

Montclair Elementary School

Cupertino Union School District

1160 St. Joseph Avenue, Los Altos, CA 94024

(650) 967-9388

Gail Moberg, Principal

2007-2008 School Accountability Report Card

2007-08

Board of Education

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School Profile

Montclair is a K-5 elementary school in the Cupertino Union School District. Our attendance area middle schools are Cupertino Middle School and Kennedy Middle School for 6th, 7th and 8th grades. Our attendance area high schools are Homestead High School and Monta Vista High School. Montclair is located in a neighborhood comprised of single-family dwellings. The neighborhood is a stable one, and our school population reflects that stability with relatively low student movement. Montclair School serves a population of approximately 516 students. There are 22 regular education K-5 classrooms and 2 special day classes serving K-5 students. Twenty students in grades three through five are GATE identified. GATE activities are offered to all GATE students. Montclair offers before and after school enrichment classes including French, Spanish, Chess Club, Art Club and Instrumental Band.

Montclair School has a shared decision making process that includes, staff, parents and students. The Site Leadership Team, School Site Council, Montclair Educational Foundation, PTA, and Student Council all have input regarding the programs offered. We invite parents to become active members of Montclair School by visiting their child's classroom, assisting the teacher with field trips and special projects, participating in school-wide and PTA sponsored events, and volunteering in a variety of ways. We value a strong partnership between parents and staff. Parents active participation and positive support of the programs and teachers help make our school a richer and more successful experience for all students.

Montclair has many traditions. Some of these traditions include our Walk-A-Thon/Silent Auction, Kindergarten Welcome and Fall Festival. Some of these traditions help the community contribute toward the education of its children. Currently, through various fund-raising efforts, our Montclair Educational Foundation (MEF) provides the services of a fully credentialed teacher who works with our upper grade teachers to reduce the student to teacher ratio. MEF also funds the services of our media clerk librarian, six instructional aides, our primary P.E. program, a portion of our upper grade P.E. program, an art teacher, and a half time early intervention teacher.

Technology is viewed as an important tool for students in their learning. Montclair is equipped with a computer lab housing 32 iMacs connected to the Internet, 21 Apple IIE computers used for educational games, keyboarding skills and a laptop cart for classroom instruction. The majority of the classrooms have two to four computers for student use.

The Guided Learning Center (GLC) is constantly busy with students visiting the library, the technology lab, attending a music class, and participating in other activities.

To provide for staff in-services, grade level collaboration and individual planning time, every Tuesday is designated as a minimum day. All students are dismissed at 2:00 p.m. Early Tuesday agendas vary. Teachers may meet to learn about and discuss curriculum, teaching and assessing strategies, formal and informal assessments, addressing student needs and school programs as well as have grade level planning and individual planning time.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	0.8%
American Indian	0.8%
Asian	34.9%
Caucasian	59.1%
Filipino	1.4%
Hispanic or Latino	3.1%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Suspensions & Expulsions

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	5	0	0	415	293	425
Suspension Rate	1.0%	0.0%	0.0%	2.5%	1.7%	2.5%
Expulsions	0	0	0	7	2	3
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Montclair Elementary at (650) 967-9388.

Parent Involvement

Many Montclair parents help children in the classrooms and library, on field trips, and in other special programs. They tutor students, work with small groups, read stories, and assist with projects. If you wish to participate in your child's education, please contact his/her teacher. State law requires that all volunteers must file a Certificate of Tuberculosis Examination with the school office and sign in at the office.



For additional information about organized opportunities for parent involvement at Montclair Elementary, please contact Kathy Chavez at (650) 967-9388.

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	28	27	30	-	-	-	3	3	3	-	-	-
1	19	19	19	4	4	5	-	-	-	-	-	-
2	19	20	20	5	5	4	-	-	-	-	-	-
3	19	20	20	4	5	5	-	-	-	-	-	-
4	31	29	31	-	-	-	2	2	3	-	-	-
5	30	33	32	-	-	-	2	-	2	-	2	-
K-3	19	20	20	1	2	1	-	-	-	-	-	-
3-4	20	-	-	1	-	-	-	-	-	-	-	-
4-8	31	32	-	-	-	-	1	1	-	-	-	-

Enrollment & Attendance

Regular attendance at Montclair Elementary School is a necessary part of the learning process and is critical to academic success. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. More importantly, attendance is critical to academic achievement. The following chart illustrates enrollment at Montclair Elementary School over the past three years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	92	81	89
1st	88	88	78
2nd	89	91	91
3rd	72	97	91
4th	91	72	97
5th	72	89	70

Instructional Materials

Cupertino Union School held a Public Hearing on September 9, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school during the 2007-08 school year.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2002	Yes	0.0%
K-5	Science	Foss Science Kits - Standards Aligned	2008	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2007	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Cupertino, Saratoga, Santa Clara, San Jose, Los Altos, and Sunnyvale, which contain numerous computer workstations.

Curriculum Development

All curriculum development in the Cupertino Union School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Instructional Services Department to align with the state standards, district goals, and the statewide assessment program.

School Facilities

Montclair is comprised of a kindergarten area, library media center, computer lab, large multipurpose room, and 26 classrooms. The school also enjoys a spacious playground with slides and play bars, as well as grassy fields for running, sports, and games. Every classroom is wired for computers and connected to the Internet. The grass field was renovated in the spring of 2008. Facility information is current as of December 2008.

School Facility Conditions				
Date of Last Inspection: 04/08/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process

The Principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. In the evenings and during the day, a team of custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Cupertino Union School District to ensure that all classrooms and facilities are maintained to a degree of adequacy.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.



Deferred Maintenance Budget



The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district allocated \$171,184 for the deferred maintenance program. This represents 0.0012% of the district's general fund budget. For a list of deferred maintenance projects please contact the district office.

Safe School Plan

Safety of students and staff is a primary concern of Montclair Elementary. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and recreation area, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted on a monthly basis throughout the school year and intruder/lock-down drills are held annually.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. An updated copy of the plan is available to the public at the school office.

Counseling & Support Staff

It is the goal of Montclair Elementary to assist students in their social and personal development as well as academics. The table lists the support service personnel available at Montclair Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Aide	1	.625
Nurse	1	.2
Psychologist	1	.4
Speech and Language Specialist	1	.6

Data Sources

Data within the SARC was provided by Cupertino Union School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Physical Fitness

In the spring of each year, Montclair Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. For the 2007-08 school year, 11.4% of all fifth graders at Montclair Elementary met the standards in all six fitness areas.



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts									Math									Science								
	2			3			4			5			2			3			4			5					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																											
School	98	96	87	90	83	81	92	92	93	91	91	94	98	94	96	95	91	88	92	96	94	91	92	93	86	86	99
District	83	83	84	77	75	78	87	88	89	84	84	88	89	89	90	88	89	90	88	88	89	86	86	87	75	79	86
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	96	94	88	89	81	82	93	91	88	83	91	91	98	96	96	97	92	84	93	91	94	90	91	86	93	84	97
District	81	81	82	73	72	73	86	87	88	82	82	86	90	89	90	88	88	89	88	87	88	87	87	88	77	79	87
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	100	98	88	91	85	81	91	94	98	97	91	97	98	93	95	94	91	93	91	100	93	92	93	100	79	89	100
District	86	87	85	80	79	82	89	90	92	86	87	88	88	88	90	89	89	91	88	89	89	85	86	85	72	78	84
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Asian																											
School	96	93	94	93	86	83	100	97	100	86	100	97	96	97	94	100	93	90	96	97	100	86	100	97	82	100	100
District	88	89	90	84	81	83	92	93	92	88	89	91	94	93	94	95	93	95	94	95	94	92	93	94	79	83	89
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
Caucasian																											
School	98	96	87	90	82	82	87	89	94	97	88	92	98	92	100	95	92	85	91	97	94	97	90	89	86	83	97
District	81	79	75	72	73	71	84	85	90	81	85	85	85	85	87	83	86	85	82	81	82	79	79	80	71	80	84
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	6	9	7	
All Students				
Actual Growth	24	-16	5	956
Asian				
Actual Growth	-2	8	1	978
Caucasian				
Actual Growth	38	-29	11	952

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

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 (English/Language Arts 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.

Federal Intervention Programs		
Program Improvement (PI) Status	School	District
	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated four days to staff development annually for the past three years. Topics for staff development during the 2007-08 school year included a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

	CAT/6 Norm Referenced Test					
	% At or Above 50th Percentile					
	Reading			Math		
	3		3			
	06	07	08	06	07	08
	All Students					
School	79	84	82	94	96	98
District	71	72	71	88	88	87
State	37	38	38	55	56	56
	Males					
School	76	81	80	89	94	98
	Females					
School	82	86	85	98	98	98
	Asian					
School	77	83	84	97	95	100
	Caucasian					
School	86	85	74	86	100	94

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.8%	1.2%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.8%	1.2%

Teacher Assignment

Cupertino Union School recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Montclair Elementary had 26 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.



	Teacher Credential Status			District 07-08
	School 05-06	School 06-07	School 07-08	
Fully Credentialed	26	27	26	817
Without Full Credentials	2	1	1	31
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008-09 school year, the most current data are reported.

District Expenditures

Cupertino Union School spent an average of \$7,344 to educate each student, based on (2006-07 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,951
From Restricted Sources	\$1,521
From Unrestricted Sources	\$4,430
District	
From Unrestricted Sources	\$4,272
Percentage of Variation between School & District	3.70%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	16.42%

District Revenue Sources

In addition to general state funding, the Cupertino Union School District receives state and federal funding for the following categorical funds and other support programs:

- Title I Intervention Specialist
- After school test preparation
- Ipass: Computer based math program
- After school tutorial program
- Professional Development Workshop
- GATE parent meetings
- School site Science Night
- Title I Reading Specialist
- 6th grade support team
- Differentiated Instruction Workshop
- STEP Parenting classes
- Before school academic program
- Instructional aide coordinator
- Classroom aides
- Academy
- Intervention strategies for parents
- Safety Resource Officers
- After school study skills class
- School site Literacy Night

Teacher & Administrative Salaries

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 the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$50,348	\$40,667
Mid-Range Teachers	\$74,008	\$66,167
Highest Teachers	\$95,473	\$84,142
Elementary School Principals	\$117,202	\$104,640
Middle School Principals	\$129,095	\$107,227
High School Principals	-	-
Superintendent	-	\$167,564
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.6%	42.3%
Administrative Salaries	5.7%	5.4%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$64,892
District	\$66,660
Percentage of Variation	2.66%
School & State	
All Elementary School Districts	\$64,702
Percentage of Variation	0.29%

