

# Marguerite Montgomery Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Marguerite Montgomery Elementary School
<b>Street</b>	1441 Danbury Street
<b>City, State, Zip</b>	Davis, CA 95616
<b>Phone Number</b>	530-759-2100
<b>Principal</b>	Jen McNeil
<b>E-mail Address</b>	jmcneil@djUSD.net
<b>Web Site</b>	<a href="http://mme-djUSD-ca.schoolloop.com/">http://mme-djUSD-ca.schoolloop.com/</a>
<b>CDS Code</b>	57726786118905

District Contact Information	
District Name	Davis Joint Unified School District
Phone Number	(530) 757-5300
Superintendent	Dr. John Bowes
E-mail Address	superintendent@djUSD.net
Web Site	www.djUSD.net

#### School Description and Mission Statement (School Year 2017-18)

In the Marguerite Montgomery Elementary School community we focus on learning for every student. Teachers, parents and administrators work collaboratively to ensure success and growth for each child. We spend significant time identifying what all students will learn and ensuring that this learning takes place. We partner with our diverse communities to provide active learning experiences through meaningful curriculum. Our school goals are: 1. Exceptional Education for all students by using high leverage and best practice instructional strategies in a rigorous and rich academic environment; 2. Closing the Achievement and Opportunity Gap by using intervention thoughtfully and with a high level of staff collaboration; and 3. Positive Climate with a focus on social-emotional learning and well-being. PTA enables us to provide our students with enrichment activities including art, music, and drama. We have clubs and activities that engage students with the world around them including Make a Difference Club, Bridge tutoring program and more. Additionally, all sixth graders attend a week long outdoor science camp. MME enjoys strong community support in a culture that is warm and welcoming. MME takes pride in its diversity of students and experiences. MME is a neighborhood school with a traditional program and an Immersion program that is transitioning from a One-Way to a Two-Way Bilingual Immersion program. Our campus is well-maintained with ample open space, green areas, a play structure, and a network of student gardens. Our mission statement reads: "At Marguerite Montgomery Elementary we cultivate a vibrant community dedicated to nurturing each child in a respectful, caring environment and providing rigorous, language-rich academic instruction in English and Spanish."

#### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	90
Grade 1	67
Grade 2	66
Grade 3	68
Grade 4	50
Grade 5	78
Grade 6	53
Total Enrollment	472

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	1.1
Asian	6.6
Filipino	0.4
Hispanic or Latino	56.1
Native Hawaiian or Pacific Islander	0.2
White	28.4
Two or More Races	4.2
Socioeconomically Disadvantaged	55.7
English Learners	38.1
Students with Disabilities	11.9
Foster Youth	0.2

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	21	19	24	400
Without Full Credential	1	1	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: October 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts K-6 Benchmark Advance, 2017	Yes	0%
Mathematics	Mathematics, K-6: Envision Math, 2015	Yes	0%
Science	Science K-5 Delta Education, Full Option Science System (FOSS), 2007, 6-8 CPO Science, Focus on Earth, Life and Physical Science, 2006	Yes	0%
History-Social Science	History-Social Science K-5 Harcourt, Reflections: California Series, 2006, 6-8 TCI, History Alive! Middle School Program, 2006	Yes	0%
Visual and Performing Arts			

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our challenges are minor ones resulting from common wear and tear, and there are few of them. We have made more significant improvements last school year. These projects have included improvement of our outdoor learning spaces, a replacement of our safety matting below the playground structure and installment of a PTA funded shade structure near the playground. MME also has an aesthetically pleasing environment that reflects our students' backgrounds in its public art. We want our school to be a child-centered and child-friendly in addition to it being safe and in good repair. Our current goal is the repainting of the black top for games and highlighting where students line up when returning to class.

#### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 03/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 03/2018				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

**B. Pupil Outcomes****State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	46	40	71	69	48	48
Mathematics (grades 3-8 and 11)	39	36	65	64	36	37

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	232	92.06	40.09
Male	137	130	94.89	33.08
Female	115	102	88.7	49.02
Black or African American	--	--	--	--
Asian	19	13	68.42	61.54
Filipino	--	--	--	--
Hispanic or Latino	153	143	93.46	26.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	61	58	95.08	62.07
Two or More Races	12	12	100	66.67
Socioeconomically Disadvantaged	161	147	91.3	23.13
English Learners	118	104	88.14	21.15
Students with Disabilities	42	39	92.86	7.69

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Students Receiving Migrant Education Services</b>	15	14	93.33	7.14

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	252	243	96.43	36.21
<b>Male</b>	137	133	97.08	31.58
<b>Female</b>	115	110	95.65	41.82
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	19	18	94.74	50
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	153	149	97.39	24.83
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	61	58	95.08	55.17
<b>Two or More Races</b>	12	12	100	66.67
<b>Socioeconomically Disadvantaged</b>	161	154	95.65	21.43
<b>English Learners</b>	118	115	97.46	18.26
<b>Students with Disabilities</b>	42	39	92.86	10.26
<b>Students Receiving Migrant Education Services</b>	15	14	93.33	21.43

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	31	49	81	78	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	16.9	24.7	27.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2017-18)**

Montgomery is fortunate to have an outstanding staff and an energetic group of students and parents working together to refine and improve our learning community. Our PTA, School Site Council (SSC), and English Learner Advisory Committee (ELAC) are active, involved, and informed groups. Our goal is to build academic and social environments that will open doors to lifelong learning for every member of our school community in order to ensure that each student reaches their potential. Our parent education programs are rich and include literacy, math and Spanish/English instruction. Parent groups run by the Family Resource Center give families an opportunity to learn and enjoy one another as part of our school community. In addition MME has multiple parent volunteer opportunities to support classrooms and we rely on parent volunteers to make our home-school reading program TK-3 function. Finally, MME has a thriving Intercambio class where parents, guardians and community members come together to learn English and Spanish and build relationships.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	1.8	2.4	3.1	2.4	3.0	2.9	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Our school places strong emphasis on safety for both students and staff. We review emergency plans frequently and train annually in safety procedures. Our School Safety Plan is annually reviewed by our staff and by our School Site Council in December of 2017 for approval prior to March 1 2018 Board of Education approval session. The district's careful use of resources ensures that students have access to clean and safe facilities. The district's facilities staff works within a scheduled preventative maintenance program to prevent costly repairs. Each site has updated and implemented a district wide crisis plan. Staff and hired yard supervisors monitor the school grounds for 20 minutes before and after school as well as at all recesses and lunch times. Visitors must sign in at the office via our Raptor system that checks IDs, where they receive a bright badge to wear throughout their stay. We consider a comfortable and caring environment to be part of school climate and are implementing a school-wide Positive Behavior Intervention and Support (PBIS) program that includes well articulated and instructed behavior expectations, rewards and corrective interventions. We hold monthly spirit days, and provide opportunities for our students so that they develop the characteristics that will prepare them to become responsible, contributing citizens. Our Mustang Motto is: I am Safe, I am Responsible, I am Respectful, I am Caring and I am a Learner. We reward students for exhibiting these traits. We also have a student based recycling program, our students compost fruits and vegetables, and they plant, tend, harvest and eat from our edible food garden. Our staff works to know every child by name as well as to know their individual strengths. We want our school to be a place that nurtures our students and a place our children truly enjoy being.

## 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 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2009-2010	2013-2014
<b>Year in Program Improvement*</b>	Year 5	Year 2
<b>Number of Schools Currently in Program Improvement</b>	N/A	3
<b>Percent of Schools Currently in Program Improvement</b>	N/A	60

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



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

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	3	5		27		4	1	22	2	4	
1	22	1	2		23	1	2		22	2	2	
2	23		3		21	1	2		22		3	
3	24		5		23		2		23		3	
4	21	1	2		25		4	1	25		3	
5	26		3		23		1		25		3	
6	25		5		22	1	4		23	1	3	

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

#### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	.8	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	2.165	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	.70	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.

#### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	11376.80	3885.34	7491.46	50069.35
District	N/A	N/A	7,705.19	\$67,085
Percent Difference: School Site and District	N/A	N/A	-2.8	-29.0
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	13.0	-39.2

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

#### Types of Services Funded (Fiscal Year 2016-17)

In 2016-17 Marguerite Montgomery Elementary School received funding and services through the following federal, state and local resources: Title I, Part A, Local Control Funding Formula, Davis Parcel Tax, Davis Schools Foundation, and Davis School Arts Foundation.

Types of funded services include: Reading specialist support, Math specialist support, English Learner specialist support, Differentiation specialist, School counselor support, Project supervision specialist, reading and English learner para-educator support, instructional technician specialist support, classroom libraries and instructional supplies, after-school and summer school Bridge program support, family math and literacy events, translation services, and professional development.

#### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$38,050	\$46,511
<b>Mid-Range Teacher Salary</b>	\$60,613	\$73,293
<b>Highest Teacher Salary</b>	\$84,563	\$92,082
<b>Average Principal Salary (Elementary)</b>	\$106,541	\$113,263
<b>Average Principal Salary (Middle)</b>	\$113,403	\$120,172
<b>Average Principal Salary (High)</b>	\$120,473	\$131,203
<b>Superintendent Salary</b>	\$185,681	\$213,732
<b>Percent of Budget for Teacher Salaries</b>	37%	36%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

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

#### Professional Development (Most Recent Three Years)

Davis Joint Unified School District focuses our professional growth system on our mission and objectives with priority given to social emotional intelligence, differentiated instruction, inquiry based instruction, implementation of the Common Core State Standards, closing the achievement and opportunity gap, as well as the formative assessment process. These focus areas were developed through the Strategic Plan and Local Control Accountability Plan goals along with teacher surveys and Principal feedback to ensure relevancy and meaning for our community.

Davis Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. Built on the foundation of internal expertise and consultants from outside our district, staff has opportunities during the school year and summer to complete professional development learning episodes and time to implement best practices learned. These activities are supported by federal, state, and local funding as well as generous local parcel taxes. The professional growth occurring in Davis Joint Unified School District has a heavy emphasis on collaboration where time is reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade level/content peers through Common Core Collaboration Grants and collaboration is built into all professional development sessions. Davis Joint Unified School District also has instructional coaches that provide professional growth opportunities with model lessons, collaborative planning and in context learning. Examples of recent Davis Joint Unified School District professional learning include:

- Site developed training (TK – 12) based upon needs articulated by staff, parents, and students to meet specific needs and goals. Sites develop professional growth with the support of outside expertise, district leadership, and staff.
- UC Davis Mathematics Project Teacher Leadership program (K-12) trained math teachers, instructional coaches, and some administration in the Common Core State Standards and progression of mathematical practices.
- Davis Joint Unified School District (7-12) Articulation breakout sessions by department where teacher experts lead and facilitate learning as well as keynote speakers addressing priority topics.
- English Language Development Series promoted by the County Office of Education to dissect the implementation and purpose(s) of the new English Language Development Standards.
- Yolo County Mental Health First Aid
- Restorative Practices
- Staff Book Groups on Mathematical Practices, Coaching Strategies, and impact of trauma (ACES)

- SEAL: Sobrato Early Academic Language, grades TK-3