



# Van Duzen Elementary School

680 Van Duzen Road • Mad River, CA 95526 • 574-6237 • Grades K-8

Peggy Canale, Principal

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

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

### **Southern Trinity Joint Unified School District**

680 Van Duzen Road

Mad River, CA 95526

707-574-6237

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

### **District Governing Board**

Chris Yarbrough

**Board Member**

Chrissy Felt

**Clerk**

Burgundy Eriksen

**Board Member**

Spencer Laufer

**Vice President**

Seth Toerpe

**President**

### **District Administration**

Peggy Canale

**Superintendent**

### **School Description**

#### Principal's Message

Van Duzen Elementary is a kindergarten through eighth-grade elementary school located in beautiful, rural, southwestern Trinity County. Van Duzen Elementary School has an enrollment of approximately 55 students and is one of two elementary schools in the Southern Trinity Joint Unified School District. We are very proud of our well-balanced program, preparing students for high school while providing numerous extracurricular activities including after school clubs and interscholastic athletics.

#### Van Duzen Mission Statement

The mission of the school is to lead, assist, and motivate students by providing high-quality, effective educational programs that prepare students for higher education, employment and responsible citizenship.

#### Van Duzen Vision Statement

Van Duzen Elementary is committed to providing:

- A safe place for adults and students
- Opportunities for students to succeed
- Frequent communication between students, staff and the community

## 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	7
Grade 1	5
Grade 2	7
Grade 3	7
Grade 4	9
Grade 5	6
Grade 6	6
Grade 7	4
Grade 8	14
Total Enrollment	65

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	3.1
Asian	3.1
Hispanic or Latino	15.4
White	67.7
Two or More Races	10.8
Socioeconomically Disadvantaged	78.5
English Learners	1.5
Students with Disabilities	13.8
Foster Youth	3.1
Homeless	23.1

## 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 Van Duzen Elementary	17-18	18-19	19-20
With Full Credential	5	5	5
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Southern Trinity Joint	17-18	18-19	19-20
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Van Duzen Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

The District's elementary schools are on the State text adoption cycle and select materials from the State-approved, Standards-based list. The District's secondary schools select materials from a Board-approved list that meets State Content and Performance Standards.

The District has affirmed that each pupil, including English Learners, has their own textbook to use in class and to take home. Each student has access to texts to use in class and to take home.

**Textbooks and Instructional Materials**

Year and month in which data were collected: 09/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Adopted 2011</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Singapore Math K-5 Adopted 2008 Math in Focus - 2015</p> <p>CPM Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Houghton Mifflin K-8 Adopted 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>McGraw Hill Adopted 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	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)**

Van Duzen Elementary consists of three permanent structures and two well-maintained portable classrooms. Permanent structures house all classrooms with an exception of preschool. There is a well-equipped library/computer lab with full Internet access, along with the District office in the main building. The other permanent structure houses the gymnasium/multi-purpose room, cafeteria, and conference room.

Our custodial/maintenance staff works very hard to maintain a beautiful and clean campus. The District employs one year round, six hour per day, custodian who works after school hours, and three extra custodians who help clean the entire District during summer months. Rooms are cleaned on a regular basis and maintenance is performed in a timely manner on any items that need repair or replacement.

In order to help maintain the safety of all students, there are yard monitors during each recess break and before school.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/10/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Main building painted summer of 2013.
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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	27	44	33	47	50	50
Math	41	37	42	34	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			

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	42	41	97.62	43.90
Male	22	21	95.45	42.86
Female	20	20	100.00	45.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	28	27	96.43	55.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.00	44.44
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**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	42	41	97.62	36.59
Male	22	21	95.45	42.86
Female	20	20	100.00	30.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	28	27	96.43	44.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.00	36.11
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## 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)

Van Duzen Elementary has an active School Site Council (SSC) which is now combined with the STHS council. Parents are urged to attend meetings and/or become an active member of the council. Meetings are held the third Monday of each month at 8:30 AM in the Southern Trinity High School Library. Van Duzen Elementary School Boosters Club is composed of interested parents and community members that work to support extracurricular activities and other school projects. Please consider becoming involved.

Our digital marquee posts the latest activities at the Elementary school as well as the district.

Parents are encouraged to meet their child's teacher and get involved either in the classroom or in extracurricular activities. For more information on how to become involved, contact Susan Bray, Librarian/Activities Coordinator, at (707) 574-6237, ext. 229 or sbray@stjUSD.org

### 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 Southern Trinity Joint Unified School District maintains a Safety and Emergency Procedure Plan for each school in the District. The plan covers all types of emergency situations. Administrative and maintenance personnel conduct regular inspections of school grounds and facilities to identify and correct potentially unsafe conditions. The School Safety Plan is reviewed and updated each spring by the administration and staff and submitted to the Board of Trustees for approval.

In February 2019, STJUSD's School Safety Plan was last reviewed and updated by our School Site Council (SSC) and approved by our school board.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.3	8.5	2.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.7	9.0	6.1
Expulsions Rate	0.0	0.0	0.0

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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.6

\* 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	11	1			3	1			7	1		
1	6	1			7	1			5	1		
2	7	1			8	1			7	1		
3	6	1			8	1			7	1		
4	8	1			4	1			9	1		
5	7	1			5	1			6	1		
6	14	1			5	6			4	2		
Other**												

\*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	5	5	5

All District teachers are encouraged to participate in professional development days each year. District teachers are encouraged to participate in professional development activities such as trainings and workshops via the internet or offsite in locations such as Redding or Eureka. The District routinely pays for registration and travel costs as well as providing substitutes for participating teachers.

Recent areas of staff development include Capturing Kids' Hearts training, (December 2018) Multi-Tiered Systems of Support, trauma-informed practices as well as safety and crisis training. The majority of the District participates in late start Mondays in order to develop, implement, and monitor district-wide school improvement goals in order to improve student achievement.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,507	\$43,574
Mid-Range Teacher Salary	\$60,762	\$63,243
Highest Teacher Salary	\$72,954	\$86,896
Average Principal Salary (ES)	\$0	\$103,506
Average Principal Salary (MS)	\$0	\$108,961
Average Principal Salary (HS)	\$0	\$108,954
Superintendent Salary	\$102,790	\$136,125

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	24%	30%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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	12688	5204	7484	54711
District	N/A	N/A	11664	\$58,995.00
State	N/A	N/A	\$7,506.64	\$64,732.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-43.7	-7.5
School Site/ State	-0.3	-16.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Schoolwide Title I
- Gifted and Talented Education (GATE)
- Special Education
- Counseling- Behavioral and Academic
- School nurse
- Interscholastic athletics
- After-school program

### 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.