

## California Department of Education 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/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



### Elena Zerbel, Principal

Principal, Montera Elementary

#### About Our School

Dear Montera Families,

Welcome to an awesome new school year at Montera Academy of Academic Exploration! I am incredibly excited to begin the school year. As your new principal, this year will be filled with many opportunities for our students through engaging, meaningful, and rigorous work in our classrooms, which will set the tone that learning is fun. Of course, we will have special events during the year. We will continue to build upon and refine student centered work, empowering our learners, and continue to guarantee students a superior education through the Common Core state standards.

Our goal at Montera is to provide the foundation for the current and future success of all students so each is college or career ready. Our staff of highly qualified professional educators and support personnel is committed to providing our students many opportunities - both inside and outside of the classroom - for high caliber and quality learning, and continual growth toward achieving at a high level of excellence. This will be our daily focus and I look forward to a very positive and productive year together!

As a lifelong educator, I am deeply committed to making a positive difference in the lives of our students. I bring an open-minded, teamwork approach to my role as your new Principal. Communication is an essential part of this process and I encourage parents and students to contact teachers, our outreach assistant and my office if there are questions, comments, or concerns at anytime throughout the year. Together, as a community, we can provide the very best educational experience for all students.

I would also like to extend a special, yearlong invitation to our parents to join us at school activities and events whenever possible. We value your involvement and support in your child's education. Your involvement is the key to the success for your child.

Once again, I would like to express how privileged I feel to work with such dedicated and qualified staff members, amazing students, and supportive parents here at Montera. I cannot wait to get to know all of you!

Welcome and I look forward to a great year!

Sincerely,

Mrs. Elena Arambula-Zerbel

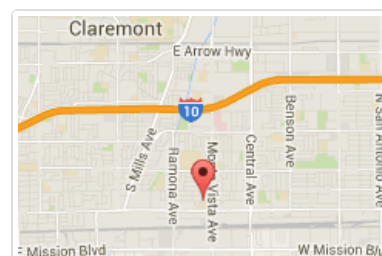
Principal

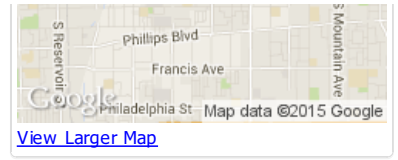
#### Contact

4825 Bandera St.  
Montclair, CA 91762

Phone: 909-445-1062

E-mail: [elena.zerbel@omsd.net](mailto:elena.zerbel@omsd.net)





## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Montera Elementary
<b>Street</b>	4825 Bandera St.
<b>City, State, Zip</b>	Montclair, Ca, 91762
<b>Phone Number</b>	909-445-1062
<b>Principal</b>	Elena Zerbel, Principal
<b>E-mail Address</b>	<a href="mailto:elena.zerbel@omsd.net">elena.zerbel@omsd.net</a>
<b>County-District-School (CDS) Code</b>	36678190100115

District	
<b>District Name</b>	Ontario-Montclair
<b>Phone Number</b>	(909) 459-2500
<b>Web Site</b>	<a href="http://www.omsd.net">www.omsd.net</a>
<b>Superintendent First Name</b>	James
<b>Superintendent Last Name</b>	Hammond
<b>E-mail Address</b>	<a href="mailto:james.hammond@omsd.net">james.hammond@omsd.net</a>

*Last updated: 1/23/2015*

### School Description and Mission Statement (Most Recent Year)

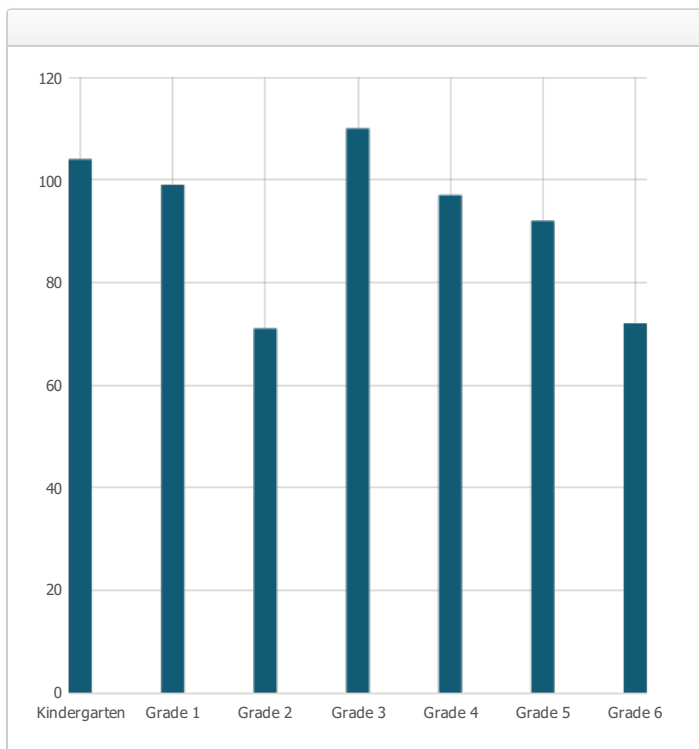
Montera Academy of Academic Exploration, located in the city of Montclair, is a Pre-K Kindergarten through 6th grade school on a modified traditional calendar. Montera Academy is a GATE Academy with 3 self-contained GATE Classes. Teachers use differentiated Structured Academic Language (SDAIE) to meet the needs of all students. In order to increase student proficiency in English, the teachers at Montera provide students identified as ELL English Language Learners with instruction using the district adopted ELD program and ELD/Houghton Mifflin Teaching our English Language Learners have language backgrounds that include Spanish, Vietnamese, Punjabi, and Tongan. The English Language Learners receive Specially Designed Academic Instruction in English (SDAIE) on a daily basis, as well as daily English Language Development (ELD). There is a morning and afternoon State Funded Preschool and three SDC Preschool classes. We also have an SDC kindergarten class. The Montera School Staff consists of the Principal, Elementary Administrator, Data Coach, Instructional Coach, Outreach Assistant, 28 Regular Education Teachers, one full-time RSP Teacher, one full-time RSP Aide, Speech/Language Specialist, part time Speech/Language, and one part-time Psychologist. Our support staff consists of an Office Manager, an Office Clerk, a Library Media Assistant, a Head Custodian, two night Custodians, a Cafeteria Lead, two Cafeteria Assistants, and four Noon-Aides. We also have a Nurse one day a week, in addition to a full time Health Aide.

The mission of Montera (Academy of Academic Exploration), is a student centered school dedicated to excellence, to be a collaborative community of empowered learners by guaranteeing all students a superior education through comprehensive standards based curriculum.

*Last updated: 1/23/2015*

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

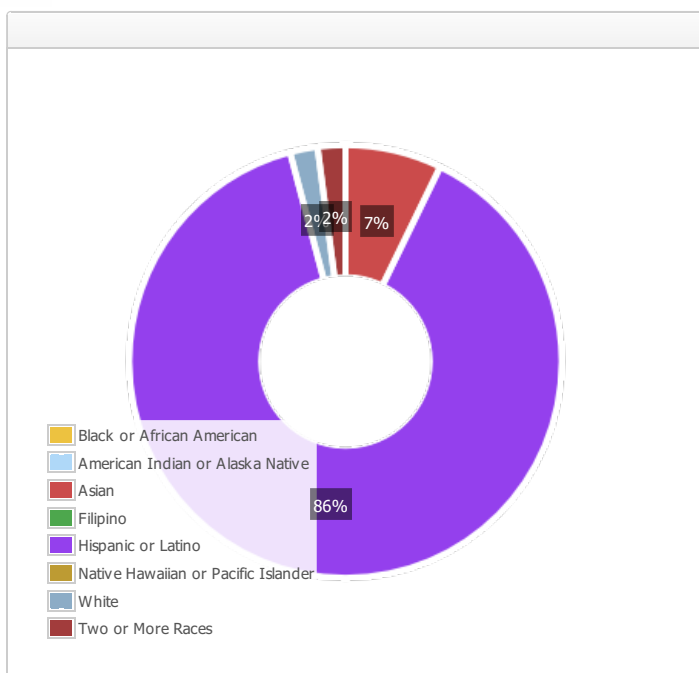
Grade Level	Number of Students
Kindergarten	104
Grade 1	99
Grade 2	71
Grade 3	110
Grade 4	97
Grade 5	92
Grade 6	72
<b>Total Enrollment</b>	<b>636</b>



Last updated: 1/23/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.2
Asian	7.1
Filipino	0.6
Hispanic or Latino	86.3
Native Hawaiian or Pacific Islander	0.0
White	2.8
Two or More Races	2.0
Socioeconomically Disadvantaged	89.6
English Learners	59.3
Students with Disabilities	6.9



Last updated: 1/23/2015

## A. Conditions of Learning

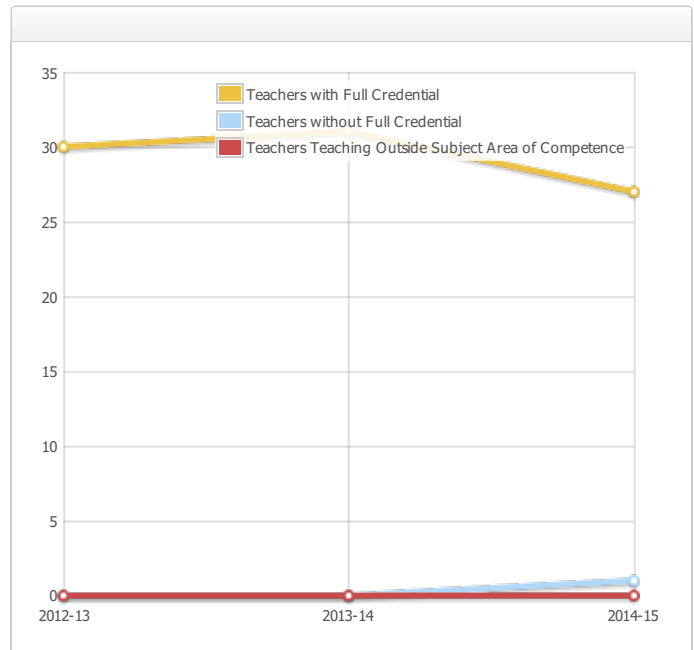
### State Priority: Basic

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

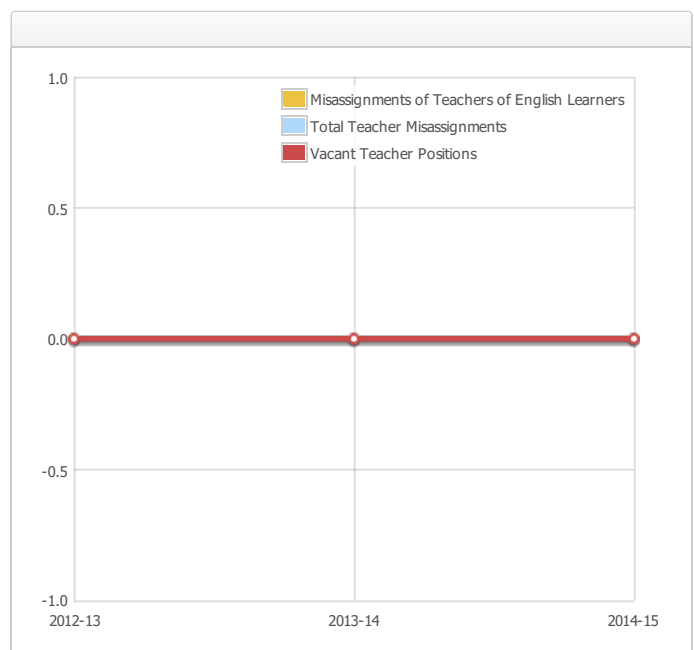
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	30	31	27	1019
Without Full Credential	0	0	1	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/23/2015

#### 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.

Last updated: 1/23/2015

**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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

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 - Most Recent Year**

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK SPLASH (Houghton-Mifflin) K-6 California Reading (Houghton-Mifflin) 4- Reading Replacement: Read 180 (Scholastic) ELD Supplemental Materials: K-6 SRA Language for Learning, Language for Thinking, Language for Writing 6-8: Santillana Intensive English ELA materials adopted in 2008	Yes	0.0
Mathematics	K-6 Houghton-Mifflin California Mathematics Series (Houghton-Mifflin) 4-7 Glencoe/McGraw-Hill Intervention Program: Math Triumphs (Glencoe/McGraw-Hill) Math materials adopted in 2008	Yes	0.0
Science	K-6 Houghton Mifflin CA Science (Houghton Mifflin) Science materials adopted in 2006	Yes	0.0
History-Social Science	K-6 California Vistas (Macmillan/McGraw-Hill) Social Studies materials were adopted in 2006	Yes	0.0
Foreign Language	6-8 Realidades (Prentice Hall) Foreign Language materials adopted in 2006	Yes	0.0
Health	K-8 Focus on You (Charles Merrill Publishing) Health materials adopted in 1984.	Yes	0.0
Visual and Performing Arts	K-6 Art Connection (SRA/McGraw Hill) 6-8 Middle School Art Series (Glencoe McGraw-Hill) VAPA materials adopted in 2008	Yes	0.0
Science Lab			0.0

Last updated: 1/27/2015

### School Facility Conditions and Planned Improvements - Most Recent Year

Montera Elementary was built originally as an interim school in 2003, with all school facilities housed in modular buildings. As of January 2006, Montera moved into permanent school buildings. The permanent school site consists of 16 permanent classrooms, a main office, library, computer lab, and a multipurpose room attached to a serving kitchen where students are served breakfast and lunch. Montera has retained 16 portable classrooms, two of which house a morning and afternoon Preschool.

All classrooms have internet access and are equipped with two to four student computers. All teachers have a laptop computer and a network printer in their classroom. The computer lab has 26 computers. Teachers regularly take their students to use educational programs in the computers. The library has 3 student computers. Teachers also take their students to the library to read books. The school has 2 laptop carts available for student use. The school has Accelerated Reader to help with building comprehension and the Library has the books leveled according to the Accelerated Reader program. Students are able to check out books according to their independent reading ability. The school campus is fenced and secured. The school gates are locked at 7:40 a.m. each morning, limiting access to the campus through the front office. Teachers and noon aides supervise students on the playground during morning supervision. Students are allowed on campus thirty minutes before school and thirty minutes after school. All visitors are required to check in at the office and wear visitor passes.

All Preschool parents must sign their children in and out each day at the gate near their classroom. All other parents have to sign in at the front office when they are on campus during school hours. All visitors and volunteers are required to wear badges while on campus.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office. Two full-time and one part-time custodian follow the cleaning standards for all schools in the district. The Head Custodian works with the Principal to develop cleaning schedules to ensure a clean and safe environment that is kept in good repair. The custodians, students, and staff all help to maintain the clean environment at Montera.

The state inspection mandated under the Williams Settlement was last completed August 29, 2014. The report was forwarded to the Superintendent of Schools. No deficiencies were noted.

Last updated: 1/26/2015

### School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary
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Last updated: 1/23/2015

## 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)	36	30	48	50	47	46	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: 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.

*Last updated: 1/23/2015*

#### 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	46
All Students at the School	48
Male	44
Female	52
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	43
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	45
English Learners	25
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: 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.

Last updated: 1/23/2015

**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	37%	36%	44%	44%	46%	46%	54%	56%	55%
Mathematics	55%	53%	60%	55%	55%	56%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	33%	34%	33%	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.

Last updated: 1/23/2015

**Academic Performance Index Ranks – Three-Year Comparison**

API Rank	2011	2012	2013
Statewide	2	2	3
Similar Schools	4	2	3

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

Last updated: 1/23/2015

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	11	8	15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	10	11	15
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	7	9	17
English Learners	20	1	5
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.

Last updated: 1/23/2015

# 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	21.9%	26.0%	8.2%

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.

*Last updated: 1/26/2015*

## 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 of Montera Academy of Academic Exploration are involved in a number of ways. We have parent volunteers both inside and outside of the classroom. Parents are represented on our School Site Council as well as district advisory committees. Montera's principal meets with parents of English Language Learners to discuss school programs and activities. The principal also holds "Coffee with the Principal" meetings every month to provide parent education and to make collaborative decisions for the students of Montera. Parents at Montera are offered the opportunity to take English as a Second Language classes on campus with a certificated teacher and Parent education classes (Por La Vida). Classes are held in the morning on Mondays and Thursdays. Montera holds trimester Parent-Teacher Conferences in which parents and teachers meet to discuss their students' progress. Parents are invited to attend our Trimester Awards Assembly in which we honor student achievement, excellent behavior, and perfect attendance. Our parents attend Student Support Team (SST) meetings and strategize on how to help their students succeed in school.

For more information, please contact Mrs. Arambula-Zerbel, Principal. (909) 445-1062

### State Priority: Pupil Engagement

*Last updated: 1/27/2015*

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

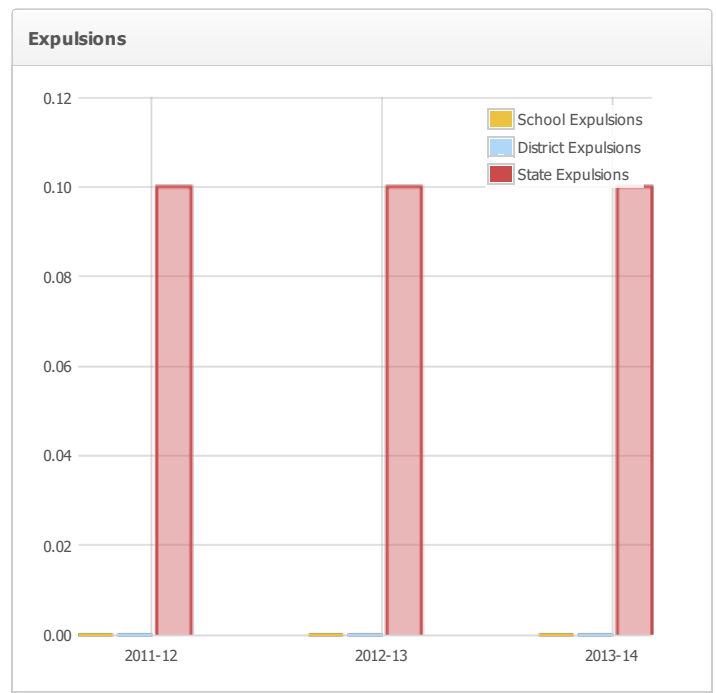
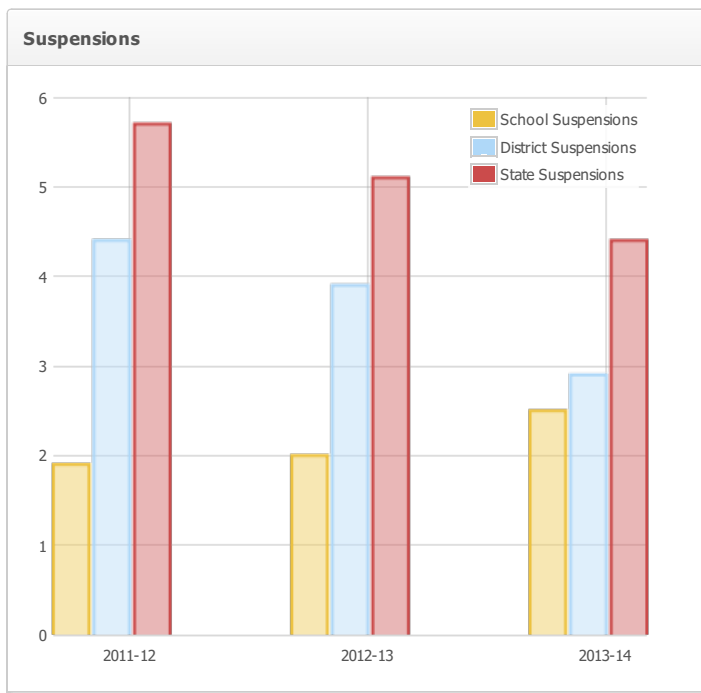
# State Priority: School Climate

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	1.90	2.00	2.50	4.40	3.90	2.90	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/23/2015

**School Safety Plan - Most Recent Year**

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Montera Elementary School's Safety Plan was last updated in August 2014. Teachers met to discuss and make changes to the Safety Plan. Fire, earthquake, and lock-down drills are conducted at least once a month. Administrators, Teachers and Staff members are currently working toward the 2015 updated plan. The Safety Plan includes such items as emergency contact numbers emergency supplies, and disaster preparedness procedures.

*Last updated: 1/23/2015*

## 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.

### 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	N/A	31
Percent of Schools Currently in Program Improvement	N/A	96.9%

Note: Cells with NA values 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.

*Last updated: 1/23/2015*

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.3	4	0	0	29.0	2		1	40.0		2	1
1	16.2	6	0	0	19.0	4	1		17.0	4		
2	20.0	4	0	0	19.0	5			20.0	4	1	
3	18.5	4	0	0	18.0	3	2		19.0	4	1	
4	22.8	2	4	0	19.0	2	2		22.0	1	3	
5	22.0	3	0	0	23.0		4		24.0		3	
6	22.8	1	3	0	20.0	4			24.0		4	
Other	0.0	2	0	0								

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

*Last updated: 1/23/2015*

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

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.5	N/A
Other	0.5	N/A

Note: Cells with N/A values 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.

*Last updated: 1/26/2015*

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

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$7,026	\$2,494	\$4,532	\$65,470
District	N/A	N/A	\$4,932	\$67,264
Percent Difference – School Site and District	N/A	N/A	-5.21%	-2.67%
State	N/A	N/A	\$4,690	\$70,788
Percent Difference – School Site and State	N/A	N/A	-3.37%	-7.51%

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

*Last updated: 1/23/2015*



## Types of Services Funded (Fiscal Year 2013-14)

Categorical funds are utilized to support staffing needs and programs that serve the underachieving student population. Montera Academy has a Student Study Team who coordinates the SST meetings which target students struggling academically and/or having behavior issues. The SST meetings involve the student, parents, referring teacher, School Administrator, and the facilitator. In addition, the Principal and Elementary Administrator helps with communication between the district, school, and community.

Montera's Data Coach coordinates and supports the school plan and program by using a variety of assessments to monitor the progress of all students and by coordinating the implementation of supplemental school programs to meet the needs of underachieving students. The Data Coach provides support for teachers in content areas. Montera Academy has an Intervention teacher who provides intervention for underachieving students.

Extra-curricular activities such as Choir, and Chess, are provided for students. Montera's Extended Learning Program is funded by categorical sources. Credentialed teachers offer after school intervention classes using the district approved Standards Plus Intervention System Program. Reading intervention classes are offered on a daily basis. In addition, tutoring classes are offered after school for identified students. The school offers the services of a library media specialist.

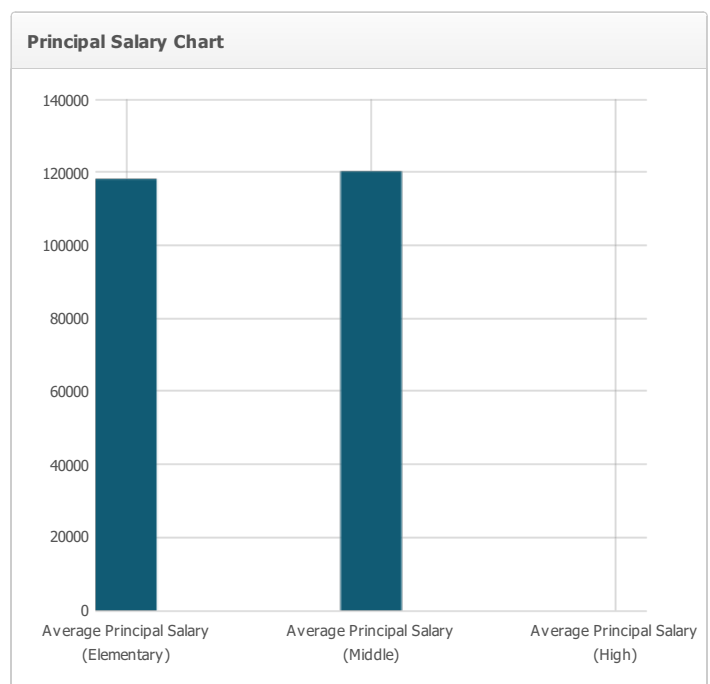
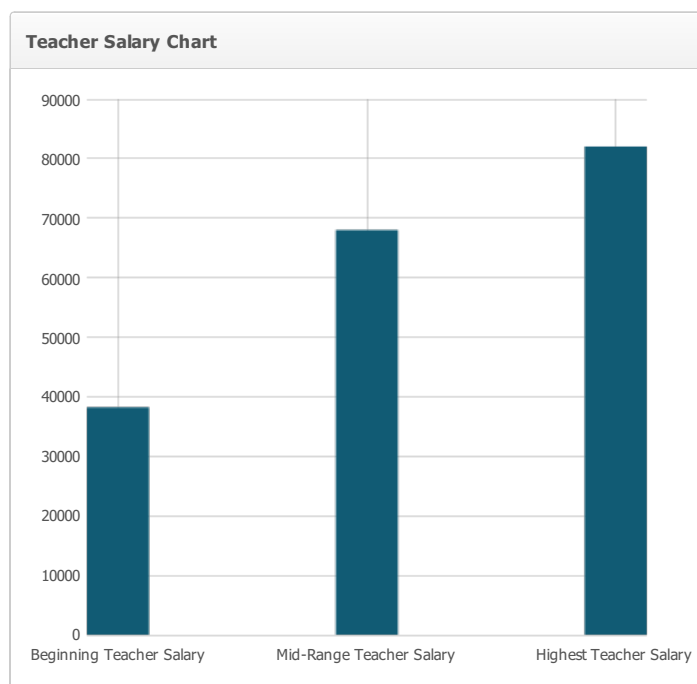
Montera also participates in collaboration with the City of Montclair to provide facilities for an After-School Program that occurs Monday through Friday until six in the evening. The program is staffed by the City of Montclair. Its purpose is to keep children safe and to provide a meaningfully academic program which is aligned to state standards. The program provides students with extra academic support, extracurricular activities, art and crafts, and much more.

*Last updated: 1/23/2015*

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,240	\$41,507
Mid-Range Teacher Salary	\$68,012	\$67,890
Highest Teacher Salary	\$82,034	\$86,174
Average Principal Salary (Elementary)	\$118,151	\$109,131
Average Principal Salary (Middle)	\$120,243	\$111,937
Average Principal Salary (High)	\$0	\$109,837
Superintendent Salary	\$248,768	\$185,462
Percent of Budget for Teacher Salaries	44.0%	42.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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





## Professional Development – Most Recent Three Years

Montera Academy of Academic Exploration in Ontario-Montclair School District provides extensive opportunities for professional development. The OMSD Learning and Teaching Division provides professional development in the area of writing, reading, mathematics, visual and performing arts, science, and other content areas.

The district offers quality, on-going professional development to all teachers. Montera's focus for professional development this year is on Effective Instructional Strategies with the emphasis on Common Core readiness and Writing. Montera Academy selected its professional development focus based on the vision of the district. The staff meets twice a month on our Tuesday minimum day to participate in Professional Learning Communities to improve our professional practices. Teachers have the opportunity to practice the skills they learn in their classrooms with feedback from the principal, Elementary Administrator and Instructional Coach. First through sixth grade students utilize Universal Access coring in English Language Arts class sixty-minutes a day. Additionally, we provide on-site professional development to our teachers on the alternate Tuesday's from the PLC days that focus on close reading and text dependent questions, deconstructing the common standards to better equip teachers with the ability to plan quality lessons and a focus on universal access training to help teachers understand how to differentiate instructions for the various ability levels of students in their different groups.

Paraprofessionals and non-instructional staff are provided with training opportunities through the district office as well as the school site. We focus on understanding what positive student interactions are, with an emphasis on positive reinforcement, student safety, responsibility and respect.

District level professional development includes workshop sessions and classroom support for beginning teachers (BTSA), courses for teachers working towards their teaching credentials, support for veteran teachers through the Peer Assistance and Review program (PAR), technology training and classroom support, leadership development for administrators, compliance related workshops and a variety of job-specific and mandated trainings for classified employees. OMSD has several sustained initiatives including Thinking Maps, Writing, Spiral Review, Data Driven Instruction and preparation for Common Core implementation.

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