

Montalvin Manor K-8 School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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	Laura Webb
Email Address	laura.webb@wccusd.net
School Website	www.montalvinmanor.org
Grade Span	K-8
County-District-School (CDS) Code	07617966004865

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 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.

2024-25 School Description and Mission Statement

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 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	50
Grade 2	64
Grade 3	55
Grade 4	64
Grade 5	45
Grade 6	55
Grade 7	51
Grade 8	35
Total Enrollment	504

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8
Male	49.2
American Indian or Alaska Native	0.4
Asian	8.9
Black or African American	11.1
Filipino	3.8
Hispanic or Latino	67.9
Two or More Races	2.6
White	5.4
English Learners	38.7
Homeless	1.6
Socioeconomically Disadvantaged	94.2
Students with Disabilities	10.1

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	18.60	79.94	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	1.60	7.04	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	10.22	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	0.60	2.75	94.30	6.58	14303.80	5.15
Total Teaching Positions	23.20	100.00	1433.20	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.50	1.10	1.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.50	1.10	2.3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.50	1.00	0
Local Assignment Options	1.00	0.00	0
Total Out-of-Field Teachers	1.50	1.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.40	1.7	16
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.40	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

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 McGraw Hill StudySync, grades 6-8, c2017 - adopted 2017 National Geographic Inside, grades 6-8 ELD, c2014 - adopted 2014	Yes	0%
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		

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

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

7/22/2024

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		105: 4. WALL IS DAMAGED. 107: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 109: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. SECTION OF CONDUIT IS MISSING EXPOSING LIVE WIRES. 10. EVACUATION MAP IS NOT POSTED. 125: 4. CEILING TILE IS MISSING. CEILING TILES ARE TORN. 7. MULTIPLE LIGHTBULBS ARE OUT. 130: 4. CEILING TILE IS MISSING. 10. PLUG IN AIR FRESHENER IS PRESENT. 133: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. 135: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. HOLE IN WALL. 7. CONDUIT END CAP IS MISSING EXPOSING LIVE WIRES. 136: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 137: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EXTERIOR DOORFRAME. 138: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. CONDUIT END CAP IS MISSING. 220: 4. WALLPAPER IS TORN. 11. PAINT IS PEELING ON HANDRAIL. 222: 4. WALLPAPER IS PEELING. 7. OUTLET COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR,HANDRAIL, AND DOORFRAME. COMPUTER LAB 124: 4. CEILING TILE HAS A WATER STAIN. KINDERGARTEN 127: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. LIBRARY 126: 4. FORMICA TRIM IS MISSING ON COUNTERTOPS. WORKROOM 120: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>205: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. 221: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. DOOR CLOSER COVER IS MISSING. ADMINISTRATION: 5. UNSECURED ITEMS ARE STORED TOO HIGH. KINDERGARTEN 127: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. NURSE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) TOILET IS LOOSE AT BASE. PRESCHOOL 129: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT END CAP IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY) STORAGE 150: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. STORAGE 154: 5. UNSECURED ITEMS ARE STORED TOO HIGH. WORKROOM 120: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Electrical</p>		<p>X</p>	<p>100: 7. MULTIPLE LIGHTBULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 106: 7. CONDUIT END CAP IS MISSING. 107: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 125: 4. CEILING TILE IS MISSING. CEILING TILES ARE TORN. 7. MULTIPLE LIGHTBULBS ARE OUT. 131: 7. ONE LIGHT PANEL IS OUT. 137: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EXTERIOR DOORFRAME. 138: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. CONDUIT END CAP IS MISSING. 202: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HANDLE IS MISSING. 221: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. DOOR CLOSER COVER IS MISSING. 222: 4. WALLPAPER IS PEELING. 7. OUTLET COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR,HANDRAIL, AND DOORFRAME. GIRLS RESTROOM: 7. HAND DRYER HAS NO POWER. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. ONE FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY)</p>

School Facility Conditions and Planned Improvements

			<p>GIRLS RESTROOM: 7. LIGHT DIFFUSER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>PRESCHOOL 129: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT END CAP IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY)</p> <p>RSP 122: 7. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>STORAGE 150: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>104: 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HAS NO FLOW. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>202: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HANDLE IS MISSING.</p> <p>ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 10. EVACUATION MAP IS NOT POSTED.</p> <p>GIRLS RESTROOM: 7. HAND DRYER HAS NO POWER. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. ONE FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY)</p> <p>GIRLS RESTROOM: 7. LIGHT DIFFUSER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING.</p> <p>NURSE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) TOILET IS LOOSE AT BASE.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>100: 7. MULTIPLE LIGHTBULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>102: 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>103: 10. EVACUATION MAP IS NOT POSTED.</p> <p>104: 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HAS NO FLOW. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>107: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>108: 10. EVACUATION MAP IS NOT POSTED.</p>

School Facility Conditions and Planned Improvements

			<p>109: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. SECTION OF CONDUIT IS MISSING EXPOSING LIVE WIRES. 10. EVACUATION MAP IS NOT POSTED.</p> <p>130: 4. CEILING TILE IS MISSING. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>133: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR.</p> <p>137: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EXTERIOR DOORFRAME.</p> <p>139: 10. EVACUATION MAP IS NOT POSTED.</p> <p>140: 10. EVACUATION MAP IS NOT POSTED.</p> <p>220: 4. WALLPAPER IS TORN. 11. PAINT IS PEELING ON HANDRAIL.</p> <p>222: 4. WALLPAPER IS PEELING. 7. OUTLET COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR,HANDRAIL, AND DOORFRAME.</p> <p>BOYS RESTROOM : 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>COMMUNITY KITCHEN: 11. PAINT IS PEELING ON DOOR.</p> <p>GIRLS RESTROOM: 7. HAND DRYER HAS NO POWER. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. ONE FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY)</p> <p>PRESCHOOL 129: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT END CAP IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY)</p> <p>RSP 122: 7. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>STAGE: 10. ACCESS TO WHEELCHAIR LIFT IS BLOCKED.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>101: 15. DOOR HANDLE IS LOOSE.</p> <p>201: 15. DOOR CLOSER COVER IS MISSING.</p> <p>203: 15. DOOR CLOSER COVER IS MISSING.</p> <p>205: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING.</p> <p>209 ELECTRICAL: 15. DOORS AND GATES ARE RUSTED.</p> <p>221: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS RESTROOM : 15. DOOR CLOSER COVER IS MISSING.</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING.</p>

School Facility Conditions and Planned Improvements

--	--	--	--	--

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	36	33	32	33	46	47
Mathematics (grades 3-8 and 11)	21	25	22	23	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	302	295	97.68	2.32	33.45
Female	155	152	98.06	1.94	37.75
Male	147	143	97.28	2.72	28.87
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	41.67
Black or African American	38	38	100.00	0.00	27.03
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	210	203	96.67	3.33	32.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	14	14	100.00	0.00	15.38
English Learners	105	99	94.29	5.71	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	278	274	98.56	1.44	31.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	11.43

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	302	295	97.68	2.32	24.91
Female	155	152	98.06	1.94	22.67
Male	147	143	97.28	2.72	27.27
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	58.33
Black or African American	38	36	94.74	5.26	8.33
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	210	205	97.62	2.38	21.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	30.77
English Learners	105	101	96.19	3.81	11.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	278	271	97.48	2.52	22.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	11.43

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	15.56	20.78	20.56	20.89	30.29	30.73

2023-24 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	82	77	93.90	6.10	20.78
Female	43	41	95.35	4.65	17.07
Male	39	36	92.31	7.69	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	53	49	92.45	7.55	18.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	16	88.89	11.11	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	67	94.37	5.63	17.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 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 requires only participation results 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	95.7	95.7	95.7	95.7	95.7
Grade 7	98	98	98	98	98

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.

2024-25 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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	533	520	138	26.5
Female	268	261	74	28.4
Male	265	259	64	24.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	45	45	6	13.3
Black or African American	62	59	19	32.2
Filipino	20	19	2	10.5
Hispanic or Latino	360	352	100	28.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	15	5	33.3
White	28	28	6	21.4
English Learners	223	218	64	29.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	490	482	134	27.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	59	57	14	24.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.94	1.18	1.69	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.69	0.00
Female	1.49	0.00
Male	1.89	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.44	0.00
Black or African American	6.45	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.83	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.79	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.69	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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.

2024-25 School Safety Plan

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 2024. 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.

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		
1	21	4	2	
2	18	6		
3	22		6	
4	27		4	
5	26		4	
6	31		4	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	1	2	
1	25		2	
2	21		3	
3	18	3		
4	32		1	
5	23		2	
6	28		2	

2023-24 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	504

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	7708.43	1044.48	6663.94	76635.34
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	15.5	-9.6
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-47.1	-21.0

Fiscal Year 2023-24 Types of Services Funded

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

AIM HIGH FOR HIGH SCHOOL
 AMAZON
 AMERICAN STAGE TOURS
 BAY AREA COMMUNITY RESOURCES
 CDW GOVERNMENT
 D HARRIS TOURS INC
 FOOD MAXX
 KATHERINE ACOSTA-VERPRAUSKUS
 KBA DOCUMENT SOLUTIONS, LLC
 LAURA WEBB
 LOVE LEARN SUCCESS
 LUCKY

Fiscal Year 2023-24 Types of Services Funded

LUISA SIERRA BORBON
 MICHAEL D. MURPHY
 MICHAEL SMALL
 MICHAELS TRANSPORTATION
 NATUREBRIDGE
 PERMA-BOUND BOOKS
 READ ALOUD
 RTS SOLUTIONZ, INC
 SENECA CENTER
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 YOUTH IN ARTS INC

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

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

Professional Development

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	56	41	27