

Hayfork Elementary School

6930 State Hwy 3 • Hayfork, CA 96041 • (530) 628 – 5294 • Grades K-8

Anmarie Swanstrom, Principal

aswanstrom@mvusd.us

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

Mountain Valley Unified School District

231 Oak Avenue
Hayfork, CA 96041
(530) 628-5265
www.mvusd.us

District Governing Board

Angela Riggs, President

Jenifer Schrock, VP

Cindy Winter, Clerk

Lisa Barrow, Member

Maura Klopfer, Member

District Administration

Mrs. Debbie Miller
Superintendent

Anmarie Swanstrom
Hayfork Elementary
Principal/Valley High Principal

School Description

Hayfork Elementary School is located in the small, rural community of Hayfork. We are nestled in the Hayfork Valley of beautiful Trinity County, California. Hayfork has a population of approximately 2,300. Our school currently serves 202 students in kindergarten through eighth grades. We believe that all students can learn and we promote standards of excellence for all of our students. Our safe and supportive learning environment enhances student achievement, develops personal responsibility and practices respect for all. We are committed to preparing every student with the skills, knowledge, and problem solving techniques needed to become successful participants in the global world by involving them in an innovative, challenging, and personalized education. Hayfork Elementary School cares about the whole family. We have a robust after school program for students in all grades, a wonderful school readiness program that helps to prepare three to five year old children transition into kindergarten, and an engaging playgroup that facilitates educational play for parents with children from the ages zero to three years old.

Hayfork Elementary School, part of Mountain Valley Unified School District, is located in the rural, mountainous community of Hayfork in Trinity County. The district is made up of the high school, Hayfork High School, Hyampom Arts Magnet School (currently closed), and Valley Continuation High School. The main employers in the community are the school district and the US Forest Service. Most of the students live a distance from the school and ride the bus. The largest ethnic populations other than white are Hmong and Hispanic.

Mission: to ensure students will acquire the knowledge, skills and core values necessary to achieve personal success and to enrich the community.

Vision: Motivate, Educate and Inspire as Advocates for Children

Goals of the District:

1. Focus on a support system designed to meet academic and emotional needs of students. (LCAP Goals 1,3)
2. Provide a curriculum that balances individualization and vetted best practices for all students. (LCAP Goals 1,2,3)
3. Provide students and families with choices and meaningful opportunities to improve their school experiences. (LCAP Goals 2,3)
4. Encourage a collaborative culture by leveraging and maximizing parent and community partnerships to support accelerated student success. (LCAP Goals 2,3)
5. Provide meaningful support to school and effective accountability for school performance. (LCAP Goals 1,2)

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	17
Grade 1	15
Grade 2	23
Grade 3	14
Grade 4	14
Grade 5	26
Grade 6	30
Grade 7	15
Grade 8	22
Total Enrollment	176

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	2.3
Asian	18.2
Hispanic or Latino	7.4
White	60.8
Two or More Races	10.8
Socioeconomically Disadvantaged	74.4
English Learners	15.3
Students with Disabilities	10.2
Homeless	14.8

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 Hayfork Elementary	17-18	18-19	19-20
With Full Credential	12	9	10
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Mountain Valley	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Hayfork 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)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K – 6th: Houghton Mifflin Harcourt California Journeys- 2017 7th-8th: Houghton Mifflin Harcourt California Collections-2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K – 6 Houghton Mifflin Math in Focus 2015 7-8 CPM (College Preparatory Mathematics) Core Connections 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K – 3rd: Delta Education FOSS Full Option Science System - 2007 4th-8th: Delta Education FOSS Next Generation Science- 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K Houghton Mifflin - 2006 1st -2nd Scott Foresman History Social-Science for California - 2006 3rd -5th McMillan McGraw Hill California Vistas - 2006 6th -8th Teachers' Curriculum Institute (TCI) History Alive - 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	We do not teach a course of foreign language.
Health	Health is taught throughout the curriculum. A separate textbook is not used. However, supplemental materials are used, such as Lifeskills, personal safety classes.

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Hayfork Elementary School campus consists of a cafeteria/gymnasium, primary wing, junior high wing, after-school and computer lab wing, and a main building that houses the office, library, the 3rd, 4th & 5th grade classrooms, special day class, resource class, counseling room and music rooms. Classrooms are average to large in size. We have expansive fields and playground areas. Modernization for the 4th through 8th grade classrooms, office, and computer lab wing was completed during the summer of 2007. Spring 2017: mold discovered in gym/kitchen building and in computer lab wing. These areas have since been rebuilt.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 5/22/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	Maintenance Room: #11 Paint peeling Old Teachers Room: #11 paint peeling
Structural: Structural Damage, Roofs	Fair	Main Building: #12 siding is deteriorating, Upper Grade Wing: #3 roots return in drain
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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	37	43	38	43	50	50
Math	38	44	37	41	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	14.8	48.1	3.7
7	18.8	25.0	56.2

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	127	122	96.06	42.62
Male	67	64	95.52	39.06
Female	60	58	96.67	46.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100.00	36.00
Hispanic or Latino	15	14	93.33	21.43
White	72	69	95.83	49.28
Two or More Races	13	13	100.00	46.15
Socioeconomically Disadvantaged	103	99	96.12	36.36
English Learners	22	21	95.45	23.81
Students with Disabilities	18	18	100.00	16.67
Foster Youth	--	--	--	--
Homeless	22	20	90.91	9.09

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	127	122	96.06	44.26
Male	67	64	95.52	42.19
Female	60	58	96.67	46.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100.00	36.00
Hispanic or Latino	15	14	93.33	35.71
White	72	69	95.83	52.17
Two or More Races	13	13	100.00	30.77
Socioeconomically Disadvantaged	103	99	96.12	39.39
English Learners	22	21	95.45	33.33
Students with Disabilities	18	18	100.00	11.11
Foster Youth	--	--	--	--
Homeless	22	20	90.91	9.09

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)

Hayfork Elementary School welcomes parent involvement. We encourage parents to volunteer in classrooms, on field trips, or in our school library. We also welcome parents to become involved in some of the decision-making groups on campus such as School Site Council, Positive Behavior Intervention and Support teams. In addition, Hayfork Elementary has an active Parent Club that organizes fun family activities such as family game nights, family dances, craft nights, etc. The Parent Club also organizes and facilitates fund raisers to improve our campus and provide extras that our school couldn't otherwise afford.

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

Hayfork Elementary School conducts fire, earthquake, and disaster drills. Key components of the School Safety Plan are: hazard assessment, classroom education, staff preparedness, and updated policies. The school plan is updated annually in accordance with Senate Bill 187. There is also an annual bus evacuation drill to a neutral, secure site.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.1	2.0	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	9.0	4.9	3.1
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*	880.0

* 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)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		1		18	1			17	1		
1	17	1										
2	13	1			12	1	1		22		1	
3	23		1		13	1	1		23		1	
4	27		1		23		1		12	1	1	
5	20	1			26		1		26		1	
6	13	1	1		18	1			30		1	
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	3	3	4

The district plans several professional development opportunities throughout the year. Common Core State Standards has been a focus this year. There are three inservice days built into the school calendar. The seventeen early release Thursdays are used for staff development, team meetings, planning and vertical alignment of curriculum. Staff also attends trainings, professional development workshops and conferences in areas of need as determined by data, teacher goals as discussed with the principal, and the needs of the students as determined by assessments.. Paraprofessionals are invited to inservices and trainings.

FY 2017-18 Teacher and Administrative Salaries

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

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	27%	30%
Administrative Salaries	5%	6%

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

Types of Services Funded

General Education & Special Education
 School Readiness
 Playgroup
 After School Education & Safety
 Homework Club/Interventions
 Drug and Tobacco Free Programs
 Elementary Library
 Professional Development
 Transportation
 Technology
 Food Services
 Counseling

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$14,445	\$2,815	\$11,630	\$61,768
District	N/A	N/A	\$16,594	
State	N/A	N/A	\$7,506.64	\$64,732.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-35.2	-3.3
School Site/ State	58.2	-10.8

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.