John J. Montgomery Elementary School

1601 Fourth Avenue • Chula Vista, CA 91911 • (619) 422-6131 • Grades K-6
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Chula Vista Elementary School District
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Matthew Tessier, Ed.D.
Assistant Superintendent, Innovation and Instruction Services and Support

School Description

John J. Montgomery is one of 49 schools in the Chula Vista Elementary School District, including charters. The school was built in 1945 and it was completely modernized in the summer of 2018. It has 16 classrooms, including four relocatables added in 1999-00, a library, auditorium/cafeteria and administrative offices.

At John J. Montgomery Elementary School, we provide an inclusive and nurturing environment committed to every student's success. We are dedicated to preparing our students to become respectful and responsible individuals who value diverse perspectives. We develop creative, collaborative thinkers who communicate effectively and make meaningful contributions to the world.

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

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

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

About the SARC

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

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

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	39
Grade 2	34
Grade 3	33
Grade 4	44
Grade 5	45
Grade 6	59
Total Enrollment	326

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
Asian	0.3
Filipino	1.8
Hispanic or Latino	90.5
Native Hawaiian or Pacific Islander	0.3
White	5.2
Two or More Races	0.3
Socioeconomically Disadvantaged	93.9
English Learners	58.9
Students with Disabilities	15.6
Foster Youth	0.3
Homeless	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for John J. Montgomery	18-19	19-20	20-21
With Full Credential	16	16	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at John J. Montgomery Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

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

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

Textbooks and Instructional Materials
Year and month in which data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Reading K-6 English, including ELD textbooks Adopted in 2017-18 school year. **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Mathematics	GoMath Mathematics K-6, English. Adopted in 2015-16 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In respect to our most recent FIT report, our classrooms are adequate to support our school's current enrollment. Our custodians closely work with all teachers and staff to ensure all proper protocols are followed and adhered to. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Montgomery custodial staff performs basic cleaning operations daily. Window replacement and plumbing upgrades are scheduled for the summer break.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/7/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	CR 701: door not closing properly, A/C pressure? , 1 stained ceiling tile Kinder 202: left r/r fan runs all the time, right r/r fan doesn't work
Interior: Interior Surfaces	Good	510 Storage: ceiling missing cover CR 404: ceiling tile stains, 1 tile missing CR 501: 1 stained ceiling tile, trim on upper storage above whiteboard Kinder 201: hole in ceiling tile, restroom fan doesn't work
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR 404: ceiling tile stains, 1 tile missing Main Play Toy: cobwebs, graffitti, very dirty and could use washing Pre K Play Toy: paint peeling, cobwebs
Electrical: Electrical	Good	Health Office: exhaust fan in restroom runs all the time Kinder 201: hole in ceiling tile, restroom fan doesn't work
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	CR 705: toilet in preschool leaking water, outside gate needs to be adjusted
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	704 Library: ceiling tile stains CR 401: 1 stained ceiling tile CR 501: 1 stained ceiling tile, trim on upper storage above whiteboard CR 604: 1 stained ceiling tile CR 701: door not closing properly, A/C pressure? , 1 stained ceiling tile CR 703: ceiling tile stained, door doesn't latch shut CR 801: stained ceiling tile Office 210: stained ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 402: door is hard to open CR 403: door not closing properly CR 701: door not closing properly, A/C pressure? , 1 stained ceiling tile CR 703: ceiling tile stained, door doesn't latch shut CR 705: toilet in preschool leaking water, outside gate needs to be adjusted Main Play Toy: cobwebs, graffitti, very dirty and could use washing Pre K Play Toy: paint peeling, cobwebs
Overall Rating	**Good**	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

B. Pupil Outcomes

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	55	N/A	64	N/A	50	N/A
Math	37	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	30	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
 • Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Contact person: Dr. Lydia Burgos, Principal
Contact Person Phone Number: (619) 422-6131

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

The principal prides herself in hosting parent meetings. The first Friday of every month is Coffee with the Principal. Coffee with the Principal provides information to parents about resources available in the community. The second Friday of the month, is the Parent-Teacher-Organization (PTO). With PTO, school-wide events are planned, organized for all students. PTO is a collaborative body of parents working towards a common purpose of supporting all students TK-6th grade. The third Friday of each month is dedicated to the English Language Advisory Committee (ELAC). During ELAC information regarding data on our English language Learners, resources, and information on best instructional strategies are delivered to parents to best support their children at home.

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

There is a part-time school counselor to support services for all students, parents, and staff in the social-emotional learning of students.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
Student safety and well-being is promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground and bus supervision, drug and alcohol abuse prevention education programs, child abuse awareness and a program directed toward gang suppression. Students are taught appropriate use of both classroom and playground equipment and are encouraged to seek the assistance of adults with any concerns. School wide behavioral expectations are reviewed in grade level assemblies at the beginning of the school year and daily throughout the year. Safety Plan is an ongoing discussion with staff. On January 27, 2021 our Comprehensive School Safety Plan was discussed and approved by School Site Council.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.5	0.3	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.3	0.6	2.5
Expulsions	0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	815

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.1

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	15	4			19	2	2		18	2	2	
1	24		1		20	1			13	2	1	
2	21	1	2		16	2			11	2	1	
3	23		2		24		2		11	3		
4	28		2		27		1		22	1	1	
5	31		1		20	1	2		15	2	1	
6	20	1	2		29		2		20	1	2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		25	15

Student achievement data was used to determine the school focus in Reading Comprehension using Common Core State Standards with an emphasis on supporting our high emergent bilingual population (60%). All professional development is planned to address the goals we have written into our Single Site Plan and our school focus. Modified days and release time for collaboration both provide time for professional development.

2018-19 Montgomery with five other schools make up a cohort within the district and focus on a common need. As a cohort, we meet quarterly with our Instructional leadership teams (ILT) for professional development opportunities. This usually constitutes approximately 8-10 team members from each site. This support is provided by the district with a lens on the district initiatives that support high impact language strategies and reinforce individual site-based instructional foci. In addition, our professional learning has been on writing constructed responses in ELA and Math fulfilling each quarter with a professional learning cycle focused on writing.
Teachers are supported before, during, and after implementation through collaboration, coaching with a resource teacher, with the principal, and data meetings.

2019-2020 Professional Development includes: Achieve 3000, GLAD: Guided Language Acquisition Design, Math Training on Conceptual Mathematics understanding, English Language Development training supporting the ELA block with designated and integrated planning of ELD using the ELD Standards, and Social/Emotional Training for teachers to support student behavior and achievement using Multi-Tiered Supports and Systems (MTSS). Montgomery with five other schools make up a cohort within the district and focus on Math. As a principal cohort, we meet monthly to discuss school needs and our Instructional leadership teams (ILT) meet quarterly for professional development opportunities. This usually constitutes approximately 8-10 team members from each site. This support is provided by the district with a lens on the district initiatives that support high impact language strategies. Our school's focus and professional learning cycles this year are focused on small group instruction with a focus on collaborative conversations and discussions, Teachers are supported before, during and after implementation through collaboration, coaching with a resource teacher, with the principal and data meetings.

In 2020-2021 professional development centered around culturally relevant teaching strategies and social justice. iReady Math was adopted allowing teachers to better analyze data in this area. 4 PD sessions are being offered on the use of the program and the use of data to make instructional decisions to meet student needs. Five arts integration development sessions are also being offered through the partnership with Turnaround Arts California. The throughline for these training is oral language development, social justice, and literacy learning.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,655	$51,004
Mid-Range Teacher Salary	$77,932	$82,919
Highest Teacher Salary	$103,806	$104,604
Average Principal Salary (ES)	$137,324	$131,277
Average Principal Salary (MS)		$136,163
Average Principal Salary (HS)		$128,660
Superintendent Salary	$308,616	$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	15,606.75	5,952.35	9,654.40	78,246
District	N/A	N/A	190,145,679	$81,733
State	N/A	N/A	$7,750	$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-4.4
School Site/ State	21.9	-7.3

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

Types of Services Funded

For the 2020-21 school year professional development was provided through an equity lens. In collaboration with Higher Level Leadership LLC. Montgomery is focused on Culturally Responsive Teaching. Learning about race issues and social justice has provided the platform to discuss and unpack possible inequities in our classrooms.

Montgomery is comprised of 60% emergent bilingual students. To meet the unique needs of this population, a focus on collaborative conversations, vocabulary development, and small-group instruction has been the focus of teacher collaboration and planning.

Site funds have allowed for a part-time impact reading teacher. This individual provides target students (based on SmartyAnts and foundational skills assessments), foundational skills in order to ensure that are fluent readers by 3rd grade. This teacher is also responsible for providing reading professional development to new teachers on staff.

Levered Math is used in 3rd - 5th grades to provide students opportunities for conceptual math understanding, especially in the area of fractions.

Additionally, with the ELL lens, Montgomery received professional development support from the district office with Guided Language Acquisition Design (GLAD), ensuring visual supports, language opportunities and access to the core content was made available. The district provided additional support from our Language Acquisition department in the areas of designated ELD and Integrated ELD deepening the connections needed for our ELLs.

Lastly, Montgomery with five other schools make up a cohort within the district and focus on a common need. As a cohort, we meet quarterly with our Instructional leadership teams (ILT) for professional development opportunities. This usually constitutes approximately 8-10 team members from each site.   This support is provided by the district with a lens on the district initiatives that support high impact language strategies and reinforce individual site-based instructional foci.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.