

Montague Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Montague Elementary School
Street	430 East Prather Street
City, State, Zip	Montague, CA 96064
Phone Number	(530) 459-3001
Principal	Matthew Dustan
Email Address	mdustan@montague.k12.ca.us
Website	www.montagueschools.net
County-District-School (CDS) Code	47-70417-6050876

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Montague Elementary School District
Phone Number	(530) 459-3001
Superintendent	Matthew Dustan
Email Address	mdustan@montague.k12.ca.us
Website	www.montagueschools.net

School Description and Mission Statement (School Year 2020-2021)

Our Mission:

Montague Elementary is a community for all students to achieve their maximum potential in a safe, student-centered environment with effective instruction to prepare students for success.

Programs:

Montague Elementary School meets the interests and needs of a diverse population of students. We offer the Accelerated Reading program that encourages our readers from grades K-8 to continuously read, challenge themselves, and be recognized for their achievements.

We also have competitive athletic teams beginning at grade 5. We offer volleyball, cross country, basketball, cheer leading, and track. We have a ski/snow boarding club that is open to students in grades 4-8.

Our after school program offers a safe environment along with tutoring, crafts, computer lab, healthy snacks, and character education activities.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	19
Grade 1	22
Grade 2	19
Grade 3	10
Grade 4	19
Grade 5	19
Grade 6	15
Grade 7	23
Grade 8	16
Total Enrollment	162

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	14.0
Asian	2.9
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	0.6
White	67.8
Two or More Races	2.3
Socioeconomically Disadvantaged	68
English Learners	1.2
Students with Disabilities	7.0
Foster Youth	0.6
Homeless	16

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	9	8	10	10
Without Full Credential	1	3	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Our school sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as to provide all students have a textbook and/ or workbook they can take home as needed in the four core areas. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks. We follow the seven-year cycle for each content area on State Instructional Materials Adoption Cycle.

Our current curriculum adoptions are as follows:

- * Reading/Language Arts, 2014/15 adoptions
- * Mathematics, 2015 adoption
- * Science, 20016 adoption
- * History-Social Science, 2016 adoption
- * Health, 2019 (based on Developing Framework)
- * Physical Education courses aligned to Standards adopted in 2004
- * VAPA based on 2003 Framework (adopted materials will be out in 2006),

A committee consisting of teachers establishes textbook selection criteria based on the California Frameworks and content standards, reviews instructional materials on the state list, and makes recommendations. Textbook publishers are selected and then piloted by teachers. Recommendations are made and materials are selected for adoption. Those materials are made available for public review at the district office.

Other Resources: The school's library has numerous educational and recreational books that are available for students to check out. Each student in grades TK through 8 have an individually assigned laptop with access to high speed, broadband, internet service.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5 Pearson: Reading Street Common Core, 2016 Grades 6-8 Houghton-Mifflin Collections, 2014/15	Yes	0
Mathematics	Grades K-2 McGraw Hill, Everyday Math 2014/5 adoption Grade 3 McGraw Hill, Everyday Math 2014/5 adoption Grade 4 McGraw Hill, Everyday Math 2014/5 adoption Grade 5 McGraw Hill, Everyday Math 2014/5 adoption Grade 6-8 CPM Core Connections, 2015	Yes	0
Science	Grades K-8 - Amplify Science 2016	Yes	0
History-Social Science	Grades K-8 McGraw Hill IMPACT 2018	Yes	0
Foreign Language	NA		NA
Health	Teen Health Glencoe 2019	Yes	0
Visual and Performing Arts	NA		NA
Science Laboratory Equipment (grades 9-12)	NA		NA

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

School Facility Conditions and Planned Improvements

Our school facility was inspected in January 2020 by Darrell Williamson and Matthew Dustan, receiving a good rating using the California Facility Inspection Tool. Upgrades/repairs are scheduled to be completed in a timely manner. A new roof was completed the summer of 2015 and was inspected and in excellent repair December 2016. These findings will be discussed with the Safety Team in February 2020.

Montague Elementary School employs a maintenance and operations person who oversees the safety, cleanliness, and adequacy of school facilities. Montague Elementary School also employs a .5 FTE custodian to make sure the school is clean, safe and in good operation.

The Maintenance and Operations Manager inspects the buildings and grounds and meets with the maintenance staff, custodians, and cooks on a monthly basis to make sure everything is working correctly and the classroom, bathrooms, cafeteria and all other parts of the school are being cleaned properly. Continuous work is being completed on school site to maintain safety. New blacktop in parking lot and playground was completed during summer of 2016. Modernization Plan has been approved by CDE and OSPC and is awaiting state funding.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Heating and cooling systems are adequate but need to be replaced. Middle school plumbing is functional but needs replacement.
Interior: Interior Surfaces	Good	The interior surfaces are all older and showing some age but they have been kept clean and repaired as necessary.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	We have routine maintenance and custodial schedule to address the building needs. Clark Pest Control comes monthly. We have gophers in the field but no pests in the classrooms.
Electrical: Electrical	Good	Good Shape, New lights installed outside so we can see when it is dark. Safety lights for power outages installed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	The restrooms are in fair shape. Clean, smell good, work well.
Safety: Fire Safety, Hazardous Materials	Good	Fire safety is excellent, practice drills occur monthly. We have current emergency maps and procedures posted. Hazardous Materials are kept in a locked facility, and we only have what is required of us.
Structural: Structural Damage, Roofs	Good	The roof has been replaced on the main building and patch work when need on others. One interior wall needs repairs. The district is pursuing modernization funding
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground had wood chips added over the summer. The grounds look good and the windows are all good. Fences, Gates and doors are all in working orders.
Overall Rating	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	27	N/A	27	N/A	50	N/A
Mathematics (grades 3-8 and 11)	23	N/A	23	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	9	N/A	9	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parent involvement opportunities exist at virtually every level of the school. Parents are encouraged to attend parent conferences, athletic events, performances, and field trips throughout the year. Progress reports and trimester grade reports are mailed home and parent conferences are held once per year, and on an as needed basis. Parent representatives are elected to the serve on the School Site Council (SSC). The SSC meets each month and provides feedback to parents. In addition the Title I program holds annual parent informational meetings and conferences sponsored by the Siskiyou County Office of Education to keep parents informed of opportunities and developments within these programs. We also have an active PTO that raises funds to help support student activities. Parent Involvement is essential to the success of our students. Please contact Jennifer Dooley, school secretary, for information 530-459-3001.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.2	0.5	2.2	0.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.6	1.6	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

A safe and clean environment is provided for students, staff and volunteers. Our custodians ensure classrooms, restrooms and campus grounds are kept clean and safe and to ensure that all classrooms and facilities are well maintained. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The schools disaster preparedness plan includes steps for ensuring students and staff are safe during a disaster. Fire, lockdown, and disaster drills are conducted monthly throughout the school year. The school safety plan is reviewed often and updated as needed.

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K					10	2			20	1		
1									21		1	
2	22		1		23		1		19	1		
3	27		1		24		1		10	1		
4									19	1		
5	23		1		23		5		17	1		
6	21		8						5	3		
Other**									3	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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.40
Library Media Teacher (Librarian)	.66
Library Media Services Staff (Paraprofessional)	
Psychologist	.1
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11297.00	1954.00	11297.00	42479.00
District	N/A	N/A	11297.00	42479.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750	71442
Percent Difference - School Site and State	N/A	N/A	37.2	-50.8

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

Types of Services Funded (Fiscal Year 2019-2020)

We spent an average of \$11,297 in 2019-20 to educate each student. The figures shown in the table above reflect the direct cost of educational services, per Average Daily Attendance (ADA), excluding food services, facilities acquisition and construction, and certain other expenditures. These calculations are required by law annually and are compared with other districts statewide.

In addition to general fund state funding, we received state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

- School Based Coordinated Program - EIA (Economic Impact Aid)
- Title I, Part A Compensatory Education
- Title II, Teacher Quality
- Title VI, Rural School Facility Construction
- Title VII, Class Size Reduction

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,500	\$46,965
Mid-Range Teacher Salary	\$51,476	\$67,638
Highest Teacher Salary	\$71,600	\$88,785
Average Principal Salary (Elementary)	NA	\$112,524
Average Principal Salary (Middle)	NA	\$117,471
Average Principal Salary (High)	NA	
Superintendent Salary	\$88,500	\$128,853
Percent of Budget for Teacher Salaries	37.00	30.0
Percent of Budget for Administrative Salaries	4.7	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Professional development is an intentional process that gives teachers the ability to analyze the effectiveness of what they do, reflect on current practices while making adaptations when things are not going well in the classroom. Teachers will continue to learn and improve, just as students do. Staff members build teaching skills by participating in conferences, courses, workshops and professional learning communities throughout the year and then sharing their experiences and knowledge with their colleagues. There are 3 Professional Development (PD) Days included in the teacher contract each year. Teachers are encouraged to attend PD during the summer as well and are provided funding to do so. The following topics were discussed:

- Reading Language Arts
- Math
- Writing

* Common Core State Standards

* Discipline

* Intervention

* Professional Learning Communities

* Technology