

Laurel Creek 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	Laurel Creek Elementary School
Street	2900 Gulf Drive
City, State, Zip	Fairfield CA, 94533
Phone Number	(707) 421-4291
Principal	Todd Bennet
Email Address	toddb@fsusd.org
Website	www.fsusd.org
County-District-School (CDS) Code	48-70540-6111405

Entity	Contact Information
District Name	Fairfield-Suisun Unified School District
Phone Number	(707) 399-5000
Superintendent	Kris Corey
Email Address	krisc@fsusd.org
Website	www.fsusd.org

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

Measurable Academic Growth for All Students

The mission of Laurel Creek Elementary embodies an intense commitment and focus on academic achievement. Laurel Creek student enrollment is approximately 620 students in grades TK-5. Students reflect a mixture of cultural and socioeconomic backgrounds. It is the mission to create an environment which supports student achievement through a school-wide commitment to teach students to be effective problem solvers. At Laurel Creek School, technology is integrated into instruction, providing students with enriched learning opportunities. Students are taught how to process information effectively and utilize knowledge across a spectrum of applications. Laurel Creek staff assists each student to attain annual academic growth on the Common Core Standards. Using multi-tiered systems of support, including small group instruction, Universal Design for Learning concepts, and a variety of intervention strategies, each student receives target instruction.

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

Grade Level	Number of Students
Kindergarten	108
Grade 1	97
Grade 2	98
Grade 3	104
Grade 4	89
Grade 5	112
Grade 6	99
Total Enrollment	707

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	15.8
American Indian or Alaska Native	0.1
Asian	5.7
Filipino	6.6
Hispanic or Latino	41.6
Native Hawaiian or Pacific Islander	0.8
White	14.4
Two or More Races	14.1
Socioeconomically Disadvantaged	62.5
English Learners	11.7
Students with Disabilities	13.4
Foster Youth	1.1
Homeless	0.7

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	31	32	33	882
Without Full Credential	1	2	3	112
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	20

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		1	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: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
Mathematics	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
Science	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
Health	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional for our high educational standards. This is achieved by custodial staff adhering to district-wide cleaning standards. In addition, a work order process was developed to make certain that timely and effective maintenance service is provided and that emergency repairs are given the highest priority.

During the summer of 2017, Laurel Creek Elementary received over \$3.8 million in improvements to expand the site. These improvements included a new play field with a running/walking track, expanded playground and asphalt play area, new play equipment and shade structure, and removal of two aging portable classrooms. In the summer of 2019, the site received new HVAC equipment. No necessary improvements were identified on the Facility Inspection Tool (FIT).

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: SEPTEMBER 2019

System Inspected	Rating	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	
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)	36	42	44	45	50	50
Mathematics (grades 3-8 and 11)	37	35	32	33	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	391	389	99.49	0.51	41.65
Male	196	195	99.49	0.51	33.33
Female	195	194	99.49	0.51	50.00
Black or African American	63	63	100.00	0.00	23.81
American Indian or Alaska Native	--	--	--	--	--
Asian	22	21	95.45	4.55	38.10
Filipino	25	25	100.00	0.00	64.00
Hispanic or Latino	159	158	99.37	0.63	43.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	60	60	100.00	0.00	45.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	56	56	100.00	0.00	44.64
Socioeconomically Disadvantaged	249	247	99.20	0.80	38.87
English Learners	81	80	98.77	1.23	38.75
Students with Disabilities	45	45	100.00	0.00	11.11
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	391	388	99.23	0.77	35.05
Male	196	195	99.49	0.51	33.33
Female	195	193	98.97	1.03	36.79
Black or African American	63	61	96.83	3.17	24.59
American Indian or Alaska Native	--	--	--	--	--
Asian	22	21	95.45	4.55	33.33
Filipino	25	25	100.00	0.00	60.00
Hispanic or Latino	159	159	100.00	0.00	32.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	60	60	100.00	0.00	40.00
Two or More Races	56	56	100.00	0.00	35.71
Socioeconomically Disadvantaged	249	246	98.80	1.20	33.33
English Learners	81	81	100.00	0.00	25.93
Students with Disabilities	45	44	97.78	2.22	6.82
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	19.3	20.2	20.2

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.

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)

The Laurel Creek School community recognizes that parent involvement is critical for the academic success of our students. Parents are encouraged to be involved in their children's education and become active members of the school community. Connections between school and the community are strengthened through the formal structure of the School Site Council, English Language Advisory Committee, and Parent Teacher Organization (PTO)

Parents and community volunteers make an enormous difference in the academic success of students. Parent support fosters positive student attitudes, which builds confidence and brings purpose to learning. Many Laurel Creek parents volunteer and assist in classrooms. The parents, staff, and students work together daily to develop a successful and positive learning environment at our school.

Information on joining the PTO and becoming a classroom volunteer is found on the Laurel Creek webpage at: <https://www.fsusd.org/Page/17412>, or by calling 707-421-5291.

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	1.0	3.0	2.2	6.2	6.2	5.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Fairfield-Suisun Unified School District requires safety plans for each school: BP/AR 0450, Comprehensive Safety Plan; BP3515, Campus Security; BP/AR 3515.2, Disruptions; and BP/AR 3516, Disaster Regulations. The Governing Board insists that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches violence prevention and emphasizes high expectations for student achievement, responsible behavior and respect for others. Each school site develops a comprehensive school wide safety plan that includes violence prevention strategies and actions to be taken in the event of a crisis. Each plan is tailored to the specific conditions at the school. Each school plan takes into account the expertise, available resources and building design, along with factors unique to each site. A copy of the school's plan is available at the school. The plan is updated and reviewed at the beginning of each school year by the principal with the complete faculty. School Safety Plans include the following elements: a positive school climate promoting respect for diversity, personal and social responsibility, effective interpersonal and communication skills, anger management and conflict resolution; disciplinary policies and procedures; prevention of and alternatives to violence; parent involvement strategies; prevention and intervention strategies related to the sale or use of alcohol and drugs; assessment of the school's physical environment and development of ground security; school-site crisis intervention strategies; staff training in violence prevention and intervention techniques. The Laurel Creek Safety Plan is reviewed and updated annually. All staff is included in the review. The latest review, update, and approval occurred in August of 2019. The Laurel Creek Safety Plan includes procedures for evacuations and lock-downs, as well as dates for fire, lockdown and evacuation drills. The plan also denotes the individuals responsible for specific actions during crisis and emergency situations.

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	19	2	4		19	3	3		19	4	2	
1	25		4		23		4		24		4	
2	26		4		27		4		23		4	
3	26		5		23		4		25		4	
4	32		2	1	31		4		34			2
5	26	1	3	1	34			3	32		2	2
6	27	1		3	26	1	2	1	33		1	2
Other**					8	1			10	1		

*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)	.2
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	3.5

*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	\$5,720.23	\$723.58	\$4,996.65	\$68,663.83
District	N/A	N/A	\$5,348.30	\$65,688.79
Percent Difference - School Site and District	N/A	N/A	-6.8	4.4
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-40.1	-18.2

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 major areas of focus with regard to services funded at Laurel Creek during the 2018-19 school year were: Attendance and School Climate, English Language Development/ ELA/ Math, and Professional Development. To address Attendance and School Climate, Laurel Creek faculty and staff began a commitment to The Leader In Me, through the Covey Foundation. Academically, the focus was on academic conversation and writing across the curriculum. Professional development was offered on site, after school, as well as monthly, during faculty meetings.

The funding for these major areas of focus, as well as all other supplemental programs, came from Discretionary/ Unrestricted funds specifically dedicated to Parent Involvement, Professional Development, and a Supplemental Concentration Grant. Site administrators, along with the School Site Council, worked together to decide funding allocations, and the development and oversight of the Single Plan for Student Achievement.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,649	\$48,612
Mid-Range Teacher Salary	\$71,626	\$74,676

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$89,805	\$99,791
Average Principal Salary (Elementary)	\$113,400	\$125,830
Average Principal Salary (Middle)	\$116,344	\$131,167
Average Principal Salary (High)	\$128,066	\$144,822
Superintendent Salary	\$248,393	\$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	7%	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	0	0	0

The major areas of development for the 2019-2020 school year are: Small Group Instruction, Writing, and Improving School Climate and Culture. These areas were selected by the administration with input from teachers provided during staff meetings, and surveys. The principal will provide professional development in Small Group Instruction in three installments throughout the school year. The focus is to provide targeted, effective and efficient small group instruction to every student in grades TK - 5th grade. Professional development with regard to the writing process will include, writing to prompts and using rubrics as a guide is another focus of professional development throughout the year and presented by the site administrator. Professional development regarding improving school climate and culture professional development is provided by outside professionals during staff meetings, and in voluntary after school sessions on site. Teachers are supported throughout the year with time to collaborate during grade level meetings once a month, administrative coaching, and coaching provided by district support teachers.