

Metteer Elementary

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

Jennifer Brockman, Principal

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2019-20 School Accountability Report Card Published During the 2020-21 School Year

Red Bluff Union Elementary

School District

1755 Airport Rd.
Red Bluff, CA 96080
(530)-527-7200
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District Governing Board

Adriana Griffin
President

Sharon Barrett
Clerk

Steven Piffero
Member

Heidi Ackley
Member

Merry Catron
Member

District Administration

Cliff Curry
Superintendent

Claudia Salvestrin
Assistant Superintendent

Suzanne Adkins
**Director of Student Support
Services**

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. 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	79
Grade 2	77
Grade 3	79
Grade 4	79
Grade 5	65
Total Enrollment	464

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	2.6
Asian	0.4
Filipino	0.4
Hispanic or Latino	49.8
Native Hawaiian or Pacific Islander	0.4
White	40.5
Two or More Races	2.4
Socioeconomically Disadvantaged	83.8
English Learners	23.1
Students with Disabilities	14.7
Foster Youth	2.4
Homeless	7.1

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	18-19	19-20	20-21
With Full Credential	21	26	31
Without Full Credential	3	1	1
Teaching Outside Subject Area of Competence	0	1	0

Teacher Credentials for Red Bluff Union	18-19	19-20	20-21
With Full Credential	♦	♦	129
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Metteer Elementary

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	1	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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

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 removal of portables, one to two new classrooms, safety and security fencing, along with repairs listed below.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: November 2020

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	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	36	N/A	39	N/A	50	N/A
Math	26	N/A	35	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	16	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Metteer encourages all parents to become actively involved in their child's education. Prior to the Covid-19 pandemic, we invited parents to volunteer in the classrooms, accompany classes on field trips, and share their special skills and abilities at school. We encouraged parents to attend in person conferences and join us on our campus whenever they could. Unfortunately, the pandemic hit and we had to place some of these activities on hold. We implemented new Covid-19 prevention protocols and procedures this year, which limit some of the activities that normally resulted in high parent involvement and participation. Even so, we still encourage parents to be actively involved in their child's education. We encourage them to attend parent-teacher conferences and other meetings via Zoom (online), over the phone, and sometimes in person. Important dates and events are promoted on our school bulletin boards, web site, and school marquee. We listen to parent concerns and solicit their ideas for improvement through surveys and committee input. We respond by offering education, support, and professional development in areas that are of great concern to them and align with district and site goals.

We have several committees that provide opportunities for parent involvement; including the English Learner Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), the Metteer School Site Council (SSC), District Advisory Committee (DAC), 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) and the District Advisory Committee (DAC) are comprised of parents/community members, along with classified and certificated 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. DAC reviews district and site-wide data and helps provide feedback that informs educational plans and programs, as part of the LCAP (Local Control Accountability Plan) stakeholder mandate. The Metteer Booster Club meets monthly and organizes events and fundraisers that are designed to increase family involvement, student engagement and school connectedness. These committees are a main source of parent involvement at Metteer.

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 (School Year 2020-2021)

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 2020.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.4	2.7	5.0	5.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	8	138	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	464

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	21	1	3		22	1	3	4	24			
1	24		3		24		3		20	3	1	
2	22	1	2		23		3		24	3		
3	23		3		25		3		32		2	1
4	29		3		22		3		26		3	
5	24	1	2		22	1	3		21	1	2	
Other**	10	1			11	1			12	2		

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	

Professional development and collaboration are important aspects for continual improvement for all, students and staff. Topics focus on core curriculum and subjects, including social-emotional learning and evidence-based practices for effective collaboration. Weekly teachers work in grade level Professional Learning Communities (PLC) utilizing the PLC process and the data analysis protocol to support teaching and learning. Professional development is delivered through workshop sessions, instructional coaching, and individual mentoring.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,794	\$50,574
Mid-Range Teacher Salary	\$62,836	\$76,649
Highest Teacher Salary	\$89,050	\$98,993
Average Principal Salary (ES)	\$101,084	\$125,150
Average Principal Salary (MS)	\$110,662	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$143,400	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	34.0
Administrative Salaries	4.0	6.0

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

FY 2018-19 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	\$67,642
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.4	-9.7
School Site/ State	3.3	-27.0

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

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.