

Executive Summary School Accountability Report Card, 2009–10

For Montera Elementary School

Address: 4825 Bandera Montclair Ca. 91763
Principal: Bruce Lauria

Phone: (909) 445-1062
Grade Span: P/K-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Montera Elementary, located in the city of Montclair, is a Kindergarten through 6th grade school on a modified traditional calendar. Montera has 28 classrooms, using differentiated Structured Academic Language to meet the needs of all students. There are 392 students identified as English Language Learners, with language backgrounds that include Spanish, Vietnamese, Punjabi, and Tongan. Our English Language Learners receive Specially Designed Academic Instruction in English (SDAIE) on a daily basis, as well as daily English Language Development (ELD). There are 4 State Funded Preschool classes and one SDC Preschool class.

Montera School Staff consists of the Principal, Elementary Administrator, Site Program and Assessment Coordinator, Outreach Consultant, Reading Coach, 28 Regular Education Teachers, one full-time RSP Teacher, one part-time RSP Aide, one part-time Speech/Language Specialist, and one part-time Psychologist. Our support staff consists of an Office Manager, an Office Clerk, a Translator, a Library Media Assistant, a Head Custodian, two night Custodians, a Cafeteria Lead and Assistant, and seven Noon-Aides. We also have a Nurse 1 day a week, as well as a full time Health Aide.

Student Enrollment

Group	Enrollment
Number of students	433#
Black or African American	2%
American Indian or Alaska Native	
Asian	9%
Filipino	
Hispanic or Latino	87%
Native Hawaiian/Pacific Islander	1%
White (not of Hispanic origin)	1%
Two or More Races	
Socioeconomically Disadvantaged	86%
English Learners	71%
Students with Disabilities	6%

Teachers

Indicator	Teachers
Teachers with full credential	28
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	31.0%
Mathematics	51.9%
Science	%
History-Social Science	N/A

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	725
Statewide Rank (from 2009 Base API Report)	2
Met All 2010 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 13 of 17
2010–11 Program Improvement Status (PI Year)	5

School Facilities

Summary of Most Recent Site Inspection

Montera had its Williams Settlement site visit on August 31, 2010. The findings were: **Instructional Materials**-no insufficiencies were observed; **School Facilities**- extreme deficiencies were observed, Library/Computer lab air conditioning system was not working. (Work order #96589); **School Accountability Report Card (SARC)**-no inaccuracies were noted in the school's 2009/10 SARC.

Repairs Needed

Library/Computer lab air conditioning system was not working. (Work order #96589);

Corrective Actions Taken or Planned

Repairs occurred on 9/2/10.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,971
District	\$4,783
State	\$5,707

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law. Montera School Accountability Report Card 2010-11

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Montera Elementary School	District Name	Ontario-Montclair School District
Street	4825 Bandera	Phone Number	(909) 459-2500
City, State, Zip	Montclair, Ca. 91763	Web Site	www.omsd.k12.ca.us.com
Phone Number	(909) 445-1062	Superintendent	Dr. James Q. Hammond
Principal	Bruce Lauria	E-mail Address	James.hammond@omsd.k12.ca.us
E-mail Address	bruce.lauria@omsd.k12.ca.us	CDS Code	36-67819-6036115

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

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

Description

Montera Elementary, located in the city of Montclair, is a Kindergarten through 6th grade school on a traditional calendar. Montera has 28 Structured English Immersion classrooms to meet the needs of all students. There are 392 students identified as English Language Learners, with language backgrounds that include Spanish, Vietnamese, Punjabi, and Tongan. Our English Language Learners receive Specially Designed Academic Instruction in English. Our English Language Learners receive Specially Designed Academic Instruction in English (SDAIE) on a daily basis, as well as daily English Language Development (ELD). There are 4 State Funded Preschool classes and one SDC Preschool class.

The Montera School Staff consists of the Principal, Elementary Administrator, Site Program and Assessment Coordinator, Outreach Consultant, Instructional Coach, 28 Regular Education Teachers, one full-time RSP Teacher, one part-time RSP Aide, one part-time Speech/Language Specialist, and one part-time Psychologist. Our support staff consists of an Office Manager, an Office Clerk, a Translator, a Library Media Assistant, a Head Custodian, two night Custodians, a Cafeteria Lead and Assistant, and seven Noon-Aides. We also have a Nurse 1 day a week, as well as a full time Health Aide.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Contact Person: Stephanie Urquilla

Phone Number: 909 445-1062

Parents of Montera Elementary 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. Montera's monthly English Language Advisory Council meets to discuss school programs and activities. 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 Monday through Friday and at night Tuesday and Thursday. 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. Montera has a PTA (Parent/Teacher Organization) that plans events such as parent nights to help parents get involved.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	86
Grade 1	78
Grade 2	94
Grade 3	91
Grade 4	87
Grade 5	70
Grade 6	71
Total Enrollment	577

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2%	White	1%
American Indian or Alaska Native		Two or More Races	
Asian	9%	Socioeconomically Disadvantaged	86%
Filipino		English Learners	71%
Hispanic or Latino	89%	Students with Disabilities	6%
Native Hawaiian/Pacific Islander	1%		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007–08			2008–09			2009–10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.8	5			20.0	4			21.5	4		
1	18.5	4			19.0	5			19.5	4		
2	19.0	3			19.2	5			18.8	5		
3	29.5		2		17.8	4			18.2	4		
4	29.0		2		24.0		3		29.0		3	
5	28.0		2		24.0		3		23.3		3	
6	29.5		2		18.0	3			23.6		3	
K-3	22.5	1	1									
3-4												
4-8	31.0		2		19.0	1						
Other												

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

Montera Elementary School's Safety Plan was last updated in May 2010. Teachers met to discuss and make changes to the Safety Plan. Fire, earthquake, and lock-down drills are conducted at least once a month.

Fire and earthquakes are easily identified by the shaking of the ground, smoke, and/or fire alarms. A situation occurs, which may warrant a Viper alert or a Lock Down, the office is notified immediately. The office will quickly notify the Incident Commander (IC). The IC will then decide how and if commands should go out and if the Emergency Response Team should be notified.

During VIPER teachers are instructed to:

1. Close the classroom door (check outside for any student or adults and bring them in to the classroom beforehand).
2. Use the basic duck and cover techniques.

3. Keep students away from windows.
4. Complete the Emergency Attendance Sheet.
5. Be prepared to move quickly if directed to do so by the police or school official.
6. If directed to evacuate the classroom take roll book or attendance record with you.

During Lockdown teachers are instructed to:

1. Close the classroom door (check outside for any student or adults and bring them in to the classroom beforehand).
2. Complete the Emergency Attendance Sheet.
3. Make a list of all students NOT in the classroom when the signal was given.
4. Add to the list the names of any students who enter the classroom after the signal was given.
5. Maintain order in the classroom.

Do not call the office unless there is a problem in your classroom

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	2.2	7.3	5.26	7.8	12.9	3.03
Expulsions	0.0	0.0	0.17	0.1	0.1	0.03

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The Montera staff takes great effort to ensure that the school is clean, safe, and functional. 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.

Montera Elementary was built originally as an interim school in 2003, with all school facilities housed in modular buildings. As of January 2006, Montera has 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 4 Preschool classrooms.

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 on the computers. The library has 3 student computers. Teachers also take their students to the library to read books. 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 7:45 a.m. each morning, limiting access to the campus through the front office. Teachers and noon aides supervise students on the playground during all recesses. Students are allowed on campus thirty minutes before school and one hour 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. All other parents have to sign in at the office when they are on campus during school hours. All visitors and volunteers are required to wear badges when they are on campus.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed Williams school site inspection completed on August 31, 2010 to determine the school facility's good repair status. Williams inspectors do not provide an overall rating, which is based on the district's annual inspection of the campus.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a			X	Library/Computer Air Conditioning System not working. Repairs have been done as of 9/2/10
Interior: Interior Surfaces	n/a	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	X			
Electrical: Electrical	n/a	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	X			
Safety: Fire Safety, Hazardous Materials	n/a	X			
Structural: Structural Damage, Roofs	n/a	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	X			
Overall Rating		X			GOOD

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	21	29	28	1186
Without Full Credential	3	0	0	16
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	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	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		n/a
Counselor (Social/Behavioral or Career Development)		n/a
Library Media Teacher (librarian)		n/a
Library Media Services Staff (paraprofessional)	1	n/a
Psychologist	.2	n/a
Social Worker		n/a
Nurse	.2	n/a
Speech/Language/Hearing Specialist	.4	n/a
Resource Specialist (non-teaching)	1	n/a
Other	2	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

District Adopted Instructional Materials

The table below lists the current, standards-based textbook adoptions, based on the adoption cycle established by the State of California.

**ONTARIO-MONTCLAIR SCHOOL DISTRICT
Board-Adopted Instructional Materials**

CONTENT AREA	GRADES	MATERIALS
Language Arts	K –6 (2003)	California Reading (Houghton-Mifflin)
	7-8 (2008)	Pearson Literature for CA (Pearson Prentice Hall)
Mathematics	K-6 (2008)	Houghton Mifflin California Mathematics Series (Houghton Mifflin)
	4-7 (2008)	Glencoe/McGraw-Hill Intervention Program (Math Triumphs) (Glencoe/McGraw-Hill)
	7-8 (2008)	Holt California Mathematics Series (Holt, Rinehart and Winston)
	8 (2008)	McDougal Littell – Algebra Readiness (McDougal Littell)
Social Science	K-6 (2006)	California Vistas (Macmillan/McGraw-Hill)
	7 & 8 (2006)	California Middle School Social Studies Series (McDougal Littell)
	7 & 8 (2006) (support)	Teachers Curriculum Institute (T.C.I.)
Science	K-6 (2006)	Houghton Mifflin CA Science
	7-8 (2006)	Holt, Rinehart and Winston CA Science
ELD Supplemental Materials	K-6 (2005)	SRA – Language for Learning SRA – Language for Thinking SRA-Language for Writing
	6-8 (2005)	Santillana Intensive English
Art	K-6 (2008)	Art Connection (SRA/McGraw Hill)
	6-8 (2008)	Middle School Art Series (Glencoe McGraw-Hill)
Health	K-8 (1984)	Focus on You (Charles Merrill Publishing)
Theatre Arts	K-6 (2008)	Theatre Arts Connection (SRA/McGraw-Hill)
Music	K-8 (2008)	CA Spotlight on Music (McGraw-Hill)
READING REPLACEMENT 4-8		
	READ 180	Scholastic

Availability of Textbooks and Instructional Materials

At the September 16, 2010 meeting of the Board of Trustees, the Board verified the sufficiency of instructional materials for the 2010-2011 school year. All students have access to the state adopted and standards aligned textbooks and materials during the course of the school day and at home when needed.

This table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Sufficient	0
Mathematics	Sufficient	0
Science	Sufficient	0
History-Social Science	Sufficient	0
Health	Sufficient	0
Visual and Performing Arts	Sufficient	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,884	\$1,912	\$4,971	\$61,507
District	n/a	n/a	\$4,783	\$68,034
Percent Difference – School Site and District	n/a	n/a	4%	-10%
State	n/a	n/a	\$5,707	\$68,212
Percent Difference – School Site and State	n/a	n/a	-13%	-10%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

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

Montera's Site Program and Assessment Coordinator 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. Under the Reading First Grant, a Reading Coach provides opportunities for coaching and staff development to help teachers meet the needs of underachieving 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

Montera has an Instructional Coach that provides teacher training and onsite teacher support. The Instructional Coach provides researched based instructional strategies and classroom demonstrations. The IC is also a liaison between the school and the district so that the school is kept current with district

focus. The Instructional Coach works with small groups of students for additional support. An Intervention teacher is provided 5 days a week for additional support for struggling students during the instructional day.

The school offers the services of a library media specialist, and a translator.

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

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	38,240	41,988
Mid-Range Teacher Salary	68,012	68,649
Highest Teacher Salary	82,034	87,156
Average Principal Salary (Elementary)	118,476	109,026
Average Principal Salary (Middle)	121,188	112,489
Superintendent Salary	218,052	181,890
Percent of Budget for Teacher Salaries	44.50%	42.10%
Percent of Budget for Administrative Salaries	5.40%	4.50%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	22	32	28	33	39	41	46	50	52
Mathematics	28	44	45	42	49	53	43	46	48
Science	21	26	26	33	35	45	46	50	54
History-Social Science	N/A	N/A	N/A	20	20	25	36	41	44s

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Students at the School				
Male	26	45	26	N/A
Female	30	46	26	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian	47	82		N/A
Filipino				N/A
Hispanic or Latino	26	41	57	N/A
Native Hawaiian or Pacific Islander				N/A
White				N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	28	46	26	N/A
English Learners	24	43	26	N/A
Students with Disabilities	17	39	23	N/A
Students Receiving Migrant Education Services				N/A

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at

<http://www.cde.ca.gov/ta/tg/pf/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15	23	12

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	2	1	2
Similar Schools	4	1	2

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

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: "N/A" means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	-14	34	25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-13	28	23
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	-28	36	32
English Learners			30
Students with Disabilities	-13	37	

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	725		
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	685		
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	691		
English Learners	684		
Students with Disabilities			

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In Pi	In PI
First Year of Program Improvement	2005-06	2004-05
Year in Program Improvement	4	3
Number of Schools Currently in Program Improvement	n/a	20
Percent of Schools Currently in Program Improvement	n/a	61

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Montera Elementary School and Ontario-Montclair School District provide extensive opportunities for professional development. The OMSD Learning Support Staff 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. The school's focus for professional development this year is on Effective Instructional Strategies with the emphasis in Language Arts. Montera selected its professional development focus based on the results of the California Standards Test as well as district level assessment information. 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. Data Meeting are held every 6 weeks to look at student progress and make deliberate decisions that will impact student achievement.

In addition, instructional support is available to teachers through the site administrator, Instructional coach, mentor teachers, teachers on assignment, and Peer Assistance and Review. Paraprofessionals and non-instructional staff are provided with training opportunities through the district office as well as the school site.

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, John Antonetti Writing and Data Driven Instruction. Coaches are trained by the district to provide ongoing support at each site to insure and support the implementation of instructional strategies in each classroom.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	210	220	30	18	5
Reading 2007, Grade 8	253	262	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	73	95	71	84
Reading 2007, Grade 8	81	95	72	83
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92