

Mountain Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School 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
E-mail Address	rfearing@dnusd.org
Web Site	https://sites.google.com/a/delnorte.k12.ca.us/mountain
CDS Code	08-61820-6005425

District Contact Information	
District Name	Del Norte County Unified School District
Phone Number	707-464-6141
Superintendent	Jeff Harris
E-mail Address	jharris@delnorte.k12.ca.us
Web Site	www.delnorte.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

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. For the last three years we have been 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 develop a STEM Program (science, technology, engineering and mathematics) to be implemented the 17-18 school year. 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. Our small enrollment numbers allow us to personalize and focus instruction for each student.

Currently, the school has two classrooms, a K-3 and a 4-8. Teachers employ a variety of strategies to personalize and differentiate learning for students. Some of our programs include personalized math instruction with Front Row, Google Classroom for digital content and personalized learning, and FuelED online courses.

The entire staff is committed to providing each student the highest quality education possible. This year we started and elective robotics program for students in grades 4-8. We value our active parent group and we know how important it is to continue to work with community to support all of our students and provide opportunities to learn from real world situations.

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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	2
Grade 1	4
Grade 2	1
Grade 4	10
Grade 5	3
Grade 6	6
Grade 7	2
Grade 8	1
Total Enrollment	29

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	10.3
Asian	0
Filipino	0
Hispanic or Latino	17.2
Native Hawaiian or Pacific Islander	0
White	72.4
Two or More Races	0
Socioeconomically Disadvantaged	65.5
English Learners	0
Students with Disabilities	17.2
Foster Youth	10.3

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	2	2	3	173
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: October, 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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	Pearson/Scott Foresman – Adopted 2006 Pearson/Prentice Hall – Adopted 2006 TCI (as supplemental)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

On, August 25, 2017, 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.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 25, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Repairs to be made as needed for safety.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		Repairs to be made as needed for safety.
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 25, 2017				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	15	13	35	33	48	48
Mathematics (grades 3-8 and 11)	5	9	23	24	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	23	100	13.04
Male	--	--	--	--
Female	16	16	100	12.5
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	18	18	100	16.67
Socioeconomically Disadvantaged	16	16	100	12.5
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	23	100	8.7
Male	--	--	--	--
Female	16	16	100	6.25
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	18	18	100	11.11
Socioeconomically Disadvantaged	16	16	100	0
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	49	46	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Gasquet Mountain parents are increasingly involved in the education of their children. We have an active PTO and School Site Council and a large group of parents that volunteer in the classroom as well as in the organization of our special events. These events include the Garden Club, annual trip to Gasquet Fire Hall, the Community Thanksgiving Feast, Jammies in the Gym, and School Assembly from the Oregon Coast Aquarium.

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
- 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

School Safety Plan (School Year 2017-18)

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	63.6

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K				15	1			7	1			
6								19	1			
Other	11	2		12	1							

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2%	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	3%	N/A
Library Media Services Staff (Paraprofessional)	3%	N/A
Psychologist	17%	N/A
Social Worker		N/A
Nurse	9%	N/A
Speech/Language/Hearing Specialist	23%	N/A
Resource Specialist	50%	N/A
Other		N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,348	\$5,284	9,064	\$69,119
District	N/A	N/A	\$8,355	\$64,793
Percent Difference: School Site and District	N/A	N/A	8.5	-2.2
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	41.0	-8.7

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

Types of Services Funded (Fiscal Year 2016-17)

Each school year the Gasquet Mountain School Site Council updates the Single 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 2015-2016 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,850	\$44,144
Mid-Range Teacher Salary	\$64,986	\$69,119
Highest Teacher Salary	\$79,706	\$86,005
Average Principal Salary (Elementary)	\$94,172	\$106,785
Average Principal Salary (Middle)	\$101,860	\$111,569
Average Principal Salary (High)	\$116,004	\$121,395
Superintendent Salary	\$152,069	\$178,104
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Gasquet Mountain School Staff participate in DNCUSD supported professional learning for all teachers in the district. During the 2016-17 school year this includes 8 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 2016-17 school year was the implementation of BeGLAD strategies to provide access to the curriculum for all learners. Gasquet Mountain teachers participated in grade level specific BeGLAD certification training and follow up sessions to support implementation in the classroom. All administrators have also been trained in these areas in order to provide on site teacher support.

To support implementation of our new online curriculum (FuelED) teachers completed a minimum of 9 hours of instructor training through FuelED asynchronous online training program.