Elkhorn Village Elementary
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	Elkhorn Village Elementary
Street	750 Cummins Way West
City, State, Zip	Sacramento, CA 95605- 2511
Phone Number	(916) 375-7670
Principal	Sal Garcia
Email Address	sgarcia@wusd.k12.ca.us
Website	http://elkhorn.wusd.k12.ca.us/
County-District-School (CDS) Code	57726946056352

Entity	Contact Information
District Name	Linda Luna
Phone Number	(916) 375-7600
Superintendent	Linda Luna
Email Address	lluna@wusd.k12.ca.us
Website	http://www.wusd.k12.ca.us/

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

Elkhorn Village Elementary School is committed to providing a safe environment in which all students may excel. We use the structures of the BEST program to teach all students expected behaviors that maintain a physically and emotionally safe place to learn about themselves and the world around them. We have also incorporated the Olweus Anti-Bullying program, using weekly class meetings, a school-wide rally, and on-going staff development to increase awareness of bullying, and structures and strategies for intervention. Students and staff participate in the Each One Reach One program to highlight positive behaviors students can do each day of the week to create a more inclusive environment for all, while developing each student's personal skills and habits. Our Peer Mediation Program trains students in communication skills to help classmates solve problems before they escalate.

We foster an atmosphere that encourages college for all. We offer AVID classes in the upper grades to help students master the organizational and academic skills that will allow them to be successful in the high level courses required for admission into four year colleges. Elkhorn is the first K-8 school in Washington Unified to receive certification by the AVID Center.

Teachers meet regularly to analyze student achievement and plan lessons based on student needs. Peer training is a regular component of site collaboration days. Outside consultants have been part of the site training, increasing all teachers' knowledge of ELD and SDAIE strategies.
Elkhorn has a very successful MESA program that now provides experiences for elementary students in addition to our junior high program. We offer classes in robotics and design to challenge students who choose to pursue additional science and math opportunities, and continue to search for more opportunities to develop STEM (Science, Technology, Engineering and Mathematics) classes for all grades.
We continue to provide an option for bilingual education for students in kindergarten through third grade. Our bilingual teachers work closely together to provide a sustainable program developing academic English skills equal to or greater than general education classes.

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

Grade Level	Number of Students
Kindergarten	80
Grade 1	70
Grade 2	63
Grade 3	70
Grade 4	67
Grade 5	57
Grade 6	74
Grade 7	106
Grade 8	94
Total Enrollment	681

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.1
Asian	4
Filipino	0.3
Hispanic or Latino	81.2
Native Hawaiian or Pacific Islander	0.3
White	6.6
Two or More Races	3.1
Socioeconomically Disadvantaged	89
English Learners	35.7
Students with Disabilities	9.3
Foster Youth	1.2
Homeless	5.9

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	34	30	32	339.3
Without Full Credential	0	1	1	10
Teaching Outside Subject Area of Competence (with full credential)	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	2

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: January 2019

This section describes whether the textbooks and instructional materials used at the school are from the most recent ad option;
whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5th grades uses McGraw Hill Wonders and McGraw Hill Study Sync for 6- 11th grade (2016)	Yes	0%
Mathematics	K-5 Houghton Mifflin California Go Math (2015) 6-8 CPM Core Connections, Courses 2- 3 (2017) 9-12 Carnegie Learning Integrated Mathematics, 1-3 (2012); Pearson Precalculus, 7th Edition (2016); Holt AP Edition Calculus, 10th Edition (2013); Larson Math and You (2013)	Yes	0%
Science	K-5 uses the Scott Foresman "Science" edition. Grades 6-8 uses the Holt science program. Year of adoption 2007	Yes	0%
History-Social Science	K5 Harcourt Brace Reflections (2006) 68 TCI (2018) 9-12 Pearsons (2018) 7-12 McDougal Littell California Social Studies series (various titles, 2006)	Yes	0
Foreign Language	N/A		0
Health	The health curriculum is included as part of science and is taught using teacher and district created materials	No	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	N/A		0
Science Laboratory Equipment (grades 9-12)	N/A		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall, the school is in good condition. Many improvements have been made over the past years.

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: 2019 September

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Ceiling tiles - stained
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
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 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)	29	35	45	46	50	50
Mathematics (grades 3-8 and 11)	16	18	32	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 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	467	455	97.43	2.57	35.46
Male	238	229	96.22	3.78	30.70
Female	229	226	98.69	1.31	40.27
Black or African American	24	23	95.83	4.17	34.78
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74	5.26	23.53
Filipino	--	--	--	--	--
Hispanic or Latino	380	371	97.63	2.37	35.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	26	25	96.15	3.85	40.00

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	50.00
Socioeconomically Disadvantaged	437	428	97.94	2.06	34.43
English Learners	250	242	96.80	3.20	28.22
Students with Disabilities	57	56	98.25	1.75	21.43
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	36.84

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	466	461	98.93	1.07	17.86
Male	237	233	98.31	1.69	18.10
Female	229	228	99.56	0.44	17.62
Black or African American	24	23	95.83	4.17	17.39
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	5.26
Filipino	--	--	--	--	--
Hispanic or Latino	379	376	99.21	0.79	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	26	25	96.15	3.85	24.00
Two or More Races	12	12	100.00	0.00	16.67
Socioeconomically Disadvantaged	436	433	99.31	0.69	17.63
English Learners	250	249	99.60	0.40	14.17
Students with Disabilities	57	56	98.25	1.75	3.57
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	31.58

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	19.3	42.1	3.5
7	17.6	22.5	27.5

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)

Our parents are encouraged to become active partners in Elkhorn. We provide various opportunities for parent involvement, including the Latino Family Literacy Project, Kindergarten parent meetings, and working with students as classroom volunteers. Our PTSA has bi-monthly meetings, working closely with teachers to meet the needs of our students. There is a monthly Coffee with the Principal, and Academic Family Nights to bring school and families together.

We have a Parent Liaison who has been meeting with parents regularly in the morning to give them information on topics they have requested, including nutrition, report cards, and family violence,
Community organizations, like Victor Community Support Services, have become active partners in training teachers, supporting students, and working with parents.

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	9.4	10.0	4.4	6.2	5.5	3.8	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)

Elkhorn Village Elementary School prides itself in keeping students safe before, during, and after school. To ensure student and staff safety, the Safety Plan is reviewed, revised, and updated every year. Staff participates in regular training on parts of the safety plan throughout the school year.
We have worked with the West Sacramento Police Department and WUSD to increase staff awareness and knowledge of the most effective responses to a variety of situations that threaten the orderly environment of our school. A working site safety team meets frequently to ensure all staff is current on all plans.

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		3		23		3		20	1	3	
1	24		3		20	2	1		23		3	
2	18	3			23		3		21	2	1	
3	21	1	2		21		3		23		3	
4	32		2		29		2		34			2
5	33		1	1	34			2	29		2	
6	27	3	15	5	24	5	16	2	22	6	10	
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*	.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	
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	$6,649	$731	$5,918	$72,326
District	N/A	N/A	$6,152	$76,458
Percent Difference - School Site and District	N/A	N/A	-3.9	-5.6
State	N/A	N/A	$7125	$76522
Percent Difference - School Site and State	N/A	N/A	-18.5	-5.6

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)

Washington Unified School District is committed to ensuring services funded align with the district and school goals and priorities as outlined in the LCAP (Local Control Accountability Plan). Funding to school sites focuses on providing students and staff with materials, tools, professional development and experiences to support their academic and social emotional learning. Funded services include: special education, LCFF (Local Control Funding Formula), Title I, Title II, Title III, CSI (Comprehensive Support and Improvement) and grants.

Elkhorn Village offers a variety of services to students and families that are funded through our categorical programs. We have a full-time instructor who teaches Read 180 and System 44 to assist students who need an extra boost in reading. We have two English Language Development Specialists who work with students and teachers to increase student achievement in English for second language learners. We have developed a partnership with Yolo County Office of Education to train staff on the most effective strategies to improve student achievement. Language Development. Workshops are presented for parents on a variety of topics, including reading fluency, literacy, and avoiding arguments with teenagers.

MESA (Mathematics, Engineering and Science Achievement) is offered after school to enrich students' knowledge of math and science. Students participate in Saturday competitions both at Elkhorn and other schools and Universities

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,316	$49,084
Mid-Range Teacher Salary	$69,807	$76,091
Highest Teacher Salary	$94,026	$95,728
Average Principal Salary (Elementary)	$113,608	$118,990
Average Principal Salary (Middle)	$119,682	$125,674
Average Principal Salary (High)	$131,432	$137,589
Superintendent Salary	$196,026	$230,096
Percent of Budget for Teacher Salaries	35%	35%
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	116	105	33

Staff received and participated in professional development training during faculty meetings, district collaboration meetings, site collaboration meetings, grade level meetings, and after school district-offered training's. Administrative staff and teachers were offered and received training in Cooperative Learning and Active Participation Instructional Strategies, Rigorous Curriculum Design, Multi Tiered Support Services (MTSS), ELD strategies and cycles of inquiry for improvement, Working with Special Populations, Understanding Poverty, Teaching Tolerance, Common Core Mathematics and Common Core ELA and Literacy in other subjects, Emotional Intelligence, Classroom Management, Lesson Planning, Backward Mapping from CCSS standards, Safety, and Technology.