



**School
Accountability
Report Card
Reported for School
Year 2006-07
Published During
2007-08**



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Montara Elementary School	District Name	Barstow Unified School District
Street	551 South Avenue H, Barstow, California 92311	Phone Number	(760) 255-6006
City, State, Zip	Barstow, CA 92311-5729	Web Site	www.barstow.k12.ca.us
Phone Number	760 252-5150	Superintendent	Jerry Bergmans, Ph.D
Principal	Keith J. Acedo	E-mail Address	jerry_bergmans@busdk12.com
E-mail Address	keith_acedo@busdk12.com	CDS Code	36676116035380

School Description and Mission Statement

This section provides information about the school's goals and programs.

Dear Parents and Community Members,

This report is to inform you about the dedicated efforts and the proud achievements at Montara Elementary School in Barstow, California, situated in the beautiful Mojave Desert.

Our teaching and learning school community shares in the mission statement that **“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.”**

In making our vision become a reality, the Montara School staff has created a powerful and positive school campus that is safe, peaceful, and focused on academic achievement for all 360 kindergarten through fourth grade students. Our standards-based core curriculum is based upon rigorous academic standards, high expectations, high quality teaching, and accountability for all students, families, and staff members. We provide meaningful and challenging coursework through the use of research-based and effective teaching practices for all students including our at-risk, English learners, and GATE. Our differentiated instruction throughout the day, as well as our after school tutoring, ensures all students receive the best learning opportunities.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

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Each year, Montara School families are provided a Montara School Family Handbook and are asked to sign a Parent Involvement Compact. The compact encourages all parents to take an active role in their child’s education by attending meetings, parent workshops, and to supervise with homework completion. Also, a Parent Involvement Policy has been created and approved by our School Site Council and is sent to parents.

Parents are invited to become active members of our PTO and to serve on the School Site Council, and ELAC Committee. Spanish speaking families are also invited to participate in The Latino Family Literacy Project to help families establish a home reading routine. Parent volunteers are invited to help in the classrooms, playground, and office.

A Volunteer Appreciation Tea is held at the end of the school year to recognize and honor volunteer parents and community members for their contributions.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	88
Grade 1	63
Grade 2	65
Grade 3	75
Grade 4	64
Grade 5	0
Grade 6	0
Ungraded Elementary	0
Total Enrollment	355

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	17 %	White (not Hispanic)	24.51 %
American Indian or Alaska Native	4.23 %	Multiple or No Response	4.79 %
Asian	1.41 %	Socioeconomically Disadvantaged	57 %
Filipino	%	English Learners	19 %
Hispanic or Latino	47 %	Students with Disabilities	10 %
Pacific Islander	1.13 %		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05							2005-06			2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms						
		1-20	21-32	33+				33+	1-20	21-32	33+	1-20	21-32	33+
K	19.7	3			18	4			19	4				
1	17.8	4			19	4			19	3				
2	17.7	3			18.8	4			16.3	4				
3	19.5	4			17.7	3			18	4				
4	24.5		2		25.7		3		24.5		2			
5														
6														
K-3	17.5	2			17	1			19	1				
3-4	18	1							19	1				
4-8														
Other														

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update: May 30, 2007 --Date Last Discussed with Staff: September 2007

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Each school morning begins with a school wide welcome and announcements. Grade level student leaders lead the school staff and students in reciting the Pledge of Allegiance and Daily Promise—**“Hands are for helping, feet are for walking, mouths are for praising. Because I care for myself and others, I will have a successful and happy day.”**

A Back to School evening is provided at the beginning of the school year to introduce the staff and visit the classrooms where teachers provide a presentation about their grade level expectations and standards of achievement. Monthly family newsletters are sent home in both English and Spanish to communicate school-wide events, and classroom teachers provide regular classroom newsletters to keep parents informed about grade level standards and classroom expectations. Classroom rules of conduct and consequences are posted and reinforced with positive awards including pizza parties, classroom auctions, and individual student incentives.

Parent conferences are held each year. This is a time where the parent and teacher are able to discuss their students academic progress and behavior. Other Parent conferences are held throughout the year when needed.

Families are notified to attend monthly awards assemblies to recognize their students for Perfect Attendance, Outstanding Citizenship, Student of the Month, and Most Improved. The Montara School PTO purchases the certificates, pencils, and other treats to support school wide progress. Special lunches with the principal are another opportunity to reinforce positive student behavior.

Parents are kept informed about their student's academic and social progress by phone calls, progress reports, parent conferences, and Student Study Team meetings. During the SST meetings, an action plan is developed and agreed upon by the parent, student, teacher, and principal. Parents and the classroom teacher complete and sign Individualized Learning Plans if the student is at risk of retention. Special Education Students' Individualized Education Plans are kept up to date with regular parent meetings to discuss grade level content standards.

Students who are at risk of not meeting grade level content standards are recommended to attend the after school intervention programs. Student participants receive additional academic assistance by credentialed teachers in language arts and math. Montara School hosts an annual Science Fair, and students are encouraged to submit a Science Fair project. Students are recognized for their participation and receive first, second, and third place ribbons for their grade level. Students are encouraged to participate at the district and state levels of competition.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	12.9	12.7	13.5	42.5	38.5	35.7
Expulsions	0	0	0	1.1	1.1	0.8

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Through the efforts of the students, staff, day custodian, evening custodian, and the district maintenance and grounds team, Montara School is committed to providing a learning environment that is both safe and clean.

Student and staff safety is a high priority and emergency drills are conducted monthly to ensure emergency evacuation procedures are followed. Fences, signs, and locks have been installed to keep unwelcome visitors away when school is in session. Gates are kept locked before school begins and after school ends to decrease vandalism of school facilities.

All staff members are required to wear a school district employee badge. Visitors are required to report to the office and sign in for a Visitor's Sticker before entering the school campus. Recess and cafeteria schedules have been revised to promote school-wide safety for all students. Grade levels schedule recesses separately with supervision by teachers, instructional assistants, and recess supervisors. Teachers safely escort students after school to the school bus area, the front parking lot, and to the side entrance.

No deficiency of facilities was observed by district personnel of their inspection conducted October 1, 2007. No complaints were reported on the quarterly reports filed by the district with the county during 07-08. SBCSS Williams inspection 9/17/08.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facility Inspection Tool developed by the State of California Office of Public School Construction.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mechanical Systems	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Windows/Doors/Gates (interior and exterior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interior Surfaces (walls, floors, and ceilings)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hazardous Materials (interior and exterior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Structural Damage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fire Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Electrical (interior and exterior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pest/Vermin Infestation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Drinking Fountains (inside and outside)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restrooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sewer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Playground/School Grounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Roofs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Cleanliness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	19	20	20	306
Without Full Credential	3	2	1	36
Teaching Outside Subject Area of Competence		0		N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	90.9 %	9.1 %
All Schools in District	85 %	15 %
High-Poverty Schools in District	82 %	18 %
Low-Poverty Schools in District	%	%

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Barstow Unified School District provides a pool of qualified substitute teachers who are available to teach when the regular classroom teacher is absent.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Formal evaluations are written by the Principal on each non-tenured teacher each year and on tenured teachers every two years.

These evaluations are based upon California's six teacher standards.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This table displays availability to each pupil, including English learners, of a standards-aligned (kindergarten and grades one through twelve) and state-adopted (kindergarten and grades one through eight) or locally-adopted (grades nine through twelve) textbook or instructional materials, or both, to use in class and to take home.

The information was collected during September, 2007

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	K-5: Houghton Mifflin, 2003 6-12: McDougal Littell, 2001	0
Mathematics	K-5: Scott Foresman, 2001 6 th : <i>Mathematics Structure and Method, Course I</i> , McDougal Littell, 2001 7 th : <i>Mathematics Structure and Method, Course II</i> , McDougal Littell, 2001 8 th : <i>Algebra</i> , McDougal Littell, 2000 9-12: <i>Algebra 1 and 2, Geometry</i> , McDougal Littell, 1998 <i>Calculus of a Single Variable</i> , and <i>Pre Calculus with Limits</i> , Houghton Mifflin, 2006 and 1997	0
Science	K-5: Scott Foresman, 2008 6-8: Pearson-Prentice Hall, 2008 9-12: <i>Chemistry</i> (2008), <i>Conceptual Physics</i> (2006), <i>Biology</i> (2008) – Prentice Hall, <i>Physics</i> – Holt, 2007	0
History-Social Science	K-5: Scott Foresman, 2006 6-8: McDougal Littell, 2006 9-12: <i>Economics</i> - McGraw Hill 2004 <i>American Government: Continuity and Change</i> – Pearson Longman 2004 <i>World History: The Modern World</i> – Prentice Hall 2006 <i>The Americans: Reconstruction to the 21st Century</i> , McDougal Littell 2006	0
Foreign Language	French: <i>Discovery French</i> – ECM/ Paradigm German: <i>Deutsch Aktuell</i> – ECM/ Paradigm Spanish: <i>Paso a Paso</i> – Scott Foresman	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6757	\$2410	\$4347	\$53,361
District	N/A	N/A	\$7033	\$49,779
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$4,943	\$58,776
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Montara is a K-4 grade Title I school with 19 mainstream teachers, along with one Resource Specialist teacher. One Reading Specialist is also on staff to service K-4 students in need of remediation.

In addition to full time regular and special education staff, students may receive part-time services from a speech therapist, a nurse, and an instrumental music teacher.

Montara's support staff includes a site principal, administrative assistant, an office assistant, one full day custodian, an evening custodian, a library/media assistant, a computer lab assistant, five classroom instructional assistants, and five noontime supervisors. Two of the noontime supervisors serve as before and after school crossing guards, and one supervisor serves as breakfast supervisor before school begins.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,743	\$38,479
Mid-Range Teacher Salary	\$53,361	\$60,306
Highest Teacher Salary	\$69,486	\$74,193
Average Principal Salary (Elementary)	\$81,715	\$92,985
Average Principal Salary (Middle)	\$83,760	\$98,305
Average Principal Salary (High)	\$91,871	\$107,384
Superintendent Salary	\$124,476	\$155,314
Percent of Budget for Teacher Salaries	39 %	41 %
Percent of Budget for Administrative Salaries	6 %	6 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School						District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	24	24	26	29	30	32	40	42	43	40	42	43
Mathematics	45	43	44	27	27	28	38	40	40	38	40	40
Science				12	18	24	27	35	38	27	35	38
History-Social Science				18	16	14	32	33	33	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	21	38		
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino				
Hispanic or Latino	24	38		
Pacific Islander	*	*		
White (not Hispanic)	30	52		
Male	24	46		
Female	29	42		
Economically Disadvantaged	21	41		
English Learners	14	30		
Students with Disabilities	0	18		
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School						District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	20	10	21	29	30	33	41	42	42	41	42	42
Mathematics	50	25	36	39	40	40	52	53	53	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	*	*
Filipino		
Hispanic or Latino	19	29
Pacific Islander	*	*
White (not Hispanic)	21	53
Male	6	33
Female	32	38
Economically Disadvantaged	22	39
English Learners	0	7
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

The District has developed criterion-referenced tests in the areas of reading/language arts and math. These tests are administered each trimester and allow teachers the opportunity to assess what students know and what needs to be retaught for mastery. CRT scores are indicated on the individual student report card.

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	3	4	3
Similar Schools	4	3	2

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	28	4	4	709
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	53	-7	-8	692
Pacific Islander				
White (not Hispanic)	6	-9		
Socioeconomically Disadvantaged	30	14	-1	681
English Learners	N/A			
Students with Disabilities	N/A			

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

The ExCEL Scaffolding Model, Compass Learning, Read Naturally, Making Meaning, Waterford Early Literacy Program and Corrective Reading Programs are in place to assist our students who are struggling in reading to become successful readers. Paraeducators work with small groups and individuals within the ExCEL Model to support reading. A Reading Specialist and RSP Teacher work with students who are far below in reading. The library is available to all students.

Ongoing staff development is provided throughout the school year for both classified and certificated personnel to support our instructional programs. Teachers are provided weekly collaboration time for accessing data, planning instruction, discussing student progress, refining our programs, and share successful teaching strategies.

We also provide after school tutoring for our students. During this time they work on reading and math. We use Compass Learning, Hampton Brown, and our Core Curriculum with supplemental materials.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2006-2007
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38.5

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Montara's curriculum is aligned with the State Curriculum Frameworks and Barstow Unified School District's Content Standards and Benchmarks. School leadership is shared between the principal and grade level teacher leaders to ensure the school's curriculum is accessible to all students. Parents provide leadership and support through the PTO, School Safety Committee, and the School Site Council. Montara's professional teaching staff is actively involved in leadership roles on district curriculum committees, school site council, school leadership team, and school site committees. Stipends are paid to lead teachers for Science, GATE, ELL Coordinator, and Technology. Grade level teams collaboratively plan and implement effective teaching strategies that focus upon district adopted content and performance standards on a weekly early dismissal afternoon.

The school site plan is used to review and apply an effective instructional program. Reading, writing, mathematics, physical education, social studies, and science are the focused areas of instruction. Multiple measures are used to assess student progress in achieving grade level standards including theme tests and CRT's. The principal provides regular feedback to staff based on classroom observations to continually monitor the quality of instruction. The school plan is enhanced each year based on student progress and is approved annually by the School Site Council.

With the belief and practice that assessment drives curriculum and instruction, all students are regularly assessed to determine strengths and needed interventions. ExCEL is a process used by the K-4 teaching staff, school principal, instructional assistants, and resource specialists to ensure all students receive one-hour per day of scaffolded instruction that includes research based instructional resources which include Reading Fluency Kits, Read Naturally, Thinking Maps, Step-Up-to-Writing, Waterford Early Literacy, Guided Reading leveled books, Mountain Language, comprehension posters, multiple stories at listening centers, and the district adopted Houghton Mifflin Literacy Program.

The students also review grade level content standards by working in the Compass Learning computer lab which is individually based for all students in both language arts and math. The Montara staff is committed to modeling and maintaining an environment which nurtures students' self-worth and respect for others, making wise choices and ownership for behavior and learning; encouraging a high level of parent/community support; and ongoing student academic achievement and growth.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Effective teaching and learning strategies are implemented with the belief that all students can succeed. Staff development opportunities ensure that the best research based teaching practices in all subjects are being implemented. Staff members attend school site staff development, district level inservices, and professional development conferences throughout the nation to keep abreast of curriculum and instructional school improvement reforms. The teaching staff also participates in district-wide Buy Back Staff Development opportunities provided throughout the school year.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	58,710	36,000
1	54,600	50,400
2	54,600	50,400
3	54,600	50,400
4	54,600	54,000
5		54,000
6		54,000

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Montara has approximately 39 minimum school days which enable teachers to meet each Wednesday afternoon to discuss and share teaching resources. Both horizontal and vertical teaming allow for standards based instructional resources and strategies to be shared collaboratively. Grade level teaching teams share student work samples to establish standards of expectancies; and review ongoing assessment data to monitor grade level achievement rates. Mapping of curriculum and differentiated instruction have been focus areas at each grade level. Resource specialists and the Resource teacher are consulted for additional support and the sharing of effective teaching strategies. Teachers with expertise in curricular areas; i.e., math, science, language arts, etc. at times, are scheduled to provide inservices during minimum days. Examples of recent inservices include Thinking Maps, ELD standards and strategies, RTI Process, and Running Records.