

Hornbrook Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Email Address	kbear@hornbrookscool.org
Website	http://www.hornbrookscool.org
County-District-School (CDS) Code	47-70359-6050801

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Hornbrook Elementary School District
Phone Number	(530) 475-3598; (530) 643-2867
Superintendent	Kelly Bear
Email Address	kbear@hornbrookscool.org
Website	www.hornbrookscool.org

School Description and Mission Statement (School Year 2020-2021)

School Description:

Hornbrook Elementary is a TK-8 school that serves approximately 55 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:

- 3 full-time teachers
- 2 part-time team 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 and restorative practices. 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 2019-2020)

Grade Level	Number of Students
Kindergarten	8
Grade 1	2
Grade 2	4
Grade 3	3
Grade 4	7
Grade 5	7
Grade 6	7
Grade 7	8
Grade 8	10
Total Enrollment	56

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	7.1
Asian	7.1
Hispanic or Latino	3.6
White	64.3
Two or More Races	17.9
Socioeconomically Disadvantaged	89.3
Students with Disabilities	3.6
Homeless	19.6

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	3	4	5	5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

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, science, and history/social science. Teachers have been trained to implement most of these standards-based materials. The district adopted Math curriculum/textbooks in late-spring 2017 and for K-6 in December 2020, Reading/Language Arts in June 2017, Science in December 2020, and History-Social Science July 2018. 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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: Houghton Mifflin Harcourt/Go Math, 2020 Grades 6-8: CPM, 2017	Yes	0
Science	Grades K-5 McGraw Hill/ Inspire Science, 2020 Grades 6-8 McGraw Hill/ Inspire Science, 2020	Yes	0
History-Social Science	Grades K-5 Studies Weekly, 2018 Grades 6-8 National Geographic/Cengage, 2018	Yes	0

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

School Facility Conditions and Planned Improvements

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. NCSIG inspected our facility in January 2021. We have yet to receive a report.

The latest FIT Evaluation was done on November 10, 2020, by John McDonald and Kelly Bear.

Hornbrook Elementary provides a well-maintained and safe school facility. The maintenance staff conducts daily, monthly and quarterly inspections of the school facilities to correct items that do not meet standards. The maintenance/custodial 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 2020, we completed replacement and repainting of siding and wall ball on west side of gymnasium; painted the classroom wing of the main building on the south and east side; gutters were installed near entry door. The school is approximately 72 years old. A gymnasium was added approximately 37 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 regular classrooms have computers with internet access.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2020

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	Fair	Peeling paint on facer boards of gym
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Some minor water damage in basement near windows and door; woodpecker damage to facer boards on main building and on gym.
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	33	N/A	33	N/A	50	N/A
Mathematics (grades 3-8 and 11)	21	N/A	21	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	7	N/A	7	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parents of Hornbrook Elementary School have opportunities to be involved in the school and their student’s education. **Due to the Pandemic, Parent involvement opportunities have been limited. Parents are advisors for the district with regards to learning plans, etc.

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/ LCAP 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.5	4.7	4.5	4.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The School Comprehensive Safety Plan was reviewed by the school site council February 2021 and school board in February 2021.

The School Comprehensive Safety Plan was discussed with the school faculty in August 2020 and February 2021.

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 staff are trained in ALICE active shooter/violent critical incident procedures. All Certificated staff and classified staff are trained in CPR, AED and First Aid. We have one AED on campus. 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. Pandemic procedures and protocols were added to the safety plan, were reviewed by staff multiple times throughout the school year.

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	4	4			1	8			4	2		
1	3	4			3	4			2	1		
2	7	4			5	4			4	1		
3	6	4			4	4			3	1		
4	8	11			5	11			7	1		
5	8	2			8	2			7	1		
6	14	11			12	11			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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23,281.58	\$2,648.94	\$20,632.64	\$49,815
District	N/A	N/A	20,632.64	\$49,815
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	90.8	-35.7

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

Types of Services Funded (Fiscal Year 2019-2020)

We spent an average of \$18,184 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,500	\$46,965
Mid-Range Teacher Salary	\$54,189	\$67,638
Highest Teacher Salary	\$59,245	\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$72,243	\$128,853
Percent of Budget for Teacher Salaries	27.0	30.0
Percent of Budget for Administrative Salaries	4.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	21	26	23

Hornbrook Elementary School believes very strongly in the professional development of its entire staff. Professional development is an ongoing process evidenced by the current practice of research based development within the setting of staff meetings, collaboration, and teacher activities. Due to the pandemic, most professional development is via online platforms or in-person staff collaborations following public health department guidelines. The PD topics have changed focus to include curriculum implementation in distance learning; how to connect with students online; etc. Our school is in year four (20/21) of implementing PBIS. All teachers and paraprofessionals attended the PBIS training in 2017; three certificated did a refresher class in 2018; and three certificated did Tier 2 training in fall of 2019.

Teachers: PD is based on individual need, curriculum implementation, and implementation of learning methods.

Paraprofessionals: PD is a county-wide training held yearly; 20-21 the training was suspended due to the pandemic.

All Staff: PD is based on individual need, current health issues, and safety.

Primary Focus:

- Common Core Standards in ELA and Math
- Next Generation Science Standards
- Visual and Performing Arts
- Smarter Balanced Assessments
- Implementing Technology in the Classroom
- Behavioral support/PBIS
- Achievement and learning loss

Methods:

- Workshops
- Zoom Meetings
- Conferences
- Mentoring
- Online
- In-person

How are teachers supported:

- In-class coaching
- Teacher-Superintendent meetings
- Collaboration
- Data on Students

18/19 Full day: 12 Partial Days: 9

19/20 Full day: 17 Partial Days: 9

20/21 estimated Full day: Full day: 12 Partial Days: 11