Ellerhorst Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Ellerhorst Elementary School
Street	3501 Pinole Valley Road
City, State, Zip	Pinole, CA 94564-1299
Phone Number	(510) 231-1426
Principal	Greg Whaling
Email Address	gwhaling@wccusd.net
Website	www.wccusd.net/ellerhorst
County-District-School (CDS) Code	07617966004733

Entity	Contact Information
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
Email Address	matthew.duffy@wccusd.net
Website	www.wccusd.net

School Description and Mission Statement (School Year 2019-20)

SCHOOL DESCRIPTION: Ellerhorst Elementary School is located in the city of Pinole and in historic Pinole Valley. The creek that flows beside the campus was once the campsite for local Miwok Indians and an early ruin from the Spanish Rancho era can be found nearby. The school was built in 1960 and named in honor of Frances L. Ellerhorst, one of Pinole's earliest and most respected teachers. Ellerhorst Elementary is a K-6 school configuration that offers students a rigorous curriculum that is supported by technology, innovation, and experienced staff of teachers and paraprofessionals. Bolstered by tablet technology and the site computer lab plus a well-maintained library, students have access to a wide variety of literary and informational text documents and education-oriented applications. The site's science materials inventory and the demonstration gardens assist students in engaging in hands-on science learning. Through the financial and parental support of its PTA and Dads' Club, Ellerhorst sends its students on a wide variety of field study trips including a Mars Space Exploration simulation field trip and a three-day-long study trip to Yosemite National Park. Support services assist students with learning disabilities through speech and language therapy, occupational therapy, special education services, a learning center for assisting students to catch up to the grade-level performance and dedicated support for English Learners (ELs) to access the content area curricula.

MISSION STATEMENT: At Ellerhorst Elementary School, we are committed to:
 • Treating everyone with courtesy, dignity, and respect.
 • Respecting, celebrating, and welcoming the diversity and contributions of all members of our school community.
 • Providing a safe and productive environment in which to learn, teach, work, and participate.
 • Using instructional strategies that meet each child's unique needs to reach his or her goals for success.
 • Working with the community to develop well-rounded, life-long learners and contributing members of a global society.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	36
Grade 1	50
Grade 2	56
Grade 3	64
Grade 4	53
Grade 5	45
Grade 6	55
Total Enrollment	359

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	10.3
American Indian or Alaska Native	0.8
Asian	5.8
Filipino	3.6
Hispanic or Latino	42.1
White	28.4
Two or More Races	8.9
Socioeconomically Disadvantaged	43.5
English Learners	17.8
Students with Disabilities	17.5
Homeless	1.9

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	15	16	19	1241
Without Full Credential	0	1	0	111
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	21

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures & Triumphs, c2010 - adopted 2012 McGraw Hill Treasures ELD Wonders, c 2010 - adopted 2012 Teachers College Reading, Writing & Phonics, c2015 - adopted 2019	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 adopted 2017	Yes	0%
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0%
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
   • Determination of repair status for systems listed
   • Description of any needed maintenance to ensure good repair
   • The year and month in which the data were collected
   • The overall rating

Year and month of the most recent FIT report: May 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Refinish the MPR stage floor.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	Repair the light fixture in the MPR.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	The drinking fountain at the kindergarten playground has too much pressure.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Repair the bottom of the exterior door of room 124. Repaint the classroom numbers. Paint the handball poles yellow at the back playground. Paint the exterior benches by room 119 and 125. Resurface and restripe the areas in front and back. The play structure in front of room 101 needs new mats. Evaluate if bollards need to be installed to prevent the trash containers from hitting the wall in the trash area behind the MPR. Repair the cement in front of the double doors at the K building.
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	45	39	36	36	50	50
Mathematics (grades 3-8 and 11)	33	30	24	25	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	209	208	99.52	0.48	38.94
Male	107	106	99.07	0.93	31.13
Female	102	102	100.00	0.00	47.06
Black or African American	23	22	95.65	4.35	36.36
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	53.85
Filipino	--	--	--	--	--
Hispanic or Latino	95	95	100.00	0.00	30.53
Native Hawaiian or Pacific Islander					
White	59	59	100.00	0.00	40.68

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	75.00
Socioeconomically Disadvantaged	94	93	98.94	1.06	24.73
English Learners	53	53	100.00	0.00	20.75
Students with Disabilities	40	39	97.50	2.50	10.26
Students Receiving Migrant Education Services					
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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	209	207	99.04	0.96	29.95
Male	107	105	98.13	1.87	27.62
Female	102	102	100.00	0.00	32.35
Black or African American	23	21	91.30	8.70	23.81
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	46.15
Filipino	--	--	--	--	--
Hispanic or Latino	95	95	100.00	0.00	26.32
Native Hawaiian or Pacific Islander					
White	59	59	100.00	0.00	25.42
Two or More Races	12	12	100.00	0.00	58.33
Socioeconomically Disadvantaged	94	92	97.87	2.13	16.30
English Learners	53	53	100.00	0.00	15.09
Students with Disabilities	40	38	95.00	5.00	7.89
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.7	29.5	20.5

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.

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)

Family Involvement is very important at Ellerhorst Elementary School. Families volunteer in the classrooms on a daily basis, helping teachers with small group instruction and classroom activities. They accompany teachers and students to the library, assist in the computer lab, and drive and chaperone students on study trips. In addition, a number of alumni parents whose students have already promoted from Ellerhorst continue to return and volunteer in classrooms, as yard supervisors and in the office.

PTA and DAD'S CLUB: Ellerhorst has a very active Parent Teacher Association (PTA) and an affiliated Dad's Club. Together these groups have over 200 members. Both groups meet monthly to plan and implement an array of school and family activities, both to fundraise and to build community. Their first activity of the year is to facilitate the sign-ups for classroom support and the various committees. The PTA developed and instituted its own website and an email tree to disseminate information to our families on upcoming events, academic information, etc.

2019-2020 activities sponsored by our PTA and Dad's Club include a fall Ice Cream Social, Walk-A-Thon fundraiser, the annual Pumpkin Contest and Halloween Haunted Hallway, Trunk or Treat, monthly Movie Nights, Pasta Feed, Talent Show, Book Fairs, Science Fairs, multiple After School Enrichment Programs, student yearbook, and a parent-sponsored Student Council, and several other fundraiser activities. Funds raised by the PTA and the Dad's Club support extra supplies for classrooms, the Accelerated Reader Program, technology, supplemental math and science software for all grade levels, assemblies, and study trips.

SCHOOL SITE COUNCIL: Every elementary school must have a School Site Council (SSC) composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). The committee meets monthly. Additional meetings are scheduled when needed.

ENGLISH LEARNER ADVISORY COMMITTEE: The Ellerhorst English Learner Advisory Committee meets and traditionally delegates its responsibilities to the SSC, which makes decisions about programs and issues pertaining to the English Learner population.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.9	3.9	2.2	5.9	5.8	5.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:
1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in January 2020. A copy of the Comprehensive School Safety plan will be available for review on the district's website in February 2020.

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.

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	22		2		24		2		18	2		
1	24		2		23		2		24		2	
2	24		2		26		2		24		2	
3	17	1	2		20	1	2		19	2	2	
4	33			1	27		1		32		1	
5	29		2		28		2		29		2	
6	25	1	2		28		2		21	1	2	
Other**	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, 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)	1.0
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,530.31	$1,488.70	$5,041.61	$76,485.48
District	N/A	N/A	$7,641.88	$70,833.00
Percent Difference - School Site and District	N/A	N/A	-41.0	7.7
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-39.3	-7.4

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 (Fiscal Year 2018-19)

The follow ing are programs/services available at the school that support and assist students:

- AMAZON.COM
- GOPHER SPORT
- IXL LEARNING
- LAKESHORE LEARNING
- SCHOOL SPECIALTY INC
- SOUTHERN COMPUTER WA
- SOUTHWEST SCHOOL & O

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,360	$48,612
Mid-Range Teacher Salary	$72,730	$74,676
Highest Teacher Salary	$94,500	$99,791
Average Principal Salary (Elementary)	$106,868	$125,830
Average Principal Salary (Middle)	$116,689	$131,167
Average Principal Salary (High)	$129,673	$144,822
Superintendent Salary	$260,000	$275,796
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

The Ellerhorst staff engages in staff workshops, grade level collaboration, and attends outside training on a regular basis. In this past year, every teacher participated in two full-day trainings, as well as additional hours for the introduction of our new English Language Arts curriculum of Units of Study from Teachers College. Additionally, for the last few years, the staff is focused on the district's other major areas of focus in Mathematics and English Language Development. These goals align with our LCAP plan and the Common Core State Standards. Professional Development activities are planned by the school site's Instructional Leadership Team in collaboration with the district Teaching, Learning, and Leading (TTL) Department. In addition, teacher passion is driving changes in the social studies and science curricula; the staff continues to honor the use of academic data to inform instruction and provides effective support for students who are preparing to take the Common Core-aligned state assessment for language arts and math.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this quality and leadership, the TLL Department engages teachers, administrators, and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all Common Core-based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction, and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly-qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.