

Montague Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2025-26 School Contact Information

| | |
|--|----------------------------|
| School Name | Montague Elementary School |
| Street | 430 East Prather Street |
| City, State, Zip | Montague, CA 96064 |
| Phone Number | (530) 459-3001 |
| Principal | Casey Geyer |
| Email Address | cgeyer@montague.k12.ca.us |
| School Website | www.montagueschools.net |
| Grade Span | K-8 |
| County-District-School (CDS) Code | 47-70417-0000000 |

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

2025-26 School Description and Mission Statement

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 three. We offer volleyball, cross country, basketball, cheer leading, and track. We have a ski and 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

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 25 |
| Grade 1 | 23 |
| Grade 2 | 16 |
| Grade 3 | 22 |
| Grade 4 | 22 |
| Grade 5 | 22 |
| Grade 6 | 18 |
| Grade 7 | 18 |
| Grade 8 | 12 |
| Total Enrollment | 178 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 55.1 |
| Male | 44.9 |
| American Indian or Alaska Native | 6.2 |
| Asian | 4.5 |
| Black or African American | 1.1 |
| Hispanic or Latino | 14.6 |
| Two or More Races | 5.1 |
| White | 68.5 |
| English Learners | 3.4 |
| Foster Youth | 2.2 |
| Homeless | 4.5 |
| Socioeconomically Disadvantaged | 66.9 |
| Students with Disabilities | 10.7 |

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.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 6.9 | 62.19 | 6.9 | 62.19 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 2 | 17.79 | 2 | 17.79 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.2 | 11.12 | 1.2 | 11.12 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 0 | 0 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 1 | 8.9 | 1 | 8.9 | 15831.9 | 5.67 |
| Total Teaching Positions | 11.2 | 100 | 11.2 | 100 | 279044.8 | 100 |

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.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 3.5 | 58.33 | 3.5 | 58.33 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 2 | 33.33 | 2 | 33.33 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.5 | 8.33 | 0.5 | 8.33 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 0 | 0 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0 | 0 | 0 | 0 | 14303.8 | 5.15 |
| Total Teaching Positions | 6 | 100 | 6 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 4.5 | 56.25 | 4.5 | 56.25 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 1 | 12.5 | 1 | 12.5 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2 | 25 | 2 | 25 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 0 | 0 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0.5 | 6.25 | 0.5 | 6.25 | 13705.8 | 4.91 |
| Total Teaching Positions | 8 | 100 | 8 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 1.00 | 0 | 0 |
| Misassignments | 0.20 | 0.5 | 2 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 1.20 | 0.5 | 2 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0 | 0 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 25 | 50 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 10 |

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

2025-26 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, 2016 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 2025

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|--|
| Reading/Language Arts | Grades K-5 Cengage Reach for Reading 2016 Grades 6-8 McGraw Hill StudySync 2016 | 0 |
| Mathematics | Grades TK-8 - McGraw Hill MyMath 2015 Adoption Grade 6-8 Glencoe Mathematics 2015 Adoption | 0 |
| Science | Grades K-8 - TWIG Science 2020 | 0 |
| History-Social Science | Grades K-8 McGraw Hill IMPACT 2018 | 0 |
| Foreign Language | NA | NA |

| | | |
|---|--------------------------|----|
| Health | Teen Health Glencoe 2019 | 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 December 2025 by Matthew Dustan and Kary Goolsby, 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 2026.

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. A school modernization project to update improve ADA compliance and install new HVAC in the main building classrooms has been completed in 2025.

The district received DSA approval for the construction of a new 3200 square foot TK/Kindergarten building that is scheduled to be constructed and available for instruction by the 2026/27 school year.

Year and month of the most recent FIT report

December 2025

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | HVAC Systems fully replaced through modernization process. Lower wing still does not have running water in classrooms due to collapsed drain line. |
| Interior: Interior Surfaces | X | | | 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 | X | | | We have routine maintenance and custodial schedule to address the building needs. Shasta Valley Pest Control comes monthly. We have gophers in the field but no pests in the classrooms. |
| 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 | | | Two restrooms have been fully remodeled. Two primary restrooms show age, but are functional and clean. |
| Safety: 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. |
| Structural: Structural Damage, Roofs | X | | | The roof has been replaced on the main building and patch work when need on others. Exterior wall on |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|--|--|
| | | | south face was repaired through modernization project. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | The playground had wood chips added over the summer. The grounds look good and the windows are all in good repair. Fences, Gates and doors are all in working order. |

Overall Facility Rate

| 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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 39 | 39 | 39 | 39 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 40 | 35 | 40 | 35 | 35 | 37 |

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 116 | 113 | 97.41 | 2.59 | 38.94 |
| Female | 63 | 62 | 98.41 | 1.59 | 43.55 |
| Male | 53 | 51 | 96.23 | 3.77 | 33.33 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 21 | 21 | 100.00 | 0.00 | 28.57 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |

| | | | | | |
|--|----|----|--------|------|-------|
| White | 74 | 73 | 98.65 | 1.35 | 39.73 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 80 | 78 | 97.50 | 2.50 | 34.62 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 13 | 100.00 | 0.00 | 15.38 |

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|--------------------------------|-----------------------------|------------------------------|----------------------------------|---------------------------------------|
| All Students | 116 | 113 | 97.41 | 2.59 | 35.40 |
| Female | 63 | 62 | 98.41 | 1.59 | 30.65 |
| Male | 53 | 51 | 96.23 | 3.77 | 41.18 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 21 | 21 | 100.00 | 0.00 | 4.76 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 74 | 73 | 98.65 | 1.35 | 45.21 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|--|----|----|--------|------|-------|
| Socioeconomically Disadvantaged | 80 | 78 | 97.50 | 2.50 | 26.92 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 13 | 100.00 | 0.00 | 7.69 |

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| Science (grades 5, 8 and high school) | 15.38 | 41.18 | 15.38 | 41.18 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 34 | 34 | 100.00 | 0.00 | 41.18 |
| Female | 23 | 23 | 100.00 | 0.00 | 39.13 |
| Male | 11 | 11 | 100.00 | 0.00 | 45.45 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 20 | 20 | 100.00 | 0.00 | 50.00 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 20 | 20 | 100.00 | 0.00 | 20.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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 | 100 | 100 | 100 | 100 | 100 |
| Grade 7 | 100 | 100 | 100 | 100 | 100 |
| Grade 9 | -- | -- | -- | -- | -- |

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.

2025-26 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 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.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 203 | 193 | 28 | 14.5 |
| Female | 109 | 104 | 13 | 12.5 |
| Male | 94 | 89 | 15 | 16.9 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | 13 | 13 | 5 | 38.5 |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 34 | 34 | 7 | 20.6 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 135 | 127 | 15 | 11.8 |
| English Learners | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 144 | 136 | 26 | 19.1 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 26 | 24 | 4 | 16.7 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 5.91 | 5.71 | 6.9 | 5.91 | 5.71 | 6.9 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 6.90 | 0.00 |
| Female | 1.83 | 0.00 |
| Male | 12.77 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 15.38 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 2.94 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 6.67 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 6.25 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 11.54 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 14 | 2 | 0 | 0 |
| 1 | 15 | 1 | 0 | 0 |
| 2 | 18 | 1 | 0 | 0 |
| 3 | 22 | 0 | 1 | 0 |
| 4 | 22 | 0 | 1 | 0 |
| 5 | 19 | 1 | 0 | 0 |
| 6 | 16 | 1 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 10 | 4 | 0 | 0 |
| 1 | 15 | 2 | 0 | 0 |
| 2 | 17 | 2 | 0 | 0 |
| 3 | 16 | 2 | 0 | 0 |
| 4 | 18 | 2 | 0 | 0 |
| 5 | 19 | 2 | 0 | 0 |
| 6 | 19 | 2 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 23 | | 1 | |
| 2 | 16 | 1 | | |
| 3 | 22 | | 1 | |
| 4 | 22 | | 1 | |
| 5 | 22 | | 1 | |
| 6 | 18 | 3 | | |

2024-25 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 |

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | .5 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | .25 |
| Psychologist | .1 |
| Social Worker | 0 |
| Nurse | .1 |
| Speech/Language/Hearing Specialist | .1 |
| Resource Specialist (non-teaching) | 0 |
| Other | 0 |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 11973.73 | 3362.18 | 8611.55 | 52917.99 |
| District | N/A | N/A | 8611.55 | 52917.99 |
| Percent Difference - School Site and District | N/A | N/A | 0.00 | 0.00 |
| State | N/A | N/A | 11,146 | 85,291 |
| Percent Difference - School Site and State | N/A | N/A | -22.73% | -37.96 |

Fiscal Year 2024-25 Types of Services Funded

We spent an average of \$11,088.97 in 2025-26 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

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 |
|--|-----------------|--|
| Beginning Teacher Salary | \$46,089.33 | \$55,248 |
| Mid-Range Teacher Salary | \$66,209.34 | \$80,746 |
| Highest Teacher Salary | \$85,254.59 | \$109,655 |
| Average Principal Salary (Elementary) | 91870.78 | \$133,828 |
| Average Principal Salary (Middle) | | \$142,253 |
| Average Principal Salary (High) | | |
| Superintendent Salary | 12000.00 | \$155,954 |
| Percent of Budget for Teacher Salaries | 25.56% | 25.26% |
| Percent of Budget for Administrative Salaries | 3.93% | 6.12% |

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 | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 4 |