

# Big Creek Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Big Creek Elementary School
<b>Street</b>	55190 Point Rd.
<b>City, State, Zip</b>	Big Creek, CA 93605-0098
<b>Phone Number</b>	559.893.3314
<b>Principal</b>	Toby Wait
<b>E-mail Address</b>	twait@bigcreekschool.com
<b>Web Site</b>	www.bigcreekschool.com
<b>CDS Code</b>	10-62026-0000000

<b>District Contact Information</b>	
<b>District Name</b>	Big Creek Elementary School District
<b>Phone Number</b>	559.893.3314
<b>Superintendent</b>	Toby Wait
<b>E-mail Address</b>	twait@bigcreekschool.com
<b>Web Site</b>	www.BigCreekSchool.com

### School Description and Mission Statement (School Year 2018-19)

#### MISSION STATEMENT

Pursue excellence by preparing students for their ever changing future by:

- Building Character
- Excelling Academic Performance
- Supporting Social and Emotional Growth
- Teaching Vital Life Skills

#### VISION STATEMENT

We are an engaging learning community focused on a consistent commitment to exceed expectations where students have accountability and ownership in their education and environment.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	6
<b>Grade 1</b>	4
<b>Grade 2</b>	4
<b>Grade 3</b>	7
<b>Grade 4</b>	7
<b>Grade 5</b>	9
<b>Grade 6</b>	7
<b>Grade 7</b>	5
<b>Grade 8</b>	10
<b>Total Enrollment</b>	59

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	18.6
Native Hawaiian or Pacific Islander	0.0
White	79.7
Socioeconomically Disadvantaged	23.7
English Learners	0.0
Students with Disabilities	18.6
Foster Youth	0.0

**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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	4	4	4	4
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
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 2018-19)**

**Year and month in which data were collected:** August 14, 2018

Big Creek Elementary School uses state adopted core curriculum in all academic courses. In addition, the district has transitioned to Eureka Math (Engage New York) in grades K - 8 to meet the new standards. The adopted curriculum, Envision math, is still used. Sufficient textbooks are available for all students. State approved supplemental curriculum is used as necessary to support academic achievement for all students at Big Creek Elementary School.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-8 McGraw Hill / Reading Wonders and Study Sync (2018)	Yes	0%
Mathematics	Grades K-8 Eureka Math (2016)	Yes	0%
Science	Grades 1 - 2 Scott Foresman Grades 3 - 6 Foss Grades 6-8 Accelerate STEMScopes	Yes	0%
History-Social Science	Grades K - 5 McGraw Hill / Impact 2018 Grades 6-8 Teachers Curriculum Institute (TCI) / 2017	Yes	0%
Health	Positive Prevention Plus (2017)	Yes	0%

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

Big Creek School demolished and reinstalled new entry steps with heating to the school during the summer of 2010. During the fall of 2010 the old boiler system was removed and a new system that is state of the art and highly efficient was installed. A new roof for gym, cafeteria and band room was installed during the summer of 2016. The school district is currently in the process of replacing all broken windows, installing new energy efficient dual pane windows, and applying new window glaze to windows in the classrooms. Furthermore, the district eliminated the waste water treatment plant and now diverts waste water to the Southern California Edison waste water treatment facility. District staff has completed structural plans and are awaiting review by the Division of State Architect to review the plans to replace the retaining wall separating the upper and lower play fields.

### 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/1/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	The district completed a permanent waste water connection to the Southern California Edison facility during the spring/summer of 2016. Heating system is checked annually to ensure proper working order.
<b>Interior:</b> Interior Surfaces	Good	All interior facilities are clean and in great working order.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/1/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Poor	Boys Locker Room: Cafeteria: Girls Locker Room: Gym:
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Drinking water fountains have been replaced outside the cafeteria and in the classroom instructional wing with filtered fountains during summer of 2018.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Art Room: New heating fall of 2015 The cafeteria/ gym (including locker rooms) and office space received a new 50 year roof in summer of 2016.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	The district is in the process of replacing the retaining wall separating the upper/lower playgrounds.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 10/1/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	62.0	67.0	62.0	67.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	41.0	40.0	41.0	40.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	43	42	97.67	66.67
<b>Male</b>	20	19	95.00	68.42
<b>Female</b>	23	23	100.00	65.22
<b>Hispanic or Latino</b>	--	--	--	--
<b>White</b>	33	32	96.97	62.50
<b>Socioeconomically Disadvantaged</b>	16	16	100.00	62.50
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Foster Youth</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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	42	97.67	40.48
Male	20	19	95	52.63
Female	23	23	100	30.43
Hispanic or Latino	--	--	--	--
White	33	32	96.97	37.5
Socioeconomically Disadvantaged	16	16	100	18.75
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**
7	**	**	**

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.

## 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 2018-19)

Parents serve as volunteers in classrooms, the library, the office, and on advisory and parent groups. Parent training is conducted as needed, and staff is trained in effective communication and conferencing strategies. A newsletter is sent on a weekly basis and posted to the district web site. Parents receive a handbook at the beginning of each school year outlining policies, procedures, and communications. Parents are invited to attend trimester student recognition events and special programs throughout the year. Parents work to fundraise field trips to Washington D.C., Sierra Outdoor School at Five Mile Creek, and Sacramento/San Francisco. The Parent Booster Club supports the instructional program through a variety of fundraising opportunities that encourage total community support and parent involvement. Parent/Teacher/Student conferences are scheduled on a trimester basis. Student Study Team meetings involve parents of struggling students in the implementation of appropriate interventions and programming to address academic and social concerns.

### 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	1.5	0.0	0.0	1.5	0.0	0.0	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2018-19)

Big Creek School is committed to providing a safe and secure environment for students, employees, and visitors. The Safe School Plan is designed to assist each student and staff member in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. It is reviewed and updated on a yearly basis and is available to view in the district office. All staff is certified in First Aid, CPR and use of the Automated External Defibrillator. The school does not have any serious violence concerns or problems with weapons, drugs, alcohol, or tobacco.



## 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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	4	2			3	2			3	2		
1	2	1			5	1			4	1		
2	7	1			5	1			4	1		
3	7	1			9	1			7	1		
4	10	1			6	1			7	1		
5	6	1			10	1			9	1		
6	14	1			5	1			7	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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist (non-teaching)	.4	N/A
Other	3	N/A

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

\*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$21,954	\$10,443	\$11,511	\$52,635
District	N/A	N/A	\$11,511	\$60,891
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	115.2	-11.1

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 2017-18)

Big Creek Elementary School is not a Program Improvement school. The school site does offer Reading Intervention utilizing Reading Mastery program series provided by McGraw Hill.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,235	\$44,375
Mid-Range Teacher Salary	\$58,362	\$65,926
Highest Teacher Salary	\$68,315	\$82,489
Average Principal Salary (Elementary)	\$0	\$106,997
Average Principal Salary (Middle)	\$0	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$121,655	\$121,894
Percent of Budget for Teacher Salaries	17.0	32.0
Percent of Budget for Administrative Salaries	8.0	7.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Big Creek School dedicates two days prior to school, one day during the academic year, and one day at the end of the academic school year for staff development. Furthermore, staff development is done after school hours, during recess periods, and during the summer. Individual teachers request attendance at conferences, workshops, etc. and if granted, a substitute teacher is provided for the students in attendance. During the 2015-16, 2016-17 and 2017-18 and 2018-19 school year, all instructional staff (with the exception of the physical education teacher) attend the Orton-Gillingham training.