

Montgomery Creek 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	Montgomery Creek Elementary School
Street	30365 Highway 299 East
City, State, Zip	Montgomery Creek, CA 96065-0368
Phone Number	530.337.6214
Principal	Michael Wharton
Email Address	mwharton@muesd.org
Website	www.muesd.org
County-District-School (CDS) Code	45737006050413

Entity	Contact Information
District Name	Montgomery Creek Elementary School District
Phone Number	530.337.6214
Superintendent	Clay Ross
Email Address	cross@mued.org
Website	www.muesd.org

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

Montgomery Creek Elementary School and the Mountain Union Elementary School District is a place where students live and learn with beautiful scenery, clean air and a wholesome atmosphere. We have strong community support and participation. We treasure our volunteers and service clubs. Our program features pre-school through eighth grade. Currently, we have 80 students and are growing. Our popular after school program, SHARE enjoys a excellent attendance on any given day.

We stress academic growth, customized intervention and accelerated academics for those who need a faster pace. We concentrate on the basics; Math and English Language Arts. These are the subjects all students need to be successful for a future career. Students explore technology, science, robotics, STEM, student government and history. We are fortunate to have highly qualified teachers and paraprofessional aides in every classroom at our school. Our teachers and staff work to create students with strong self esteem, empathy and goals for success. Anti-bullying and standing up as a group is encouraged. Creating a positive social-emotional climate in the school is a focus.

Mountain Union School District is a one-school district located in the eastern mountains of Shasta County. We are a Basic Aid School District, meaning the District's per pupil property tax revenue exceeds the District's per-pupil revenue limit. The District is located approximately 35 miles northeast of Redding on state Route 299 at an approximate elevation of 2,500 feet. The school serves the needs of two rural communities, Round Mountain and Montgomery Creek. The District has a superintendent, principal, five classroom teachers, a part time resource teacher and a preschool instructor. In addition, classified staff includes two office personnel, a cook, two staff members who handle maintenance, bus driving, and custodial duties. Our after school program, Shasta Health Academic and Recreation Enrichment (SHARE), is staffed by a facilitator and a program assistant. Students receive homework help and interventions. Snacks, art projects, and physical activity help make SHARE a valuable and fun addition to the end of our students' day. We offer a five day per week preschool. We provide small class sizes for all grades, multigrade classrooms, a very small staff-to student ratio, a full-service library, a student-to-computer ratio of 1:1 from Grade 2 on. The beauty of our surroundings make this school and community a delightful place to live and learn. Our mission statement says "To ensure that every student makes academic, physical, intellectual, emotional, social and behavior growth". Toward this goal, we stress direct teaching methods in all basic subject areas, with an emphasis on grade-level mastery in reading/language arts and mathematics.

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

Grade Level	Number of Students
Kindergarten	7
Grade 1	8
Grade 2	7
Grade 3	12
Grade 4	9
Grade 5	10
Grade 6	6
Grade 7	11
Grade 8	3
Total Enrollment	73

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	30.1
Hispanic or Latino	20.5
White	43.8
Two or More Races	5.5
Socioeconomically Disadvantaged	94.5
English Learners	1.4
Students with Disabilities	8.2
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
With Full Credential	5	5	6	6
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	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: September 2018

2017-18 is the first year for the adoption of National Geographic for ELA. Last year, both My Math and CPM were adopted. New science curriculum and History/Social Science will be adopted in the coming years as next textbooks emerge with the new standards.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reach by National Geographic/2017 Study Sync 2019	Yes	0
Mathematics	My Math by McGraw -Hill/2015 Core Connections - Course 1, 2, 3 by CPM/2014	Yes	0
Science	California Science by Scott Foresman/2008 Focus on Earth Science, Focus on Life Science, and Focus on Physical Science by Glencoe/2008	Yes	0
History-Social Science	Houghton Mifflin Harcourt/2007 Glencoe/2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Mountain Union Elementary School District places highest priority in keeping students safe before, during, and after the school day. Staff is highly trained to maintain student order with positive reinforcement techniques. Our front entrance door is locked and secure at all times. Guests, parents, staff and students are screened before entering the facility. Guests are required to sign-in at the office, and are escorted during their stay on campus. The learning environment of the school encompasses the entire campus. At Montgomery Creek, the interior halls are a 200-foot continuous display of exemplary student work. Students enjoy this changing display of their peers' efforts. A Display case highlighting graduating class photos from the past 35 years decorates the entrance hall. Visitors and community members usually search these pictures to find themselves and their friends from years ago.

Montgomery Creek School was built in 1951. It is very well maintained and clean. The custodial staff works during school hours and during early evening hours to clean and maintain all school facilities. The school has a full-service multi-use room/gymnasium. The library collection at the school has been thoroughly renovated and computerized. There are large, orderly playing fields where students play soccer, basketball, football, and baseball. Students are well supervised from 8:00 a.m. until 6 p.m. when the SHARE program concludes. Surveillance cameras have been added to outside areas and hallways for another layer of security.

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: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Poor	Maintenance Room tile floor needs replaced.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good Fair	
Overall Rating	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)	14	28	14	27	50	50
Mathematics (grades 3-8 and 11)	16	32	16	31	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	54	50	92.59	7.41	28.00
Male	26	23	88.46	11.54	17.39
Female	28	27	96.43	3.57	37.04
Black or African American					
American Indian or Alaska Native	14	13	92.86	7.14	15.38
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	27	26	96.30	3.70	30.77
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	49	45	91.84	8.16	26.67
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	54	50	92.59	7.41	32.00
Male	26	23	88.46	11.54	39.13
Female	28	27	96.43	3.57	25.93
Black or African American					
American Indian or Alaska Native	14	13	92.86	7.14	7.69
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	27	26	96.30	3.70	42.31
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	49	45	91.84	8.16	33.33
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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

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

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)

There are a number of opportunities for parents and community members to become involved in Montgomery Creek School. Parents are welcomed as regular volunteers in all classrooms, and there are a number of special activities in the school which count on parental involvement for success. The Activities Committee, made up of parents and community members is extremely active and funds a variety of activities and projects for the students. Parents are encouraged to attend the School Site Council and help guide the curriculum and safety plan of the school.

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	4.7	7.8	10.2	4.7	7.8	10.1	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)

The School Safety Plan is updated each year and is available at the school office. The plan addresses potential local crises and reviews how school officials will work with local and regional safety officials in various crises. Regular monthly fire drills plus earthquake, intruder, and evacuation drills and alerts, prepare students and staff for emergency response. Because of the very small staff-to-student ratio, and the rural nature of our school, students are very safe. Staff members are always aware of the location of students and are cooperative in making sure students are fully supervised. All visitors, students and staff are required to be screened before entering campus. They sign-in at the school office and are escorted to their location by school staff. No visitors are allowed to be in the school without direct supervision. Montgomery Creek School is a closed 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	7	2			4	2			8	1		
1	10	1			4	1			7	1		
2	8	1			12	1			7	1		
3					6	1			12	1		
4	4	1			8	1			9	1		
5	14	1			7	1			10	1		
6	5	1			11	1			6	1		
Other**	9	1										

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

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

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.4

*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	19417	3306	16,110	46,166
District	N/A	N/A	16,110	46,166
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	72.9	-33.8

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)

An aggressive Title I program serves all students in the schools, especially those who are struggling to achieve proficiency in all scholastic areas. For students with learning handicaps, a Resource Specialist Program is offered. All K-3 classes participate in the formal State Class Size Reduction program. In addition, our rural status allows all our 4th-8th classes to be fewer than 20 students. All grades have daily PE which is staggered, allowing for 1/2 class at a time, to receive additional intervention/enrichment. We have a robust sports program and beginning music program. We provide Social and Emotional lessons daily using positive discipline and second step and twice a week with a certified Skill Streaming Facilitator and tribal leader. Our school participate in Indian Education which helps all to further understand and embrace the cultures indigenous to our area. The majority of our students participate in our after school program SHARE. Students receive snacks, homework help, and intervention help as needed.

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	19%	31%
Percent of Budget for Administrative Salaries	5%	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	10	10	10

Staff development days are held annually throughout the year. Teachers and support staff work together to create curriculum, develop plans for the year, and schedule enrichment activities. Annually, the staff takes three staff development days, two before school and one in January, minimum days are scheduled once a week for continuing staff development. All teachers are provided high-quality, targeted staff development. Specific areas of staff development include instructional strategies in reading/language arts and mathematics, classroom management strategies, and special topics as they become available. Teachers are encouraged to develop a personal plan of training, designed to increase their abilities in the classroom. All staff development is designed to motivate high standards of teaching and to promote student learning success. Teachers receive staff development through participation in activities sponsored by the Shasta County Office of Education, through independent conferences and workshops, and through in-house training. Release time is provided for teachers to attend staff development activities. As teachers return from training and workshops, they share their new knowledge with colleagues through informal school-wide meetings and through classroom demonstrations. Classroom paraprofessional instructional aides receive staff development through the local junior college, through the Shasta County Office of Education, and through regional workshops. The focus for 2018-2019 and 2019-2020 is implementation and continuous review and improvement of our PBIS, and our school wide assessment, intervention and enrichment programs. This process will be data driven, conducted by staff teams and reviewed bi-weekly.