

Montague Elementary School

School Accountability Report Card

Reported Using Data from the 2017-2018 School Year

Published During 2018-19

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)

School Contact Information	
School Name	Montague Elementary School
Street	430 East Prather St.
City, State, Zip	Montague, CA 96064
Phone Number	(530) 459.3001
Principal	Matthew Dustan
E-mail Address	mdustan@montague.k12.ca.us
Web Site	www.montagueschools.net
CDS Code	47-70417-6050876

District Contact Information	
District Name	Montague Elementary School District
Phone Number	(530) 459.3001
Superintendent	Matthew Dustan
E-mail Address	mdustan@montague.k12.ca.us
Web Site	www.montagueschools.net

School Description and Mission Statement (School Year 2018-19)

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 have a scheduled intensive intervention program at the 1-8th grade levels Monday through Friday.

We also have competitive athletic teams beginning at grade 6. We offer volleyball, cross country, basketball, cheerleading, and track. We have a ski/snowboarding 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 2017-18)

Grade Level	Number of Students
Kindergarten	18
Grade 1	13
Grade 2	20
Grade 3	18
Grade 4	11
Grade 5	14
Grade 6	25
Grade 7	21
Grade 8	14
Total Enrollment	154

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	.6
American Indian or Alaska Native	7.8
Asian	0.0
Filipino	0.0
Hispanic or Latino	17.5
Native Hawaiian or Pacific Islander	2.6
White	22.7
Two or More Races	1.9
None Reported	46.2
Socioeconomically Disadvantaged	74.7
English Learners	1.3
Students with Disabilities	9.7
Foster Youth	<10% - Redacted

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	14	14	10	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	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 *	1	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 2018-19)

Year and month in which data were collected: December 2018

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, 2008 adoption
- History-Social Science, 2017 adoption
- Health, 2004 (based on 2002 Framework)
- Physical Education courses aligned to Standards adopted in 2004
- VAPA based on 2001 Framework (new standards will be adopted in 2019)

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. The Siskiyou County Office of Education AV department has a large collection of video and audiotapes for classroom use as well as CD and Video Disks. Computers in the classroom are connected to the internet for staff and student access to resources and information.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5 Pearson: Reading Street Common Core, 2013 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, 2013	Yes	0
Science	Grades K-5 McGraw Hill Science, 2008 adoption Grades 6-8 Pearson Prentice Hall -- Science Explorer, 2008 adoption	Yes	0
History-Social Science	Grades K-5 McGraw Hill Impact: California Social Studies, 2017 adoption Grades 6-8 McGraw Hill Impact: California Social Studies, 2017 adoption	Yes	0
Foreign Language	NA		NA
Health	NA		NA
Visual and Performing Arts	NA		NA

Science Laboratory Equipment (grades 9-12)	NA		NA
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School Facility Conditions and Planned Improvements (Most Recent Year)

Our school facility was inspected in January 2019 by Stephen Wendt 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 were discussed with the Safety Team in February 2017.

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 1.5 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 was developed by architect T. Semingson 1/2017 to include update to boiler and/or new heating solutions. District Safety Meetings occur every other month.

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: January 2019				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Heating and cooling systems are adequate but need to be placed. Middle school plumbing is functional but needs replacement.
Interior: Interior Surfaces	X			The interior surfaces are all older and showing some age but they have been kept clean and repaired as needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			We have a routine maintenance and custodial schedule. Clark Pest Control come monthly. We have gophers in the fields, but inside is pest free.
Electrical: Electrical	X			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		X		The restrooms are in fair shape. Clean, smell good, and work well.
Safety: Fire Safety, Hazardous Materials	X			Fire safety is excellent, practice drills occur monthly. Emergency maps and procedures and posted and practice. Hazardous materials are kept in a locked facility.
Structural: Structural Damage, Roofs	X-			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	X			Annually wood chips are replaced in the equipment area. The grounds look good and the windows are all good. Fences, Gates and doors are all in working order.
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Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019				
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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	30	28.9	30	28.9	48	49.8
Mathematics (grades 3-8 and 11)	25	23.4	25	23.4	37	38.6

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	90	91.0	29.52
Male	53	49	92.4	16.3
Female	46	41	89.1	43.9
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	21	21	100.0	19.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	15	71.4	33.3
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	68	93.2	26.5
English Learners	--	--	--	--
Students with Disabilities	15	15	100	0.0

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	90	90.1	23.3
Male	53	49	92.5	22.4
Female	46	41	89.1	24.4
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	21	21	100	14.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	15	71.4	20.0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	68	93.2	20.6
English Learners	--	--	--	--
Students with Disabilities	15	15	100	6.67

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.

**CAST 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
Science (grades 5, 8, and 10)	51	64	51	64	60	56

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 2017-18 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 and Spring 2018. 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.5	42.9	19
7	15.4	30.8	30.8

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 school site.

Opportunities for Parental Involvement (School Year 2017-2018)

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.9	1.1	2.2	0.9	1.1	2.2	3.7	3.8	3.5
Expulsions	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)

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.

Federal Intervention Program (School Year 2017-2018)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	26		1		24		1		18	1		
1	22				22		1		13	1		
2	22	1			20		1		20	1		
3	13	1	1		19	1			18	1		
4	21	1			28		1		11		1	
5	17	1			20	1			14		1	
6	10		1		19	2			25		1	
Other												

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.1	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	1	N/A
Other	0	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 2017-18)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,194.53	\$2,310.46	\$7,808.07	\$46,483
District	\$11,194.53	\$2,310.46	\$7,808.07	\$46,483
Percent Difference: School Site and District	0.0	0.0	0.0	0
State	\$11,548	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	-3.0%	N/A	23.6	-25.3

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

Types of Services Funded (Fiscal Year 2017-18)

We spent an average of \$11,195 in 2017-18 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 receive 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 2017-18)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	39717	\$42,598
Mid-Range Teacher Salary	46485	\$62,232
Highest Teacher Salary	60161	\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$88,488	\$132,653
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	4%	7%

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)

Professional development is an intentional process that gives teachers the ability to analyze the effectiveness of what they do, reflected in 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, and workshops throughout the year and then sharing their experiences and knowledge with their colleagues. There are 3 Professional Development 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