

# Monte Rio 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	Monte Rio Elementary School
Street	20700 Foothill Dr.
City, State, Zip	Monte Rio, CA 95462
Phone Number	(707) 865-2266
Principal	Nate Myers
Email Address	nmyers@monteriousd.org
Website	www.monterioschool.org
County-District-School (CDS) Code	49 70813 6051866

Entity	Contact Information
<b>District Name</b>	Monte Rio Union School District
<b>Phone Number</b>	(707) 865-2266
<b>Superintendent</b>	Nate Myers
<b>Email Address</b>	nmyers@monteriousd.org
<b>Website</b>	www.monterioschool.org

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

### Monte Rio Union School District

#### Vision Statement:

Monte Rio Union School provides a safe and nurturing environment where all students are given the skills, opportunity, and encouragement to prepare for a successful future as critical and creative thinkers, productive citizens and lifelong learners.

#### Mission Statement:

Our mission is to ensure that every student receives a well-rounded, differentiated, academic program and develops a strong social and emotional foundation.

We expect a high level of academic achievement in all students, as they perform the Common Core State Standards using 21st Century skills, such as critical thinking, collaboration, creativity and communication, as demonstrated via proficient performance on the Smarter Balance exam.

Teachers, support staff, administrators, students, parents, and members of the community are committed to providing on-going support and enrichment to attain these goals.

#### District/Board Goals:

1. Faculty - Excellent faculty and auxiliary personnel are recruited and retained. The principal will conduct evaluations of all staff as stated in the Union contracts.
2. Fiscal - The District will maintain fiscal solvency and work towards positive multi-year fiscal projections.
3. Counseling - The district's counseling program focuses on meeting the emotional needs of our students through the addition of more student time and increased hours for the School Counselor.
4. Attendance - Student attendance will increase from 93% to 95%.
5. Curriculum - Curriculum is aligned throughout grade levels, emphasizes critical thinking and application, and meets the social and emotional experiences and needs of all students. Outdated curriculum will be evaluated for content and State Standard Alignment and New Curriculum will be purchased if needed.

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

Grade Level	Number of Students
Kindergarten	12
Grade 1	8
Grade 2	11
Grade 3	11
Grade 4	10
Grade 5	7
Grade 6	14
Grade 7	5
Grade 8	6
<b>Total Enrollment</b>	<b>84</b>

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

Student Group	Percent of Total Enrollment
Asian	1.2
Filipino	1.2
Hispanic or Latino	13.1
White	63.1
Two or More Races	20.2
Socioeconomically Disadvantaged	67.9
English Learners	4.8
Students with Disabilities	8.3
Homeless	2.4

**A. Conditions of Learning****State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
<b>With Full Credential</b>	7	7	7	7
<b>Without Full Credential</b>	0	0	0	0
<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: August 2019

Monte Rio Union Elementary held a public hearing, and determined that the school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Adopted 2017	Yes	0.0%
Mathematics	K-6 Math Bridges & Houghton Mifflin Expressions Adopted 2017  Carnegie Learning Series: Common Core 6- 8th gr Adopted 2017	Yes	0.0%
Science	Foss Science Kits - Standards Aligned Adopted 2007  MacMillan Adopted 2006  Prentice Hall Adopted 2006  Mystery Science	No	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	K-5 Scott Foresman Adopted 2005  6-8 TCI - History Alive! Adopted 2005	No	0.0%

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

Monte Rio Elementary is comprised of eight classrooms, one multipurpose room/cafeteria, one library, one staff lounge, one computer lab, an environmental education site with school garden, a blacktop, and one playground.

The principal works daily with the custodial staff of one full-time and one part-time employee to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for the District. A summary of these standards are available at the District office for review. District maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. The Williams' Facility Tool indicates that the overall condition of the school is in good repair. There are 15 individual categories where the school is evaluated. All inspection findings are in the following chart.

Deferred Maintenance Budget : The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2016-2017 school year projects included septic and plumbing, carpet repair, boiler repair, back flow repair, (\$38,668.08).

### 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:** 11/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	:
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<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	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	59	55	59	55	50	50
<b>Mathematics (grades 3-8 and 11)</b>	37	37	37	37	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
<b>All Students</b>	49	49	100.00	0.00	55.10
<b>Male</b>	27	27	100.00	0.00	51.85

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	22	22	100.00	0.00	59.09
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	31	31	100.00	0.00	58.06
Two or More Races	11	11	100.00	0.00	54.55
Socioeconomically Disadvantaged	32	32	100.00	0.00	43.75
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	49	49	100.00	0.00	36.73
Male	27	27	100.00	0.00	33.33
Female	22	22	100.00	0.00	40.91
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	31	31	100.00	0.00	38.71
Two or More Races	11	11	100.00	0.00	36.36
Socioeconomically Disadvantaged	32	32	100.00	0.00	28.13
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

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

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

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



## 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)

Monte Rio Elementary greatly benefits from its supportive parents who volunteer in the classroom and at special events. The school has a strong base of parent volunteers who are members of the Monte Rio Parents' Club. Parents are also welcome to join the School Site Council. The school also benefits from several community partnerships, including Community Family Service Agency, the Monte Rio Chamber of Commerce, Friends of Monte Rio, The Bohemian Club, River to Coast Children's Services, and the Monte Rio Recreation and Park District.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer in another capacity, may contact the office at Monte Rio Union School at (707) 865-2266 or visit our website at monterioschool.org to learn more.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	2.9	2.3	0.0	2.9	2.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

Safety of students and staff is a primary concern of Monte Rio Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated by the School Site Council, and approved by the Board of Trustees on February 15, 2019. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year. WE invite local first responders annually to review our Safety Plan and Emergency procedures to help insure all agencies are working closely together to protect our students and staff should an emergency arise. Students are supervised before and after school and at recess and lunch by certificated and classified staff as well as the principal. There are two designated areas for student drop off and pick up. Visitors are required to sign in at the office as soon as they are on campus.

## 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	9	2			11	1			6	2		
1	10	1			12	1			8	1		
2	8	1			11	1			11	1		
3	9	1			8	1			11	1		
4	14	1			9	1			10	1		
5	10	1			14	1			7	1		
6	7	1			12	1			14	1		
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*	210.0

\*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)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	

\*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	\$17,838	\$2,209	\$15,629	\$60,602.55
District	N/A	N/A	\$17,542	
Percent Difference - School Site and District	N/A	N/A	-11.5	0.0

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	68.2	-5.4

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)

In addition to general state funding, Monte Rio Elementary receives state and federal funding for the following categorical funds and other support programs: Title I, Part A, and Title II, Part A. Monte Rio Union School District is a Basic Aid district, meaning it is funded in part by property tax revenue.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$124,686
Percent of Budget for Teacher Salaries	22%	31%
Percent of Budget for Administrative Salaries	10%	7%

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			

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated two days to staff development annually for the past three years. Topics for staff development during the most recent four school years included, new ELA curriculum training, writing strategies, common core standards & strategies, Houghton Mifflin Math Expressions training, Lexia training, developing new benchmark testing practicum exams, and design a School Plan for Student Achievement, CPR & EPI Pen training, Anti-bully curriculum, school finance, student electronic data maintenance, Safe School Plan, preventing sexual harassment, blood borne pathogens, managing student behaviors, Restorative Practice Training, and mandated reporter training and district trainings.