

Montalvin Manor Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Montalvin Manor Elementary School
Street	300 Christine Drive
City, State, Zip	San Pablo, CA 94806
Phone Number	(510) 231-1405
Principal	Katherine Acosta-Verprauskus
E-mail Address	kacosta-verprauskus@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1127
CDS Code	07-61796-6004865

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

School Vision:

Montalvin Manor strives to provide a stimulating learning environment through relevant curriculum that is engaging and meaningful to our scholars. This is enhanced through genuine use of technology, projects, and experiential learning. Our school comes alive with authentic student work displayed and presented, and with rigorous academic discussion. Scholars take ownership of their education by setting goals and presenting their progress through student led academic conferences. Through these learning projects and experiences, scholars build the knowledge, emotional intelligence, and joy of learning necessary to be successful in the college or career of their choice. There is a partnership between the school and families built on trust and with a common goal of ensuring every scholar urgently meets our rigorous academic goals. This is accomplished in a setting in which expectations are high, ideas and experiences are diverse, and curiosity is embraced by all.

School Description:

Montalvin Manor Elementary School is a Title 1 school and has Preschool through 6th grade. The school is located in an unincorporated area of the West Contra Costa Unified School District. Montalvin is a community based school. About 93% of our students are English Language Learners, low-income, or foster youth. Montalvin is committed to having all of our student meet or exceed expectations by 3rd graders. Montalvin has a block literacy program that provides 2 hours for intermediate grades and 2 ½ hours for primary grades of uninterrupted time to provide a solid literacy program to insure 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. The academic emphasis at our school is writing across the content areas and lesson design. Our rigorous academic goals for the 2014-2015 school year are:

By June 2015 80% of teachers will create aligned Understanding by Design units for the duration of the academic year as measured by teacher product.

By June 2015 students will grow 1 year and master 80% of grade level standards as measured by AR and district benchmarks.

By June 2015 90% of all students will score proficient on writing as measured by the District writing performance task rubric.

- B1:60%, B2:75%, B3:90%

Our teachers provide a balanced, comprehensive program with full access to the core curriculum and early intervention when needed through school wide efforts. Montalvin is currently implementing the Responsive to Intervention model through our integrated learning center and Universal access time - a time where all students receive support or acceleration of instruction based on the students needs.

We have an after school program that provides a academic enrichment and intervention program as well drama, dance, music, band sports, art, cooking and computers to supplement the school day.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	94
Grade 1	56
Grade 2	54
Grade 3	54
Grade 4	56
Grade 5	49
Grade 6	51
Total Enrollment	414

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	10.9
American Indian or Alaska Native	0.5
Asian	9.7
Filipino	2.9
Hispanic or Latino	70.0
Native Hawaiian or Pacific Islander	1.0
White	4.8
Two or More Races	0.2
Socioeconomically Disadvantaged	93.0
English Learners	52.7
Students with Disabilities	6.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	14	15	18	18
Without Full Credential	0	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Montalvin has undergone a \$10 million renovation in 2004. The new buildings provide the facility that supports teaching, learning, adequate classroom space, natural lighting, a large faculty workroom/lounge and a large Multipurpose Room for school wide assemblies and parent/community events. School facilities are cleaned daily. For repairs, safety concerns are given the highest priority, followed by work that impacts the educational program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	Check all emergency lights (work order submitted)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Repair cyclone gate, repair fire rated roll down door, remove child gates at exit doors (work orders submitted)

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		[]	[]	[X]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	56	56	73	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	73
Male	86
Female	63
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	67
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	71
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49	56	53	41	43	42	54	56	55
Mathematics	59	64	62	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	6	6
Similar Schools	8	10	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School		34	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		42	-11
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged		38	-7
English Learners		44	-14
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.2	9.6	3.8

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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 homework. Additionally, parents have the opportunity to serve on numerous committees such as School Site Council, Site Advisory Council, monthly Tuesday Coffee Club, ELAC (English Language Acquisition) Committee, and to volunteer in our Walking School bus Program.

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.

School Site Council (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

The school holds many meetings throughout the year that provide parents with strategies to help their children at home, information meetings so parents have multiple opportunities to check on their students progress and ask questions as well as English Class for those that need more practice in English.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.2	6.1	0.7	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Montalvin has a Comprehensive School Safety Plan. All staff are trained in disaster preparedness and procedures for communication, evacuation/shelter, and search and rescue. The school has disaster kits for all classrooms and supplies for each student.

Staff: The safety plan is reviewed each year, and new staff members are assigned to teams. We review team responsibilities and skills at our first Faculty Meeting. This year we will once again participate in the City Disaster drill. Our safety teams will review their roles, test their systems and inventory equipment.

Students: We hold monthly fire and duck-and-cover drills, and quarterly evacuation and shelter-in-place drills.

Community: Disaster emergency contact information is collected from all families in September. Safety procedure information is included in the School Handbook and the Parent Club newsletter. Families receive information about providing safety materials for their children.

Logistics: The staff room is equipped with whiteboards and an outside phone line. Student contact information is stored with the safety plan and other key information in our office. The school has six walkie-talkies and all major safety equipment and supplies. The school’s search and rescue team carts, triage/medical, evacuation/shelter and individual student supplies are stored in a container across the playground.

Crime/Violence Prevention: Our courtyard gates are closed during school hours and at night and during emergencies.

Staff members monitor the school grounds ten minutes before the start of school and immediately after dismissal. Site staff and parents maintain traffic flow during morning drop-off times. All visitors must check in at the office and wear visitor badges while on campus.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.5	1	1	0	30		2		24		4	
1	20.8	4	0	0	29		2		28		2	
2	19.3	3	0	0	23	1	2		27		2	
3	29	0	2	0	26		2		27		2	
4	27.5	0	2	0	29		2		28		2	
5	31	0	2	0	27		2		25		2	
6	29.5	0	2	0	30		2		26		2	
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	.15	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	1.00	---
Other	Community Worker and	---

Note: Cells with "---" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,931.73	\$2,179.38	\$4,752.34	\$56,074.02
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-14.3	1.8
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-14.2	-19.6

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Montalvin School include:

Montalvin receives, ESEA-Title I, Economic Impact Aid, ARRA funding which allows the school to provide supplemental programs for students whom need additional interventions to reach mastery of grade level standards. We assess our students using Basic Phonics Skills Test, district benchmarks, Accelerated Reader and Accelerated Math. These programs help us in target students who need additional help and specifically identify the child's area of need. A program is then designed to help accelerate the students learning path to mastery grade level standards. Students are monitored daily and assessed every two weeks in Reading and monthly in Math in ensure that students are making progress towards the identified goal. Students receive specific instruction in a smaller class size setting.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
Percent of Budget for Teacher Salaries	31	38
Percent of Budget for Administrative Salaries	5	5

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

Professional Development

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. 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, Gifted, Talented Education (GATE), special education, Response to Intervention 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 writing. In previous years the staff has been trained on cultural responsive teaching which continues to build our capacity and meet the needs of our students. This year we continue to have courageous conversations around how we can improve our practices in regards to teaching students of color using data driven instruction. Teachers meet monthly to discuss students progress or lack thereof and design corrective instruction plans to ensure every student meets or exceed grade level standards. We create action plans and professional development to assist teachers in helping all students move forward. All staff has been trained using Keep Learning on Track, Project GLAD(Guided Language Acquisition and Development), Understanding by Design, Lucy Calkins writing, Toolbox, and Culturally Responsive Teaching strategies to continue our understanding of how student's learn best.

Teachers also collaborate every Wednesdays from 2:15 -3:00PM in Professional Learning Communities and are released for data analysis and planning for an entire day once a month with their grade level partners.