

Hornbrook 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)

School Contact Information	
School Name	Hornbrook Elementary School
Street	15430 Oregon Rd.
City, State, Zip	Hornbrook, CA 96044
Phone Number	(530) 475-3598
Principal	Kelly Bear
E-mail Address	kbear@hornbrookschool.org
Web Site	http://www.hornbrookschool.org
CDS Code	47-70359-6050801

District Contact Information	
District Name	Hornbrook Elementary School District
Phone Number	(530) 475-3598
Superintendent	Kelly Bear
E-mail Address	kbear@hornbrookscool.org
Web Site	www.hornbrookscool.org

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

Hornbrook Elementary is a K-8 school that serves approximately 50 students. We are a basic aid district drawing revenue from the property tax base of the Irongate/Copco Dam area, timberland, residential, and more.

The staff is comprised of:

4 full-time teachers

1 full-time Superintendent / Lead-Teacher

1 administrative assistant

1 special education aide / recess duty / after school coordinator

1 cook/cafeteria manager

1 bus driver/maintenance

1 custodian

1 after-school aide / recess duty / paraprofessional

1 library aide

1 counselor

Our little community is located in rural Northern California just below the Oregon border approximately 15 miles north of Yreka.

This school is a hidden gem with great teaching, great students, and a culture of caring. Students at Hornbrook Elementary receive a "students first" education. We strive to develop the whole child by dedicating time to art, music, physical education, technology, and more. All people at our school follow the 5 B's, which guide us to Be kind, Be safe, Be respectful and responsible, Be productive, and Be a good listener. We are implementing PBIS. Stakeholders take pride in our graduates who leave ready for the next challenge.

Mission/Vision Statement:

Our goal is to equip students with the necessary skills to prepare them for the rigors of high school, acquire meaningful employment, and obtain additional education in pursuit of a career. Our motto is "Working Together, To Build Student Success, In A Caring Place."

Hornbrook Elementary School's vision is to ensure that a partnership is developed between students, parents, staff and community so:

- Students and staff are equipped with the necessary skills to access, process and apply information to problems and decisions.
- Students are taught to be responsible and safe in a nurturing learning environment.
- Students experience success in a world where learning never ends.

Currently we are in the process of implementing a Common Core based educational system as evidenced by:

- Training in the teaching of Common Core
- Common Core thematic units that incorporate multiple subjects and meet standards.
- Staff meetings focus on best research practices

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

Grade Level	Number of Students
Kindergarten	4
Grade 1	3
Grade 2	7
Grade 3	6
Grade 4	8
Grade 5	8
Grade 6	7
Grade 7	6
Grade 8	8
Total Enrollment	57

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	1.8
Asian	0.0
Filipino	0.0
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	0.0
White	54.4
Socioeconomically Disadvantaged	82.5
English Learners	0.0
Students with Disabilities	3.5
Foster Youth	1.8

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	2	3	3	3
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	1

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: October 2018

Hornbrook Elementary School involves the staff, parents, School Site Council and Board of Trustees in the selection and purchasing of state-adopted standards-based instructional materials.

All students have access to current, standards-based textbooks in the areas of reading/language arts, mathematics, history/social science, and K-8 science. Teachers have been trained to implement most of these standards-based materials. The district adopted Math curriculum/textbooks in late-spring 2017, Reading/Language Arts in June 2017, and History-Social Science July 2018. Science will follow when new standards and adoptions become available. Also, the district is working closely with Yreka High School to provide smoother transitions for students and better articulation between feeder districts and the high 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-6: Cengage/Reach for Reading, 2017 Grades 7-8: McGraw-Hill/StudySync, 2017	Yes	0
Mathematics	Grades K-6: Eureka Math/Engage NY, 2017 Grades 6-8: CPM, 2017	Yes	0
Science	Grades K-5 Scott Foresman, 2008 Grades 6-8 Holt, 2007	Yes	0
History-Social Science	Grades K-5 Studies Weekly, 2018 Grades 6-8 National Geographic/Cengage, 2018	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our School Facility was inspected by NCSIG in September 2017 and upgrades/repairs were completed in timely manner. Data from the September 2017 inspection is provided as the most recently completed report available.

The latest FIT Evaluation was done on October 18, 2018 by John McDonald and Kelly Bear.

Hornbrook Elementary provides a well-maintained and safe school facility. The maintenance staff conducts daily and quarterly / monthly inspections of the school facilities to correct items that do not meet standards. The maintenance staff routinely cleans and services each classroom and all adjacent offices and buildings on a daily basis. The school grounds, classrooms, and restrooms are exceptionally clean with all items in good working order.

Administration and the school board have developed a master plan with architects. The plan was developed to address deferred maintenance issues and modernization of the school site. The plan prioritizes needs based with safety first, followed by classroom / instruction, and the rest of the needs on site as lower priorities. During the summer of 2018, we completed a renovation project which included upgrades for American with Disabilities Act (ADA) compliance in the restrooms, parking lot, ramps, doors, etc. The school is approximately 70 years old. A gymnasium was added approximately 35 years ago as well as three additional classrooms. There are six regular classrooms, a library, gymnasium, cafeteria and an office. There are two athletic fields and a well equipped playground that meets safety standards. There is a master plan developed with a landscape architect to improve outdoor facilities systematically. The library is stocked with books on loan from the County Office of Education's Library as well as ones owned by the district. All four regular classrooms have computers with internet access.

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: October 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	Fair	Paint starting to chip on west side of gymnasium. Everything else in good working order.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Windows in cafeteria have a spring failure. Options, including spring replacement are being looked at. Everything else is in good working order.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 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	44.0	28.0	44.0	48.0	50.0
Mathematics (grades 3-8 and 11)	14.0	28.0	14.0	28.0	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	36	36	100.00	44.44
Male	18	18	100.00	38.89
Female	18	18	100.00	50.00
Asian	--	--	--	--
White	24	24	100.00	41.67
Two or More Races	11	11	100.00	54.55
Socioeconomically Disadvantaged	30	30	100.00	40.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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	36	36	100	27.78
Male	18	18	100	33.33
Female	18	18	100	22.22
Asian	--	--	--	--
White	24	24	100	20.83
Two or More Races	11	11	100	36.36
Socioeconomically Disadvantaged	30	30	100	23.33
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	33.3	0	16.7
7	33.3	16.7	16.7

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 of Hornbrook Elementary School have opportunities to be involved in the school and their student's education.

These opportunities include:

- Back-to-School Night
- Family Fun Night
- Volunteer in the classroom
- Volunteer on field trips
- Volunteer at sporting events
- Volunteer at fundraisers
- Parent representatives on School Site Council and Wellness Committee
- Board Member
- Volunteer for special class events
- Chaperone at sporting events

Parents who are interested in volunteering at Hornbrook Elementary School should contact:

Kelly Bear, Superintendent/Lead Teacher at (530) 475-3598.

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	7.5	19.7	4.5	7.5	19.7	4.5	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 School Comprehensive Safety Plan will be reviewed by the school site council and school board in February 2019. The School Comprehensive Safety Plan was discussed with the school faculty in August 2018 and January 2019.

It is of supreme importance to Hornbrook Elementary School to provide a safe, secure & harmonious environment for all who attend or visit our facilities. Annually, the Hornbrook Elementary School staff has in-service on the components of the School Safety Plan; namely, emergency response map, emergency drills, universal health precautions, analysis of student discipline data and discipline procedures. All Certificated staff and most classified staff are trained in CPR and First Aid. Monthly/Quarterly safety meetings and inspections of the site are held to evaluate current conditions and address safety needs. Our campus is secured with a perimeter fence with locked gates and the buildings have locked doors where one must be buzzed in to gain access. Hornbrook Elementary is very conscientious in promoting a safe school.

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	3	2			2	2			3	1		
1	7	1			6	1			4	1		
2	9	1			8	1			6	1		
3	7	1			8	1			5	1		
4	7	1			5	1			8	1		
5	6	1			9	1			8	1		
6	9	1			8	1			8	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		
Counselor (Social/Behavioral or Career Development)	0.3	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.1	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	1.76	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	\$14,063.56	\$74.61	\$13,988.95	\$46,775
District	N/A	N/A		\$46,775
Percent Difference: School Site and District	N/A	N/A		0.0
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	65.0	-29.9

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 2017-18)

We spent an average of \$14,063 to educate each student at Hornbrook Elementary School. The figures shown in the table above reflect the direct cost of educational services, per Average Daily Attendance (ADA), excluding food services, facilities acquisition and construction, and certain other expenditures. These calculations are required by law annually and are compared with other districts statewide. Additional funding is allocated for the following services which include but are not limited to: paraprofessional, library assistant, regular classroom teachers and possibly an after-school tutor/ teacher.

In addition to general fund state funding, we receive state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

- Title I, Part A
- Title II, Teacher Quality
- Title VI, Small Rural Grant
- SAFE After School Program

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,500	\$44,375
Mid-Range Teacher Salary	\$52,611	\$65,926
Highest Teacher Salary	\$57,519	\$82,489
Average Principal Salary (Elementary)	\$0	\$106,997
Average Principal Salary (Middle)	\$0	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$70,433	\$121,894
Percent of Budget for Teacher Salaries	22.0	32.0
Percent of Budget for Administrative Salaries	4.0	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)

Hornbrook Elementary School believes very strongly in the professional development of its entire staff. Our school is in year two(18/19) of implementing PBIS. All teachers and paraprofessionals attended the PBIS training in 2017, and three certificated did a refresher class in 2018. Professional development is an ongoing process evidenced by the current practice of research based staff meetings, collaboration, and teacher activities. All four teachers have been and are participating in county-wide professional development offerings to collaborate with peers regarding Common Core Standards and implementation. For 2016-17 and 2017-18, 12 days (3 per teacher) each year were dedicated to ELA and/or math professional development. For 2018-2019, professional development for the teachers' is based on individual need. Our paraprofessionals participate in a county-wide training held twice each year.

The primary focus of professional development includes:

- Common Core Standards in ELA and Math
- Smarter Balanced Assessments
- Implementing Technology in the Classroom
- Behavioral support