

# Smith River 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	Smith River Elementary School
Street	546 W. First Street
City, State, Zip	Smith River, CA 95567
Phone Number	707-464-0370
Principal	Nicole Cochran
Email Address	ncochran@dnusd.org
Website	<a href="http://srelementary.org/">http://srelementary.org/</a>
County-District-School (CDS) Code	08-61820-6005458

Entity	Contact Information
<b>District Name</b>	Del Norte County Unified School District
<b>Phone Number</b>	707-464-6141
<b>Superintendent</b>	Jeff Harris
<b>Email Address</b>	jharris@dnusd.org
<b>Website</b>	www.dnusd.org

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

Smith River School is a rural Preschool through 8th grade school serving approximately 275 students. 47.89% of the student body is composed of girls and 52.11% of boys. The ethnic make-up is 14.56% Native American; 45.98% Hispanic; 37.16% Caucasian; .77% Black; Mixed race 1.53%. The cultural background of all students is respected and ethnic studies are incorporated into the school curriculum and program whenever possible. Currently, we employ a part-time, English as a Second Language Coordinator and one Bilingual Assistant. We are aware of the continuing need for ongoing staff development with regard to celebrating our cultural diversity, infusing cultures into the curriculum, and emphasizing culturally appropriate teaching strategies.

Smith River School is the only PK-8 school in Del Norte County. The area surrounding Smith River School is a mix of working class, low-income, and welfare families living in single-family homes, apartment buildings, and subsidized housing. The student population consists of students from a wide range of socio-economic backgrounds. Twenty-four percent of Smith River students come from middle and upper-middle-income families. Seventy-six percent of our students are from low-income families or from families receiving public assistance. The Smith River staff consists of one Principal, 11 teachers, a part-time PE teacher, a part-time music teacher, a part-time nurse, 5 instructional assistants/noon duty supervisors, 3 special educational instruction assistants, two full-time school secretaries (both bilingual), a part time library assistant, two custodial staff, one SDC/RSP teacher, 1 part-time ELD Coordinator, one After School Instructional Specialist, one part-time Speech Therapist, one part-time English as a Second Language teacher, along with one Bilingual Assistant for English Language Learning students. The Special Education Support Staff collaborates with our general education teachers to provide appropriate modifications and support that allow all students equal access to the core curriculum in the least restrictive environment.

Smith River's mission statement: The mission of Smith River school is to focus on student success through an effective academic program which inspires individuality and critical thinking in a safe and secure environment. Smith River Vision: Smith River School students will develop positive character traits and maximize intellectual and creative potential. Our students will become responsible productive members of their school, workplace, community and society.

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

Grade Level	Number of Students
Kindergarten	25
Grade 1	20
Grade 2	23
Grade 3	18
Grade 4	27
Grade 5	24
Grade 6	25
Grade 7	27
Grade 8	24
<b>Total Enrollment</b>	<b>213</b>

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	13.6
Hispanic or Latino	49.3
White	34.7
Two or More Races	1.4
Socioeconomically Disadvantaged	79.3
English Learners	23.9
Students with Disabilities	13.6
Homeless	6.6

**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
<b>With Full Credential</b>	12	11	13	155
<b>Without Full Credential</b>	0	0	0	12
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

## 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

All textbooks are adopted by the local governing board or by the state board of education in the most recent adoption. No students lack their own textbooks.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-2 - McGraw-Hill - Wonders 3-5 - National Geographic - Cengage 6-8 - McGraw-Hill - StudySync All adopted Spring 2017	Yes	0
Mathematics	K-2 - McGraw-Hill - Everyday Math - Adopted 2016 3-5 - McGraw-Hill - My Math - Adopted May 2015 6-8 - McGraw-Hill - California Math - Adopted May 2015	Yes	0
Science	MacMillan/McGraw Hill – Adopted 2007 Glencoe/McGraw Hill – Adopted 2007	Yes	0
History-Social Science	Grades K-3 - McGraw-Hill - Impact History/Social Studies - adopted 2019 Grades 4 - 8 - McGraw-Hill IMPACT History/Social Studies - adopted 2018	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

On August 28, 2019, Smith River Elementary and Grounds were inspected by the CSI General Manager. The report stated that Smith River was overall in Poor condition. As cited, additional work and maintenance needs to be done to bring the school up to satisfactory condition. Repairs will be made to ensure a safe environment for students, staff and community members at Smith River 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:** August 28, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Repairs to be made as needed for safety.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	Repairs to be made as needed for safety.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Fair	

## 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)	35	38	35	37	50	50
Mathematics (grades 3-8 and 11)	27	28	25	26	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	149	149	100.00	0.00	37.58
Male	77	77	100.00	0.00	40.26
Female	72	72	100.00	0.00	34.72
Black or African American	--	--	--	--	--
American Indian or Alaska Native	20	20	100.00	0.00	45.00
Filipino					
Hispanic or Latino	68	68	100.00	0.00	25.00
Native Hawaiian or Pacific Islander					
White	58	58	100.00	0.00	48.28
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	119	119	100.00	0.00	31.93
<b>English Learners</b>	42	42	100.00	0.00	16.67
<b>Students with Disabilities</b>	17	17	100.00	0.00	23.53
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	14	100.00	0.00	28.57

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
<b>All Students</b>	149	149	100.00	0.00	27.70
<b>Male</b>	77	77	100.00	0.00	26.32
<b>Female</b>	72	72	100.00	0.00	29.17
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	20	20	100.00	0.00	25.00
<b>Filipino</b>					
<b>Hispanic or Latino</b>	68	68	100.00	0.00	20.90
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	58	58	100.00	0.00	34.48
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	119	119	100.00	0.00	23.73
<b>English Learners</b>	42	42	100.00	0.00	14.29
<b>Students with Disabilities</b>	17	17	100.00	0.00	18.75
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	14	100.00	0.00	28.57

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	16.7	16.7	33.3
7	14.3	32.1	14.3

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)

In order to get parent input with decision making for Smith River, we have two bodies that help do that - the first is Site Council. Here our parents, community and school come together to look at and approve expenditures for the Title I budget and other activities planned for the year with an eye towards language development, foster youth, low income and homeless students. The other parent school group is the ELAC committee. This body has three meetings throughout the year and is a place for parents to get more information from the school site and give the school feedback as to how the school year is progressing.

We also love to have parent/family volunteers on campus. We have several parents who participate in the Los Dichos program and read to our students in Spanish. There are many different ways to volunteer - If you have an extra hour a week, we could use some help making copies. If you have an extra two hours per week – we would love for you to read with students. We have a very active PTSO with almost monthly activities and School Site Council can always use more voices and hands to get our students what they need. There is also an ELAC committee for parents of our English Language Learning students to have a voice in our school. There are a multitude of opportunities, please stop in and ask! Parents may contact the office at 707-464-0370 for more family engagement opportunities.

### 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	2.6	2.1	1.7	8.4	4.8	5.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Smith River School's Safe School Planning Committee, is a subcommittee of our School Safety/Crisis Response Committee. Our Planning Committee of community members, parents, students, and teachers developed our Safe School Plan. This committee will continue to be proactive and continuously review, evaluate, and modify the plan as needed. Both the Crisis Response Plan and Comprehensive School Safety Plan are designed to ensure a safe, secure, and friendly learning environment. The Safe School Planning Committee recognizes and commends the students, staff, and community for their efforts in developing programs that foster an appreciation for the unique contributions of all people and raise the consciousness of all, with regards to our ethnic, social, and cultural diversity. At Smith River, we believe that all students can learn, and all students can behave. Behavioral and academic expectations are clearly stated in the Positive Behavior Intervention Systems (PBIS) handbook and reviewed by all teachers and students three times per year. Students are also commended for positive behavior and good decision-making. Our staff works every day to provide opportunities for all students to be successful. The students reach their full potential within the context of a caring and safe school environment. There is a great deal of support from the parents, neighborhood, community and local businesses. Our combined goal is to make every student a success. Smith River's Safe School Plan addresses each of the four components of the safe school model. The Smith River Safety plan was reviewed and approved by SSC, ELAC and SR staff in November 2019.

## 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	26		1		26		1		25		1	
1					22		1		20	1		
2	27		2		17	1			23		1	
3	25		1		28		1		18	1		
4	13	1	1		22		1		26		1	
5	33			1	15	1	2		24		1	
6	27		1		17	1	1		15	5	7	
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.

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

Title	Ratio
Academic Counselors*	355.0

\*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)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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	\$13,976	\$3,891	\$10,085	\$74,424
District	N/A	N/A	\$9,227	\$66,169.00
Percent Difference - School Site and District	N/A	N/A	8.9	2.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	27.3	-4.6

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)

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide Universal Access through small group/large group instruction. During reading and English Language Development (ELD), students are grouped by instructional level, assessed every eight weeks and regrouped appropriately. Teachers regularly examine student work samples and data at grade-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate.

At the school site level, each year the site council for Smith River School updates the school site plan, analyzing and reviewing information from standardized tests as well as classroom summative and formative assessments. Goals for the year are written including participating school groups, anticipated growth and how the goals will be measured. During the 18/19 school year, the following areas were recommended by site council using school allotted categorical funds: attendance incentives, small group tutoring instruction after school for high risk students in the areas of reading and math, instructional assistant to provide additional support to students and providing parent incentives for family engagement.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,281	\$46,208
Mid-Range Teacher Salary	\$68,673	\$72,218
Highest Teacher Salary	\$84,228	\$92,742
Average Principal Salary (Elementary)	\$98,402	\$134,864
Average Principal Salary (Middle)	\$107,218	\$118,220
Average Principal Salary (High)	\$122,171	\$127,356
Superintendent Salary	\$169,260	\$186,823
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	5%	6%

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	3	3	3

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of our staff development has been predominantly in the area of English Language Arts, English Language Development and mathematical practices through trainings such as Direct Instruction, GLAD training, and workshops with instructional coaches. Teachers also work in grade level collaboration meetings and vertical teams to analyze student data, create action plans and discuss, model and observe best practices. Teachers are supported during implementation by collegial observations, walkthroughs, and planned teacher observations at other school to see exemplary teaching and implementation. Teachers were also able to attend grade level appropriate GLAD trainings and formal trainings on current English Language Arts and Social Science materials. The District offered professional development strands where teachers were able to choose a topic to look at in depth. A strand consists of 3 sessions and some topics included were instructional core, BeGLAD, interim assessments, google apps, Functional behavior analysis and Multi-tiered systems of support.