

Weaverville Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Weaverville Elementary School
Street	3120 State Hwy. #3
City, State, Zip	Weaverville, CA 96093
Phone Number	530.623.5533
Principal	Katie Poburko
E-mail Address	kpoburko@tausd.org
Web Site	
CDS Code	53-76513-6053821

District Contact Information	
District Name	Trinity Alps Unified School District
Phone Number	(530) 623-6104
Superintendent	Tom Barnett
E-mail Address	tbarnett@tausd.org
Web Site	tausd.org

School Description and Mission Statement (School Year 2017-18)

Principal's Message

Welcome to Weaverville Elementary School and Trinity Preparatory Academy.

Our school is committed to the pursuit of excellence in education. We believe that maintaining high academic and behavioral standards helps create a positive learning environment for our students. We strive to provide a safe and supportive school experience so that every child feels valued and encouraged to achieve his/her personal best. Our highly qualified teachers and paraeducators are dedicated to meeting the needs of every student. We work closely with families and recognize the importance of a team approach. Our top priority is to create a learning community where students, parents, and staff are proud to call Weaverville Elementary and Trinity Preparatory Academy their school of choice.

Major Achievements

- 100% of our instructional faculty meets No child Left Behind (NCLB) requirements for highly qualified teachers.
- Credentialed teachers offer Music, Technology, STEAM, Spanish and AVID.
- School performances include winter and spring concerts, a school play, and an art show.
- Athletics in grades 6-8 offer volleyball, track, cross-country, basketball, cheerleading, baseball, and softball.
- Resource specialists, an intervention specialist, and a team of trained paraeducators, provide support services.
- Weaverville Elementary is the host school for Trinity County's STEAM EXPO and History Day.
- Students are recognized for academics and attendance through Honor Roll assemblies.
- After school program is available to students in grades TK-8.
- Modernization projects have improved the learning environment for our school community.
- Trinity Preparatory Academy, a 6-8 grade middle school designed for secondary and post-secondary success, was implemented in August of 2012.
- Title 1 Academic Achievement Award recipient for the 2013-2014 school year
- Establishment of a STEAM (Science, Technology, Engineering, Art, and Math) lab to be used a resource for K-8 students and a STEAM elective in our middle school.
- Establishment of The Brick Factory, a Lego Learning Center to be used as a resource for TK-8 students, and community access as well.
- Baseball and Softball teams were added to the athletic selections available to our middle school students during the 2015-2016 school year.
- A "stand-alone" Transitional Kindergarten Class was implemented during the 2016-2017 school year.
- Implementation of K-5 Language Arts Program Success For All
- Implementation of pf PBIS schoolwide
- Implementation of FOR (Friends of Rachel) anti-bullying club and Robotics Club

Goals for 2017-2018

- Continuously improve, as measured by State and Federal growth targets
- Expand student support and enrichment services in the areas of math and reading
- Develop after-school academic and enrichment programs
- Continue bullying prevention efforts
- Continue to increase opportunities for parent education and involvement
- Continue leadership team and establishment of professional learning communities
- Continue implementation of curricula, instruction, and assessments that are aligned to Common Core State Standards.
- Continue to provide Love and Logic parenting classes for parent, guardians, and community members.
- Continue to increase the safety of our campus.
- Year 1 implementation of PBIS, establishment of expectations and discipline matrix schoolwide
- Full Implementation of Success For All; reading tutors provided by credentialed teachers and trained paraeducators daily

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	55
Grade 1	32
Grade 2	34
Grade 3	29
Grade 4	35
Grade 5	47
Grade 6	55
Grade 7	43
Grade 8	49
Total Enrollment	379

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	5.8
Asian	0.3
Filipino	0
Hispanic or Latino	11.6
Native Hawaiian or Pacific Islander	0.3
White	75.5
Two or More Races	4.2
Socioeconomically Disadvantaged	60.7
English Learners	1.6
Students with Disabilities	13.5
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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	19	22	17.53	37.75
Without Full Credential	1	3	4	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: January 2018

All school textbooks are current and State-approved. We adopt books on a six year cycle. We have enough textbooks for each student to have their own copy. Our school has also begun the use of digital textbooks in some classes.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Houghton Mifflin Adoption Year 2003 Medallion Version- adopted 8/2012 Spring Board- adopted 8/2012 Success For All - adopted 2017	Yes	0%
Mathematics	Every Day Math Grades K-5- adopted 8/2015 College Preparatory Math (CPM) Grades 6-8- adopted 8/2014	Yes	0%
Science	Delta Education, Pearson, Prentice Hall- adopted 8/2007 Prentice Hall- adopted 8/2000	Yes	0%
History-Social Science	Glencoe (Teachers Curriculum Institut2-History Alive), Scott Foresman, Houghton Mifflin- adopted 8/2006 Houghton Mifflin-Glencoe- adopted 8/1999	Yes	0%
Foreign Language	Jalen Waltman's Complete Spanish Lessons- adopted 8/2014	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The current Weaverville Elementary School was built in 1948. Since that time, classrooms and a gym have been added. The building and grounds are in very good condition, thanks to a dedicated maintenance staff. A new wing containing eight classrooms was added in 2005, as well as a new heating and air system throughout the school.

There are approximately 132 computers on campus along with Chrome Books (laptops) in our 4th-8th grades at a 1:1 ratio. Our school has a fully up-to-date library with over 19,000 books available, art room, music room, STEAM (Science, Technology, Engineering, Art, and Math) Lab, and a fully modernized Science Lab in our 6th-8th grades. The school is set up well for student learning with the latest technology, student workstations, and clean and neat facilities.

There are separate playgrounds for kindergarten, 1-3rd grades, 4-5th grades, and for the upper 6-8th grades. Site resources include a soccer field, multi-purpose field, appropriate playground equipment and a track. Student behavior on the playground during the school day is monitored by paid supervisors before school and after school by teachers.

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: 10/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/10/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	51	49	53	49	48	48
Mathematics (grades 3-8 and 11)	39	37	36	35	36	37

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	270	250	92.59	48.8
Male	155	144	92.9	41.67
Female	115	106	92.17	58.49
Black or African American	--	--	--	--
American Indian or Alaska Native	16	14	87.5	21.43
Asian	--	--	--	--
Hispanic or Latino	29	27	93.1	40.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	206	191	92.72	50.79
Two or More Races	11	11	100	45.45
Socioeconomically Disadvantaged	166	159	95.78	37.11
English Learners	--	--	--	--
Students with Disabilities	48	38	79.17	13.16
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	270	251	92.96	36.65
Male	155	145	93.55	34.48
Female	115	106	92.17	39.62
Black or African American	--	--	--	--
American Indian or Alaska Native	16	14	87.5	28.57
Asian	--	--	--	--
Hispanic or Latino	29	28	96.55	32.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	206	191	92.72	37.7
Two or More Races	11	11	100	27.27
Socioeconomically Disadvantaged	166	159	95.78	30.82
English Learners	--	--	--	--
Students with Disabilities	48	39	81.25	15.38
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	63	73	62	61	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15	40	30
7	11.9	19	26.2

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are involved in a variety of ways here at Weaverville Elementary School and Trinity Preparatory Academy. They can assist as a:

- volunteer in the classroom.
- chaperone on trips and special activities.
- participant on the School Site Council (SSC).
- member of the Booster Club.
- member of the school wellness committee, garden committee, school safety committee, or LCAP advisory committee.

For more information on how to become involved, contact Katie Poburko Principal, at 530-623-5533.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.7	2.4	11.4	5.8	5.5	12.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Weaverville Elementary School Safety Plan is updated annually by the school Safety Committee as well as our School Site Council, both of which are comprised of staff, administration, parents, and community members. The Safety Plan outlines what steps will be taken during different types of emergencies that may occur during school and non-school hours. Our School Safety Plan can be viewed at the school or on our website. Our school holds fire drills on a monthly basis as well as bus evacuation, intruder alert, and duck and cover drills on an annual basis. Student safety assemblies are also held during our annual Fire Safety week. Our school strives to stay current in our school safety practices and procedures, and continues to make improvements to the safety and security of our students. The school has completed installation of a comprehensive CCTV camera system, installed barricade devices on all doors, and implemented "Keep N Track", an electronic sign-in/sign-out system for students, visitors and vendors. Additionally, each classroom is outfitted with emergency latrines for "shelter-in-place" incidents, and classrooms which can utilize a window as a secondary egress point have been outfitted with emergency glass hammers. The School Safety Plan was last reviewed in February 2016.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement*	Year 2	
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	21	1	1		17	2	1		18	2	1	
1	22		1		24		1		21		1	
2	20	1			23		1		22		2	
3	26		2		23		2		15	1	1	
4	24		7		18	9	3		18	3	4	
5	27		8		34	3	9	3	31	3	12	3
6	19	9	4	1	24	2	1	4	19	5	9	
Other	3	1			3	1						

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.1	150
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0.125	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	.25	N/A
Other	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,681	\$3,687	\$8,995	\$68,553
District	N/A	N/A	\$9,812	\$68,553
Percent Difference: School Site and District	N/A	N/A	-8.3	0.0
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A	36.8	9.9

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

Types of Services Funded (Fiscal Year 2016-17)

The school receives Title I funds and uses those funds school wide. Weaverville Elementary School also receives Class Size Reduction funds (CSR), as well as other State and federal categorical dollars to enhance the educational program.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,602	\$41,164
Mid-Range Teacher Salary	\$60,089	\$61,818
Highest Teacher Salary	\$79,750	\$84,567
Average Principal Salary (Elementary)	\$93,925	\$96,125
Average Principal Salary (Middle)		\$103,336
Average Principal Salary (High)	\$105,000	\$101,955
Superintendent Salary	\$120,625	\$126,855
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	6%	6%

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)

Our teachers are all teaching within their subject area. Teachers receive three days of staff development each year, in addition to the 180 days of classroom teaching, attending workshops, trainings, and meetings—involving all aspects of school operations. These staff development days are decided upon by a group of teachers and administrators after looking at our state testing results as well as other measures that the school uses for evaluation. Each school year, 3 days are dedicated for professional development. All sources of student data are utilized to establish professional development needs. Following are Professional Development activities:

- During the 2011-2012 school year team leaders were established in the following grade spans: K-3, 4-5, 6-8. Each team leader, and the school principal, received 8 days of professional development with an external facilitator covering the following topics: Professional Learning Communities, School Climate, Data Analysis, and Data meeting facilitation.
- During the 2012-2013 school year leadership teams were maintained and utilized to foster professional learning communities.
- A team of four teachers also participated in a regional math partnership.
- Teachers and paraeducators continually receive professional development by attending individual conferences and workshops.
- A team of three teachers and an administrator attended week long SFA training in Baltimore and three days of training in Arizona.
- Early release days are embedded into the school calendar every Tuesday to allow teachers additional time to collaborate on student data and academic goals.
- SFA coaches meet with the TK-5 staff every month coaching and training staff.
- Trained SFA coach meets with teachers monthly.
- The site principal also receives annual professional development by attending both state and national conferences hosted by ACSA (Association of California School Administrators) and NAESP (National Association of Elementary School Principals).
- *Monthly PBIS staff meeting.
- During the 2013-2014 school year a team of three teachers and the site principal received training in Love and Logic to be introduced to all staff during the 2014-2015 school year.
- During the 2014-2015 school year all staff received training in Love and Logic, with on-going trainings for paraeducators monthly during the 2015-16 school year.
- During the 2016-2017 school year minimum days were implemented every Tuesday to allow teachers additional time for training, and to collaborate on student data and academic goals.