments

Students at Montara Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

### California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

### California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Montara Elementary School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	24	26	32	30	32	37	42	43	46
Math	43	44	43	27	28	32	40	40	43
Science				18	24	26	35	38	46
Social Science				16	14	17	33	33	36

### California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Montara Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	34	*	*		27	*	37
Math	35	*	*		41	*	44
Science							
Social Science							

### California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Montara Elementary School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	22	41	22	30	11	
Math	36	50	44	41	11	
Science						
Social Science						

## Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2005	2006	2007
Statewide Rank	4	3	3
Similar Schools Rank	3	2	1

Results generated from 2005, 2006, and 2007 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2008	2005-06	2006-07	2007-08
Schoolwide - All Students	724	4	4	17
<b>Ethnic Subgroups</b>				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	717	-7	-8	27
Pacific Islander	*	*	*	*
Caucasian	*	-9	*	*
<b>Other Subgroups</b>				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	710	14	-1	32
English Learners	*	*	*	*

Results generated from 2006, 2007, and 2008 Growth API Reports

## Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's

standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 620 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2007-08		
<i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	MES	BUSD
Overall Results	Yes	No
<i>Participation Rate - 2007-08</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	No
Math	Yes	No
API Score 620 or Increase API by 1 point	Yes	Yes
Graduation Rate	N/A	No

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Montara Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program

Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	MES	BUSD
PI Status	In PI	In PI
Implementation Year	2006-2007	2006-2007
Year in PI	Year 2	Year 3
No. of Schools Currently in PI	5	
% of Schools Currently Identified for PI	38.5%	

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through school newsletters, the school marquee, the school website, and parent conferences. Contact the school office at (760) 252-5150 for more information on how to become involved in your child's learning environment.

## Opportunities to Volunteer

Classroom Helper  
Office Helper  
Playground Monitor

## Committees

School Site Council  
English Learner Advisory Committee  
Parent Teacher Organization  
Latino Family Literacy Project

## School Activities

Back to School Night  
Open House  
Family Night  
Volunteer Appreciation Tea

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Montara Elementary School's original facilities were built in 1960; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Montara Elementary School. The day custodian is responsible for:

- Groundskeeping
- Restrooms
- Office Area Cleaning
- Classroom Cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Restroom Cleanup
- Office Area Cleaning
- Classroom Cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1960
	<b>Quantity</b>
Permanent Classrooms	25
Restrooms (student use)	3 sets
Libraries	1
Staff Work Rooms	1
Multipurpose Rooms	1

### Deferred Maintenance

Montara Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Montara Elementary School received a portion of \$369,198 in deferred maintenance funds.

### Facilities Inspection

The district's maintenance department inspects Montara Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Montara Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, September 17, 2008. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2007-08, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, September 17, 2008			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

#### Rating Description

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

### Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers are strategically assigned to designated entrance areas and the playground. Teachers, instructional assistants, and recess supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure.

Montara Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Montara Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual

harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff in May 2008 and updated in May 2008. Staff responsibilities and safety plan updates were discussed with staff in May 2008.

## Classroom Environment

### Instructional Time

All instructional time offered at Montara Elementary School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Montara Elementary School offered 180 days of instruction comprised of 140 regular days and 40 modified days. Modified days were used for parent conferences and professional development.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes 2007-08		
Grade Level	Actual Minutes Offered	State Requirement
K	58,600	36,000
1-3	54,500	50,400
4	54,500	54,000

### Discipline & Climate for Learning

Montara Elementary School's discipline policies are based upon Love & Logic, which is used as a guide to develop school rules, develop behavior management programs, encourage positive choices in behavior, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Montara Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

At the beginning of the school year, school rules, disciplinary policies, and behavioral expectations are shared with students in the classroom by their teacher, in the student handbook, and administrators visit each class and discuss school rules with students. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior in morning announcements.

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement on a daily basis. Montara Elementary School sponsors the following behavioral incentives: Student of the Month, Caught Being Good, Classroom Auctions, and Pizza Parties. Academic honors include Most Improved awards, Citizenship awards, and Perfect Attendance Awards.

Extracurricular and enrichment programs held after school promote academic achievement and create increased interest in school. Montara Elementary School offers Science



Fair, GATE (Gifted & Talented Education), Readers Workshop, Afterschool Tutoring, and Latino Family Literacy.

Suspensions & Expulsions			
	MES		
	05-06	06-07	07-08
Suspensions (#)	47	48	41
Suspensions (%)	12.70 %	13.52 %	11.02 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
BUSD Elementary Schools			
Suspensions (#)	1060	1057	999
Suspensions (%)	26.01 %	27.01 %	26.41 %
Expulsions (#)	11	18	15
Expulsions (%)	0.27 %	0.46 %	0.40 %

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.*

### Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
Grade	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.0	4		
1	19.0	4		
2	18.8	4		
3	17.7	3		
4	25.7		3	
Combo K-3	17.0	1		
Grade	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.8	4		
1	19.0	3		
2	16.3	4		
3	18.0	4		
4	24.5		2	
Combo K-3	19.0	1		
Combo 3-4	19.0	1		
Grade	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.0	4		
1	19.0	4		
2	17.7	3		
3	16.8	4		
4	27.0		3	
Combo K-3	17.0	1		

*Combo classes are any combination of the grades shown.*

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Montara Elementary School revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum and implementation of new programs. Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. During the 2007-08 school year, Montara Elementary School held two (2) staff development days devoted to:

- Data analysis
- Instructional strategies
- Rosetta Stone
- Compass Learning
- Unwrapping Standards
- Student Discipline

Montara Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### Instructional Materials

All textbooks used in the core curriculum at Montara Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 14, 2008, the Barstow Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution # 11--2008-2009 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for

health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Barstow Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Grades
<b>History-Social Science</b>		
2006	Pearson Scott Foresman, <i>History-Social Science for California</i>	K-4
<b>Language Arts</b>		
2007	Houghton Mifflin Company, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	K-4
<b>Math</b>		
2008	Houghton Mifflin, <i>California Math</i>	K-4
<b>Science</b>		
2008	Pearson Scott Foresman, <i>California Science</i>	K-4

### School Leadership

Montara Elementary School's principal works closely with the leadership team and school staff in providing a well-balanced, standards-based curriculum. Principal Keith Acedo is responsible for the day-to-day operations of the school and overall instructional program. Coordinating efforts with the principal is the Leadership Team, comprised of the principal, grade level representatives, and learning lab representative. The Leadership Team meets regularly throughout the year to discuss operational and curricular issues and address staff development needs.

Principal Keith Acedo has been in the educational field for 13 years and serving Montara Elementary School for two years (as of 2007-08). Previous positions held in other schools include: assistant principal and classroom teacher. Principal Keith Acedo holds a bachelor's degree in History, a master's degree in Educational Administration, a Clear Multiple Subject Teaching Credential and a Clear Administrative Services Credential.

### Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3

through 4 who have been identified as academically gifted through Raven Assessments. Students receive differentiated instruction from class teacher. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Montara Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are clustered in the class room by language fluency level to receive differentiated instruction from class teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. Montara Elementary School's teachers utilize Hampton Brown's High Point and Hampton Browns Avenues and Rosetta Stone series, a state-approved reading intervention program and textbook adoption. Montara Elementary School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Montara Elementary School's special education program is staffed by special education teachers and instructional aides. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Montara Elementary School takes advantage of the district's participation in the Desert/Mountain Special Education Local Plan Area (SELPA), which provide a pool of professional resources and expertise in the field of special education.

Montara Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results, district benchmark assessments, and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral

performance. Intervention strategies include:

- ExCEL Model
- Response to Intervention (RTI) Program
- Pull Out Support in the Learning Lab
- ELD Afterschool Tutoring

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

## Professional Staff

### Substitute Teachers

Montara Elementary School occasionally experiences difficulties finding substitute teachers to fill vacancies. On those occasions when a substitute teacher is not available, the absent teacher's class is separated and students are placed in a classroom of the same grade level to receive instruction by a fully credentialed teacher.

Substitutes are available through a county pool that is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)

### Teacher Evaluations

Evaluation procedures and criteria for Montara Elementary School's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated twice annually; permanent/tenured teachers are evaluated once every year. Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least every five years if agreed upon by the teacher and school principal. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to prepare an improvement plan in collaboration with the school administrator; teacher's evaluations are conducted annually

until a satisfactory evaluation is obtained. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

## Counseling & Support Staff

Montara Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Montara Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Counselor*	1	0.2
Health Clerk	1	0.5
Library Clerk	1	0.4
Psychologist*	1	0.1
Speech/Language/Hearing Specialist	1	0.5

\*as needed  
FTE = Full-Time Equivalent

## Teacher Assignment

During the 2007-08 school year, Montara Elementary School had 18 teachers who met all credential requirements in accordance with state guidelines. All of Montara Elementary School's teachers supplement their regular credential with a credential to teach English language learners.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2007-08		
	Taught by NCLB- Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Montara Elementary School	90.0 %	10.0 %
<b>District Totals</b>		
All Schools	90.0 %	10.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	MES			BUSD
	05-06	06-07	07-08	07-08
Total Teachers	22	21	21	342
Teachers with full credentials	20	20	18	301
Teachers without full credentials	2	1	3	41
Teachers in alternate routes to certification	2	1	1	25
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	2	13
Teachers with waivers	0	0	0	6
Teachers teaching outside subject area	0	0	0	30
Total teacher misassignments	0	0	0	54
Teacher misassignments for English learners	0	0	0	24
Other misassignments of certificated staff	0	0	0	30
Teacher vacancies	0	4	1	67

Teacher Credentials & Assignments (cont'd)		
	MES	BUSD
	08-09	08-09
Total teacher misassignments		
Teacher misassignments for English learners		
Other misassignments of certificated staff		
Teacher vacancies		

Teacher Education Levels 2007-08		
	MES	BUSD
Doctorate	0.0 %	0.9 %
Master's degree plus 30 or more semester hours	33.3 %	28.4 %
Master's degree	14.3 %	15.8 %
Bachelor's degree plus 30 or more semester hours	33.3 %	43.6 %
Bachelor's degree	19.0 %	11.4 %
Less than Bachelor's degree	0.0 %	0.0 %

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the

State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	BUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$37,175	\$39,692
Mid-Range Teacher Salary	\$57,097	\$62,830
Highest Teacher Salary	\$78,351	\$80,472
Superintendent Salary	\$135,864	\$166,547
<b>Average Principal Salaries:</b>		
Elementary School	\$87,435	\$98,460
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	39.2%	40.2%
Administrative Salaries	5.7%	5.8%

### Expenditures Per Student

For the 2006-07 school year, Barstow Unified School District spent an average of \$7,786 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Barstow Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received categorical, special education, and support programs funds for:

- Cal-SAFE
- Community Based Tutoring
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- High Priority Schools
- Instructional Materials
- Peer Assistance & Review
- Pupil Retention Grant
- Regional Occupation Centers and Programs
- School Improvement Program
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Special Education Transportation
- Staff Development

- Targeted Instruction Improvement Grant
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education
- Vocational and Applied Technology

Expense of Education Per Pupil 2006-07						
	Dollars Spent per Student					
				State Avg., Dist.	% Diff. School & Dist.	% Diff. School & State
	MES	BUSD				
ADA*	345	6402	N/A	N/A	N/A	
Total**	\$5,248	\$8,339	62.93	N/A	N/A	
Restr.†	\$954	\$2,831	33.70	N/A	N/A	
Unrestr.††	\$4,294	\$5,508	77.95	\$5,300	81.02	
Avg. Teacher Salary	\$54,291	\$54,291	100.00	\$62,157	87.34	

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Montara Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Montara Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Montara Elementary School is the Barstow Library, located at 304 E Buena Vista St, Barstow, CA 92311.

Hours: Monday 12pm-8pm Tuesday 10am-6pm Wednesday 12pm-8pm Thursday 10am-6pm Friday 10am-6pm and Saturday 9am-5pm

Phone Number: (760) 256-4850

Number of Computers Available: 12

Printers Available: Yes