

# Hornbrook 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	Hornbrook Elementary School
Street	15430 Oregon Rd.
City, State, Zip	Hornbrook, CA 96044
Phone Number	(530) 475-3598
Principal	Kelly Bear
Email Address	kbear@hornbrookschool.org
Website	<a href="http://www.hornbrookschool.org">http://www.hornbrookschool.org</a>
County-District-School (CDS) Code	47-70359-6050801

Entity	Contact Information
<b>District Name</b>	Hornbrook Elementary School District
<b>Phone Number</b>	(530) 475-3598; (530) 643-2867
<b>Superintendent</b>	Kelly Bear
<b>Email Address</b>	kbear@hornbrookschool.org
<b>Website</b>	www.hornbrookschool.org

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

### School Description:

Hornbrook Elementary is a TK-8 school that serves approximately 55 students. We are a basic aid district drawing revenue from the property tax base of the Irongate/Copco Dam area, timberland, residential, and more.

The staff is comprised of:

4 full-time teachers

1 full-time Superintendent / Lead-Teacher

1 administrative assistant

1 special education aide / recess duty / after school coordinator

1 cook/cafeteria manager

1 bus driver/maintenance

1 custodian

1 after-school aide / recess duty / paraprofessional

1 library aide

1 counselor

Our little community is located in rural Northern California just below the Oregon border approximately 15 miles north of Yreka.

This school is a hidden gem with great teaching, great students, and a culture of caring. Students at Hornbrook Elementary receive a "students first" education. We strive to develop the whole child by dedicating time to art, music, physical education, technology, and more. All people at our school follow the 5 B's, which guide us to Be kind, Be safe, Be respectful and responsible, Be productive, and Be a good listener. We are implementing PBIS and restorative practices. Stakeholders take pride in our graduates who leave ready for the next challenge.

### Mission/Vision Statement:

Our goal is to equip students with the necessary skills to prepare them for the rigors of high school, acquire meaningful employment, and obtain additional education in pursuit of a career. Our motto is "Working Together, To Build Student Success, In A Caring Place."

Hornbrook Elementary School's vision is to ensure that a partnership is developed between students, parents, staff and community so:

- Students and staff are equipped with the necessary skills to access, process and apply information to problems and decisions.
- Students are taught to be responsible and safe in a nurturing learning environment.
- Students experience success in a world where learning never ends.

Currently we are in the process of implementing a Common Core based educational system as evidenced by:

- Training in the teaching of Common Core
- Common Core thematic units that incorporate multiple subjects and meet standards.
- Staff meetings focus on best research practices

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

Grade Level	Number of Students
Kindergarten	2
Grade 1	3
Grade 2	5
Grade 3	4
Grade 4	5
Grade 5	8
Grade 6	5
Grade 7	7
Grade 8	6
Total Enrollment	45

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

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2.2
Asian	2.2
Hispanic or Latino	2.2
White	68.9
Two or More Races	24.4
Socioeconomically Disadvantaged	77.8
Students with Disabilities	8.9
Homeless	22.2

## 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	3	3	3	3
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	1

### 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

Hornbrook Elementary School involves the staff, parents, School Site Council and Board of Trustees in the selection and purchasing of state-adopted standards-based instructional materials.

All students have access to current, standards-based textbooks in the areas of reading/language arts, mathematics, and history/social science. We are currently looking at the new K-8 science materials and hope to adopt for the 2020/21 school year. Teachers have been trained to implement most of these standards-based materials. The district adopted Math curriculum/textbooks in late-spring 2017, Reading/Language Arts in June 2017, and History-Social Science July 2018. Science will follow when new standards and adoptions become available. Also, the district is working closely with Yreka High School to provide smoother transitions for students and better articulation between feeder districts and the high school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6: Cengage/Reach for Reading, 2017 Grades 7-8: McGraw-Hill/StudySync, 2017	Yes	0
Mathematics	Grades K-6: Eureka Math/Engage NY, 2017 Grades 6-8: CPM, 2017	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Grades K-5 Scott Foresman, 2008 Grades 6-8 Holt, 2007	No	0
History-Social Science	Grades K-5 Studies Weekly, 2018 Grades 6-8 National Geographic/Cengage, 2018	Yes	0

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

Our School Facility was inspected by NCSIG in September 2017 and upgrades/repairs were completed in timely manner. Data from the September 2017 inspection is provided as the most recently completed report available.

The latest FIT Evaluation was done on October 21, 2019 by John McDonald and Kelly Bear.

Hornbrook Elementary provides a well-maintained and safe school facility. The maintenance staff conducts daily, monthly and quarterly inspections of the school facilities to correct items that do not meet standards. The maintenance/custodial staff routinely cleans and services each classroom and all adjacent offices and buildings on a daily basis. The school grounds, classrooms, and restrooms are exceptionally clean with all items in good working order.

Administration and the school board have developed a master plan with architects. The plan was developed to address deferred maintenance issues and modernization of the school site. The plan prioritizes needs based with safety first, followed by classroom / instruction, and the rest of the needs on site as lower priorities. During the summer of 2019, we completed resurfacing playground blacktop and parking lot; installed new playground equipment and painted the classroom wing of the main building and the gym on east and west sides; window springs were replaced on all north facing windows in main building. The school is approximately 71 years old. A gymnasium was added approximately 36 years ago as well as three additional classrooms. There are six regular classrooms, a library, gymnasium, cafeteria and an office. There are two athletic fields and a well equipped playground that meets safety standards. There is a master plan developed with a landscape architect to improve outdoor facilities systematically. The library is stocked with books on loan from the County Office of Education's Library as well as ones owned by the district. All regular classrooms have computers with internet access.

### 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:** October 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	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Gutter damage on west side of gym from snow. Options are being looked at to prevent gutter damage in future. Everything else is in good working order. Gutter repairs were made in December 2019 and we added snow bars to assist in preventing future damage and issues with snow sliding off roof.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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)	44	33	44	33	50	50
Mathematics (grades 3-8 and 11)	28	21	28	21	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	42	42	100.00	0.00	33.33
Male	21	21	100.00	0.00	42.86
Female	21	21	100.00	0.00	23.81
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	22	22	100.00	0.00	31.82

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	58.33
Socioeconomically Disadvantaged	35	35	100.00	0.00	28.57
English Learners					
Students with Disabilities	--	--	--	--	--
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	42	42	100.00	0.00	21.43
Male	21	21	100.00	0.00	23.81
Female	21	21	100.00	0.00	19.05
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	22	22	100.00	0.00	27.27
Two or More Races	12	12	100.00	0.00	25.00
Socioeconomically Disadvantaged	35	35	100.00	0.00	11.43
English Learners					
Students with Disabilities	--	--	--	--	--
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	33.3	11.1	33.3
7	25.0	37.5	37.5

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)

Parents of Hornbrook Elementary School have opportunities to be involved in the school and their student's education.

These opportunities include:

- Back-to-School Night
- Family Fun Night
- Volunteer in the classroom
- Volunteer on field trips
- Volunteer at sporting events
- Volunteer at fundraisers
- Parent representatives on School Site Council/ LCAP and Wellness Committee
- Board Member
- Volunteer for special class events
- Chaperone at sporting events

Parents who are interested in volunteering at Hornbrook Elementary School should contact:

Kelly Bear, Superintendent/Lead Teacher at (530) 475-3598.

## 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
<b>Suspensions</b>	19.7	4.5	4.7	19.7	4.5	4.7	3.6	3.5	3.5
<b>Expulsions</b>	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 School Comprehensive Safety Plan was reviewed by the school site council 12/2/2019 and school board in February 2020.

The School Comprehensive Safety Plan was discussed with the school faculty in August 2019 and January 2020.

It is of supreme importance to Hornbrook Elementary School to provide a safe, secure & harmonious environment for all who attend or visit our facilities. Annually, the Hornbrook Elementary School staff has in-service on the components of the School Safety Plan; namely, emergency response map, emergency drills, universal health precautions, analysis of student discipline data and discipline procedures. All staff are trained in ALICE active shooter/violent critical incident procedures. All Certificated staff and classified staff are trained in CPR, AED and First Aid. We have one AED on campus. Quarterly safety meetings and inspections of the site are held to evaluate current conditions and address safety needs. Our campus is secured with a perimeter fence with locked gates and the buildings have locked doors where one must be buzzed in to gain access. Hornbrook Elementary is very conscientious in promoting a safe school.

## 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+
Other**	14.28	3			12.79	3			11.78	3		

\*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*	150.0

\*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)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.1
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.76

\*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	\$17,910.91	\$2,476.88	\$15,434.02	\$48,242
District	N/A	N/A		48,242
Percent Difference - School Site and District	N/A	N/A		0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	69.1	-29.5

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)

We spent an average of \$17,910 to educate each student at Hornbrook Elementary School. The figures shown in the table above reflect the direct cost of educational services, per Average Daily Attendance (ADA), excluding food services, facilities acquisition and construction, and certain other expenditures. These calculations are required by law annually and are compared with other districts statewide. Additional funding is allocated for the following services which include but are not limited to: paraprofessional, library assistant, regular classroom teachers and possibly an after-school tutor/ teacher.

In addition to general fund state funding, we receive state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

- Title I, Part A
- Title II, Teacher Quality
- Title VI, Small Rural Grant
- SAFE After School Program

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,500	\$45,252
Mid-Range Teacher Salary	\$52,611	\$65,210
Highest Teacher Salary	\$57,519	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$71,332	\$124,686
Percent of Budget for Teacher Salaries	26%	31%
Percent of Budget for Administrative Salaries	4%	7%

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	26	21	26

Hornbrook Elementary School believes very strongly in the professional development of its entire staff. Our school is in year three (19/20) of implementing PBIS. All teachers and paraprofessionals attended the PBIS training in 2017; three certificated did a refresher class in 2018; and three certificated did Tier 2 training in fall of 2019. Professional development is an ongoing process evidenced by the current practice of research based staff meetings, collaboration, and teacher activities. All four teachers have been and are participating in county-wide professional development offerings to collaborate with peers regarding Common Core Standards and implementation. For 2017-18, 9 days were dedicated to ELA and/or math professional development. For 2018-2019 and 2019-2020, professional development for the teachers' is based on individual need. Our paraprofessionals participate in a county-wide training held twice each year for 17/18 and 18/19. In 2019/20 they each participated in three training days. In 2017/18, full-day equaled 20 days and 6 were partial days. In 2018/19, full-day equaled 12 and 9 were partial days. In 2019/20, it is estimated that we will have completed 17 full-day professional development and 9 were partial days.

The primary focus of professional development includes:

- Common Core Standards in ELA and Math
- Next Generation Science Standards
- Visual and Performing Arts
- Smarter Balanced Assessments
- Implementing Technology in the Classroom
- Behavioral support