Boulder 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	Boulder Creek Elementary School
Street	400 Lomond Street
City, State, Zip	Boulder Creek, CA 95006
Phone Number	(831) 338-6413
Principal	Denise Fosburgh
Email Address	dfosburgh@slvusd.org
Website	http://bce.slvusd.org/
County-District-School (CDS) Code	44-69807-6049837

Entity	Contact Information
District Name	San Lorenzo Valley Unified School District
Phone Number	(831) 336-5194
Superintendent	Dr. Laurie Bruton
Email Address	lbruton@slvusd.org
Website	www.slvusd.org

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

Mission
The mission of the Boulder Creek Elementary School learning community is to cultivate the academic, social and creative excellence of our students.

Vision
In order to achieve our mission, we will:
• Collaborate with a focus on student learning
• Partner with families to support the learning of each child
• Engage in ongoing professional development to ensure implementation of research-based, best practices
• Create a safe learning environment

Values
• *Integrity*: We will be truthful in our words and actions and will honor our agreements
• *Mutual respect*: We will act with kindness, caring, courtesy and consideration for others
• *Flexibility:* We will work creatively to adapt to changes, problems and new circumstances
• *Humor*: We will laugh and have fun without harming others

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

Grade Level	Number of Students
Kindergarten	110
Grade 1	77
Grade 2	82
Grade 3	88
Grade 4	75
Grade 5	78
Total Enrollment	510

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.6
Asian	0.4
Hispanic or Latino	12.5
Native Hawaiian or Pacific Islander	0.4
White	70.6
Two or More Races	6.7
Socioeconomically Disadvantaged	31.6
English Learners	1.4
Students with Disabilities	11
Foster Youth	0.4
Homeless	2.4

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	23.8	23.8	21.8	22.6
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, 2019

San Lorenzo Valley Unified held a public hearing on October 17, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted in cycles aligned with California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. We are currently considering/piloting a candidate (FOSS) for science adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heinemann: Lucy Caulkins Readers and Writers Workshop	Yes	0%
Mathematics	Pearson: enVisions Math: Adopted 2014	Yes	0%
Science	MacMillan/ McGraw Hill: Adopted 2007	Yes	0%
History-Social Science	Scott Foresman: Adopted 2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Boulder Creek Elementary School was originally constructed in 1868 and is currently comprised of 23 classrooms, 1 multipurpose room/ cafeteria, 1 library, 1 science room, 1 staff lounge, 1 computer lab, and 2 playgrounds. Recently, a new playground structure was constructed on the lower playground. Additionally, a 3-room building was completed that includes a science lab, computer lab, and classroom. Air conditioning units were placed in the second-floor classrooms to ensure comfortable room temperatures.

Cleaning Process: The principal or designee works daily with the custodial staff of 2 (full-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. An online work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

The Facility Inspection Tool (FIT) was completed in April, 2019.

(Please note that all actions have been completed by the district maintenance office. The district has developed a plan to address the areas of need. All facilities are in compliance with Williams requirements and are safe for the student, staff and community use.)

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: April, 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)	50	56	56	59	50	50
Mathematics (grades 3-8 and 11)	42	52	41	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	235	233	99.15	0.85	56.03
Male	135	134	99.26	0.74	54.48
Female	100	99	99.00	1.00	58.16
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	38	37	97.37	2.63	45.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	171	170	99.42	0.58	57.40
Two or More Races	15	15	100.00	0.00	53.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	78	78	100.00	0.00	38.96
English Learners	--	--	--	--	--
Students with Disabilities	28	27	96.43	3.57	25.93
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	235	233	99.15	0.85	51.93
Male	135	134	99.26	0.74	52.24
Female	100	99	99.00	1.00	51.52
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	38	37	97.37	2.63	40.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	171	170	99.42	0.58	54.12
Two or More Races	15	15	100.00	0.00	46.67
Socioeconomically Disadvantaged	78	78	100.00	0.00	37.18
English Learners	--	--	--	--	--
Students with Disabilities	28	27	96.43	3.57	22.22
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	3.9	16.9	71.4

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)

Boulder Creek Elementary needs and promotes the involvement of family and community volunteers. Bringing families into school promotes a better understanding between the school and community and directly benefits the instructional program. Volunteer opportunities include helping in the classroom, working in the library, driving on field trips, working on fundraisers, being a room parent, Art Masterpiece, School Garden, Parent Club, Site Council, and campus beautification projects. If you have some time and would like to volunteer, please contact the school office. You can also check out our website, www.bce.slvusd.org, to get more information about how you can support BCE.

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	1.6	1.3	2.3	2.2	1.4	1.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of San Lorenzo Valley Unified. In our annual Parent Survey, approximately 94% of BCE parents responded that they are confident our school is physically and emotionally safe for their children. All schools in the district are in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Sites work with the district and county to ensure that there is a Safety Plan in place at each site. During the fall semester of the new school year, all annual revisions were communicated to both the classified and certificated staff. 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 regular basis throughout the school year. Lockdown drills and training are held annually.

Students are supervised before and after school by certificated, classified, and/or administrative staff. K - 5 students are supervised by classified staff at lunch; secondary students are supervised by certificated, classified and administrative staff during their lunch. The site also shares the services of a Safety Resource Officer (SRO) from the Santa Cruz County Sheriff's Department with the rest of the school sites in the district. At each school, there is a designated area for student drop off and pick up. Visitors are required to check in at the front office at each site.

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	3		24		5		24		5	
1	24		5		24		2		23		2	
2	25		3		25		4		24		4	
3	24		3		24		3		22	1	3	
4	37		2	7	28		3		22	3	8	
5	34			8	83		3	2	27	2	7	
Other**	4	1			6	1			10	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	.5
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
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	$7,233	$1,230	$6,003	$70,855
District	N/A	N/A	$8,375	$69,495.00
Percent Difference - School Site and District	N/A	N/A	-33.0	1.9
State	N/A	N/A	$7,506.64	$72,949.00
Percent Difference - School Site and State	N/A	N/A	-22.3	-2.9

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)

In addition to general state funding, San Lorenzo Valley Unified receives state and federal funding for the following categorical funds and other support Programs: Title I (BCE and SLVMS), Title II (Professional Development), Title III English Language Learners.

BCE receives Title I, Title II and Title III funding from the federal government. Title I funds are used to support a math intervention support teacher, professional development, and supplemental classroom instructional materials. Title II funds are used to provide teacher staff development in areas such as Reading, Writing and Workshops. Title III funds support our English Language Learners with materials and parent support.

Data within the SARC was provided by San Lorenzo Valley Unified School District, retrieved from the current SARC template, and/or located on Dataquest (http;//data1.cde.ca.gov/dataquest). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$37,855	$46,208
Mid-Range Teacher Salary	$64,855	$72,218
Highest Teacher Salary	$89,273	$92,742
Average Principal Salary (Elementary)	$106,486	$134,864
Average Principal Salary (Middle)	$111,276	$118,220
Average Principal Salary (High)	$125,407	$127,356
Superintendent Salary	$204,772	$186,823
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	7%	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	4	4	4

SLVUSD is committed to "leading the learning" and provides multiple opportunities for professional development throughout the year. We believe that the best professional development occurs when educators spend significant time collaborating around four essential questions:
1. What do we want all students to learn?
2. How do we know if students learned?
3. How do we systematically respond when students don't learn?
4. How do we systematically respond when students already know the learning goals?

Because we have aligned our vision on professional learning, SLVUSD teachers and staff meet for an hour each week for grade level and/or department collaboration. Educators analyze the results from student work and then determine instruction that will best meet the needs and strengths of students. Sites use collaboration time to focus on their own professional learning as well. Each site has a focus area for instructional improvement that is developed with the administrator and presented in the site plan and in teacher/administrator goals.

Throughout the year, the district also provides professional development in a variety of avenues. Administrators meet regularly as an Administrative Council to learn with their colleagues about collaboration, instructional strategies and research and leadership. Teacher leaders participate in district teams that focus on technology, instructional strategies, assessment, mathematics, English learners, gifted education and other key issues that improve classroom and school-wide learning for all students. SLVUSD staff participates in professional development days at the beginning of the school year and throughout the school year.

For 2019-2020, the PD focus for our district began with Design Thinking as a model for collaborative problem solving. We continued our SEL focus with Healthy Kids survey data analysis and planning next steps. Our content focus PD is centered around mathematics this year with 2 full days of professional development provided by Dr. Nicki Newton. With her support, we are diving into the Math Workshop model as an instructional strategy to differentiate instruction and support all of our students as they work toward proficiency and beyond. In addition, We are continuing to provide PD in Readers and Writers Workshop with Momentum's PD offerings.

For 2018-2019, the PD focus for our district continues the theme of Social Emotional Learning (SEL) and student engagement. The district started the year with two PD days (August 15 and 16), bringing in outside experts in engaging and connecting with students. The PD day on October 19th continued this theme, and also added in work on the Next Generation Science Standards for elementary. The last PD day of the year, February 1, 2019, will focus on more NGSS work, student engagement and interdisciplinary teaming.

For 2017-2018 the PD focus for our four district PD days was social and emotional learning (SEL). We had two days in August focused around this theme (August 22 and August 23, 2017, and we had two more during the year on January 26, 2018 and March 12, 2018). These days allowed for professional speakers to come in and share resources and best practices with teachers, and we also build in time for collaboration and planning. We also held some after school sessions on SEL to support further PD for teachers.

Another PD focus for 17-18 was reviewing grading and homework practices. Our District Curriculum Council (DCC) reviewed these issues and made plans for revising policy and practice. The DCC meetings are held during the school day, so teachers do have release time for these sessions. DCC is made up of administrators and teacher leaders.

PD Days in 15-16: 8/18/15, 8/19/15, 10/30/15, 1/29/16: Focus area was Writer's Workshop, CGI Math, AVID and data driven instruction.

PD Days in 16-17: 8/16/16, 8/17/16, 10/10/16, 1/27/17: Focus area was instructional technology and data driven instruction.

Last we have district coaches who support our teachers in our areas of focus. Our two coaches this year are focused on SEL and data/assessment (PLCs, benchmark assessments, reviewing data, etc.). These coaches support teachers in and out of the classroom.