

Montalvin Manor K-8 School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Montalvin Manor K-8 School
Street	300 Christine Drive
City, State, Zip	San Pablo, CA 94806-1199
Phone Number	(510) 231-1405
Principal	Katherine Acosta-Verprauskus
Email Address	kacosta-Verprauskus@wccusd.net
School Website	www.montalvinmanor.org
County-District-School (CDS) Code	07617966004865

2023-24 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Kenneth Chris Hurst
Email Address	chris.hurst@wccusd.net
District Website	www.wccusd.net

2023-24 School Description and Mission Statement

Montalvin Manor K-8 is growing leaders. We provide an exciting and challenging learning environment that supports every member to take ownership of their learning. This is accomplished in a setting in which expectations are high, ideas and experiences are diverse, and curiosity is embraced by all. Everyone belongs in our learning community. We believe that when given the right support, all can thrive socially, academically, and professionally. Students, families, and staff trust each other and feel safe, cared for, and valued. We create partnerships with families built on communication and a common purpose of ensuring every student urgently meets their goals. We are professionals driven to improve our practice and find different ways to grow and thrive. We embrace mistakes as learning opportunities and face challenges with compassion and courage.

Our hallways come alive with student work that celebrates grit and growth. Classrooms buzz with academic discussions and active learning. Every member is invested in their learning because they have opportunities for voice, choice, and leadership. Our community plays hard and eats well to stay active and healthy. On the playground students and staff play games that teach compassion, teamwork, and sportsmanship. We smile, greet each other, and all do our part to make our campus clean, safe, and a friendly place to be. We celebrate successes and build community through traditions, student clubs, study trips, and showcases.

Theory of Action:

If we Align Tier I curriculum and instruction to meet the demands of the Common Core by ensuring effective delivery of the school-wide curriculum at all levels school-wide.

If we align adults' shared belief that through our collective efficacy and action, we can positively influence all student outcomes then we will improve student achievement.

If we align Tier I culture and climate using PBIS with a lens of surfacing voice, choice, and leadership then we will create a positive school environment that is safe, predictable, and challenging for all students, families, and staff.

School Description:

Montalvin Manor K-8 School is a Title 1 school and has Preschool through 8th grade. The school is located in an unincorporated area of the West Contra Costa Unified School District. Montalvin is a community-based school. We have a high percentage of students who are English Language Learners, low-income or foster youth. Montalvin Manor K8 is committed to having our students meet or exceed academic expectations by the time they reach 3rd grade. Montalvin has a block literacy program that provides a solid literacy program using the Teachers College Reading and Writing program and Eureka Math to

2023-24 School Description and Mission Statement

ensure that all students achieve at high levels. During this time teachers use culturally responsive teaching strategies that meet the needs of our diverse population to reach our goal for all students. Montalvin strives to push student leadership voice, choice, and leadership and this is done through curriculum choice, student-led conferences, student council, and our PTSA.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	62
Grade 2	55
Grade 3	65
Grade 4	54
Grade 5	52
Grade 6	61
Grade 7	34
Grade 8	42
Total Enrollment	475

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3%
Male	50.7%
American Indian or Alaska Native	0.4%
Asian	8.4%
Black or African American	12.2%
Filipino	3.8%
Hispanic or Latino	67.4%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.3%
White	5.3%
English Learners	40%
Foster Youth	0.2%
Homeless	1.7%
Socioeconomically Disadvantaged	59.2%
Students with Disabilities	9.9%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.40	83.03	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	1.60	7.49	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	2.39	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	7.04	49.60	3.54	12115.80	4.41
Unknown	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	22.10	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.20	75.21	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	2.60	10.99	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	4.79	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.13	50.30	3.30	11953.10	4.28
Unknown	1.10	4.79	91.20	5.99	15831.90	5.67
Total Teaching Positions	24.20	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	1.00
Local Assignment Options	1.00	0.00
Total Out-of-Field Teachers	1.50	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.4	1.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, grades TK-5, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, grades TK-5, c2017 - adopted 2022	Yes	0%

	McGraw Hill StudySync, grades 6-8, c2017 - adopted 2017 National Geographic Inside, grades 6-8 ELD, c2014 - adopted 2014		
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6-8, c2015 - adopted 2017	Yes	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grades 6-8, c2020 - adopted 2020	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas grades K-5, c2007 - adopted 2007 TCI History Alive, grades 6-8, c2017 - adopted 2020	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

June 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Portable 25 - Replace torn ceiling tile. Replace a few floor tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Portable 26 - Replace three receptacle covers.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Portable 25 - Faucet has a missing handle.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	36	36	32	32	47	46
Mathematics (grades 3-8 and 11)	17	21	21	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	305	296	97.05	2.95	36.49
Female	150	144	96.00	4.00	36.11
Male	155	152	98.06	1.94	36.84
American Indian or Alaska Native	--	--	--	--	--
Asian	25	24	96.00	4.00	45.83
Black or African American	39	39	100.00	0.00	23.08
Filipino	14	14	100.00	0.00	92.86
Hispanic or Latino	210	204	97.14	2.86	35.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	11	84.62	15.38	9.09
English Learners	111	102	91.89	8.11	10.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	274	267	97.45	2.55	32.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	44	100.00	0.00	6.82

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	305	305	100.00	0.00	20.98
Female	150	150	100.00	0.00	19.33
Male	155	155	100.00	0.00	22.58
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	40.00
Black or African American	39	39	100.00	0.00	2.56
Filipino	14	14	100.00	0.00	71.43
Hispanic or Latino	210	210	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	7.69
English Learners	111	111	100.00	0.00	6.31
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	274	274	100.00	0.00	19.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	44	100.00	0.00	4.55

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.13	15.56	18.49	20.56	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	90	90	100.00	0.00	15.56
Female	44	44	100.00	0.00	15.91
Male	46	46	100.00	0.00	15.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	61	61	100.00	0.00	11.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	34	34	100.00	0.00	2.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	81	100.00	0.00	16.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	0.00

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.2	96.2	96.2	96.2	96.2
Grade 7	100	100	100	100	100

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are encouraged to participate in their child's education by volunteering in the classroom or the library, chaperoning during study trips, and helping with innovative programs they might want to bring to our community. Additionally, parents have the opportunity to serve on numerous committees such as School Site Council, African American Advisory Committee, English Language Acquisition Committee, Parent Teacher Student Association, and our monthly Tuesday Coffee Club. Parent workshops are provided throughout the year by the principal and staff to help parents better assist their child at home. Our wonderful parents conduct fundraisers, coordinate support for teachers, and schedule fun activities for their students.

The school holds many meetings throughout the year that provide parents with strategies to help their children at home, and information meetings so parents have multiple opportunities to check on their student's progress and ask questions through our student-led conferences held four times a year.

Contact Information for Parental Involvement: School Community Outreach worker, Ana Larreynaga 510-231-1405

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	510	501	172	34.3
Female	249	246	93	37.8
Male	261	255	79	31.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	44	43	9	20.9
Black or African American	62	61	28	45.9
Filipino	19	19	2	10.5
Hispanic or Latino	342	336	115	34.2
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	13	12	6	50.0
White	26	26	10	38.5
English Learners	218	215	80	37.2
Foster Youth	1	1	0	0.0
Homeless	11	11	7	63.6
Socioeconomically Disadvantaged	456	449	155	34.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	61	61	19	31.1

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.94	1.18	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.18	0
Female	0.8	0
Male	1.53	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	1.61	0
Filipino	0	0
Hispanic or Latino	1.46	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.92	0
Foster Youth	0	0
Homeless	9.09	0
Socioeconomically Disadvantaged	1.32	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.28	0

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	6		
1	26		4	
2	25		4	
3	23		6	
4	33			
5	27		2	
6	32		2	
Other	28		4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	4	
1	19	6		
2	20	4	2	
3	18	6		
4	31		4	
5	31		4	
6	26		4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	6	0	0
1	21	4	2	0
2	18	6	0	0
3	22	0	6	0
4	27	0	4	0
5	26	0	4	0
6	31	0	4	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	475

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6292.97	1375.77	4917.20	54841.51
District	N/A	N/A	5516.17	\$77,994
Percent Difference - School Site and District	N/A	N/A	-11.5	-34.9
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-30.2	-46.3

Fiscal Year 2022-23 Types of Services Funded

The following are programs/services available at the school that support and assist students:

AMAZON
 BAY AREA COMMUNITY RESOURCES
 BAY AREA DISCOVERY MUSEUM
 BEARCOM COMMUNICATIONS INC.
 BETH LEVINE
 CAL PLAY SERVICES INC
 CAMILA MEYER-BOSSE
 CENTER FOR THE COLLABORATIVE CLASSR
 CUSTOM INK LLC
 D & D SECURITY RESOURCES, INC.
 EDULASTIC
 ERIKA HIX
 ESGI LLC
 ETHAN SORSCHER
 HEINEMANN COMPANY
 JOYCE TANAKA
 KATHERINE ACOSTA-VERPRAUSKUS
 KBA DOCUMENT SOLUTIONS, LLC
 LEARNING A-Z
 LOVE LEARN SUCCESS
 LUCKY
 MICHAELS TRANSPORTATION
 OAKLAND ZOO
 PERMA-BOUND BOOKS
 READ ALOUD
 RENAISSANCE LEARNING INC
 SENECA CENTER
 SHARON LEE ZINKE
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 SPINITAR
 US BANK
 YOUTH IN ARTS INC
 ZEARN INC

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,922	\$55,550
Mid-Range Teacher Salary	\$79,887	\$80,703
Highest Teacher Salary	\$103,799	\$109,418
Average Principal Salary (Elementary)	\$124,259	\$137,703
Average Principal Salary (Middle)	\$129,831	\$143,760
Average Principal Salary (High)	\$145,277	\$159,021
Superintendent Salary	\$270,000	\$319,443
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

Professional Development

We believe that investing in our human capital is key to transforming school and realizing our school vision. Our staff feels connected and empowered under a unified belief that all kids can achieve at high levels. Our team comes together urgently everyday around a common goal of student achievement. Our adults are professionals and the experts in serving our students' academic and emotional needs. We hold high expectations for adults, challenge each other, and push the system towards improvement. Our time together is intentional, aligned to our priorities, and tailored to meet the diverse needs of our team.

Professional development starts the full first week before school begins and is then held weekly through the use of early release Wednesdays and during our November in-service day. The time is committed to Montalvin's professional Development needs and our priorities for the year including team collaboration within grade levels around our areas of focus on shifting the lift in math and foundational skills in mathematics. In an effort to maximize collaboration Montalvin will not have traditional faculty meetings and will use the time for professional development and team building. However, we will ensure logistics are covered through other avenues to preserve and support team time.

Quality instruction and teacher collaboration are at the heart of Montalvin's achievement efforts. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, CKLA, SIPPS, Eureka math, Response to Intervention, PBIS, Trauma informed education, and educational technology. In addition, training is made available in classroom management, the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

Professional Development is provided on an on-going basis. We continue to improve our practice as educators and focus our staff development on cultural responsive teaching with specific emphasis on small group intervention. We partner with Seneca family of Agencies and Instruction Partners to support our teachers with the latest teacher practice development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	56	56	41