

# **Cressey 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Cressey Elementary School
<b>Street</b>	9921 West Crocker Ave.
<b>City, State, Zip</b>	Cressey, CA 95312
<b>Phone Number</b>	(209) 394-3031
<b>Principal</b>	Rob Baptie
<b>Email Address</b>	rbaptie@ballicocressey.com
<b>Website</b>	www.ballicocressey.com
<b>County-District-School (CDS) Code</b>	24 65649 6025399

Entity	Contact Information
District Name	Ballico-Cressey Elementary School District
Phone Number	2092019011
Superintendent	Bliss Propes
Email Address	bpropes@ballicocressey.com
Website	www.ballicocressey.com

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

Cressey Elementary School is one of two elementary schools in the Ballico-Cressey School District. Ballico School has developed and provides its students with a comprehensive, standards-aligned, quality educational program that is sustained with parent and community support. It is our commitment to provide a systematic educational program in all academic areas. The curriculum is standards-based and differentiated to meet the individual needs of all our students. We provide a learning environment that promotes positive self-esteem and stimulates academic achievement and enthusiasm for learning. Instruction and learning activities are provided which help students understand and respect cultural diversity and individual differences. Cressey School is a traditionally calendared school serving students in Tk-Second grade set in the rural agricultural community of Cressey which is nestled in the heart of the San Joaquin Valley. Multi-cultural and linguistic diversity are hallmarks in Cressey's student population which is reflective of the various cultures and society of the Ballico Cressey School District.

First and Second Grades, although housed at the Cressey School Site, is considered part of the Ballico Cressey Community Charter as of Fall 2018.

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

Grade Level	Number of Students
Kindergarten	49
Total Enrollment	49

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

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2
Hispanic or Latino	55.1
White	42.9
Socioeconomically Disadvantaged	55.1
English Learners	28.6
Students with Disabilities	4.1
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	6	5	5	15
Without Full Credential	0	1	1	5
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: August 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Journeys - Digital Textbooks K-2 iRead - Digital program	Yes	0
Mathematics	Houghton Mifflin Harcourt Go Math- Digital Textbooks K-2	Yes	0
Science	Discovery ED - Digital Textbooks K-2	Yes	0
History-Social Science	Houghton Mifflin Harcourt Kids Discover - Digital Textbooks K-2	Yes	0

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

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### 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:** July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<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	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 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.

## 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 have the following opportunities to be involved with their student's education as well as offer their input:

1. Participate in the Ballico Cressey Parent Teacher Club
2. Volunteer at school in their children's classrooms and attend field trips as chaperones.
3. Attend and help with the following school activities: Walk-A-Thon, Halloween Carnival, Winter Program, Ag Day, Scholastic Book Fair, Family Reading Nights, Field Day, Brave Trait Assemblies
4. Attend LCAP informational Meetings (held twice)
5. Complete LCAP Parent Survey
6. Be on the board for the School Site Council and DLAC

The school also utilizes ParentSquare to allow constant communication between the school, staff, and parents. ParentSquare allows parents to be actively involved by way of direct communication with their child's teachers as well as be notified in a timely manner of all activities that are happening on campus.

## 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	0.0	0.0	0.0	0.0	1.0	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)

Safety of students and staff is a primary concern of Cressey Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in the Winter of 2018 by the School Safety Committee and School Site Council. All revisions were communicated to both the classified and certificated staff, as well as being posted on the school district's website. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. The school is working with the Merced Sheriff's Department to conduct monthly lockdown drills as well as adding additional safety features on campus. Staff and administrators supervise students before and after school, during lunch, and break periods. There is a designated area for student drop off and pick up.

## 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	43			1	16	1			16	3		
1					34			1				
2	35			1	37			1				
Other**	39			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.

## 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	9526	1174	8352	
District	N/A	N/A	8352	\$56,790.00
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	23.8	

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

The Ballico Cressey School District offers a variety of services to support and assist their students.

1. Intervention Programs for both ELA and Math
2. After school tutoring
3. Summer School STEAM Program
4. Summer School Reading Program
5. Taiko (music elective)
6. Athletic Programs for both boys and girls in 6th through 8th grade
7. Track Program for both boys and girls in 3rd through 8th grade
8. MTSS initiatives
9. Counseling Services for social emotional and academics
10. Parent Reading Nights
11. Academic Saturday School

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,961	\$45,252
Mid-Range Teacher Salary	\$57,887	\$65,210
Highest Teacher Salary	\$82,520	\$84,472
Average Principal Salary (Elementary)	\$85,642	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$115,722	\$124,686
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	6%	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	4	4	4

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Employees meet for 1 1/2 hours two Wednesdays a month for professional development. Teachers also are given time to collaborate with grade level partners once a week during student's PE time. The district offers five professional development days annually where staff members are offered professional growth opportunities in the curriculum, teaching strategies, and methodologies that focus on current district goals. The focus areas continue to be English Language Development / Early Literacy, English Learners, Instructional Technology, Project Based Learning, and Common Core State Standards. The staff at Cressey School have also been given the ability to go off-site for professional development by way of conferences and workshops. Teachers and support staff have participated in Merced County Office of Education professional development workshops and seminars. Additionally, they have attended conferences to further their professional growth. The district employs an instructional support person to assist teachers and support staff on a daily basis within the district. The district also has a full-time FTE technology implementation specialist to provide support and training for teaching on instructional technology topics and integration into the curriculum. The district also offers a summer retreat every three years with three full days of professional development that supports the current goals and initiatives.