

Seiad 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	Seiad Elementary School
Street	PO Box 647
City, State, Zip	Seiad Valley
Phone Number	5304963308
Principal	Valerie Conley McIntyre
Email Address	vconley@seiad.k12.ca.us
Website	https://sites.google.com/a/sisnet.ssku.k12.ca.us/seiad-elementary-school/
County-District-School (CDS) Code	47-70458-6050926

Entity	Contact Information
District Name	Seiad Elementary School District
Phone Number	(530) 496-3308
Superintendent	Marsha Jackson
Email Address	mjackson@seiad.k12.ca.us
Website	https://sites.google.com/a/sisnet.ssku.k12.ca.us/seiad-elementary-school

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

Seiad Elementary School is a remote, isolated rural K-8 school on the Klamath River. The current ADA is 9. 70% of the students qualify for the free and reduced lunch program. Although student mobility hovers around 10%, the staff, students, and community are close and cohesive, accentuating high academic and behavioral expectations. The school building has more than ample size for the number of students and is situated on seven scenic acres. Students share a homeroom and break into small group sizes, with an average of 2 students per group. The student to instructional adult ratio is 2 to 1. Current standard based texts, material, and supplies are sufficient for promoting a quality education for the students.

The goal of Seiad Elementary is to meet the individual needs of each child every day. Due to the multi-graded classroom, students are easily integrated into the appropriate academic situation. Small group settings further facilitate individualized instruction. Attendance is good. Discipline and behavioral problems are negligible. Staff and students look forward to school each day.

The instructional staff consists of one highly qualified teacher and two part-time instructional aides. Additional staff include Chief Business Officer, part-time cook, custodian and maintenance person. The staff is positive, hard working and has a close relationship with parents and all students.

VISION STATEMENT

All students will learn to use their minds well and be prepared for:

- responsible citizenship
- further learning
- productive employment in our modern economy
- taking responsibility for learning, decisions and actions

Seiad Elementary School is committed to:

- helping each child realize his or her full potential
- stimulating intellectual curiosity
- fostering constant exploration of change as part of our culture
- creating a learning community

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

Grade Level	Number of Students
Kindergarten	2
Grade 3	4
Grade 4	3
Grade 5	2
Grade 6	4
Grade 7	1
Grade 8	2
Total Enrollment	18

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	16.7
Filipino	5.6
Hispanic or Latino	22.2
White	27.8
Two or More Races	27.8
Socioeconomically Disadvantaged	72.2
English Learners	5.6
Students with Disabilities	11.1
Homeless	

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	1	1	1	1
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: October 1, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 National Geographic, Reach for Reading, 2018 6-8 Pearson, My Perspectives, 2018	Yes	0%
Mathematics	K-8 Saxon an Incremental Development, 2012	Yes	0%
Science	K-8 Delta Education, Full Option Science System, 2006 Standards-based FOSS, Delta, Scholastic, Inc and GEMS Science kits		0%
History-Social Science	K-5 Studies Weekly, 2019 6-8 National Geographic, Cengage Learning, 2019 Use of InterAct units covering grade level standards-based required learning. InterAct units integrate research, writing, and art, fully involving the students in cooperative as well as independent learning.	Yes	0%
Health	4-6 Positive Prevention Plus, 2018 7-8 Positive Prevention Plus, 2019	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school facility was inspected on September 23, 2019 by Marsha Jackson, CBO and West Timbrook, Maintenance, who did a walk through evaluation and found the facility to be in excellent condition and no upgrades/repairs were required. These findings will be discussed with the faculty at our next scheduled staff meeting.

Seiad Elementary employs a part-time building custodian as well as a part-time grounds keeper to ensure classrooms, restrooms and campus grounds are kept clean and safe. All our facilities are in good working order.

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)	40	44	40	44	50	50
Mathematics (grades 3-8 and 11)	47	44	47	44	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	11	9	81.82	18.18	44.44
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
Socioeconomically Disadvantaged	--	--	--	--	--
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	11	9	81.82	18.18	44.44
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	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
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			

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. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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/guardians are always encouraged to participate in their children's learning, whether as volunteers in the classroom or as field trip volunteers. Parents/guardians are a valued part of our learning community, and all parents/guardians are invited to actively participate in our Parent Site Council which meets during each trimester to discuss topics pertaining to their children.

Seiad Elementary maintains a Site Council committee which includes staff, parent/guardians and community representatives. Staff, parents/guardians and the community members collaborate together on activities, volunteer opportunities, holiday celebrations, safety plans and other needs or goals. The administrators present reports on student assessment results in reading and math. Seiad Elementary also sends individual student assessment results to their respective parent/guardian(s). Interpretation of assessment results is provided during parent conferences. Each parent/guardian is invited to attend two parent conferences each year where their child's teacher discusses student progress along with assessment results.

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	0.0	4.8	0.0	0.0	4.8	0.0	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)

Our School Safety Plan was reviewed and discussed with the school faculty on August 16, 2019 by Valerie Conley McIntyre and Marsha Jackson.

The district oversees that all classrooms and facilities are well maintained. We believe it is of supreme importance to have a safe and clean environment for all students, staff and volunteers. We have a part-time building custodian as well as a part-time grounds keeper to ensure classrooms, restrooms and campus grounds are kept clean, safe, and in good working order.

The school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring students and staff are safe during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. The school safety plan is reviewed annually.

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					8	1			10	1		
Other**	6	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)	
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	\$20,929.86	\$1,663.37	\$19,266.50	\$57,300.00
District	N/A	N/A	\$19,266.50	\$57,300.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	87.8	-12.5

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 spend an average of \$19,266.50 to educate each student (based on 2017-2018 unaudited financial statement). 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. In addition to our general fund state funding, we receive state and federal categorical funding for special programs, which include the following categorical, special education and support programs:

- SIP (School Improvement Program)
- EIA (Economic Impact Aid)
- TUPE (Tobacco Use Prevention Education)
- Title II, Teacher Quality
- Title IV, Safe and Drug Free Schools and Communities
- Title V, School Facility Construction
- Title VI, Rural Educational Accountability Program

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$124,686
Percent of Budget for Teacher Salaries	13%	31%
Percent of Budget for Administrative Salaries	3%	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			

Each Friday, school is dismissed, an hour early, at 2:00 p.m., giving staff time to discuss curriculum, student achievement, and current educational issues or concerns. In addition, the district offers certificated staff 2-3 days annually to participate in applicable professional growth workshops in curriculum development, teaching strategies, and best practices. Certificated staff are also encouraged to visit other schools, observing classroom teachers in diverse settings and environments. Classified staff are also encouraged to attend applicable workshops and training to enhance their job-related responsibilities. Staff member training with new technology is also provided.