

# Elk 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	Elk Creek Elementary School
Street	3430 County Road 309
City, State, Zip	Elk Creek, CA 95939
Phone Number	(530) 968-5288
Principal	Kevin Triance
Email Address	ktriance@scjUSD.org
Website	<a href="http://www.scjUSD.org">http://www.scjUSD.org</a>
County-District-School (CDS) Code	11 62653 6007546

Entity	Contact Information
<b>District Name</b>	Stony Creek Joint Unified School District
<b>Phone Number</b>	(530) 968-5288
<b>Superintendent</b>	Kevin Triance
<b>Email Address</b>	ktriance@scjUSD.org
<b>Website</b>	www.scjUSD.org

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

The mission of Elk Creek Elementary School is to be a safe, caring learning environment that promotes student success through academic classes with a hands on focus. The administration, parents and teachers work hard to ensure that all students have opportunities to grow to their full potential. We value all students and want them to be knowledgeable, thoughtful, contributing members of society, whether they choose an academic or vocational path. Elk Creek Elementary School is a TK-4 school with three teachers supported by one Title 1 Aide and a special education teacher. All classrooms are combination classes and the student/teacher ratio is 12:1 allowing teachers to work with individual and small groups to great effect. Our after school program, SPARKS, five days a week that focuses on cultural activities, homework and reading support. Approximately 1/4 of our elementary students attend SPARK. The school has a large Native American population that live at the Grindstone Rancheria. In addition, we have several interdistrict transfer students who come from other communities who like the small school setting Elk Creek Elementary School offers. The school is in a rural, low income area outside of Willows California in Glenn County and the goals for the school are to improve reading skills and writing skills, increase average daily attendance to 93% and continue to reach out to our families and community for improved school support.

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

Grade Level	Number of Students
<b>Kindergarten</b>	8
<b>Grade 1</b>	2
<b>Grade 2</b>	7
<b>Grade 3</b>	8
<b>Grade 4</b>	6
<b>Total Enrollment</b>	31

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

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	48.4
Hispanic or Latino	9.7
White	35.5
Two or More Races	6.5
Socioeconomically Disadvantaged	96.8
Students with Disabilities	3.2
Foster Youth	3.2
Homeless	6.5

## 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)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** June 2019

While textbooks and teaching materials used in the district are the most recent adoption or as recent as the previous cycle, the teachers make every effort to teach beyond simply allowing textbooks and worksheets to drive instruction. Educational resources like Teachertube.com, EBSCO Host and many other materials are used. In addition, all teachers at Elk Creek Elementary School (ECE) continue to grow their professional skills through inservices, trainings and conferences and continuous reflection about their teaching practice. ECE recently added 20 Chromebooks for students and is also integrating and testing STEM activities in two classrooms. A lead elementary teacher attended the Next Generation Science Standards (NGSS) Symposium in preparation for an increase of science instruction in the elementary classrooms. A science text has not been adopted, and further training of teachers is a goal as trainings become available in the area.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 2-6 Benchmark Education/ Grades K-1 National Geographic Reach for Reading (Piloting 2018-19)	Yes	0
Mathematics	Grades K-4 Everyday Math/ Grades 5-6	Yes	0
Science	Grade 2-3 Environmental/ Natural Science (Piloting 2018-19)	Yes	0
History-Social Science	Grades 3-6 Scholastic Weekly News	Yes	0

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

The Maintenance Lead conducts informal inspections and formal inspections twice each year, once in the fall and once in the Spring, for the condition of all buildings and grounds. All school staff are encouraged to report any concern to the Administrator immediately. Needed repairs and safety issues are addressed through work orders to the Maintenance Lead for prompt attention. The school has 3 classrooms in the main building along with a kitchen and multi-purpose room. The fourth classroom is a portable building adjacent to the main building.

The facilities were built in approximately 1960 and have been maintained in good repair, using both the expertise of maintenance personnel and licensed contractors. There are two full time and one part time maintenance and custodial staff members who take pride in keeping the classrooms, facilities and grounds in good repair and in a manner that meets high standards for cleanliness.

### 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:** December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	New HVAC systems was installed in August 2019
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	School will update drinking fountains with new filtered bubbler/ hydration stations which should be installed Spring 2020
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<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)	0	8	11	21	50	50
Mathematics (grades 3-8 and 11)	29	25	23	11	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	13	12	92.31	7.69	8.33
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	12	11	91.67	8.33	9.09
<b>English Learners</b>					
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	13	12	92.31	7.69	25.00
<b>Male</b>	--	--	--	--	--
<b>Female</b>	--	--	--	--	--
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	12	11	91.67	8.33	18.18
<b>English Learners</b>					
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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			

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 are encouraged to volunteer and participate in their students' education, and students whose parents are involved have a greater rate of success. Parents are encouraged to be part of the School Site Council, attend School Board meetings, act as classroom volunteers and when appropriate, be part of the Grindstone Parents Meeting organization as well as attend field trips, award ceremonies, teacher student/parent meetings and participate in the development of the LCAP. To improve teacher-parent communication the district adopted minimum days in the fall and spring that allow teachers to meet with parents to discuss student progress. In addition, we appreciate the effort parents put forth to get their students to school regularly, on time, and ready to learn. We acknowledge that this takes consistent work by involved parents and they are encouraged to contact the teachers and administration about how we can mutually support one another's efforts to do our best to ensure the success of all students. The teachers of Elk Creek Elementary participate in School Site Council meetings, but parent attendance is inadequate despite efforts to attract parents to the meetings through a posted agenda, text notification prior to meetings, and planning the meeting time to be convenient for 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	1.7	0.0	0.0	8.1	6.1	17.2	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)

The Stony Creek Joint Unified School District Safety Plan contains sections specific to each site in the district, including Elk Creek Elementary School. The Safety Plan is reviewed and updated annually and approved by the Board of Trustees in March. All staff are updated on changes to the School Safety Plan at the beginning of the school year in August. Regular fire drills are held, as well as earthquake and intruder-on-campus drills, and records are maintained to document all drills. The District notification system allows for the capability to respond to an emergency in a rapid, effective manner through e-mail/voice call and text. Through Catapult system, we are able to summon fire and/or law enforcement immediately, including local first responders who have been trained on the system alongside school personnel. The emergency notification system is sophisticated and has many features, including the ability to determine the location of teachers and students through GPS and an "all call" feature that allows the school to notify and update parents in the event of a school emergency.

## 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	23		1		19	1			10	1		
3	9	1			17	1			11	1		
4									10	1		
5	17	1			8	1						
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	\$19,070	\$1,828	\$17,242	\$57,268
District	N/A	N/A	\$17,242	
Percent Difference - School Site and District	N/A	N/A	0.0	-1.6
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	162.3	-8.2

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)

Elk Creek Elementary School student support is provided by Glenn County Office of Education who the district contracts out for RSP teacher support, RSP Aide, part time school psychologist and speech therapist, nurse, occupational therapist, counseling and any additional needs students may need. The students are also served by a counselor who addresses social/emotional issues and is funded through Northern Valley Indian Health. Professional development for teachers and staff is paid by the school district. The school utilizes also utilizes a full time Title 1 para professional.

- Vocational field trips, paid for by educational funds and/or fundraising efforts
- After school program SPARK
- Participation in Glenn County Office of Education all-county track meet, spelling bee and science fair

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$43,574
Mid-Range Teacher Salary	\$	\$63,243
Highest Teacher Salary	\$	\$86,896
Average Principal Salary (Elementary)	\$	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$	\$108,954
Superintendent Salary	\$	\$136,125
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	8%	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			

Teachers at Elk Creek Elementary School and Indian Valley School completed a three year professional development program at California State University, Chico. The focus was to improve instruction for students through advanced strategies and techniques in effective pedagogy. The grant lost funding for its third year of operation, and the teacher from Indian Valley was no longer able to participate in the professional development activities, but 4 out of 5 of the teachers continued to participate completed the math training in June, 2017. Their activities have included intensive lessons on instructional techniques and general pedagogy, math lesson studies, and lessons observed by a teacher support expert liaison through California State University, Chico.

For 2018-19 professional development at the elementary level is focused on student reading support. Teachers for grades 2-6 will attend guided reading/ small group instruction to further develop and implement increased knowledge in teaching students reading skills. The 2/3 teacher was trained in environmental science during the summer and is implementing the curriculum in class this school year.