



# Monte Rio Elementary School

## 2012-2013 School Accountability Report Card

**Monte Rio Union  
Elementary  
School District**

**Jennifer Schwinn,  
Principal/Supt.**

**School Address:  
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**Home of the  
TIGERS!**

[www.monterioschool.org](http://www.monterioschool.org)

### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### School Profile (School Year 2014-15)

Monte Rio Union School District is a one-school district located along Hwy116 and the beautiful Russian River. Monte Rio Union School serves approximately 95 students in grades from Kindergarten-Eighth Grade.

Our school facility was designed and built using our natural redwood and sits harmoniously among the natural setting of the lush Russian River Valley in West Sonoma County. Monte Rio Union School offers a comprehensive education based on the California Common Core Standards. Our campus combines state-of-the-art technology in the classrooms and computer lab with an appreciation for learning about our natural world in our Environmental Education Site. Education in the Arts is also considered essential at MRUSD. We hire Music, Theater, and Fine Arts specialists to provide our students with a rich education in the Arts.

### Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2013-14	
	Percentage
African American	1.1%
American Indian	-
Asian	-
Filipino	2.1%
Hispanic or Latino	9.6%
Pacific Islander	-
White	77.7%
Two or More	8.5%
None Reported	1.1%
English Learners	4.3%
Socioeconomically Disadvantaged	71.3%
Students with Disabilities	7.4%

## Enrollment By Grade (School Year 2013-14)

Enrollment has fluctuated slightly over the last three years.

The chart to the right illustrates the enrollment trend for the past 3 school years.

### Enrollment Trend by Grade Level

	2011-12	2012-13	2013-14
K	8	13	15
1st	5	12	12
2nd	10	4	10
3rd	14	11	8
4th	8	16	10
5th	9	8	16
6th	9	7	7
7th	9	11	7
8th	6	9	9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

### Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

#### NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

### Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

#### Teacher Credential Status

	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	9	7	7	7
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

#### Misassignments/Vacancies

	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Instructional Materials (School Year 2014-15)

Monte Rio Union Elementary held a public hearing on Sept. 11, 2014, 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 11, 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	GiZÜWjYbh	% Lacking
K-5	English/Language Arts	P [ ~ * @c [ } AA T à ' i }	2001	Yes	0.0%
7th-8th	English/Language Arts	Prentice Hall	2001	Yes	0.0%
K-5	History/Social Science	Scott Foresman	2005	Yes	0.0%
6th-8th	History/Social Science	Teacher's Curriculum Institute	2005	Yes	0.0%
K-6	Mathematics	Pearson Scott Foresman	2008	Yes	0.0%
6th-8th	Mathematics	Prentice Hall	2008	Yes	0.0%
TK & K	Reading/Language Arts	Rowland Reading Foundation	2013	Yes	0.0%
K-2	Science	Foss Science Kits - Standards Aligned	2007	Yes	0.0%
3rd-5th	Science	MacMillan	2006	Yes	0.0%
6th-8th	Science	Prentice Hall	2006	Yes	0.0%

## School Facilities (School Year 2014-15)

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.

**Cleaning Process:** 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.

**Maintenance and Repair:** 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 2013-14 school year projects included painting, plumbing, and carpet replacement (\$19,095).

School Facility Conditions				
Date of Last Inspection: 11/05/2014				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			8YÜWjYbWm' / 'FY a YXjU' 5Wh]cbg' Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		New paint needed in three areas. Will complete summer 2015.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)			X	Exit signs needed
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	73	78	62	73	78	62	60	59	60

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	62
School	62
Males	55
Females	*
White	63
Socioeconomically Disadvantaged	56

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

### California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	76	77	71	76	77	71	54	56	55
Mathematics	76	80	72	76	80	72	49	50	50
History/Social Science	88	71	89	88	71	89	48	49	49

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

API School Results			
	2011	2012	2013
Statewide	8	9	8
Similar Schools	-	-	-
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	6	8	-34
White			
Actual API Change	11	4	-47

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## Physical Fitness (School Year 2013-14)

All students participate in regular Physical Education. In the spring of each year, Monte Rio Elementary is required by the State to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives.

\*Please note that scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Percentage of Students in Healthy Fitness Zone			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.7%	38.5%	53.8%
7	-	-	-

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Parent Involvement (School Year 2014-15)

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, The Bohemian Club, River to Coast Children's Services, and the Monte Rio Recreation and Park District.

### Contact Information

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 School Climate State Priority (Priority 6):

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

## Discipline & Climate for Learning

Students at Monte Rio Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Monte Rio Elementary's discipline program is for all students to be safe, be respectful and be responsible while attending school. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home at the beginning of the school year.

The table displays the suspensions and expulsions figures for the school and district, as well as the percentage of total enrollment (number of students suspended divided by total enrollment). Expulsions occur only when required by law or when all other alternatives have been exhausted.

The three-year suspension statewide rates for comparison are as follows:

2011-12: 5.7%  
 2012-13: 5.1%  
 2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

	Suspensions & Expulsions					
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	4	17	12	4	17	12
Suspension Rate	5.1%	18.7%	12.8%	5.1%	18.7%	12.8%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Extracurricular activities, clubs, and programs include:

- Tiger Awards
- Homework Club
- Sports
- Music
- Drama
- Fine Arts Lessons
- After-School Enrichment Program.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include:

- Volleyball
- Basketball
- Cross country running

The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during monthly awards assemblies and by their classroom teachers.

## Safe School Plan (School Year 2014-15)

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 on October 13, 2011 by the School Site Council. 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 as needed. Students are supervised before and after school and at recess and lunch by certificated and classified staff as well as the principal. There is a designated area 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.

### Federal Intervention Program (School Year 2014-15)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Monte Rio regularly meets AYP goals, and is NOT a program improvement school. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI		
Year in PI (2014-15)		
# of Schools Currently in PI	-	0
Percentage of Schools Currently in PI	-	0.0%

## Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	12	13	14	12	13	14	12	13	14	12	13	14
By Grade Level												
K	13	7	8	2	2	2	-	-	-	-	-	-
1	11	12	12	2	1	1	-	-	-	-	-	-
2	4	4	10	2	1	1	-	-	-	-	-	-
3	10	11	8	3	1	1	-	-	-	-	-	-
4	15	16	10	1	1	1	-	-	-	-	-	-
5	8	8	16	1	1	1	-	-	-	-	-	-
6	7	7	7	1	1	1	-	-	-	-	-	-
By Subject Area												
English	15	20	16	2	2	1	-	-	-	-	-	-
Mathematics	15	20	16	2	2	1	-	-	-	-	-	-
Science	15	20	16	2	2	1	-	-	-	-	-	-
Social Science	15	20	16	2	2	1	-	-	-	-	-	-

## Counseling & Support Staff (School Year 2013-14)

It is the goal of Monte Rio Elementary to assist students in their social and personal development, as well as academics. Students who experience academic problems, difficulty coping with personal or family issues, trouble with decision making or handling peer pressure, are provided additional help and support. The counselor to pupil ratio is 1:100. The table lists the support service personnel available at Monte Rio Elementary. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	.20
Nurse	1	.05
Psychologist	1	.05
Speech and Language Specialist	1	.10

## Staff Development

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 four days to staff development annually for the past three years. Topics for staff development during the 2014-15 school year included, teaching writing strategies, common core standards, developing new benchmark testing practicum exams, and design a Single 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, and mandated reporter training.

## School Site Teacher Salaries (Fiscal Year 2012-13)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on Fiscal Year 2012-13.

Average Teacher Salaries	
School & District	
School	\$62,161
District	\$62,161
Percentage of Variation	0%
School & State	
All Elementary School Districts	\$57,931
Percentage of Variation	7.3%

## Teacher & Administrative Salaries (Fiscal Year 2012-13)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

\*Please note that as a one-site school district, Monte Rio Elementary School District is not required to publicize this data in order to protect the privacy of sensitive salary details of staff. (Reference to Education Code 41409.3)

Average Salary Information		
Teachers - Principal - Superintendent		
2012-13		
	District	State
Beginning Teachers	*	\$38,970
Mid-Range Teachers	*	\$56,096
Highest Teachers	*	\$71,434
Elementary School Principals	*	\$91,570
Middle School Principals	*	\$97,460
High School Principals	*	\$99,544
Superintendent	*	\$107,071
Salaries as a Percentage of Total Budget		
Teacher Salaries	24.0%	36.0%
Administrative Salaries	7.0%	7.0%

## District Expenditures (Fiscal Year 2012-13)

Monte Rio Union Elementary spent an average of \$15,123 to educate each student, based on the 2012-13 audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$15,123
From Supplemental/Restricted Sources	\$11,863
From Basic/Unrestricted Sources	\$3,260
District	
From Basic/Unrestricted Sources	\$3,260
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	-30.5%

## District Revenue Sources (Fiscal Year 2013-14)

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.

