

# Montague Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 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).

#### 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Montague Elementary School
<b>Street</b>	430 East Prather Street
<b>City, State, Zip</b>	Montague, CA 96064
<b>Phone Number</b>	(530) 459-3001
<b>Principal</b>	Matthew Dustan
<b>Email Address</b>	mdustan@montague.k12.ca.us
<b>School Website</b>	www.montagueschools.net
<b>County-District-School (CDS) Code</b>	47-70417-0000000

## 2022-23 District Contact Information

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

## 2022-23 School Overview

### 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 maintain a robust garden program, and provide middle school electives in agriculture, computing, drama, personal finance, and student government.

We also have competitive athletic teams beginning at grade 3. We offer volleyball, cross country, basketball, cheer leading, and track. We have a ski/snow boarding club that is open to students in grades K-8.

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

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	15
Grade 1	17
Grade 2	26
Grade 3	25
Grade 4	19
Grade 5	16
Grade 6	14
Grade 7	15
Grade 8	17
Total Enrollment	164

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.3
Male	56.7
American Indian or Alaska Native	4.9
Asian	3.7
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	14.0
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.2
White	75.6
English Learners	1.8
Foster Youth	1.2
Homeless	5.5
Migrant	0.0
Socioeconomically Disadvantaged	76.2
Students with Disabilities	6.7

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.00	58.33	7.00	58.33	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	8.33	1.00	8.33	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	8.33	1.00	8.33	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	3.00	25.00	3.00	25.00	18854.30	6.86
<b>Total Teaching Positions</b>	12.00	100.00	12.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	30.70	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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, 2018 adoption
- \* Health, 2019 (based on Developing Framework)
- \* Physical Education courses aligned to Standards adopted in 2004

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.

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades K-5 Cengage Reach for Reading 2016 Grades 6-8 McGraw Hill StudySync 2016	Yes	0
<b>Mathematics</b>	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 Glencoe Mathematics 2015 Adoption	Yes	0
<b>Science</b>	Grades K-8 - Amplify Science 2016	Yes	0
<b>History-Social Science</b>	Grades K-8 McGraw Hill IMPACT 2018	Yes	0
<b>Foreign Language</b>	NA		NA
<b>Health</b>	Teen Health Glencoe 2019	Yes	0
<b>Visual and Performing Arts</b>	NA		NA
<b>Science Laboratory Equipment (grades 9-12)</b>	NA		NA

## School Facility Conditions and Planned Improvements

Our school facility was inspected in December 2022 by Jeremy Allen 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 2023.

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 2021. Modernization Plan has been approved by CDE and OSPC and is awaiting state funding.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		Heating and cooling systems are adequate but need to be replaced. Middle school plumbing is functional but needs replacement.
<b>Interior:</b> Interior Surfaces	X			The interior surfaces are all older and showing some age but they have been kept clean and repaired as necessary.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			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.
<b>Electrical</b>	X			Good Shape, New lights installed outside so we can see when it is dark. Safety lights for power outages installed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			The restrooms are in fair shape. Clean, smell good, work well.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			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.
<b>Structural:</b> 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
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The playground had wood chips added over the summer. The grounds look good and the



## School Facility Conditions and Planned Improvements

windows are all good. Fences, Gates and doors are all in working orders.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	39	N/A	39	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	24	N/A	24	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	106	103	97.17	2.83	38.83
<b>Female</b>	45	45	100.00	0.00	53.33
<b>Male</b>	61	58	95.08	4.92	27.59
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	16	16	100.00	0.00	43.75
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	78	76	97.44	2.56	35.53
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	70	68	97.14	2.86	35.29
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	106	104	98.11	1.89	24.04
<b>Female</b>	45	45	100.00	0.00	17.78
<b>Male</b>	61	59	96.72	3.28	28.81
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	16	16	100.00	0.00	31.25
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	78	77	98.72	1.28	23.38
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	70	69	98.57	1.43	21.74
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	21.21	24.24	21.21	24.24	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	35	33	94.29	5.71	24.24
<b>Female</b>	17	17	100	0	29.41
<b>Male</b>	18	16	88.89	11.11	18.75
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	25	23	92	8	26.09
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	23	22	95.65	4.35	18.18
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### 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 area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95%	95%	95%	95%	95%
Grade 7	100%	100%	100%	100%	100%
Grade 9	N/A	N/A	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

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.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	185	179	54	30.2
Female	77	74	21	28.4
Male	108	105	33	31.4
American Indian or Alaska Native	12	11	7	63.6
Asian	6	6	0	0.0
Black or African American	3	3	1	33.3
Filipino	0	0	0	0.0
Hispanic or Latino	29	27	7	25.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	2	2	2	100.0
White	132	129	37	28.7
English Learners	3	3	0	0.0
Foster Youth	4	4	1	25.0
Homeless	14	13	1	7.7
Socioeconomically Disadvantaged	145	140	49	35.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	17	16	6	37.5

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.60	1.60	2.45
Expulsions	1.06	1.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	4.23	3.78	4.23	3.78	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.78	0.00
Female	2.60	0.00
Male	4.63	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.03	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

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.

The Comprehensive School Safety Plan is reviewed and updated annually in January. It can be found posted publicly at [www.montagueschools.net](http://www.montagueschools.net)

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1		
1	21		1	
2	19	1		
3	10	1		
4	19	1		
5	17	1		
6	5	3		
Other	3	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1		
1	19	1		
2	27		1	
3	23		1	
4	17	1		
5	17	1		
6	10	2		
Other	3	1		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	1		
1	16	1		
2	26		1	
3	24		1	
4	19	1		
5	16	1		
6	10	4		
Other	3	1		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.0
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	.5
<b>Psychologist</b>	.1
<b>Social Worker</b>	.1
<b>Speech/Language/Hearing Specialist</b>	.1
<b>Resource Specialist (non-teaching)</b>	.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	1612.97	5124.00	11088.97	51739.00
<b>District</b>	N/A	N/A	11088.97	51739.00
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	0.0
<b>State</b>	N/A	N/A	\$6,594	\$74,053
<b>Percent Difference - School Site and State</b>	N/A	N/A	50.8	-35.5

## 2021-22 Types of Services Funded

We spent an average of \$11,088.97 in 2021-22 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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$41,410	\$46,844
<b>Mid-Range Teacher Salary</b>	\$52,506	\$73,398
<b>Highest Teacher Salary</b>	\$70,099	\$93,345
<b>Average Principal Salary (Elementary)</b>	\$88,504	\$116,457
<b>Average Principal Salary (Middle)</b>	\$88,504	\$122,115
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	\$93,715	\$136,296
<b>Percent of Budget for Teacher Salaries</b>	24%	30%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	4	4