Montague Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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/.

2024-25 School Contact Information

School Name	Montague Elementary School
Street	750 Laurie Avenue
City, State, Zip	Santa Clara CA, 95054
Phone Number	(408) 423-1900
Principal	Leanna Goldenberg
Email Address	lgoldenberg@scusd.net
School Website	https://montague.santaclarausd.org/
Grade Span	K-5
County-District-School (CDS) Code	43-69674-6048938

2024-25 District Contact Information

District Name	Santa Clara Unified School District
Phone Number	(408) 423-2000
Superintendent	Gary Waddell, Ed.D.
Email Address	communications@scusd.net
District Website	www.santaclarausd.org

2024-25 School Description and Mission Statement

Montague serves grades preschool through fifth. It opened in 1962 with twelve self-contained classrooms and no cafeteria. In 1968 the campus almost doubled in size with the addition of eleven classrooms. A cafeteria, complete with a stage and kitchen, was built in 1968. Four additional portable buildings were added in 1997 to accommodate the 20:1 ratio in third grade and then another three were added in 2003 to accommodate growth in the area. This brings the total to thirty self-contained classrooms. The entire school site, including underground electrical and plumbing, was modernized in 2004. Our staff includes full-time teachers in grades Preschool, TK, Kindergarten through 5th Grade, teachers in the Specialized Academic Instruction (SAI) / Special Education program, a School Support Teacher on Special Assignment, literacy intervention teachers, speech and

2024-25 School Description and Mission Statement

language pathologist(s), academic resource teacher(s), library and media specialist, school psychologist, PE teacher(s), paraprofessionals including in the SAI program, English Language Support and Assessment Technician (ELSAT), part-time Wellness Coordinator, part-time counseling associates, secretary, attendance clerk, custodian team members, part-time school nurse, and part-time health assistant, YMCA after school program, and district SPED support staff.

At Montage Elementary School, our dedicated staff is deeply committed to employing a collaborative approach in our planning processes. Our primary focus remains on enhancing the reading and mathematics programs offered at every grade level, with a continued dedication to ensuring the success of our English Language Learners. Our staff regularly convenes in various groups, including our Site Learning Team (SLT), curricular teams, grade-level teams, and cross-grade-level groups, to assess student performance and analyze data, which serves as the foundation for our strategic planning. Through this ongoing collaborative effort, we've developed and tested numerous teaching and assessment strategies. Our staff is resolute in sharing their expertise and embracing new ideas and strategies collectively. We've set aside dedicated time for peer observation and collaboration to foster a culture of continuous improvement. Our team is committed to the well-being and academic progress of students who may be deemed "at risk." We provide ongoing collaborative interventions throughout the school, with a focus on implementing Multi-Tiered Systems of Support (MTSS) and utilizing Positive Behavior Intervention Systems (PBIS) to address behavior, and Professional Learning Communities (PLC) to work toward our academic goals. We are also dedicated to improving attendance and punctuality, promoting homework responsibility, and nurturing the social and emotional well-being of our students.

Montague's Current Mission Statement:
At Montague, through a lens of equity, we educate the whole child in an inclusive, nurturing environment that fosters confidence and independence.

Priority Objectives:
We will collaborate to ensure students receive intentional, research-based instruction, and relevant learning opportunities that promote critical thinking skills and inquiry.
We will expand engagement with our local stakeholders to ensure high levels of success for all through an inclusive and supportive culture.
We will collaborate to create and implement research based multi-tiered systems of support to ensure academic achievement, social emotional growth, and behavior expectations for all students.
We will use observational, formative, and summative assessment data to inform equitable educational practices and ensure all students demonstrate understanding of their social, behavioral, and academic goals.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	48
Grade 2	43
Grade 3	33
Grade 4	37
Grade 5	47
Total Enrollment	288

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.4
Male	56.6
American Indian or Alaska Native	0.3
Asian	24
Black or African American	2.1
Filipino	13.9
Hispanic or Latino	38.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.3
White	13.5
English Learners	36.8
Foster Youth	0.7
Homeless	0.7
Migrant	0.3
Socioeconomically Disadvantaged	39.2
Students with Disabilities	13.2

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.20	91.01	660.20	87.60	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.70	0.23	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	14.20	1.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	20.70	2.75	12115.80	4.41
Unknown/Incomplete/NA	2.00	8.99	56.70	7.52	18854.30	6.86
Total Teaching Positions	22.20	100.00	753.60	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.20	95.29	690.20	89.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.10	0.15	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.00	1.30	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	20.20	2.63	11953.10	4.28
Unknown/Incomplete/NA	1.00	4.71	48.90	6.36	15831.90	5.67
Total Teaching Positions	21.20	100.00	770.60	100.00	279044.80	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.

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)	15.00	88.24	665.60	89.12	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.80	0.65	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.88	28.30	3.80	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	2.19	11746.90	4.23
Unknown/Incomplete/NA	1.00	5.88	31.60	4.24	14303.80	5.15
Total Teaching Positions	17.00	100.00	746.90	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	6.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	5.5

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and materials were reviewed and adopted by the Board of Trustees in 2023 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the district website at: www.santaclarausd.org/InstructionalResources.

Year and month in which the data were collected	January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0

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

School Facility Conditions and Planned Improvements

General

Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Maintenance and Repair

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

Cleaning Process and Schedule

The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at www.santaclarausd.org/BoardPolicies. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance

SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Modernization Projects

SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds construction of three new schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of three new schools, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: www.santaclarausd.org/bond

Most Recent Inspection

August 2024 Inspectors Comments: Doors throughout not closing properly due to air pressure.

Age of School Buildings

Montague houses grades preschool through fifth. It opened in 1962 with twelve self-contained classrooms and no cafeteria. In 1967, the campus almost doubled in size with the addition of eleven classrooms. A cafeteria, complete with a stage and kitchen, was built in 1961. Four additional portable buildings were added in 1997 to accommodate the 20:1 ratio in kindergarten through third grade at that time, and then another three more were added in 2003 to accommodate growth in the area. This brings the total to 30 self-contained classrooms. The entire school site, including underground electrical and plumbing, was modernized a few years ago. Within the self-contained classrooms, Montague houses, a State Preschool, a District Community Preschool, a Transitional Kindergarten class, (1) K/1 Mod./Sev. SAI class, (1) 2/3 Mod./Sev. SAI class, (1) 4/5 Mod./Sev. SAI class, 1 Extended Day Program, 2 computer labs, 1 speech and language classroom, and 1 resource specialist classroom.

Year and month of the most recent FIT report	August 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Interior: Interior Surfaces	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Electrical	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Safety: Fire Safety, Hazardous Materials	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Structural: Structural Damage, Roofs	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	44	48	59	58	46	47
Mathematics (grades 3-8 and 11)	37	42	47	47	34	35

2023-24 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	117	116	99.15	0.85	48.28
Female	49	48	97.96	2.04	47.92
Male	68	68	100.00	0.00	48.53
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	76.19
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	28.57
Hispanic or Latino	48	48	100.00	0.00	35.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	71.43
English Learners	34	33	97.06	2.94	24.24
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	56	98.25	1.75	32.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	18	100.00	0.00	22.22

2023-24 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	117	117	100.00	0.00	41.88
Female	49	49	100.00	0.00	42.86
Male	68	68	100.00	0.00	41.18
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	76.19
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	47.62
Hispanic or Latino	48	48	100.00	0.00	20.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	46.67
English Learners	34	34	100.00	0.00	26.47
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	57	100.00	0.00	31.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	18	100.00	0.00	16.67

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	28.21	48.65	42.09	41.60	30.29	30.73

2023-24 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
All Students	42	42	100.00	0.00	50.00
Female	15	15	100.00	0.00	53.33
Male	27	27	100.00	0.00	48.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	43.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	38.46
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100.00	0.00	35.00
Students Receiving Migrant Education Services	--	--	--	--	--
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.

2023-24 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.   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	84.1	36.4	47.7	34.1	40.9

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.

2024-25 Opportunities for Parental Involvement

Parents are the child's first teachers. We know that a child who is well supported by his/her caretakers and the school will be the most successful as a learner. We will employ as many strategies as we can to develop partnerships with parents and other community members or agencies. Parents are invited to join the school PTA, School Site Council, ELAC, and DLAC. Parents are encouraged to become Montague Volunteers and help in the children's classrooms and with school activities. Other school-wide events that are well attended by families include Back to School Night, Open House, Trunk or Treat, Music Performances, Spring Festival, Morning Meeting Whole School Assemblies, Coffee with the Principal and Master Planning events, Holiday events: such as our Halloween Parade and Penguin Patch shop, Movie Nights, and multiple fundraisers. PTA is sponsoring a number of other activities this year which can be found on our website.

Anyone interested in becoming more involved is encouraged to contact our school office at (408) 423-1900 or ptamontague22@gmail.com.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	328	322	72	22.4
Female	144	142	24	16.9
Male	184	180	48	26.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	84	83	19	22.9
Black or African American	--	--	--	--
Filipino	44	44	12	27.3
Hispanic or Latino	127	123	27	22.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	21	2	9.5
White	43	42	11	26.2
English Learners	127	122	22	18.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	142	139	39	28.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	51	50	16	32.0

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

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.59	0.31	2.13	2.57	2.78	2.45	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.01	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.13	0.00
Female	0.00	0.00
Male	3.80	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.19	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.15	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.33	0.00
English Learners	0.79	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.92	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.

2024-25 School Safety Plan

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents,

2024-25 School Safety Plan

community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2024.

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.

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	12	6		
1	16	2		
2	18	2		
3	14	3		
4	30	1		1
5	18	3		
Other	8	3		

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	16	4		
1	20	2		
2	15	2		
3	16	2		
4	23		2	
5	19	2		
Other	8	3		

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	20	2		
1	22		2	
2	21	1	1	
3	19	1		
4	25		1	
5	21		2	
Other	10	4		

2023-24 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

2023-24 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	20218	1611	18607	136610
District	N/A	N/A	14838	$138,166
Percent Difference - School Site and District	N/A	N/A	22.5	-1.1
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	53.3	33.2

Fiscal Year 2023-24 Types of Services Funded

Montague Elementary School utilizes funds to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education, and reach minimum proficiency on the state content standards and assessments.

- Federal and State Targeted Funds are used to help educationally disadvantaged students, English Learners, Migrant students, and Foster Youth succeed in the regular education program. These funds support specialized staff (including EL and site TOSAs), additional counseling services, and professional development for teachers to ensure English Learners develop strong language skills and succeed academically. Resources also provide materials for English Learners, students with disabilities, and before/after school programs like SOAR to offer extra support to help all students reach their full potential. Funds vary from year to year and are prioritized based on student needs and program effectiveness.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$89,152	$59,551
Mid-Range Teacher Salary	$134,768	$93,855
Highest Teacher Salary	$159,773	$120,219
Average Principal Salary (Elementary)	$195,996	$151,525
Average Principal Salary (Middle)	$212,937	$158,215
Average Principal Salary (High)	$224,689	$171,087
Superintendent Salary	$325,000	$300,043
Percent of Budget for Teacher Salaries	33.67	31
Percent of Budget for Administrative Salaries	5.55	4.91

Professional Development

Staff development activities and expenditures are tied to district and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's Single Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

In addition to the number of school days dedicated to districtwide professional development, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	5