Elk Creek Junior/Senior High 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)

School Contact Information	
School Name	Elk Creek Junior/Senior High School
Street	3430 County Road 309
City, State, Zip	Elk Creek, CA 95939
Phone Number	(530) 968-5361
Principal	Kevin Triance
E-mail Address	ktriance@scjusd.org
Web Site	www.scjusd.org
CDS Code	11 62653 1132109

District Contact Information	
District Name	Stony Creek Joint Unified School District
Phone Number	(530) 968-5361
Superintendent	Kevin Triance
E-mail Address	ktriance@scjusd.org
Web Site	www.scjusd.org

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

The mission of Elk Creek Jr/Sr High School is to provide a safe, caring and engaging learning environment that promotes student success in academics and understanding. Elk Creek Jr/Sr High School serves grades 7-12 and is part of the Stony Creek Joint Union School District. The teacher to student ratio for the school 5:1. and offer A-G courses and FFA. The high school is WASC accredited. The school is served by five teachers, 1 part time RSP teacher, 1 part time counselor and a full time RSP Para Educator. The school offers sports but due to low enrollment sports programs are not consistent. The school works closely with NVIH to provide support services in counseling.

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

Grade Level	Number of Students
Grade 7	7
Grade 8	4
Grade 9	9
Grade 10	4
Grade 11	5
Grade 12	3
Total Enrollment	32

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	53.1
Asian	0.0
Filipino	0.0
Hispanic or Latino	6.3
Native Hawaiian or Pacific Islander	0.0
White	34.4
Socioeconomically Disadvantaged	93.8
English Learners	0.0
Students with Disabilities	15.6
Foster Youth	3.1

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	5.5	4.5	5.5	10.5
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	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	1	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 2017

While textbooks and teaching materials used in the district are the most recent adoption or as recent as the previous cycle, the teachers make ever 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 teacher at Elk Creek Junior/Senior High School continue to grow their professional skills through inservices, trainings and conferences and continuous reflection about their teaching practice.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English 7 LITERATURE CALIFORNIA TREASURES Glencoe / Course 2 Copyright 2010 English 8 LITERATURE CALIFORNIA TREASURES Glencoe / Course 3 Copyright 2010 English 9 THE LANGUAGE OF LITERATURE McDougal Littell / Grade 9 Copyright 2006 English 10 THE LANGUAGE OF LITERATURE McDougal Littell / Grade 10 Copyright 2002 English 11 THE LANGUAGE OF LITERATURE McDougal Littell / American Literature Copyright 2002 English 12 THE LANGUAGE OF LITERATURE McDougal Littell / British Literature Copyright 2002	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Glencoe Merrill Geometry and Algebra 2 w/Trigonometry; Holt Mathematics Prealgebra and Algebra	Yes	0
Science	Chemistry: Chemistry: Matter and Change- Glencoe Mc Graw Hill 2008 Earth Science: Earth Science- Holt Rinehart Winston 2008 Life Science (7th/8th): Life Science- Holt Rinehart Winston 2007 Biology: Modern Biology- Holt Rinehart Winston 2007 Physical Science (7th/8th)- Physical Science- Holt Rinehart Winston 2007	Yes	0
History-Social Science	The American Nation in the 20th Century. Holt, Rinehart, and Winston, 1998. Economics. Holt, Rinehart, and Winston, 2003. Discovering Our Past: Medieval and Early Modern Times. Glencoe, 2006. Discovering Our Past: The American Journey. Glencoe, 2006. American Government. Prentice Hall, 2002. World History: The Modern World. Prentice Hall, 2007.	Yes	0
Science Laboratory Equipment (grades 9-12)	New equipment and lab materials for Medical Careers pathway.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Maintenance Lead conducts regular inspections for the buildings and grounds and formal inspections each June and December, and all school staff are encouraged to report any concerns to the Administrator immediately. Needed repairs and safety issues are addressed through work orders to the Maintenance Lead for prompt attention. The school was built in the 1950's and have been maintained in good repair using both expertise of maintenance personnel and licensed contractors. The maintenance and custodial staff take pride in keeping the classrooms and other areas of the campus in good repair and in a manner that meets high standards of cleanliness. Janitorial services are provided on a regular schedule by personnel trained in the use of appropriate cleaning products for a school site.

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: December 2018		
System Inspected	**Repair Status**	**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	Fair	The bus garage has an area of the roof that is in need of repair, which has been deferred to direct funds for repairs to other areas. No students are in the bus garage area, nor are any staff endangered but the current condition of the bus garage roof.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 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
English Language Arts/Literacy (grades 3-8 and 11)	28.0	19.0	22.0	11.0	48.0	50.0
Mathematics (grades 3-8 and 11)	11.0	20.0	13.0	23.0	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
All Students	16	16	100.00	18.75
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.00	20.00
Students with Disabilities	--	--	--	--

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	16	15	93.75	20
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	14	93.33	21.43
Students with Disabilities	--	--	--	--

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.

Career Technical Education Programs (School Year 2017-18)

Elk Creek Junior/Senior High School provides two Career Technical Education (CTE) pathways through a partnership with Butte Community College. Our high school has a Manufacturing/Welding pathway and a Medical Fields pathway, which are integrated with the core academic content. The classes in each of these pathways are designed to engage not only students whose goal is to attend a four-year college after high school but also to support students who want to either attend a community college vocational training after high school or exit high school ready to jump into the world of work. Students, under the guidance of their teachers and an academic counselor, determine their interests and aptitudes so that they can focus their academic efforts.

Measures of student success will be tracked using a variety of measures, including high school graduation rates and employment after high school. The data will be used to improve and refine the pathways. The Manufacturing/Welding pathway has the Ag Advisory Committee for guidance.The academic counselor and administrator for the district are the

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	11
% of pupils completing a CTE program and earning a high school diploma	1
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	2

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	65.6
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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
7	**	**	**
9	**	**	**

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 are encouraged to volunteer and participate in their students' education, and students whose parents are involved have a greater rate of success. At the high school level, parent involvement includes any of the following activities to be part of the success of students at Elk Creek Junior/Senior High School. Parents are encouraged to be part of the School Site Council, Ag Advisory, fund raising, coaching, and/or part the Grindstone Parents Meeting organization. Parents are contacted as needed through an app that can provide emergency and non emergency information through voice calls, e-mails and/or texts. We value the role of involved parents and encourage our diverse parent to let us know of any special skills or knowledge they would like to share with our students. 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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	--	--	--	--	--	--	10.7	9.7	9.1
Graduation Rate	--	--	--	--	--	--	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	83.3	83.3	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	100.0	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	50.0	50.0	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	80.0	80.0	88.6
English Learners	0.0	0.0	56.7
Students with Disabilities	0.0	0.0	67.1
Foster Youth	0.0	0.0	74.1

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
Suspensions	33.3	19.5	15.6	17.4	8.1	6.1	3.7	3.7	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 2018-19)

The Stony Creek Joint Unified School District Safety Plan contains sections specific to each site in the district. The safety plan is reviewed and updated yearly in March where it is approved by the School Board. The District notification system allows for the capability to respond to an emergency in a rapid, effective manner through email/ voice call and text. Through the 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8.0	5			6.0	7			6.0	6		
Mathematics	9.0	2			6.0	1			6.0	5		
Science	10.0	3			7.0	4			8.0	3		
Social Science	11.0	3			9.0	4			8.0	3		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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	.6	25
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	.3	N/A
Other		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	$19,070.00	$1,828	$17,242	$58,334
District	N/A	N/A	$17,242	
Percent Difference: School Site and District	N/A	N/A	0.0	0.2
State	N/A	N/A	$7,125	$63,590
Percent Difference: School Site and State	N/A	N/A	83.0	-8.6

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)

- Professional development for teachers
- Vocational field trips, paid for by educational funds and/or fundraising efforts
- Counseling services for students through Glenn County Office of Education and Northern Valley Indian Health
- Education Specialist and Special Education aide services through Glenn County Office of Education
- Future Farmers of America (FFA) through fund raising and community support
- Pathways in Manufacturing/Welding and Medical Careers
- After school tutoring

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$42,990
Mid-Range Teacher Salary		$61,614
Highest Teacher Salary		$85,083
Average Principal Salary (Elementary)		$100,802
Average Principal Salary (Middle)		$105,404
Average Principal Salary (High)		$106,243
Superintendent Salary		$132,653
Percent of Budget for Teacher Salaries	31.0	30.0
Percent of Budget for Administrative Salaries	8.0	6.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Elk Creek Jr./Sr. High is in a period of transition as the administration and faculty collaborate to increase positive educational outcomes for all students. In addition to participation in two major grants with support for researched-based curriculum to increase student engagement and educational benefit for the students, the administration and staff are involved in multiple professional development trainings. For the past two years, the Math teacher has been involved in intensive training to teach math aligned with the Common Core math standards. The History/Social Science teacher has participated in on-line training to increase the use of innovative curriculum designed to appeal to a diverse student population. Both the Ag and Science teachers continue their collaboration and training with other Ag and Science teachers in the area through multiple trainings at Butte College. In addition, both of these teachers are part of the Pathways at Butte College and use lessons recommended by NAF, of which some are integrated lessons with Math and English. Two Elk Creek Jr./Sr. High School attended the first Northern California Google Conference in 2016 with the goal of increasing students' exposure to high quality learning through technology. Professional development has been delivered through conference attendance, on line modules, and mentors who visit the site.

For 2018-19 professional development is focused on student trauma and understanding the needs of these students.