

Metteer Elementary

695 Kimball Rd. • Red Bluff, CA, 96080 • (530) 527-9015 • Grades K-5

Jennifer Brockman, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Red Bluff Union Elementary

School District

1755 Airport Rd.
Red Bluff, CA 96080
(530)-527-7200
www.rbuesd.org

District Governing Board

Adriana Griffin
President

Sharon Barrett
Clerk

Steven Piffero
Member

Heidi Ackley
Member

Doug Schreter
Member

District Administration

Cliff Curry
Superintendent

Claudia Salvestrin
Assistant Superintendent

School Description

Welcome to Metteer Elementary School, Home of the Mustangs! Our mission is to educate all students to high levels of academic performance based on the Common Core State Standards, while developing responsible citizens who are independent thinkers and lifelong learners. The Metteer staff pledges itself to these student outcomes. Our vision is to create a school environment where children, staff and parents work productively and effectively to support the success of each student. This involves mutual respect, cooperation and responsibility on the part of the entire school community.

Metteer students, parents and staff strive for high quality student work within a safe, enriching environment, utilizing a wide variety of resources and strategies. Metteer serves a diverse TK through 5th grade student population that represents the best of Red Bluff. As a staff and school community, we are committed to working together in order to meet our goals and focus on the needs of each learner.

We welcome parent and community volunteers throughout our school in order to support the classroom learning environment. We take pride in our positive and safe school community. Family involvement is important to our students' success and we seek opportunities throughout the year to celebrate and involve our families. We have an active parent/school staff organization called the Metteer Booster Club. We work together to support a variety of activities that build community, family-school connectedness, and increased academic success. These traditions help to create a welcoming and supportive environment at Metteer.

Metteer offers a multi-tiered framework of academic, social-emotional, and behavioral support and intervention. We have a robust intervention program for ELA/ELD and Mathematics that supports our learners' needs, as well as a program for gifted and talented students. Progress across all three tiers is monitored systematically throughout the year. Adjustments are made to classroom instruction, academic learning goals, intervention programs, and extensions. Social-emotional and behavioral supports include access to individual and group counseling, classroom access and use of social-emotional learning curriculum, Positive Behavior Intervention and Supports (PBIS), recognition of positive student behavior, and proactive communication between staff, students and families. A partnership with the Tehama County SERRF after school program extends support for our students beyond the regular school day. The program provides students with adult supervision, homework help, and recreational opportunities daily until 6:00 p.m.

It is an honor to be the principal of Metteer, where we are focused on bringing forth the best in our students and building a positive school community.

Jennifer Brockman, Principal

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	75
Grade 2	75
Grade 3	74
Grade 4	71
Grade 5	83
Total Enrollment	465

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	2.6
Asian	0.6
Filipino	0.4
Hispanic or Latino	41.9
Native Hawaiian or Pacific Islander	0.4
White	49
Two or More Races	1.9
Socioeconomically Disadvantaged	81.1
English Learners	19.1
Students with Disabilities	15.1
Foster Youth	2.4
Homeless	5.4

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 for Metteer Elementary	17-18	18-19	19-20
With Full Credential	23	21	26
Without Full Credential	2	3	1
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Red Bluff Union	17-18	18-19	19-20
With Full Credential	♦	♦	105
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Metteer Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	0	0
Total Teacher Misassignments*	0	0	1
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)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance- 2016 & 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math- 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan/McGraw Hill - 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History/Social Science for CA Scott Foresman-2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Preventive maintenance is on-going to maintain the site's condition. Future goals include safety and security fencing, along with repairs listed below.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: November 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	Poor rating is based on deficiencies in three classrooms, which are not in use.
Interior: Interior Surfaces	Poor	Drop ceiling in library is in bad shape. Three classrooms are used for storage due to damage they are not in use.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Poor	Drain gutters need to be cleaned.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	All portables need to be upgraded or removed. The roofs on three classrooms, not in use, are in extreme deficiency.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	The playground is in need of repair and resealing. The school was awarded a grant to assist with this upgrade.
Overall Rating	Poor	The district passed a bond to update facilities and replace portals. Repairs will be determined based on further assessment.

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	32	36	39	39	50	50
Math	23	26	33	35	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	25.0	15.0	13.8

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	220	211	95.91	36.49
Male	113	108	95.58	35.19
Female	107	103	96.26	37.86
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	87	85	97.70	32.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	113	106	93.81	38.68
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	174	168	96.55	33.33
English Learners	51	50	98.04	28.00
Students with Disabilities	36	34	94.44	2.94
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	13	13	100.00	0.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	220	212	96.36	26.42
Male	113	108	95.58	29.63
Female	107	104	97.20	23.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	87	86	98.85	19.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	113	106	93.81	29.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	174	168	96.55	23.21
English Learners	51	51	100.00	15.69
Students with Disabilities	36	34	94.44	2.94
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	13	13	100.00	0.00

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.

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)

Metteer encourages all parents to become actively involved in their child's education. We invite parents to volunteer in the classrooms, accompany classes on field trips, and share their special skills and abilities. We encourage parents to attend conferences and gain knowledge about school programs, procedures, and interventions. We solicit parent feedback through surveys and promote open communication about how we might improve their child's school experience. We provide parent education classes during daytime and evening hours throughout the school year, focusing on topics that are important to the success of all children.

We have several active parent committees, including the English Learner Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), the Metteer School Site Council (SSC), and the Metteer Booster Club. These committees and councils meet on a regular basis throughout the year and are responsible for informing and supporting the educational goals and priorities of Metteer School. ELAC and DELAC are comprised of our Hispanic/Latino parent stakeholder group. Site Council (SSC) is comprised of parents/community members, along with staff. SSC develops the School Plan for Student Achievement, a document which ties federal funds expenditures from Title I to academic progress, positive school climate, and parent engagement. The Metteer Booster Club meets monthly and is responsible for organizing events and annual fundraisers, designed to increase family involvement, student engagement and school connectedness. The funds they raise are contributed back to the school to support field trips and other needs.

Parent involvement is actively solicited at Back to School Night, at conference times, and at various points throughout the school year. Parents are personally invited by staff to participate, contacted through our automated phone system, and provided with written communications and reminders. Events are advertised on our school bulletin boards, web site, and school marquee. Though we encourage all parents to be an active part of our school, we do not disregard safety. We have an approval process for volunteers and we work with local law enforcement to ensure student safety is maintained.

For more information on how to become involved, contact Jennifer Brockman, Principal, at (530) 527-9015.

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.

School Safety Plan

The Metteer Elementary School Safety Plan includes policies and procedures and a general overview of a safe and orderly environment. The plan outlines the role of the emergency team members and the specific steps and actions to be taken during various types of emergencies. The plan is reviewed and updated annually. Emergency drills are practiced throughout the year. Copies of the plan are available in the office. Date plan last reviewed: August 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.0	3.4	2.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	5.0	5.5
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	465.0

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
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.

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	19	3	3		21	1	3		22	1	3	
1	22		3		24		3		24		3	
2	24		3		22	1	2		23		3	
3	22		3		23		3		25		3	
4	23	1	2		29		3		22		3	
5	23	1	3		24	1	2		22	1	3	
Other**					10	1			11	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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Y 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,956	\$49,378
Mid-Range Teacher Salary	\$62,080	\$77,190
Highest Teacher Salary	\$85,625	\$96,607
Average Principal Salary (ES)	\$102,694	\$122,074
Average Principal Salary (MS)	\$104,437	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$143,400	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	36%
Administrative Salaries	4%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,940	\$2,931	\$8,009	\$61,394
District	N/A	N/A	\$7,739	\$64,414.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.4	-0.6
School Site/ State	11.7	-21.3

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

The district's general fund includes funding for:

- General Operations: salaries, benefits, services, and materials
- Special Education: programs offering appropriate, individualized instruction to students with special needs
- Transportation
- Maintenance and Operations
- Special Projects: any monies from agencies (federal or state) earmarked for specific programs, projects or services

Each school receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with bargaining units, and guidelines of outside funding sources. The School Site Council (SSC) meets approximately once a month to develop, implement, monitor, and evaluate the school plan for student achievement. School plans align with the district's Local Control Accountability Plan (LCAP). Parent representatives are elected to the School Site Council and serve two year terms. All parents are welcome and encouraged to attend these meetings, as well as the District Advisory Committee (DAC) meetings, as a way to learn more about our school funding and academic goals. The DAC is a district-wide committee with various representatives including parents.

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.