

# Monte Gardens Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Monte Gardens Elementary School
Street	3841 Larkspur Drive
City, State, Zip	Concord, CA 94519
Phone Number	(925) 685-3834
Principal	Jonathan Fey
Email Address	feyj@mdusd.org
Website	montegardens.mdusd.org
County-District-School (CDS) Code	07 61754 6004162

Entity	Contact Information
<b>District Name</b>	Mt. Diablo Unified School District
<b>Phone Number</b>	(925) 682-8000
<b>Superintendent</b>	Dr. Robert Martinez
<b>Email Address</b>	<a href="mailto:martinezr@mdusd.org">martinezr@mdusd.org</a>
<b>Website</b>	<a href="http://www.mdusd.org">www.mdusd.org</a>

### School Description and Mission Statement (School Year 2019-20)

Educating children is the future of our society and Monte Gardens values the importance of education and the value in all stakeholders working together to ensure student success.

Monte Gardens Elementary Schools Mission Statement: The mission of Monte Gardens Elementary School is to foster knowledgeable, inquiry-driven citizens who are open-minded and compassionate. We are a collaborative community with high academic and behavioral expectations where we work together to empower students to be global life-long learners.

The teamwork and support of our parent community are what sets us apart from all other schools. From our beautifully maintained grounds to the small group instruction in the classroom, parents help support all aspects of the academic program at Monte Gardens.

As the principal, I will continue to engage with all our stakeholders through open dialogue and being responsive to communications with my office. Providing a learning environment that is safe, orderly, and has high expectations both socially and academically for our children is the focus of all who work at Monte Gardens Elementary. We look forward to working together to support the continued success of our students.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	79
<b>Grade 1</b>	71
<b>Grade 2</b>	95
<b>Grade 3</b>	80
<b>Grade 4</b>	90
<b>Grade 5</b>	103
<b>Total Enrollment</b>	518

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.2
Asian	5.2
Filipino	6.8
Hispanic or Latino	32.4
White	32.6
Two or More Races	7.7
Socioeconomically Disadvantaged	25.7
English Learners	9.7
Students with Disabilities	10.4
Foster Youth	0.2
Homeless	

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	29	22	1599
Without Full Credential	1	1	0	69
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0
<b>Mathematics</b>	Engage New York - Adopted 2019	Yes	0
<b>Science</b>	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
<b>History-Social Science</b>	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0
<b>Visual and Performing Arts</b>	Scott Foresman: Silver Burdett Making Music - Adopted 2005		

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

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### 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

**Year and month of the most recent FIT report:** 02/27/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Cafeteria - stained 12x12 ceiling tiles; Kitchen - grease trap needs replacement
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	B-6 lights out; Library - needs SW/light rewired; C3 - ballasts; Cafeteria lights out;
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Restrooms in C wing could use new fans
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	66	72	51	50	50	50
<b>Mathematics (grades 3-8 and 11)</b>	63	60	39	39	38	39

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.

Note: ELA and 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	265	261	98.49	1.51	71.65
<b>Male</b>	130	127	97.69	2.31	67.72
<b>Female</b>	135	134	99.26	0.74	75.37
<b>Black or African American</b>	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	71.43
Filipino	18	18	100.00	0.00	83.33
Hispanic or Latino	94	94	100.00	0.00	61.70
Native Hawaiian or Pacific Islander					
White	97	93	95.88	4.12	79.57
Two or More Races	26	26	100.00	0.00	69.23
Socioeconomically Disadvantaged	72	72	100.00	0.00	62.50
English Learners	54	54	100.00	0.00	57.41
Students with Disabilities	27	26	96.30	3.70	57.69
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	265	261	98.49	1.51	59.77
Male	130	127	97.69	2.31	59.06
Female	135	134	99.26	0.74	60.45
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	64.29
Filipino	18	18	100.00	0.00	61.11
Hispanic or Latino	94	94	100.00	0.00	47.87
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	97	93	95.88	4.12	66.67
Two or More Races	26	26	100.00	0.00	69.23
Socioeconomically Disadvantaged	72	72	100.00	0.00	41.67
English Learners	54	54	100.00	0.00	44.44
Students with Disabilities	27	26	96.30	3.70	50.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	26.7	13.9	5.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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#### Parent Leadership and Parent Volunteers

Parent volunteers are an essential and valued part of the program at Monte Gardens. The Diablo Basics Parents' Club (DBPC), the principal, and teachers rely on the generous support of parents to provide classroom support, to help with community events, to participate in fundraising, and to serve on school committees. It is this support that distinguishes Monte Gardens Elementary as a school of choice.

Parent support begins at home, where parents oversee homework and provide opportunities for students to be academically and socially successful. Parents are actively involved in all facets of their child's education, from the signing of the parental agreement of support to on or off-site volunteerism. On-site volunteerism may include helping in the classroom, library or computer lab, working on a special project, chaperoning students, participation in a Parents' Club event, or school-wide designated programs or activities. All volunteers must be fingerprinted and have TB clearance.

Monte Gardens expects each family to commit to a minimum of 20 hours of volunteer service each school year, the equivalent of 2 hours per month. There are many ways that these hours can be fulfilled and are flexible to accommodate families with one working parent or two. Volunteer hours are self-reported and we recognize and celebrate volunteer contributions. While 20 hours is the minimum, Monte Gardens recognizes families who are able to do more through a series of appreciation levels. Volunteers are honored for their generous support at our annual Appreciation Tea.

The School Site Council representatives are five staff members and five parent members, each elected by their respective groups and chaired by the principal. The School Site Council advises the principal on curriculum needs and priorities, as well as maintaining the philosophy and tenets of our magnet program. Agendas and minutes from monthly meetings are posted on our website. School Site Council members serve two-year terms. An election is held to fill open positions in the fall.

The duties of our English Learner Advisory Committee (ELAC) has been designated to the School Site Council. The School Site Council advises the principal on all matters related to our English Language Learners. All parents are invited to participate in our SSC meetings to learn about how our English Learners are being served at Monte Gardens according to the MDUSD Master Plan for English Language Learners.

The Diablo Basics Parents' Club has been the foundation of our alternative program. This group has been instrumental in the decision to change our program from a "Back to Basics" program to becoming an International Baccalaureate Candidate school. Throughout the school year, parent volunteer opportunities, socials, and fundraising activities are planned to support the curriculum, maintain facilities, and to provide services to the school community. Attending Parents' Club meetings is an important way to show your commitment to the Diablo Basics Program. The principal and a teacher representative meet with the Executive Board and attend the general meeting monthly. We are pleased to have an enthusiastic group of parents and staff serving on the DBPC Board and Committees. Please contact us if you want to volunteer for a position or be on a committee.

#### Parent Room Reps

Parent Room Representatives act as liaisons between the Parents' Club, the parents of other children in the classroom, and their children's teachers. Room Reps will be contacted throughout the year to help organize and solicit volunteers for many of the social and fundraising events the DBPC sponsors. This is a wonderful way to become involved. If you are interested, please let your child's teacher know as soon as possible. Room reps are also strongly encouraged to attend monthly Parent Club General Meetings.



Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 685-3834

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.8	0.4	0.4	3.5	4.1	4.4	3.6	3.5	3.5
<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 2019-20)

Monte Gardens Elementary School maintains a safe and orderly learning environment for all students. Our staff values the inclusion of all students and families and takes steps to ensure that all children and families feel welcome and involved in our school. Communicating clear expectations for behavior to all of our community ensures that our children learn how to be successful in the school environment, and develop valuable life skills.

Monte Gardens is successful in working with students and families to bring about positive changes in student behavior. We maintain consistent communication and involvement of parents/guardians to support student development of social skills and appropriate behavior. We utilize our school's CARE team and Student Study Team to meet with families to problem solve and support consistent home/school social skills instruction and discipline.

Monte Gardens Positive Behavior Intervention and Support system (PBIS) includes the following:

- Teaching school-wide behavior expectations, positive school behaviors and rules
- Social skills development through our Social Superheroes program, social skills curriculum within the classrooms and student educational assemblies
- Positively reinforcing appropriate student behavior
- Using effective classroom management
- Providing early intervention and support strategies for misconduct
- Appropriate use of logical and meaningful consequences for misconduct
- Out of school suspension is rarely required, however, it may be imposed for more serious infractions or when other means of correction fail to bring about proper conduct.

The School Safety Plan is reviewed annually with staff and parents through the School Site Council. The Safety Plan includes defined responsibilities of all staff, emergency preparedness, school policies, and procedures as well as maps of the school and procedures for releasing students in the event of an emergency. The staff reviews the plan during the fall at a staff meeting and the School Site Council reviews and updates the plan in January and February.

Social Superheroes

Monte Gardens Social Superheroes program teaches all students common strategies for building successful friendships, staying safe, and avoiding/resolving peer conflicts. These skills are directly connected to the International Baccalaureate Learner Profile traits. Students are taught how to remain aware, recognize problem situations, how to communicate assertively, and when and how to get help from an adult. Classroom instruction and educational assemblies focus on different critical life skills. The goal is to promote a positive, healthy school environment full of strong values that enhance learning and wonderful school spirit. Our children learn how to identify and use essential character qualities, "Social Superpowers" (or the International Baccalaureate Learner Profile) such as inquirer, knowledgeable, thinkers, communicators, principled, open-mindedness, caring, risk-takers, balanced, and reflective. Each month one Learner Profile trait is taught and students who demonstrate these qualities are recognized and celebrated. These selected character traits are ranked high with our teachers and are consistent with our Monte Gardens Student Expectations Behavior Matrix. These lessons and conversations strengthen these characteristics within our students, increase their understanding of why it is important to do what is right, and help them to make good choices.

The previous Monte Gardens School Safety Plan was approved by the School Site Council at a public hearing on 2/6/19.

## 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22		3		23		3		21	1	3	
1	21	2	2		23	1	3		23		3	
2	26		3		25		3		24		4	
3	28		3		24		3		25		3	
4	33		1	2	27	1		3	29		3	
5	32		1	2	34			3	33		1	2
Other**	8	2			9	1			8	1		

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	647.5

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Psychologist</b>	.3
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

\*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 2017-18)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$11,845.74	\$3,815.45	\$8,030.29	\$85,152.00
<b>District</b>	N/A	N/A	\$8,328.50	\$78,217.00
<b>Percent Difference - School Site and District</b>	N/A	N/A	-3.6	8.5
<b>State</b>	N/A	N/A	\$7,506.64	\$82,403.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	6.7	3.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### **Types of Services Funded (Fiscal Year 2018-19)**

Site funds (along with matching financial contributions from the Parents' Club) have been allocated to meet the following goals:

1. All Monte Gardens students will receive a high-quality education through the International Baccalaureate program in a safe and welcoming environment with equitable high expectations, attention to global citizenship, civic responsibility, and with equitable access to technology thus being held to the California State Standards which will prepare them for college, career, and to be successful adult members of their community.
2. Monte gardens will administer or make available professional development to ensure high quality, culturally proficient, globally aware, and culturally responsive staff who will be supportive of all students, respectful of all students' backgrounds and perspectives, and invested in the education of all students. As an International Baccalaureate candidate school, Monte Gardens aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To that end, professional development to become an authorized IB school is of paramount importance.
3. Parents, family, and community will be informed of the school's International Baccalaureate educational program (candidacy), engaged in volunteer efforts in and out of the classroom, and connected as partners to support all students towards a culturally relevant and well-rounded education.

Monte Gardens has two computer labs with site licenses for student language arts, math intervention, and English Language Development programs. New technology plans include expanding student access to technology through Ipad and Chrome books. Each teacher has an Ipad, a laptop, a document camera, and an LCD projector or large television in the classroom and at least two Chrome books for student use in the classroom. Grade levels and our Resource Intervention class use technology for small group learning. Three carts of Chrome Books are shared among classrooms for in-classroom technology integration.

A part-time teacher supports students in our STEAM room and the school has an on-site Technician who maintains the technology equipment on our campus.

English Language Development includes a part-time support teacher to serve English Language Learners directly as well as provides staff development and support to teachers as needed.

Monte Gardens, our parent's club, and MDUSD work together to provide social and emotional support to all students: A part-time Elementary School Counselor provides individual and small group counseling 3.5 days per week. The counselor also coordinates our Social Superhero program and our recess Friendship Club.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,339	\$48,612
Mid-Range Teacher Salary	\$73,641	\$74,676
Highest Teacher Salary	\$98,346	\$99,791
Average Principal Salary (Elementary)	\$116,573	\$125,830
Average Principal Salary (Middle)	\$123,726	\$131,167
Average Principal Salary (High)	\$133,844	\$144,822
Superintendent Salary	\$280,000	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Teachers participate in professional development focusing on the development and implementation of an International Baccalaureate program at Monte Gardens. During these collaborative conversations, teachers continue to learn strategies in close reading to support students in addressing English Language Arts Common Core State Standards. Teachers continue to participate in Engineering is Elementary professional development to continue to understand the Next Generation Science Standards.

A team of teachers organizes and participates in our Positive Behavior and Intervention Systems, PBIS, training. This group meets monthly to create positive behavior solutions and expectations for students to ensure success in all areas of the school. They analyze any behavioral data and create plans for interventions.

Staff development has also focused on developing awareness of California State Standards (CSS) and identifying our ELA and Math Priority Standards. All teachers regularly review data on common assessments during staff development days and plan common instructional strategies.

Teachers have also participated in district-wide grade level symposiums on iReady, Engage New York Math curriculum, and Wonders ELA curriculum. Teacher teams have participated in Response to Intervention training and brought this information back to grade-level meetings.