

Montague Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Montague Elementary School
Street	750 Laurie Avenue
City, State, Zip	Santa Clara CA, 95054
Phone Number	(408) 423-1900
Principal	Ramis Ahrary
Email Address	rahrary@scusd.net
Website	www.montague.schoolloop.com
County-District-School (CDS) Code	43-69674-6048938

Entity	Contact Information
District Name	Santa Clara Unified School District
Phone Number	(408) 423-2000
Superintendent	Stella M. Kemp, Ed.D.
Email Address	communications@scusd.net
Website	www.santaclarausd.org

School Description and Mission Statement (School Year 2019-20)

Montague Elementary is located in north Santa Clara in the heart of Silicon Valley's Golden Triangle. The east side of the schools attendance area is adjacent to north San Jose. Approximately 90% of the dwellings are single-family homes built in the 1960s. The remainder are apartments and some newly constructed condominiums.

The median income of families feeding into the school ranges from homeless to middle class. There is a large percentage of single parent families, working mothers, two working parents, and extended families living together. The majority of parents work in skilled and semi-skilled professions. To meet the needs of these working families, Montague offers an after school extended day program serving students after school in Kindergarten through 5th grade and through Prop 49 the YMCA serving students in grades 1 -5 from 2:31-6:00 PM daily.

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. Within the self-contained classrooms, Montague houses a state preschool, a community preschool comprised of 1 full cost full day and 1 full cost 1/2 day preschool, (1) K/1 SDC class, (1) 2/3 SDC class, (1) 4/5 SDC class, 1 Extended Day Program, 2 computer labs, 1 English Language Development/Reading Improvement Classroom, 1 Speech and Language classroom, and 1 Resource Specialist classroom.

One of the characteristics of Montague is its diverse population. Our school has for many years experienced what many of California's schools are now experiencing: the challenge of educating linguistically and culturally diverse students. We consider this a strength, as our students have enjoyed a living microcosm of positive intercultural relationships. Of the approximately 380 TK-5th grade students, the annual language survey shows that more than 40% of our students speak a language other than English at home. Having a student population that collectively speaks 17 different languages shapes our instructional program. The two dominant languages spoken by our children are Tagalog and Spanish. Also, we have witnessed an increase in the number of students who speak Korean and Chinese. To meet the needs of our diverse student population, Montague School uses a variety of instructional methods. Two computer labs, classroom computers and tablets, and a library media center further enhance the delivery of instruction. A school-wide structure for language vocabulary instruction is implemented and adhered to as much as possible. Translators provide additional services at parent/teacher conferences, parent workshops and school meetings, and most school communications are translated into Spanish.

The staff provided through district funding include: one full-time principal, fifteen classroom teachers, three self-contained Special Day Class teachers, seven paraprofessional special education assistants, one RIS Reading Specialist 50%, one English Language Development Specialist Teacher 50%, one full time Resource Specialist teacher, one Resource Specialist paraprofessional, one 50% psychologist, one 100% Speech/Language Development Specialist, one Physical Education specialist, one 50% library/media specialist, one 10% nurse, one full-time secretary, one part-time office assistant who also serves as the school's English Language Assessment Technician, one 20% health aide, two custodians, and four noon duty aides. The library and resource/media center houses materials and equipment used to help coordinate the learning goals and objectives for the comprehensive school program, including the regular program, the Title 1 School-wide Program, the English Language Development Program, and the Resource Specialist program. Materials include those purchased with District, Title 1 and State Compensatory Education Funds.

In addition to the wide variety of materials, Montague's success is also defined by cooperatively planned program improvement and staff development. The staff has two leadership teams that guide all of the staff, students, and community. One, the Guiding Coalition, leads the staff in collaboration and assuring that all students learn at high levels. The other leadership team guides all the students to be responsible, respectful, and safe and follow the positive behavior support program at our school.

The staff is committed to using the collaborative process for planning. Montague will continue to focus on improving the reading and mathematics program offered at all grade levels. Staff meet regularly in curricular groups, grade level teams, and cross grade level groups to assess student work and analyze data to plan accordingly. Many teaching and assessment strategies were developed and piloted as a result of this ongoing, collaborative effort. The staff is committed to sharing its own expertise in all these areas, and to learning new ideas and strategies together. Release time is scheduled for peer observation and collaboration.

Finally, our staff has pledged commitment to our students who are judged to be "at risk." Ongoing collaborative interventions are provided throughout the school. An Extended Day program (SOAR) for selected Title 1 students in some grades is also provided. We also continue to focus on attendance and tardies, homework responsibility, and social and emotional well-being. When held accountable, all those factors will most likely benefit one's academic success. Currently, the staff is working on revising its Mission and at the same time determining its Vision, collaborative responsibility, and collective commitments.

Montague's Current Mission Statement:

"The Montague staff and community develops lifelong learners who reach their fullest potential academically and socially."

Montague's Current Vision Statements:

A Place to Learn and Grow: Each child will be valued for what he/she brings to our school community. Each student, teacher, and staff member will contribute to a school environment emphasizing a sense of belonging and high expectations for learning and behavior. Children will be assured that their learning will be supported. Our school will be a safe and respectful place for children's personal well-being, ideas, and feelings.

The Ways We Teach and Learn:

Our instructional strategies and learning goals will be guided by state/district standards and systematic and varied assessments with clear high expectations of achievement for all. We will employ a variety of instructional strategies and tools to develop skills and to instill enthusiasm for learning.

What We Teach:

We will provide a rich curriculum through which students can explore their diverse talents and interests. We believe that teaching literacy and mathematics are the primary purpose of our school. We are dedicated to developing fully literate and mathematically strong students: strong readers, listeners, writers, speakers, problem solvers, and critical thinkers. All children will be challenged to meet and surpass rigorous grade level standards and beyond.

The Ways We Work:

We will create a stimulating, supportive and respectful work environment where life-long learning is valued and opportunities for professional development are provided. We believe that communication systems and collaboration among professional staff result in more effective and efficient instructional practices.

Foundations for Learning:

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 and agencies.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	126
Grade 1	68
Grade 2	65
Grade 3	59
Grade 4	59
Grade 5	49
Total Enrollment	426

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.7
Asian	29.8
Filipino	15.5
Hispanic or Latino	28.6
Native Hawaiian or Pacific Islander	1.6
White	14.8
Two or More Races	5.2
Socioeconomically Disadvantaged	38.7
English Learners	41.1
Students with Disabilities	15.3
Homeless	1.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	26	28	942
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

All textbooks and materials were adopted by the board of trustees in 2019 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: <http://www.santaclarausd.org/InstructionalResources>.

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: June 2019	Yes	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: June 2019	Yes	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: June 2019	Yes	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: June 2019	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: June 2019	Yes	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: June 2019	Yes	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: June 2019	Yes	0
Science Laboratory Equipment (grades 9-12)	www.santaclarausd.org/InstructionalResources Board adopted: June 2019	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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 thirty 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
Interior: Interior Surfaces	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
Electrical: Electrical	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
Safety: Fire Safety, Hazardous Materials	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
Structural: Structural Damage, Roofs	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	47	42	58	62	50	50
Mathematics (grades 3-8 and 11)	41	36	51	52	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	148	142	95.95	4.05	41.55
Male	80	77	96.25	3.75	40.26
Female	68	65	95.59	4.41	43.08
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	23	22	95.65	4.35	68.18
Filipino	38	37	97.37	2.63	51.35
Hispanic or Latino	53	49	92.45	7.55	18.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	21	21	100.00	0.00	47.62
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	85	82	96.47	3.53	26.83
English Learners	60	55	91.67	8.33	30.91
Students with Disabilities	28	28	100.00	0.00	3.57
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	148	147	99.32	0.68	36.05
Male	80	79	98.75	1.25	39.24
Female	68	68	100.00	0.00	32.35

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	23	22	95.65	4.35	63.64
Filipino	38	38	100.00	0.00	44.74
Hispanic or Latino	53	53	100.00	0.00	15.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	21	21	100.00	0.00	42.86
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	85	85	100.00	0.00	18.82
English Learners	60	60	100.00	0.00	23.33
Students with Disabilities	28	28	100.00	0.00	3.57
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.3	20.4	18.4

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 can be a part of the school PTA, School Site Council and ELAC. Parents are encouraged to become a Montague Volunteer 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, the annual Walk-a-thon, Winter Performance, Spring Concert, Montague Market, Family Math Night, Family Literacy Night, Science Fair Night, Family Bingo Fun, and Movie Nights. Parent Education workshops are held on topics such as Positive Parenting, Project Cornerstone, and Supporting Academics and Homework to develop the importance of connecting children with adults. In addition, Montague School supports a weekly E.S.L. class with childcare so parents can have the opportunity to learn English, and will be developing an evening homework center to help parents in understanding how to work with their children at home. Also, to support the diversity of Montague, PTA will be sponsoring a multi-cultural event for families to share and celebrate their culture and heritage.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	4.1	2.9	3.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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, 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 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	15	5	3		15	5	3		17	4	3	
1	21		3		22		3		21		3	
2	18	1	2		19	3			21	1	2	
3	21	1	2		21	1	2		21	1	2	
4	20	2			23		2		27		2	
5	22		2		15	3			23		2	
Other**	11	1							10	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5
Other	1.7

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,223	\$3,531	\$7692	103371
District	N/A	N/A	8271	\$106,910.00
Percent Difference - School Site and District	N/A	N/A	-7.3	-3.4
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	2.4	23.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Montague Elementary School is a Title 1 School and utilizes Title I funds to support all students being successful in reading, math, and writing. The school hires a 50% reading intervention teacher who works with students in grades K-3 in reading. She utilizes both a program to teach comprehension and vocabulary, as well as a strong phonic foundation program. The School also started utilizing both the SIPPS program in K-3 classrooms to increase phonics skills and the Fry's High Frequency Words in grades K-5 to increase rapid word recognition of sight words. This school year, the school added a 50% teacher who specifically works with English Language Learners to help them attain reading and writing skills in English.

Students work in the computer labs 3-5 days a week on reading, writing and math as well. Students have access to RAZ Kids, Compass Learning, and ALEKS to enhance their academic skills. Some classrooms also have computers so that small groups can work on the computer as teachers work with small groups in reading and/or math. Students in grades 2-5 also were provided with 6 Tablets in their classrooms to also give small group support in needed academic areas.

Many students participate in SOAR after school in reading or math. Supplemental Educational Services will provide specialized tutorial services after school in the spring as Montague is a Title I School in Program Improvement.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$70,595	\$51,374
Mid-Range Teacher Salary	\$106,719	\$80,151
Highest Teacher Salary	\$126,520	\$100,143
Average Principal Salary (Elementary)	\$158,678	\$126,896
Average Principal Salary (Middle)	\$176,810	\$133,668
Average Principal Salary (High)	\$176,224	\$143,746
Superintendent Salary	\$294,073	\$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	4

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 School 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.

There are four days dedicated to professional development in the 2019-2020 school year. There were five days of professional development in the 2018-2019 school year, eight days of professional development in the 2017-2018 school year, and eight days of professional development in the 2016-2017 school year. In addition, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.