

Little Chico 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	Little Chico Creek Elementary School
Street	2090 Amanda Way
City, State, Zip	Chico, CA 95928
Phone Number	(530) 891-3285
Principal	Kristen Schrock
Email Address	kschrock@chicousd.org
Website	http://littlechicocreek.chicousd.org
County-District-School (CDS) Code	04-61424-6109722

Entity	Contact Information
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
Email Address	kstaley@chicousd.org
Website	www.chicousd.org

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

Little Chico Creek Elementary School is located on the east-side of Chico. Its boundaries extend south from Highway 32 to the Durham School District boundary and east from Highway 99 to the Forest Ranch attendance area. The school neighborhood includes single family homes and many apartment complexes. The Chico Mall and extensive retail businesses are located to the south of the school with Marsh Junior High School and Little Chico Creek to the north and the newly developed Meriam Park to the east. The facility contains nineteen TK-5 classrooms, a Resource Specialist classroom, a Title I Resource classroom, two Severely Handicapped classrooms, a library and computer lab. All rooms are heated and air-conditioned.

Little Chico Creek Elementary School houses a variety of programs. Two moderately/severely handicapped special day classes and a Resource Specialist class occupy three of our classrooms. We also have a Physical Education Program, Music Program, Title I Reading and Math Program, Fine Arts Program, and PIP (Primary Intervention Program) that all utilize classroom space in our facility. Our staff includes nineteen classroom teachers, two special education teachers, two Title 1 teachers, one resource teacher, four itinerant teachers (music, fine arts, PE, speech), school psychologist, school counselor, guidance specialist, target case manager, sixteen instructional aides (special education, Title I, PIP, Second Step), bilingual aide, six parent-restricted aides, four noon aides, office manager, attendance clerk, health aide, nurse on Wednesdays and a principal.

Little Chico Creek is an AVID Elementary School. AVID strategies practices are utilized in all classrooms to help our students prepare for college and career. Instruction includes learning opportunities designed to meet the specific learning needs of all students including students who are gifted, students who are learning to speak English and students who struggle with reading, writing and mathematics skills. Little Chico Creek School provides English Language Development services for students whose primary language is not English.

It is the mission of Little Chico Creek School to:

- Achieve academic success
- Develop self-discipline and personal responsibility
- Demonstrate respect for yourself, others and school
- Foster partnerships between school and families
- Nurture a growth mindset within our school community

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

Grade Level	Number of Students
Kindergarten	69
Grade 1	84
Grade 2	83
Grade 3	70
Grade 4	77
Grade 5	66
Total Enrollment	449

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.7
Asian	6.7
Filipino	1.6
Hispanic or Latino	27.4
Native Hawaiian or Pacific Islander	0.9
White	50.3
Two or More Races	7.1
Socioeconomically Disadvantaged	72.8
English Learners	10.9
Students with Disabilities	11.1
Foster Youth	1.3
Homeless	1.3

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	24	22	24	602
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

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

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education. The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan/McGraw-Hill - CA Treasures - 2010	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009 (K-2nd 2013)(3rd-5th 2014)	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Meets State Guidelines	Yes	0
Health	Meets State Guidelines	Yes	0
Visual and Performing Arts	Meets State Guidelines	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Little Chico Creek Elementary School was completed in 1991 and was the first new school built in Chico since 1965. The facility contains nineteen TK-5 classrooms, a Resource Specialist classroom, a Title I Resource classroom, Two Special Day Class classrooms, a library, a multipurpose room, a computer lab and an administration building. All rooms are heated and air-conditioned. The campus is 10.5 acres with a large playground area and is enclosed with a perimeter fence. Little Chico Creek staff take great efforts to ensure that our school is clean, safe and functional. Teacher supervision of the school grounds is provided thirty minutes before school begins and twenty minutes after dismissal time. All recesses are supervised by teachers or trained school aides. All visitors must register in the school office before entering the school campus. District maintenance staff and our school site custodians ensure that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district has adopted cleaning standards and procedures for all schools in the district. The principal works daily with the custodial staff to implement cleaning schedules and procedures that ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Library (D) Carpeting damaged or stained. In-wall tables need replacing - summer projects.
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)	52	49	54	56	50	50
Mathematics (grades 3-8 and 11)	40	41	44	43	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	215	209	97.21	2.79	48.80
Male	103	101	98.06	1.94	42.57
Female	112	108	96.43	3.57	54.63
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	17	15	88.24	11.76	66.67
Filipino	--	--	--	--	--
Hispanic or Latino	53	53	100.00	0.00	41.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	110	106	96.36	3.64	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	20	20	100.00	0.00	35.00
Socioeconomically Disadvantaged	169	166	98.22	1.78	43.37
English Learners	31	29	93.55	6.45	34.48
Students with Disabilities	31	30	96.77	3.23	16.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	31	29	93.55	6.45	51.72

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	215	211	98.14	1.86	40.76
Male	103	101	98.06	1.94	41.58
Female	112	110	98.21	1.79	40.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	17	17	100.00	0.00	35.29
Filipino	--	--	--	--	--
Hispanic or Latino	53	53	100.00	0.00	39.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	110	106	96.36	3.64	43.40
Two or More Races	20	20	100.00	0.00	30.00
Socioeconomically Disadvantaged	169	167	98.82	1.18	37.72
English Learners	31	31	100.00	0.00	29.03
Students with Disabilities	31	30	96.77	3.23	16.67
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	31	29	93.55	6.45	44.83

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	25.8	13.6	4.5

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)

At Little Chico Creek Elementary School, parents have many opportunities to become involved in our school. Parents may serve on our School Site Council, English Learners Advisory Council or PTSO committees. Parents are also able to participate in Back to School Night, Open House, Family Fun Night, Jogathon, Books and Blanket Night and Paving Through Pages reading incentive program. Volunteering in the classroom, driving on field trips, enrolling in a Nurtured Heart parent training, Family Science Nights, assisting with fifth grade environmental trip fundraising and attending student assemblies and performances are additional ways for parents to become involved in our school. Little Chico Creek teachers communicate regularly with parents in an effort to keep parents informed and involved. Please contact the main office for more information.

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	0.2	0.4	0.4	3.6	3.2	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

It is Little Chico Creek School's goal to create a physically, socially and emotionally safe learning environment for all students. The school buildings are well maintained, freshly painted, free of physical hazards, and designed to prevent criminal activity. As of August, 2018, LCC is entirely gated. These gates stay locked during school hours and on the weekends. All teachers, supervisors, custodians, and office personnel have access to phones and/or two-way radio communication at all times. New surveillance cameras provide additional campus security. Little Chico Creek conducts earthquake, fire and code yellow and code red drills as required. Staff members participate in on-going training in disaster preparedness and have all been trained and use Catapult EMS. The school safety plan is updated annually, most recently approved by our Site Council on September 16, 2019 in accordance with Senate Bill 187. Key components of our School Safety Plan are: traumatic incidents, code red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress and fire/explosion.

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	18	2	3		18	5			22	1	2	
1	25		3		23		4		26		3	
2	26		3		25		3		21	2	2	
3	22		3		25		3		22		3	
4	33		1	1	29		2		22	1	2	
5	25	1	3		25		3		27		3	
Other**					10	1			11	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*	449.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

*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.

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	\$12,224.84	\$4,040.80	\$8,184.04	\$68,670.00
District	N/A	N/A	\$7,753.31	\$68,670.00
Percent Difference - School Site and District	N/A	N/A	5.4	0.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	5.3	-16.6

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)

Little Chico Creek receives the following federal funding:

- LCAP (Local Control Accountability Plan) funds support programs and activities designed to assist English learners, foster students and socio-economically disadvantaged students achieve state standard proficiency.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- Title II federal funds to provide ongoing staff development for teachers and principals.
- Title I funds to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,116	\$51,374
Mid-Range Teacher Salary	\$60,128	\$80,151
Highest Teacher Salary	\$94,637	\$100,143
Average Principal Salary (Elementary)	\$104,769	\$126,896
Average Principal Salary (Middle)	\$108,465	\$133,668
Average Principal Salary (High)	\$113,511	\$143,746
Superintendent Salary	\$214,172	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	4%	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	6	6	6

Staff training is the core of a quality instructional program. The Little Chico Creek Elementary School teaching staff participates in on-going training on the California Common Core Standards. Most recently, 17 of our K-5 teachers attended the AVID Summer Institute during the summer. During this three day institute, teachers became well-versed in instructional strategies and methods that help students succeed in school and prepare students for college and career. 5 teachers have been trained in Next Generation Science Standards and are piloting NGSS-aligned curriculum. Most teachers K-5 have been trained in the CCCS-aligned Step Up to Writing curriculum. Our staff has also received professional development in iReady Math, a math intervention program and Singapore Math. Additionally, LCC has had school-wide participation in Response to Intervention and Professional Learning Communities workshops as well as a variety of staff training/development activities. Several staff members also received training in the Daily 5 and in Nurtured Heart. Staff training is designed to improve teaching skills and therefore improve student learning. Our staff development covers specific topics including reading comprehension, math instruction, student discipline, creating formative assessment, and use of technology to support academic content and assessment of knowledge acquired throughout the trimester. Some staff has had Language Star training to aide in development of strategies for teaching ELD to ensure continuous improvement of student learning. The staff continuously reviews student work and assessment data to determine whether students are meeting state academic standards. Developing improvement plans and regularly utilizing assessments to monitor student achievement of standards occurs on a daily, weekly and monthly basis. Additionally, classified staff members receive in-service on topics related to their various roles.