

Barstow Unified School District Montara Elementary School

Grades K through 6
Dave Finch, Principal
dave_finch@busdk12.com



700 Montara Road
Barstow, CA 92311
PH: (760) 252-5150 FAX: (760) 252-5185
www.barstow.k12.ca.us/MES

2014-15 School Accountability Report Card *Published January 2016*

Barstow Unified School District
551 South Avenue H
Barstow, CA 92311-2500
(760) 255-6000

Website Address

www.barstow.k12.ca.us

2015-16 Board of Trustees

Ray Perea
President

Julie Clemmer
Vice President

Barbara Rose
Clerk

Mary Rodriguez
Member

Ben Rosenberg
Member

District Administration

Jeff Malan
Superintendent

Jim Davis
Assistant Superintendent,
Personnel

Scott Godfrey
Assistant Superintendent,
Educational Services

Wael Elatar
Business Manager/CBO

Theresa Gonzales
Director,
Instructional Support Services

Joni James
Director, Pupil Services

Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Local Control Accountability Plan (LCAP)
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

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 2014-15 school year, 588 students were enrolled, including 11.9% in special education, 13.6% qualifying for English Language Learner support, and 85.7% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	13.80%	Kindergarten	87
Amer. Indian or Alaskan Native	0.50%	Grade 1	91
Asian	0.30%	Grade 2	76
Filipino	0.50%	Grade 3	88
Hisp. or Latino	59.20%	Grade 4	97
Pacific Islander	0.90%	Grade 5	66
Caucasian	19.70%	Grade 6	83
Multi-Racial	5.10%	Ungraded	0
Students with Disabilities	11.90%		
Economically Disadvantaged	85.70%		
English Learners	13.60%		
Foster Youth	0.90%		
Total Enrollment			588

Student Achievement

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 2014-15			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	21.5	18.5	12.3

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

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 assessments by 2014. Meeting 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. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. 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 Criteria & Compared to District and State Performance 2014-15			
<i>Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?</i>			
AYP Criteria	MES	BUSD	California
Overall Results	Yes	No	Yes
<i>Participation Rate</i>			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
<i>Percent Proficient</i>			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

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 2014-15, 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 2015-16		
	MES	BUSD
PI Status	In PI	In PI
First Year of PI	2011-2012	2006-2007
Year in PI	Year 3	Year 3
No. of Schools Currently in PI		6
% of Schools Currently in PI		50.0%

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

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. 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. More information on CSTs can be found on the CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Montara Elementary School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	38	50	15	51	48	40	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	40
All Students (School)	15
Male	20
Female	10
African-Amer.	--
Amer. Indian or Alaskan Native	--
Asian	--
Filipino	--
Hisp. or Latino	17
Pacific Islander	--
Caucasian	--
Multi-Racial	--
English Learners	--
Economically Disadvantaged	20
Migrant Educ.	--
Students with Disabilities	15
Foster Youth	--

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

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Montara Elementary School	District	California
English-Language Arts/Literacy	16	30	44
Mathematics	19	24	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups

English Language Arts - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	93	89	95.7	48	35	13	3
Male	93	47	50.5	51	36	13	0
Female	93	42	45.2	45	33	14	7
African-Amer.	93	8	8.6	--	--	--	--
Filipino	93	1	1.1	--	--	--	--
Hisp. or Latino	93	57	61.3	51	37	12	0
Pacific Islander	93	1	1.1	--	--	--	--
Caucasian	93	20	21.5	35	25	25	15
Multi-Racial	93	2	2.2	--	--	--	--
English Learners	93	11	11.8	36	64	0	0
Economically Disadvantaged	93	72	77.4	50	36	14	0
Students with Disabilities	93	10	10.8	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	93	90	96.8	40	29	26	6
Male	93	47	50.5	38	30	28	4
Female	93	43	46.2	42	28	23	7
African-Amer.	93	8	8.6	--	--	--	--
Filipino	93	1	1.1	--	--	--	--
Hisp. or Latino	93	58	62.4	41	29	26	3
Pacific Islander	93	1	1.1	--	--	--	--
Caucasian	93	20	21.5	30	20	35	15
Multi-Racial	93	2	2.2	--	--	--	--
English Learners	93	11	11.8	55	18	27	0
Economically Disadvantaged	93	72	77.4	42	32	22	4
Students with Disabilities	93	10	10.8	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	101	97	96.0	57	22	18	4
Male	101	50	49.5	60	20	18	2
Female	101	47	46.5	53	23	17	6
African-Amer.	101	15	14.9	67	20	7	7
Amer. Indian or Alaskan Native	101	1	1.0	--	--	--	--
Filipino	101	2	2.0	--	--	--	--
Hisp. or Latino	101	52	51.5	60	19	21	0
Caucasian	101	24	23.8	50	25	17	8
Multi-Racial	101	3	3.0	--	--	--	--
English Learners	101	8	7.9	--	--	--	--
Economically Disadvantaged	101	82	81.2	61	23	13	2
Students with Disabilities	101	8	7.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	101	97	96.0	40	39	18	3
Male	101	50	49.5	42	32	22	4
Female	101	47	46.5	38	47	13	2
African-Amer.	101	15	14.9	60	40	0	0
Amer. Indian or Alaskan Native	101	1	1.0	--	--	--	--
Filipino	101	2	2.0	--	--	--	--
Hisp. or Latino	101	52	51.5	37	44	17	2
Caucasian	101	24	23.8	38	33	21	8
Multi-Racial	101	3	3.0	--	--	--	--
English Learners	101	8	7.9	--	--	--	--
Economically Disadvantaged	101	82	81.2	45	41	13	0
Students with Disabilities	101	8	7.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	74	70	94.6	64	26	9	1
Male	74	40	54.1	63	23	13	3
Female	74	30	40.5	67	30	3	0
African-Amer.	74	9	12.2	--	--	--	--
Asian	74	1	1.4	--	--	--	--
Hisp. or Latino	74	46	62.2	65	22	11	2
Pacific Islander	74	1	1.4	--	--	--	--
Caucasian	74	9	12.2	--	--	--	--
Multi-Racial	74	4	5.4	--	--	--	--
English Learners	74	11	14.9	82	18	0	0
Economically Disadvantaged	74	65	87.8	65	25	9	2
Students with Disabilities	74	21	28.4	76	19	5	0
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	74	71	95.9	61	30	8	1
Male	74	41	55.4	61	22	15	2
Female	74	30	40.5	60	40	0	0
African-Amer.	74	9	12.2	--	--	--	--
Asian	74	1	1.4	--	--	--	--
Hisp. or Latino	74	47	63.5	64	26	11	0
Pacific Islander	74	1	1.4	--	--	--	--
Caucasian	74	9	12.2	--	--	--	--
Multi-Racial	74	4	5.4	--	--	--	--
English Learners	74	11	14.9	73	27	0	0
Economically Disadvantaged	74	65	87.8	58	31	9	2
Students with Disabilities	74	21	28.4	76	24	0	0
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	87	81	93.1	63	22	15	0
Male	87	48	55.2	65	17	19	0
Female	87	33	37.9	61	30	9	0
African-Amer.	87	16	18.4	63	19	19	0
Amer. Indian or Alaskan Native	87	2	2.3	--	--	--	--
Asian	87	0	0.0	--	--	--	--
Hisp. or Latino	87	37	42.5	62	27	11	0
Pacific Islander	87	1	1.1	--	--	--	--
Caucasian	87	22	25.3	73	14	14	0
Multi-Racial	87	3	3.4	--	--	--	--
English Learners	87	8	9.2	--	--	--	--
Economically Disadvantaged	87	67	77.0	67	22	10	0
Students with Disabilities	87	22	25.3	86	5	9	0
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	87	83	95.4	64	22	11	2
Male	87	48	55.2	58	27	8	4
Female	87	35	40.2	71	14	14	0
African-Amer.	87	16	18.4	69	19	0	6
Amer. Indian or Alaskan Native	87	2	2.3	--	--	--	--
Asian	87	1	1.1	--	--	--	--
Hisp. or Latino	87	38	43.7	63	26	11	0
Pacific Islander	87	1	1.1	--	--	--	--
Caucasian	87	22	25.3	68	14	14	5
Multi-Racial	87	3	3.4	--	--	--	--
English Learners	87	9	10.3	--	--	--	--
Economically Disadvantaged	87	69	79.3	68	23	9	0
Students with Disabilities	87	22	25.3	95	0	5	0
Foster Youth	--	--	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CST - Science Results and CAASPP charts; Academic Performance Index, including API chart; and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropouts and in Graduation Requirements, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

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, the school marquee, the school website, parent conferences, 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 Night
- Literacy Nights
- 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; 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, minor facility improvements were completed.

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:

- 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	12
Square Footage	29,591
Quantity	
Permanent Classrooms	19
Portable Classrooms	6
Restrooms (sets)	3
Computer Lab(s)	1
Library	1
Multipurpose Room	1
Staff Work Room	1

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 Tuesday, December 08, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, December 08, 2015			
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 School District'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 12/1/2015. Results of the inspection and corrective action taken by the district are provided in the table below.

School Facility Inspection Results County Inspection Completed: 12/1/2015		
Area Impacted	Deficiency Noted	Corrective Action Taken
Category: Overall Cleanliness		
11, 23, 25 and 26	Unsecured items are stored too high.	Remedied during inspection.
Category: Hazardous Materials (Interior & Exterior)		
11, 24, 25, 26, 3 and 7	Materials labeled "keep out of reach of children" are within reach of children.	Remedied during inspection.
Category: Interior Surfaces (Walls, Floors, & Ceilings)		
26	Ceiling tiles are damaged, loose, missing or stained.	Remedied during inspection.
Category: Restroom		
Girls' Restroom by Room 7	Electric hand dryers are damaged or broken.	Remedied during inspection.
Category: Playgrounds/ School Grounds		
Outside Covered Sitting Areas	Seating and/or tables are broken, damaged or deteriorating.	Work order #75856

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 2015.

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			
	12-13	13-14	14-15
	MES		
# of Students Suspended	47	63	34
# of Students Expelled	0	0	0
	BUSD		
# of Students Suspended	791	706	696
# of Students Expelled	6	4	0
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

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				
Grade	Avg. Class Size	2012-13		
		Number of Classrooms		
		1-20	21-32	33+
K	21.0	3	6	
1	28.0		9	
2	29.0		9	
3	29.0		6	
4	27.0		9	
5	22.0	6	6	
6	27.0		9	
Other	6.0	3		
Grade	Avg. Class Size	2013-14		
		Number of Classrooms		
		1-20	21-32	33+
K	32.0		6	6
1	30.0		6	
2	28.0		9	
3	30.0		9	
4	31.0		6	3
5	49.0		1	3
6	25.0	6	9	
Grade	Avg. Class Size	2014-15		
		Number of Classrooms		
		1-20	21-32	33+
K	29.0		9	
1	30.0		9	
2	25.0		9	
3	29.0		9	
4	32.0		6	3
5	29.0		6	
6	23.0	6	3	3

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Montara Elementary School revolve around the Common Core State Standards. During the 2014-15 school year, Montara Elementary School held staff development training devoted to:

- Common Core State Standards
- Data Analysis
- Direct Interactive Instruction
- English Language Development (ELD)
- Instructional Strategies
- Leader In Me
- Love and Logic
- Schoolwide Positive Intervention
- Student Discipline
- Student Study Team Procedures

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 2014-15 school year, Montara Elementary School's teachers attended the following events hosted by the Barstow Unified School District:

- Crisis Prevention Intervention (CPI) Training
- English/Language Arts (ELA) Curriculum Guides
- Report Cards/Specification and Technology Scope and Sequence
- Think Central Go Math!

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		
2012-13	2013-14	2014-15
1	4	3

Instructional Materials

All textbooks used in the core curriculum at Montara Elementary School are aligned to the California State Standards. 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 22, 2015, 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 #13-2015-2016 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 SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Barstow Unified School District 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
English Language Arts		
2010	Houghton Mifflin/HSP, <i>California Excursions</i>	0 %
History-Social Science		
2005	Pearson Scott Foresman, <i>Scott Foresman History-Social Science for California</i>	0 %
Mathematics		
2014	Houghton Mifflin Harcourt School Publishers, <i>California Go Math</i>	0 %
Science		
2007	Pearson Scott Foresman, <i>Scott Foresman California Science</i>	0 %

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) 2014-15		
	No. of Staff	FTE
Academic Counselor	0	0
Computer Lab Assistant	1	0.4
Health Clerk	1	1.0
Library Clerk	1	0.4
Nurse	1	*
Psychologist	1	*
Speech Therapist	1	0.5

* as needed

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

Teacher Assignment

During the 2014-15 school year, Montara Elementary School had 22 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 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Montara Elementary School	100.0 %	0.0 %
District Totals		
All Schools	90.0 %	10.0 %
High-Poverty	90.0 %	10.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	MES			BUSD
	13-14	14-15	15-16	15-16
Total Teachers	23	22	24	238
Teachers with full credentials	23	22	23	226
Teachers without full credentials	0	0	1	12
Teachers teaching outside subject area of competence (with full credential)	0	0	0	17
Teacher misassignments for English learners	0	0	0	1
Total teacher misassignments	0	0	0	1
Vacant teacher positions	0	0	0	3

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

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: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	BUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$38,290	\$42,315
Mid-Range Teacher Salary	\$58,810	\$66,451
Highest Teacher Salary	\$80,702	\$85,603
Superintendent Salary	\$145,230	\$189,899
Average Principal Salaries:		
Elementary School	\$90,058	\$105,079
Percentage of Budget:		
Teacher Salaries	34%	39%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2013-14 school year, Barstow Unified School District spent an average of \$8,289 of total general funds to educate each student (based on 2013-14 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 2013-14 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Common Core State Standards Implementation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Vocational Programs

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	MES	BUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	633	N/A	N/A	N/A	N/A
Total**	\$4,440	N/A	N/A	N/A	N/A
Restr.†	\$1,039	N/A	N/A	N/A	N/A
Unrestr.††	\$3,401	\$4,139	82.16	\$5,348	63.59
Avg. Teacher Salary	\$70,465	\$64,481	109.28	\$69,257	101.74

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

* Average Daily Attendance

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 AYP, CST & CAASPP 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 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 November 2015. Data to prepare the school facilities section were acquired in December 2015.