

# Mountain 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	Mountain Elementary School
Street	55 Azalea Lane
City, State, Zip	Gasquet, CA 95543
Phone Number	707-457-3211
Principal	Rae Fearing
Email Address	rfearing@dnusd.org
Website	mtelementary.org
County-District-School (CDS) Code	08-61820-6005425

Entity	Contact Information
<b>District Name</b>	Del Norte County Unified School District
<b>Phone Number</b>	707-464-6141
<b>Superintendent</b>	Jeff Harris
<b>Email Address</b>	jharris@dnusd.org
<b>Website</b>	www.dnusd.org

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

Mountain School, located in the town of Gasquet, is one of eleven schools in the Del Norte County Unified School District. Gasquet is located on Highway 199, within the Smith River National Recreation Area, about 30 miles east of Crescent City. The area offers many outdoor recreational activities utilizing the proximity of the Pacific Ocean, the Smith and Klamath Rivers, Redwood National and State Parks, and the Six Rivers National Forest Area. The natural beauty of the area and the abundant wildlife provide a basis for a strong tourism sector of the local economy. The area's largest employers are federal, state, and local government agencies.

Gasquet Mountain Elementary is a K-8, safe, respectful and responsible school that honors the diversity and cultures of its students. Our school is 1 to 1 with technology devices for our students. Our learners have the opportunity to work in multi-grade classrooms and learn from each other as well as their teachers. The goals of Mountain Elementary School are to offer a STEM Program (science, technology, engineering and mathematics) with an emphasis on environmental science. In a world that's becoming increasingly complex, where success is driven not only by what you know, but by what you can do with what you know, it's more important than ever for our youth to be equipped with the knowledge and skills to solve tough problems, gather and evaluate evidence, and make sense of information. These are the types of skills that students learn by studying science, technology, engineering, and math—subjects collectively known as STEM. We will continue to focus on literacy and mathematics as well as the newly adopted Next Generation Science Standards.

Currently, the school has three classrooms, a K-2, a 3-5, and a 6-8. Teachers employ a variety of strategies including Universal Design for Learning to personalize and differentiate learning for students.

The entire staff is committed to providing each student the highest quality education possible. Our Parent Teacher Organization continues to be a tremendous support for community events and student programs.

### **Mission Statement:**

Each student who attends Gasquet Mountain School will leave with the necessary social, academic and performance skills needed to be successful in school and life. Gasquet Mountain students are tomorrow's innovators.

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

Grade Level	Number of Students
Kindergarten	3
Grade 1	6
Grade 2	5
Grade 3	9
Grade 4	7
Grade 5	4
Grade 6	19
Grade 7	12
Grade 8	11
<b>Total Enrollment</b>	<b>76</b>

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	10.5
Asian	1.3
Hispanic or Latino	11.8
White	71.1
Two or More Races	5.3
Socioeconomically Disadvantaged	30.3
Students with Disabilities	14.5
Homeless	

**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
<b>With Full Credential</b>	3	4	3	155
<b>Without Full Credential</b>	0	0	0	12
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	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: October, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-2 - McGraw-Hill - Wonders 3-5 - National Geographic - Cengage 6-8 - McGraw-Hill - StudySync All adopted Spring 2017	Yes	0
Mathematics	K-2 - McGraw-Hill - Everyday Math - Adopted May 2016 3-5 - McGraw-Hill - My Math - Adopted May 2015 6-8 - McGraw-Hill - California Math - Adopted May 2015	Yes	0
Science	MacMillan/McGraw Hill – Adopted 2007 Glencoe/McGraw Hill – Adopted 2007	Yes	0
History-Social Science	McGraw-Hill IMPACT History/Social Studies - Adopted in 2018 & 2019	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

On, August 28, 2019, this School was inspected and evaluated by the CSI General Manager, using the Interim Evaluation Instrument developed by the Office of Public School Construction. All areas were in good repair, with the exceptions noted below. Repairs will be made as needed to ensure a safe environment for students, staff and community members at Mountain School. For more detailed information, please contact the principal.

### 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:** August 28, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Repairs to be made as needed for safety.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	Repairs to be made as needed for safety.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	Repairs to be made as needed for safety.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
<b>Overall Rating</b>	Fair	

## 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)	41	43	35	37	50	50
Mathematics (grades 3-8 and 11)	12	31	25	26	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	59	53	89.83	10.17	43.40
Male	35	30	85.71	14.29	43.33
Female	24	23	95.83	4.17	43.48
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	41	38	92.68	7.32	42.11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	18	14	77.78	22.22	28.57
English Learners					
Students with Disabilities	--	--	--	--	--
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	59	54	91.53	8.47	31.48
Male	35	31	88.57	11.43	35.48
Female	24	23	95.83	4.17	26.09
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	41	38	92.68	7.32	26.32
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	18	15	83.33	16.67	6.67
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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
7	41.7	33.3	25.0

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)

Gasquet Mountain parents are increasingly involved in the education of their children. We have an active PTO and School Site Council parents that volunteer in the classroom as well as in the organization of our special events. These events include annual the Community Feast and Field Day on the last day of school.

Each trimester the school hosts a Student Learning Showcase. Families and the community are invited to participate in hands-on learning activities with students. This is a time for students to display their learning and share how they are innovating and growing as learners.

Parents of Mountain Elementary School students often ask how they might participate at school. We have found that the most helpful participation is offered by fully supporting your child's academic progress. Studies show that when parents take an active interest in their child's learning, regard learning as fun and make schoolwork a priority; their children reflect that interest by high achievement, greater enjoyment and greater involvement in their own learning.

Parents are encouraged to volunteer in our classrooms as often as possible. Their help allows teachers to provide additional time for small group and personalized instruction. Parents may contact the office at 707-457-3211 for more Parent Involvement Opportunities.

To support students in the home, parents and guardians are encouraged to:

- Read to your student daily for at least 15 minutes - let your student select text that is interesting to them
- Encourage your student to learn a new hobby each year such as music, sports, gardening or woodworking.
- Use the Mountain School ExploreIt! activities (featured on our website and blog) to start academic discussions and explorations with your student
- Stay informed by joining the Mountain Elementary Remind/Text Notification Group to receive updates on school events and activities (<https://www.remind.com/join/mountelem>)
- Arrange for a quiet study place or desk time set aside each day for reading, finishing school projects or homework when assigned
- Discuss and set goals for your student's academic performance
- Participate in activities suggested by the teacher

### 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
<b>Suspensions</b>	0.0	3.7	1.3	8.4	4.8	5.8	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Gasquet Mountain School's Safety Plan is updated each September by the school staff and principal. Safety issues and solutions are presented and discussed quarterly at staff meetings. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. There are plans in place to secure the campus if needed and alternative sites are available in case an evacuation of the school is required. Monthly fire drills and quarterly earthquake drills are held. Due to its remote location Gasquet Mountain School is designated as an evacuation center. A storage facility is located on campus, stocked with the necessary emergency supplies in case a natural disaster occurs.

## 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	7	1			22		1		14	1		
5					30		1		20	1		
6	19	1			10	1			19	3		
Other**												

\*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*	380.0

\*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)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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	\$11,492	\$3,455	\$8,037	\$66,543
District	N/A	N/A	\$9,227	\$66,169.00
Percent Difference - School Site and District	N/A	N/A	-13.8	2.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	25.7	-4.6

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)

Each school year the Gasquet Mountain School Site Council updates the School Plan for Student Achievement. Using the previous years' assessment data, goals are set to meet the current needs of all Gasquet Mountain students. During the 2019-20 school year, the following areas were recommended using categorical funds:

- Professional Development in the area of language development and literacy for K-3 and 4-8 teachers using curriculum materials (SIPPS) and research based instructional strategies (BeGLAD). Additional materials were purchased and release time for training including guest teacher costs was provided.
- Professional Development in the area of Common Core State Standards (ELA, Maths, NGSS) including the purchase of additional support materials and guest teachers (to allow for classroom visits at other sites).
- Implementation of Tier 1 and 2 PBIS (Positive Behavior Intervention and Supports) including site team training with Dr. Dale Myers, guest teacher costs, and material costs to develop PBIS handbook and print signage.
- Additional hours for classified staff to provide needed student support.
- Material costs for classroom materials

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,281	\$46,208
Mid-Range Teacher Salary	\$68,673	\$72,218
Highest Teacher Salary	\$84,228	\$92,742
Average Principal Salary (Elementary)	\$98,402	\$134,864
Average Principal Salary (Middle)	\$107,218	\$118,220
Average Principal Salary (High)	\$122,171	\$127,356
Superintendent Salary	\$169,260	\$186,823
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	5%	6%

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	3	3	3

Gasquet Mountain School Staff participate in DNCUSD supported professional learning for all teachers in the district. During the 2019-20 school year this includes 4 days of face to face training on a variety of topics including BeGLAD, NGSS, SIPPS, PBIS and technology integration. A major focus of professional learning for the 2019-20 school year was the implementation of new ELA and Math curriculum and strategies to provide access to the curriculum for all learners. All teachers will participate in a 3-hour, district sponsored workshop on Universal Design for Learning (UDL) in March 2019. Gasquet Mountain teachers participated in grade level specific Project Lead the Way training (face to face and online) and follow up sessions to support implementation of this STEM program in the classroom. All administrators have also been trained in these areas in order to provide on site teacher support.