

# John J. Montgomery Elementary

2010 Daniel Maloney Drive • San Jose CA, 95121 • (408) 270-6718 • Grades K-6

Hedwig Rucker, Principal

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Evergreen Elementary School District

3188 Quimby Road  
San Jose CA, 95148  
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#### District Governing Board

Sylvia Alvarez

Sylvia Arenas

Bonnie Mace

Vince Songcayawon

Jim Zito

#### District Administration

Katherine Gomez  
**Superintendent**

Kathy Shepard  
**Superintendent**

Dan Deguara  
**Assistant Superintendent**

Gary Kishimoto  
**Director of Pupil Services**

Carole Schmitt  
**Director of Human Resources**

Rob Smiley  
**Director of Communications and  
Community Engagement**

Denise Williams  
**Director of Categorical Programs**

Nelly Yang  
**Director of Business Services**

### Principal's Message

John J. Montgomery Elementary School was built in 1975. It is located in a community near the foothills in southeast San Jose. We take pride in the appearance of our school, and there is adequate classroom space for all students. Our students take responsibility for maintaining a clean school and safe environment.

In 1995 and 2000, we were selected as one of the California Distinguished Schools. Again, we increased our Academic Performance Index (API) score and met the state growth target. We were eligible to receive funds through the Governor's Performance Award Program. We are proud of the quality programs we offer and encourage students to be lifelong learners.

### School Mission Statement

We, the staff of John J. Montgomery School, are committed to the process of educating the whole child - academically, socially, physically, and emotionally. We value the individual and cultural differences that each child brings to our campus. All students have equal access to a rigorous curriculum with high expectations necessary for successful transition from one grade to the next. All students are responsible for their learning and behavior within a safe school community. All students have opportunities to develop both technical and critical thinking skills to make them productive participants in the global community.

### School Vision Statement

Montgomery Elementary School is committed to empowering all students to be successful learners and valiant problem solvers. We provide a safe environment in which every child develops confidence and experiences success. We embrace our motto "Knowledge is Power" and believe in the ability of every child to become an inspired life-long learner.

### Community & School Profile

Evergreen School District, located in the City of San Jose, is comprised of fifteen elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

Montgomery Elementary School is located on the western side of the district's borders. In the 2013-2014 school year, the school serves 663 students in grades pre-K through 6 on a traditional calendar schedule. The chart displays school enrollment broken down by ethnicity.

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (408) 270-6718.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	79
Gr. 1	79
Gr. 2	95
Gr. 3	89
Gr. 4	98
Gr. 5	109
Gr. 6	102
<b>Total</b>	<b>651</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.8
Asian	30.4
Filipino	12.7
Hispanic or Latino	46.1
Native Hawaiian/Pacific Islander	0.6
White	3.4
Two or More Races	2.9
Socioeconomically Disadvantaged	58.2
English Learners	35.5
Students with Disabilities	6.1

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
John J. Montgomery Elementary	12-13	13-14	14-15
Fully Credentialed	28		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Evergreen Elementary School District			
12-13	13-14	14-15	
Fully Credentialed	♦	♦	28
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John J. Montgomery Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.89	0.11
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	99.83	0.17

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

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

Evergreen School District held a Public Hearing on October 9, 2014, and determined that each school within the district has sufficient and good quality textbooks and instructional materials 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. All textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. The table displays information collected in September 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The district does not have a formal textbook adoption for Health or for Visual and Performing Arts.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: October 9, 2014</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	Adopted in 2009 (Grade K-6): MacMillan/McGraw Hill
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	Adopted in 2008 (Grade K): Harcourt Adopted in 2008 (Grade 1-5): Houghton Mifflin Adopted in 2008 (Grade 6): Glencoe (MacMillan/McGraw Hill)
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	Adopted in 2007 (Grade K): Pearson Scott Foresman Adopted in 2007 (Grade 1-5): MacMillan/McGraw Hill Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	Adopted in 2006: (Kinder): Pearson Scott Foresman Adopted in 2006: (Grade 1-6): Houghton Mifflin

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

Montgomery Elementary School, originally constructed in 1975, is currently comprised of 29 permanent classrooms, a Special Day Class pre-school portable, an adult English Language Development (ELD) portable, a computer lab, a library, a cafeteria/multipurpose room, a staff lounge, and two playgrounds. Over the past few years, a new two-story classroom building has been constructed, the front office was thoroughly renovated, and teaching walls were added to the primary building. Additionally, the district passed a facilities bond measure in 2006 that will allow for future modernization. The chart displays the results of the most recent facilities inspection.

**Cleaning Process:**

Montgomery Elementary School provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school’s custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

**Maintenance & Repair:**

A scheduled maintenance program is administered by Montgomery Elementary School’s custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Evergreen School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

**Deferred Maintenance Budget:**

The State School Deferred Maintenance Program provides state 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, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature provided school districts with flexibility in using these funds to meet general fund needs. In an effort to mitigate the effects of declining state revenues, the Evergreen School District has taken advantage of this flexibility. The district will utilize bond funds and other appropriate sources to ensure its facilities are clean, safe and in good repair.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/9/2014**

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]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	61	61	61	81	79	79	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	52	57	54	71	75	73	54	56	55
Math	61	63	63	76	76	74	49	50	50
HSS				69	73	74	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	5	6	6
Similar Schools	4	6	5

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

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.2	29.1	20.0

\* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	79
All Student at the School	61
Male	61
Female	63
Black or African American	
American Indian or Alaska Native	
Asian	76
Filipino	63
Hispanic or Latino	49
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	54
English Learners	21
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	6	24	-4
Black or African American			
American Indian or Alaska Native			
Asian	8	6	-15
Filipino			
Hispanic or Latino	-9	25	8
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	3	23	-7
English Learners	8	27	-4
Students with Disabilities			

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

Parents and the community can be actively involved in the school's educational programs through the following:

- Back-to-School Night
- English Learner Advisory Committee (ELAC)
- Open House
- Parent-Teacher Association (PTA)
- School Site Council (SSC)
- Title I Mini-Conference & Title I Family Nights

Parents are encouraged to participate in the Project Cornerstone-sponsored ABC Program. This program allows parents to implement a lesson plan that uses literacy to address student issues and promote values. The school also receives support from numerous local businesses and community organizations. Support and donations from PG&E, Target, and Office Depot have greatly added to the quality of instruction and overall school environment.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (408) 270-6718.

### State Priority: School Climate

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

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

### School Safety Plan

The safety of students and staff is a primary concern of Montgomery Elementary School. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and parent volunteers. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school. The School Site Safety Plan was last reviewed and updated in October 2012 by the Emergency Response Team (ERT). Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- Schoolwide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	1.6	0.1	0.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.6	0.8	0.8
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2010-2011
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		83.3

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	.028
Library Media Services Staff (Paraprofessional)	.56
Psychologist	.4
Social Worker	
Nurse	.11
Speech/Language/Hearing Specialist	.4
Resource Specialist	1.0
Other	as needed
Average Number of Students per Staff Member	
Academic Counselor	

\* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	21.8	24	20	2		1	2	3	3	0		
Gr. 1	23.7	23	20	0		1	3	4	3	0		
Gr. 2	23	20	16	1	1	3	3	3	3	0		
Gr. 3	23.3	22	22	1	1	1	3	3	3	0		
Gr. 4	28.7	20	25	0	2	1	3	3	3	0		
Gr. 5	26.7	20	22	1	2	2	0	3	3	2		
Gr. 6	30.8	26	20	0	1	2	4	2	3	0	1	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,401	\$41,507
Mid-Range Teacher Salary	\$79,939	\$67,890
Highest Teacher Salary	\$92,975	\$86,174
Average Principal Salary (ES)	\$119,119	\$109,131
Average Principal Salary (MS)	\$126,476	\$111,937
Average Principal Salary (HS)	\$0	\$109,837
Superintendent Salary	\$180,000	\$185,462
Percent of District Budget		
Teacher Salaries	49	42
Administrative Salaries	5	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,087	280	4,808	79,908
District	♦	♦	\$6032	\$80,971
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			-20.3	-1.3
Percent Difference: School Site/ State			2.5	12.9

**Types of Services Funded at John J. Montgomery Elementary**

In addition to general state funding, all schools within Evergreen School District received state and federal categorical funding for the following support programs:

- Economic Impact Aid
- School & Library Improvement Program
- Title I, Targeted Assistance (for these schools: Cadwallader, Dove Hill, Holly Oak, Katherine Smith, Montgomery, and O.B. Whaley)
- Title II, Staff Development
- Title III, Limited English Proficient

**Professional Development provided for Teachers at John J. Montgomery Elementary**

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.