

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year) Input Sections

Input Section 1: SARC Input Sections Overview	
SARC Overview	
SARC Publishing Deadline	The SARC publishing deadline is 2/1/26.
SARC Input Form Sections	<p>Use the SARC Input Sections to update SARC information that is not populated by DTS.</p> <p>The information you enter in the SARC Input Sections will automatically update the full SARC.</p> <p>Where available, the section header is linked to detailed guidance from CDE.</p> <p>A full version of CDE's Data Elements Document can be downloaded by clicking here. CDE's Data Elements Document was updated in September of 2024. We will update this section when the 2025 SARC Data Elements are released.</p>
SARC PDF from DTS	<p>Once your updates are complete, please notify your district's SARC Coordinator (or DTS if you are a Single School District). DTS will provide a PDF export of the SARC with data and initiate translations (if applicable). Additionally, Coordinators can now download all SARCs at once through the Coordinator Menu. Please see instructions below:</p> <p>Downloading the SARCs for all sites:</p> <ol style="list-style-type: none"> 1. Log into DTS. 2. Select the District account. 3. Click the "View Documents (All Locations)" link on the right side of the Coordinator Menu. 4. Press the "Export Documents" button on the left side of the screen. 5. Follow the prompts to complete the export request.
SARC Data from CDE	<p>SARC data is typically released by CDE in December. DTS populates the data to your SARC as soon as it becomes available. DTS will email as soon as data is released and imported to your SARC.</p> <p>Please refer to the "SARC Data Updated by LEA" and "CDE SARC Data Populated by DTS" areas of this section for clarification on how data is populated to your SARC.</p>
SARC Submission to CDE	<p>SARC Coordinators are required to register using MyCDEConnect. You will want to register as a SARC Coordinator. Once registered, your Main Authorizer (Superintendent) will need to approve your account. Once approved, you can follow the directions below to submit your SARC URL.</p> <ul style="list-style-type: none"> - Access the school accounts main "School Accountability Report Card (SARC)" page. - Click the chain button for "External link to SARC" directly under the school's name within the blue box - Enter the full SARC URL, which will be the webpage that hosts your SARC documents on your district website.

DTS SARC Support

Update Data for Multiple Sites	You can update data for multiple schools by clicking " Update Data - All Locations " in your Coordinator Menu (Coordinators only).
FIT Results	<p>DTS will import FIT Results for one or all schools on your behalf. You may send your completed CDE MS Excel FIT report to DTS by clicking here. Only the MS Excel version of the CDE FIT Tool can be imported to DTS. Please ensure that the FIT Tool sheet names have not been removed, renamed or otherwise altered.</p> <p>When downloading, please note that you may need to "Keep" the file based on your browser settings.</p>
PFT Results	<p>LEAs are required to populate their own Physical Fitness Test Participation Percentages. We've created an import request spreadsheet to make it easy for you to provide the data to DTS. You can download the spreadsheet by clicking here. Please provide one spreadsheet for all schools. You may send your results to DTS by clicking here.</p> <p>When downloading, please note that you may need to "Keep" the file based on your browser settings.</p>
DTS SARC Support	Please feel free to contact the DTS Support Team by clicking here .

SARC Data

SARC Data Updated by LEA	<ul style="list-style-type: none">• SARC Input Sections Overview• School Information• District Information• School Overview• Opportunities for Parental Involvement• School Safety Plan• School Facility Conditions and Planned Improvement• Textbooks• Expenditures per Pupil• Types of Services Funded• California Physical Fitness Test Participation• Professional Development• CTE (Grades 9-12 Only)
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CDE SARC Data Populated by DTS

- Student Enrollment by Grade Level
- Student Enrollment by Student Group
- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Percentage of Students Meeting or Exceeding the State Standard on CAASPP
- CAASPP Test Results in ELA by Student Group
- CAASPP Test Results in Math by Student Group
- CAASPP Test Results in Science for All Students
- CAASPP Test Results in Science by Student Group
- Career Technical Education Programs
- Course Enrollment/Completion
- Graduation Rate
- Dropout Rate
- Graduation Rate by Student Group
- Chronic Absenteeism by Student Group
- Suspensions and Expulsions
- Suspensions and Expulsions by Student Group
- Elementary Average Class Size and Class Size Distribution
- Secondary Average Class Size and Class Size Distribution
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses



School Name	Monument Peak School
Street	149123 New North Road
City, State, Zip	Big River, CA 92242
Phone Number	7603866987
Principal	Shannon Keller
Email Address	shannon_keller@needlesusd.net
School Website	https://www.needlesusd.org/o/mps
County-District-School (CDS) Code	3667801-0141705

Input Section 3: 2025-26 District Contact Information

These fields should be reviewed and updated by the LEA/School. Provide current contact information.

District Name	Needles Unified School District
Phone Number	760-326-2167
Superintendent	Dr. Garry Cameron
Email Address	garry_cameron@needlesusd.net
District Website Address	www.needlesusd.org

Input Section 4: 2025-26 School Overview

Use this space to provide information about the school, its program, and its goals.

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

At Monument Peak School, we strive to provide the best possible education for all students. We are committed to creating a safe and positive learning environment where staff and students promote and model safe, responsible, and respectful behavior through positive behavioral supports.

In line with the California State Standards, we are striving to get students involved in all aspects of our school climate. Teachers are looking forward to continuing professional development related to the California Priority Standards and are working in their Professional Development Communities to create innovative activities that are rigorous and thought provoking. Monument Peak's paraprofessionals have received training on our Intervention Program that will enhance our reading and build foundational skills for many of our students. We celebrate semesterly with awards that recognize student achievement and hard work. Our students are encouraged to reach their full potential in an environment that promotes strong character and high academic achievement.

The mission of the Needles Unified School District is to provide a free and appropriate education enabling all students to be successfully prepared to be productive members of society. Our core values reflect that "All Students Will Learn" and "Education First".

Input Section 5: 2025-26 Opportunities for Parental Involvement

Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

Parents are encouraged to be an integral part of Monument Peak's educational program. We work diligently to increase the bonds of connectedness between the school and our community. The site addresses all areas of parent involvement through their Single Plan for Student Achievement, social media and the active School Site Council. The district has streamlined the volunteer process which has significantly increased our parent volunteers. For more information on how to become involved, contact MPS office.

Input Section 6: 2025-26 School Safety Plan

This section should include information about the school's Comprehensive School Safety Plan (CSSP), including the dates on which the safety plan was last annually reviewed, updated, board approved and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field).

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Education Code Sections 35291 and 35291.5. A copy of the Single Plan for Student Achievement is available for inspection by the public at each school. Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events. Routine student safety is provided through the assignment of teachers and paid supervisors for supervision duty during all recess and lunch periods as well as before and after school. All visitors and volunteers are required to sign-in at the office, state their business at the school, and show identification. They are then provided with a name tag to wear while on school grounds. Volunteers are screened and verified by the district office. A safe, secure teaching and learning environment is of the highest priority to the Monument Peak School administration. The School Safety Plan was last reviewed, updated, and discussed with the school faculty and school site council in September 2025.

Input Section 7: School Facility Conditions and Planned Improvements

This field should be reviewed and updated by the LEA/School. Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]. Please keep the narrative content to 2-3 paragraphs.

The most recent facilities inspection of Monument Peak School using the FIT (Facility Inspection Tool) took place on September 2024. There were no deficiencies or extreme deficiency findings for Monument Peak which finally opened in August 2022, after sitting dormant for about 15 years. Monument Peak had an overall rating of Good. There are 11 classrooms, a library, science lab, speech and special educational room, that all exit outdoors. The main playground consists of blacktop, concrete basketball courts, and there is a separate play structure for younger students. All students use the same cafeteria or multipurpose room. All site facilities provide adequate space for students and staff. Since the last fit inspection, there are no other planned or recently completed facility improvements. District and school administration place a high priority on student and staff safety. Monthly inspections and ongoing maintenance ensure school facilities are kept safe, in good working condition, and clean. Fire drills and drop and cover drills are conducted monthly, under the supervision of administration and the Needles Unified Maintenance and Operations Department. Monument Peak School has a current disaster preparedness safety plan that is reviewed, updated, and approved annually by the School Site Council and the Needles Unified School District Board of Trustees. School wide procedures are in place for the supervision of students on the playground, hallways, cafeteria, and bathrooms to ensure student safety before school, during nutrition break and lunch, and after school. Monument Peak School is a closed campus. All visitors during school hours must check in at the school office and wear a school issued an ID badge while on campus. The Needles Unified School District Board of Trustees has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the District Office. School administration works daily with district staff to develop cleaning schedules to ensure a clean and safe school. Classrooms, office areas, cafeteria, restrooms, and playground areas are cleaned and maintained on a regular basis. Student restrooms are spot checked throughout the day and for cleanliness, and adequate soap and supplies. The Needles Unified School District uses a digital work order, operations management software system, FMX, to ensure efficient service and that emergencies are addressed quickly, efficiently, and with as little interruption to the learning environment as possible.

Year and month of the most recent FIT report

September 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

These fields should be reviewed and updated by the LEA/School. Please make sure they match your most recent facilities inspection ratings.

Exemplary	Good	Fair	Poor
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Input Section 8: 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

Note:

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science).

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

The Needles Unified School District held a public hearing on November 2024 and determined that each school within the district had sufficient and good quality textbooks, instructional materials including laptop computers, and science lab equipment, pursuant to the settlement of Williams vs. the State of California. In addition, the district ensured sufficiency of visual and performing arts materials for the 2024-2025 school year. All students, including English learners, have access to their own textbooks, devices, and instructional materials to use in class and at home. Supplemental materials that support students with special needs are also provided using categorical funds, lottery funds, and grants. When State textbook funds do not meet our needs, general fund dollars are allocated by our governing board to ensure our textbook needs are met. Needles Unified School District continues to issue laptop computers to all students and internet hot spots to those students without reliable internet access. The rollout of computers in conjunction with existing adopted instructional materials, identified weaknesses within the programs. This lead the District to identify and evaluate curriculum programs to better meet the needs of students. In the summer of 2020, the district evaluated Pearson Connexus online textbook program and found that it met the needs of the district, which MPS continues to use for instruction in Social Studies. For the 2024-2025, Needles Unified School Board readopted Houghton Mifflin Harcourt ELA Journeys for grades TK-5, My Perspectives for grades 6-8, and Pearson enVision Math 2.0 for grades TK-5, CPM math for grades 6-8 and began the implementation of Savvas Learning Company History-Social Science with StemScopes as the adapted Science for grades TK-8. The State Department of Education establishes textbook adoption cycles that address changes in curriculum as reflected by State Standards and Frameworks. District committees review State-approved and adopted materials. Textbooks, recommended by the committee, are made available for public comment prior to District adoption.

Year and month in which the data were collected	September 2025
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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	Houghton Mifflin Harcourt Journeys TK-5th/My Perspectives 6th-8th	0
Mathematics	Pearson enVision TK-5th/CPM 6th-8th	0
Science	Stem Scopes (2022)	0
History-Social Science	Savvas Learning Company (2019)	0

Foreign Language		
Health		
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)		

Input Section 9: 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

NOTE: The most recent data available from CDE is two years old; the 2023-24 year reference is correct. For comparison purposes, data for the same fiscal year is requested from the school.

These fields will be populated by DTS with data provided by CDE as it becomes available:

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

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				
District	N/A	N/A		\$96,795
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A		

Input Section 10: 2024-25 Types of Services Funded

This field should be reviewed and updated by the LEA/School. Use this space to provide specific information about the types of programs and services available at the school that support and assist students. Please keep the narrative content to 2-3 paragraphs.

Programs available to support and assist students are Title I Part A, Title II Part A (Supporting Effective Instruction), Title IV Part A (Student and School Support), Title V Part B Subpart 2 (Rural and Low Income), Class Size Reduction K-3, Special Education, and Home-to-School Transportation. Title I funds are used to supplement the regular educational program. Monument Peak School is a Schoolwide Title I school. Title I funds are dispersed through the SPSA. Title II funds are directed toward staff development and training. Class Size Reduction K-3 funds support smaller class sizes for students in Transitional Kinder through grade 3. Special Education funding supports the educational program for students with an IEP. Transportation supports busing for students from Transitional Kindergarten through 8th grade.

Input Section 11: 2024-25 California Physical Fitness Test Percentage of Students Participating

This field should be reviewed and updated by the LEA/School.

Only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) should 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.

You may send your PFT Participation Percentages to DTS using the spreadsheet provided by [clicking here](#). You may send your results to DTS by [clicking here](#).

For multiple school updates, DTS Coordinators may update data for all schools using the “[Update Data – All Locations](#)” link in the Coordinator Menu. You can review an overview of the link by clicking here.

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

Input Section 12: Professional Development

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

Professional Development is an integral aspect of the District's plan for the ongoing growth of all District employees. The purpose of professional development is to create schools in which all students and staff members are learners who continually improve their performance. In addition, school sites have ongoing staff development at their respective schools. The District has provided weekly Early Release Days on Wednesdays with instructional time still exceeding or meeting the State requirements. The focus during early release days is professional development on California State Standards and effective instructional strategies as well as teacher collaboration with their colleagues and administration to develop best practices being used within their school site.

Administration, staff and consultants work together to provide these professional development sessions. Principals are engaged in the study of research-based practices which increase student learning. Professional development is a part of every principal's meeting. Additional collaboration time was encouraged for all grade levels following the school year to develop a yearly Scope and Sequence and standards based report cards for the next school year. We successfully support beginning teachers in their first and second year of teaching with research-based coaching programs. Each beginning teacher receives expert help from an experienced Support Provider.

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	45	45	45

Input Section 13: Career Technical Education Programs (Grades 9-12 Only)

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

2024-25 Career Technical Education Programs

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

To complete this section, provide:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

THE REMAINING SECTIONS ARE PROVIDED FOR REVIEW AND INCLUDE THE UPDATES FROM YOUR INPUT SECTIONS

Monument Peak 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/fq/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	Monument Peak School
Street	149123 New North Road
City, State, Zip	Big River, CA 92242
Phone Number	7603866987
Principal	Shannon Keller
Email Address	shannon_keller@needlesusd.net
School Website	https://www.needlesusd.org/o/mps
Grade Span	TK-8
County-District-School (CDS) Code	3667801-0141705

2025-26 District Contact Information

District Name	Needles Unified School District
Phone Number	760-326-2167
Superintendent	Dr. Garry Cameron
Email Address	garry_cameron@needlesusd.net
District Website	www.needlesusd.org

2025-26 School Description and Mission Statement

At Monument Peak School, we strive to provide the best possible education for all students. We are committed to creating a safe and positive learning environment where staff and students promote and model safe, responsible, and respectful behavior through positive behavioral supports.

In line with the California State Standards, we are striving to get students involved in all aspects of our school climate.

2025-26 School Description and Mission Statement

Teachers are looking forward to continuing professional development related to the California Priority Standards and are working in their Professional Development Communities to create innovative activities that are rigorous and thought provoking. Monument Peak's paraprofessionals have received training on our Intervention Program that will enhance our reading and build foundational skills for many of our students. We celebrate semesterly with awards that recognize student achievement and hard work. Our students are encouraged to reach their full potential in an environment that promotes strong character and high academic achievement.

The mission of the Needles Unified School District is to provide a free and appropriate education enabling all students to be successfully prepared to be productive members of society. Our core values reflect that "All Students Will Learn" and "Education First".

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	10
Kindergarten	12
Grade 1	6
Grade 2	7
Grade 3	6
Grade 4	7
Grade 5	7
Grade 6	7
Grade 7	10
Grade 8	9
Total Enrollment	79

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4
Male	48.6
American Indian or Alaska Native	8.6
Black or African American	4.3
Filipino	2.9
Hispanic or Latino	27.1
Two or More Races	2.9
White	54.3
Homeless	15.7
Socioeconomically Disadvantaged	92.9
Students with Disabilities	11.4

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.

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)			40.6	81.28	234405.2	84
Intern Credential Holders Properly Assigned			0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			3.4	6.82	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			4.8	9.72	11953.1	4.28
Unknown/Incomplete/NA			1	2.12	15831.9	5.67
Total Teaching Positions			50	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)	2.5	57.69	39.8	76.05	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	19.68	2.9	5.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	22.62	6.2	12	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.2	6.21	14303.8	5.15
Total Teaching Positions	4.4	100	52.3	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)	3.2	78.73	40.9	78.69	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	5.62	0.5	1.08	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.1	17.54	12112.8	4.34
Unknown/Incomplete/NA	0.6	15.65	1.3	2.65	13705.8	4.91
Total Teaching Positions	4	100	52	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		0	0
Misassignments		0.8	0.2
Vacant Positions		0	0
Total Teachers Without Credentials and Misassignments		0.8	0.2

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	0
Local Assignment Options		1	0
Total Out-of-Field Teachers		1	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)			
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

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

The Needles Unified School District held a public hearing on November 2024 and determined that each school within the district had sufficient and good quality textbooks, instructional materials including laptop computers, and science lab equipment, pursuant to the settlement of Williams vs. the State of California. In addition, the district ensured sufficiency of visual and performing arts materials for the 2024-2025 school year. All students, including English learners, have access to their own textbooks, devices, and instructional materials to use in class and at home. Supplemental materials that support students with special needs are also provided using categorical funds, lottery funds, and grants. When State textbook funds do not meet our needs, general fund dollars are allocated by our governing board to ensure our textbook needs are met. Needles Unified School District continues to issue laptop computers to all students and internet hot spots to those students without reliable internet access. The rollout of computers in conjunction with existing adopted instructional materials, identified weaknesses within the programs. This lead the District to identify and evaluate curriculum programs to better meet the needs of students. In the summer of 2020, the district evaluated Pearson Connexus online textbook program and found that it met the needs of the district, which MPS continues to use for instruction in Social Studies. For the 2024-2025, Needles Unified School Board readopted Houghton Mifflin Harcourt ELA Journeys for grades TK-5, My Perspectives for grades 6-8, and Pearson enVision Math 2.0 for grades TK-5, CPM math for grades 6-8 and began the implementation of Savvas Learning Company History-Social Science with StemScopes as the adapted Science for grades TK-8. The State Department of Education establishes textbook adoption cycles that address changes in curriculum as reflected by State Standards and Frameworks. District committees review State-approved and adopted materials. Textbooks, recommended by the committee, are made available for public comment prior to District adoption.

Year and month in which the data were collected

September 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	Houghton Mifflin Harcourt Journeys TK-5th/My Perspectives 6th-8th	0
Mathematics	Pearson enVision TK-5th/CPM 6th-8th	0
Science	Stem Scopes (2022)	0
History-Social Science	Savvas Learning Company (2019)	0

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

School Facility Conditions and Planned Improvements

The most recent facilities inspection of Monument Peak School using the FIT (Facility Inspection Tool) took place on September 2024. There were no deficiencies or extreme deficiency findings for Monument Peak which finally opened in August 2022, after sitting dormant for about 15 years. Monument Peak had an overall rating of Good. There are 11 classrooms, a library, science lab, speech and special educational room, that all exit outdoors. The main playground consists of blacktop, concrete basketball courts, and there is a separate play structure for younger students. All students use the same cafeteria or multipurpose room. All site facilities provide adequate space for students and staff. Since the last fit inspection, there are no other planned or recently completed facility improvements. District and school administration place a high priority on student and staff safety. Monthly inspections and ongoing maintenance ensure school facilities are kept safe, in good working condition, and clean. Fire drills and drop and cover drills are conducted monthly, under the supervision of administration and the Needles Unified Maintenance and Operations Department. Monument Peak School has a current disaster preparedness safety plan that is reviewed, updated, and approved annually by the School Site Council and the Needles Unified School District Board of Trustees. School wide procedures are in place for the supervision of students on the playground, hallways, cafeteria, and bathrooms to ensure student safety before school, during nutrition break and lunch, and after school. Monument Peak School is a closed campus. All visitors during school hours must check in at the school office and wear a school issued an ID badge while on campus. The Needles Unified School District Board of Trustees has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the District Office. School administration works daily with district staff to develop cleaning schedules to ensure a clean and safe school. Classrooms, office areas, cafeteria, restrooms, and playground areas are cleaned and maintained on a regular basis. Student restrooms are spot checked throughout the day and for cleanliness, and adequate soap and supplies. The Needles Unified School District uses a digital work order, operations management software system, FMX, to ensure efficient service and that emergencies are addressed quickly, efficiently, and with as little interruption to the learning environment as possible.

Year and month of the most recent FIT report

September 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	45	48	30	32	47	48
Mathematics (grades 3-8 and 11)	42	50	20	19	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	40	40	100.00	0.00	47.50
Female	19	19	100.00	0.00	36.84
Male	21	21	100.00	0.00	57.14
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	26.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	58.82
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	39.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	40	40	100.00	0.00	50.00
Female	19	19	100.00	0.00	31.58
Male	21	21	100.00	0.00	66.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	53.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	58.82
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	47.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	18.18	15.33	18.8	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	11	11	100.00	0.00	18.18
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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

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

Parents are encouraged to be an integral part of Monument Peak's educational program. We work diligently to increase the bonds of connectedness between the school and our community. The site addresses all areas of parent involvement through their Single Plan for Student Achievement, social media and the active School Site Council. The district has streamlined the volunteer process which has significantly increased our parent volunteers. For more information on how to become involved, contact MPS office.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate				3.1	0	0	8.2	8.9	8
Graduation Rate				96.9	100	100	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	79	76	25	32.9
Female	41	41	14	34.1
Male	38	35	11	31.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	21	9	42.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	42	41	15	36.6
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	11	11	6	54.5
Socioeconomically Disadvantaged	71	69	23	33.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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
1.16	6.02	1.27	6.87	7.14	4.6	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	1.27	0.00
Female	0.00	0.00
Male	2.63	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.38	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	1.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Education Code Sections 35291 and 35291.5. A copy of the Single Plan for Student Achievement is available for inspection by the public at each school. Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events. Routine student safety is provided through the assignment of teachers and paid supervisors for supervision duty during all recess and lunch periods as well as before and after school. All visitors and volunteers are required to sign-in at the office, state their business at the school, and show identification. They are then provided with a name tag to wear while on school grounds. Volunteers are screened and verified by the district office. A safe, secure teaching and learning environment is of the highest priority to the Monument Peak School administration. The School Safety Plan was last reviewed, updated, and discussed with the school faculty and school site council in September 2025.

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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

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	11	1	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	10	5	0	0
5	8	5	0	0
6	4	8	0	0
Other	18	4	1	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	7	1		
4	7	5		
5	8	5		
6	8	8		
Other	16	4	1	

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	2		
Mathematics	6	2		
Science	6	2		
Social Science	6	2		

2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	2		
Mathematics	6	2		
Science	6	2		
Social Science	6	2		

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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				
District	N/A	N/A		\$96,795
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 Types of Services Funded

Programs available to support and assist students are Title I Part A, Title II Part A (Supporting Effective Instruction), Title IV Part A (Student and School Support), Title V Part B Subpart 2 (Rural and Low Income), Class Size Reduction K-3, Special Education, and Home-to-School Transportation. Title I funds are used to supplement the regular educational program. Monument Peak School is a Schoolwide Title I school. Title I funds are dispersed through the SPSA. Title II funds are directed toward staff development and training. Class Size Reduction K-3 funds support smaller class sizes for students in Transitional Kinder through grade 3. Special Education funding supports the educational program for students with an IEP. Transportation supports busing for students from Transitional Kindergarten through 8th grade.

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	\$62,351	\$54,773
Mid-Range Teacher Salary	\$88,113	\$78,981
Highest Teacher Salary	\$116,603	\$117,337
Average Principal Salary (Elementary)	\$140,848	\$128,425
Average Principal Salary (Middle)	\$140,848	\$137,947
Average Principal Salary (High)	\$140,848	\$138,809
Superintendent Salary	\$198,485	\$176,162
Percent of Budget for Teacher Salaries	28.29%	24.71%
Percent of Budget for Administrative Salaries	5.89%	5.91%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Professional Development is an integral aspect of the District's plan for the ongoing growth of all District employees. The purpose of professional development is to create schools in which all students and staff members are learners who continually improve their performance. In addition, school sites have ongoing staff development at their respective schools. The District has provided weekly Early Release Days on Wednesdays with instructional time still exceeding or meeting the State requirements. The focus during early release days is professional development on California State Standards and effective instructional strategies as well as teacher collaboration with their colleagues and administration to develop best practices being used within their school site.

Administration, staff and consultants work together to provide these professional development sessions. Principals are engaged in the study of research-based practices which increase student learning. Professional development is a part of every principal's meeting. Additional collaboration time was encouraged for all grade levels following the school year to develop a yearly Scope and Sequence and standards based report cards for the next school year. We successfully support beginning teachers in their first and second year of teaching with research-based coaching programs. Each beginning teacher receives expert help from an experienced Support Provider.

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	45	45	45