

Barstow Unified Montara Elementary School

Grades K through 6
Dave Finch, Principal



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2012-13 School Accountability Report Card *Published January 2014*

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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 receive 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 six following a traditional calendar. At the beginning of the 2012-13 school year, 546 students were enrolled, including 11% in special education, 14% qualifying for English Language Learner support, and 78% qualifying for free or reduced price lunch. Montara Elementary School achieved a 2013 Academic Performance Index (API) score of 754.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	10.80%	Kindergarten	64
Amer. Indian or Alaskan Native	1.80%	Grade 1	83
Asian	0.50%	Grade 2	88
Filipino	0.00%	Grade 3	74
Hisp. or Latino	55.30%	Grade 4	81
Pacific Islander	0.90%	Grade 5	73
Caucasian	26.00%	Grade 6	83
Multi-Racial	4.60%		
Total Enrollment			546

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Montara Elementary School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	48	45	40	45	47	46	54	56	55
Math	53	60	53	46	45	45	50	50	50
Science	40	40	39	42	48	52	57	60	59
Social Science				30	31	35	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	Montara Elementary School							
	African- Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	24	*	*	56		36	45	*
Math	42	*	*	61		51	80	*
Science	*	*	*	38		46	*	*
Social Science								

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	BUSD	Montara Elementary School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	46	40	36	45	22	35	22	*
Math	45	53	53	53	38	50	32	*
Science	52	39	41	35	*	29	*	*
Social Science	35							

Physical Fitness

In the spring of each year, Montara Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	15.8%	14.5%	11.8%

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			
	2010	2011	2012
Statewide Rank	3	3	3
Similar Schools Rank	4	6	8

Results generated from 2010, 2011, and 2012 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	8	9	-24
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	15	9	-31
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	13	16	7
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	6	11	-25
English Learners	31	-1	-32

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
Group	MES		BUSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	355	754	3,895	757	4,655,989	790
Students with Disabilities	53	601	507	537	527,476	615
Economically Disadvantaged	298	736	3,026	737	2,774,640	743
English Learners	57	737	744	727	1,482,316	721
African-Amer.	38	684	543	688	296,463	708
Amer. Indian or Alaskan Native	8		61	749	30,394	743
Asian	1		35	869	406,527	906
Filipino			37	894	121,054	867
Hisp. or Latino	209	742	2,046	752	2,438,951	744
Multi-Racial	13	779	133	790		
Pacific Islander	4		50	818	25,351	774
Caucasian	82	817	990	788	1,200,127	853

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 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in all subgroup populations for English/Language Arts and 89.5% 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 770 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/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2012-13		
<i>Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	MES	BUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	No	Yes
Graduation Rate	N/A	Yes

Reported data based upon performance of all subgroups for each of the areas listed

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 2012-13, 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/.

Title I Program Improvement (PI) Status		
	MES	BUSD
PI Status	In PI	In PI
Implementation Year	2011-2012	2006-2007
Year in PI	Year 3	Year 3
No. of Schools Currently in PI		7
% of Schools Currently Identified for PI		70.0%

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 newsletters, parent conferences, the school marquee, the school website, and Infinite Campus (automated phone messaging system). 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

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

School Activities

- Back to School Night
- Family Nights
- Literacy Nights
- Open House
- Volunteer Application
- Latino Family Literacy
- Bingo 4 Books

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 and 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. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Repair to asphalt due to cracks
- Minor facilities improvements

Every morning before school begins, the custodian inspects the 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:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning
- Restroom cleaning
- Delivery of materials
- Various projects as they arise

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

- Classroom cleaning
- Restroom cleaning

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

Campus Description	
Year Built	1960
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	19
Portable Classrooms	6
Restrooms (sets)	3
Computer Lab(s)	1
Library	1
Multipurpose Room	1
Staff Work Room	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 2012-13 school year, Montara Elementary School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

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 Sunday, December 29, 2013. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Sunday, December 29, 2013			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

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.

County Williams Settlement School Inspection Results

On an annual basis, representatives from the County Office of Education visit Barstow Unified's schools that are in the API Decile Ranks 1 - 3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on 8/26/2013. Results of the inspection and corrective action taken by the district are provided in the table below.

School Facility Inspection Results County Inspection Completed: 8/26/2013		
Area Impacted	Deficiency Noted	Corrective Action Taken
Category: Structural Damage		
Area 10, 11, 20, 23, 25, 6, 7, 9, Library, MPR and Shaded Seating	Area 10, 11, 20, 23, 6, 7, 9 and Library - Damage to exterior paint, plaster or finish; Area 25- Damage to skirting, siding and/or exterior vents; MPR - External shade structures are damaged or deteriorating; Shaded seating near room 18, 23 and 27 - Damage to exterior paint, plaster or finish.	Area 10, 11, 20, 23, 6, 7, 9, library and area 25 - Out to bid, will select a vendor to repair; MPR - Shade structures have been replaced; Shade seating near room 18, 23 and 27 - remedied within one month of inspection date.
Category: Hazardous Materials		
MPR and Office	MPR, Office-exterior paint is peeling, chipping or cracking.	Remedied within one month of inspection date.
Category: Mechanical Systems		
Area 7	Vents or surrounding areas are dirty	Remedied on 8/26/2013.
Category: Playgrounds/ School Grounds		
Playground	Play/sports equipment is broken, damaged or deteriorating.	At this moment we are looking for a vendor to contract with to repair damage.
Category: Interior Surfaces (Walls, Floors, & Ceilings)		
Restrooms near Room 15, Restrooms near room 6 and Teacher's Lounge	Plaster or paint is damaged.	Remedied within one month of inspection date.

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 and safety monitors are strategically assigned to designated entrance areas and the playground. During recess, teachers, recess supervisors, and paraeducators supervise playground activity. The principal, 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, updated, and discussed with school staff in May 2013.

Classroom Environment

Discipline & Climate for Learning

Montara Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	MES		
	10-11	11-12	12-13
Suspensions (#)	48	34	67
Suspensions (%)	9.30 %	6.19 %	12.27 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
BUSD Elementary Schools			
Suspensions (#)	418	283	346
Suspensions (%)	11.81 %	8.21 %	10.06 %
Expulsions (#)	2	1	1
Expulsions (%)	0.06 %	0.03 %	0.03 %

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. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
2010-11				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	22.0		4	
1	17.0	3		
2	18.0	4		
3	21.0	2	1	
4	30.5		2	
Combo K-3	20.0	1		
Combo 3-4	21.0		1	
2011-12				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	28.3		9	
1	30.7		9	
2	30.7		9	
3	21.3	3	6	
4	18.8	12		
5	21.4	3	9	
6	28.5		6	
2012-13				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	21.0	3	6	
1	28.0		9	
2	29.0		9	
3	19.0	6	6	
4	28.0		6	
5	15.0	9	6	
6	21.0	3	9	

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. During the 2012-13 school year, Montara Elementary School held staff development devoted to:

- DII Training
- Data Analysis
- Instructional Strategies
- Student Discipline
- Direct Interactive Instruction
- Love and Logic
- English Language Development (ELD)
- Schoolwide Positive Intervention
- 504 Plans

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. Montara Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2012-13 school year, Montara Elementary School's teachers attended the following events hosted by the Barstow Unified:

- Common Core State Standards
- iPad Training
- EL Program 2 Training

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. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2010-11	2011-12	2012-13
0	0	1

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, September 10, 2013, the Barstow Unified'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 #4 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 core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2013-14 school year, Barstow Unified provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2005	Pearson Scott Foresman, <i>Scott Foresman History-Social Science for California</i>	0 %
Language Arts		
2010	Harcourt Brace, Houghton Mifflin, <i>California Recommended Literature K-12</i>	0 %
Math		
2007	Houghton Mifflin Company, <i>Houghton Mifflin California Math</i>	0 %
Science		
2007	Pearson Scott Foresman, <i>Scott Foresman California Science</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Professional Staff

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) 2012-13		
	No. of Staff	FTE
Counselor	0	0
Computer Lab Assistant	1	0.4
Health Clerk	1	1.0
Library Clerk	1	0.4
Nurse	1	*
Psychologist	1	*
Speech/Language/Hearing Specialist	1	0.5

* as needed

FTE = Full-Time Equivalent

Teacher Assignment

During the 2012-13 school year, Montara Elementary School had 24 teachers who met all credential requirements in accordance with state guidelines. 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 by NCLB-compliant and non-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 2012-13		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Montara Elementary School	100.0 %	0.0 %
District Totals		
All Schools	85.2 %	14.8 %
High-Poverty	85.2 %	14.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	MES			BUSD
	10-11	11-12	12-13	12-13
Total Teachers	21	23	24	258
Teachers with full credentials	21	23	24	256
Teachers without full credentials	0	0	0	2
Teachers teaching outside subject area	1	2	2	25
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	MES	BUSD
	13-14	13-14
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Teacher vacancies	0	1

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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	BUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$37,175	\$40,928
Mid-Range Teacher Salary	\$57,097	\$64,449
Highest Teacher Salary	\$78,351	\$82,826
Superintendent Salary	\$138,000	\$183,968
Average Principal Salaries:		
Elementary School	\$87,435	\$102,640
Percentage of General Fund Expenditures for:		
Teacher Salaries	37%	40%
Administrative Salaries	6%	6%

Expenditures Per Student

For the 2011-12 school year, Barstow Unified School District spent an average of \$7,974 of total general funds to educate each student (based on 2011-12 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 www.cde.ca.gov/ds/fd/ec/ and 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 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Special Education
- Title I
- Title II
- Title III
- Transportation
- Transportation: Special Education
- Vocational Programs
- Education Jobs Fund
- Medi-Cal Billing Option

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
			% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
	MES	BUSD			
ADA*	522	N/A	N/A	N/A	N/A
Total**	\$4,941	N/A	N/A	N/A	N/A
Restr.†	\$1,326	N/A	N/A	N/A	N/A
Unrestr.††	\$3,615	\$4,013	90.09	\$5,537	65.29
Avg. Teacher Salary	\$59,971	\$60,928	98.43	\$67,106	89.37

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located 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 Barstow Branch Library, a branch of San Bernardino County Library.

Address: 304 E. Buena Vista, Barstow

Phone Number: (760) 256-4850

WebSite: <http://www.sbcounty.gov/library/home/>

Number of Computers Available: 16

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Barstow Unified. 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 and school facilities sections were acquired in December 2013.