

Little Chico Creek Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Little Chico Creek Elementary School
Street	2090 Amanda Way
City, State, Zip	Chico, CA 95928
Phone Number	(530) 891-3285
Principal	Kristen Schrock
E-mail Address	kwiegert@chicousd.org
Web Site	
CDS Code	04-61424-6109722

District Contact Information	
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
E-mail Address	kstaley@chicousd.org
Web Site	www.chicousd.org

School Description and Mission Statement (Most Recent Year)

Little Chico Creek Elementary School is located on the east-side of Chico. Its boundaries extend south from Highway 32 to the Durham School District boundary and east from Highway 99 to the Forest Ranch attendance area. The school neighborhood includes single family homes and many apartment complexes. The Chico Mall and extensive retail businesses are located to the south of the school with Marsh Junior High School and Little Chico Creek to the north and vacant fields to the east.

The facility contains twenty-four K-6 classrooms, a Resource Specialist classroom, a Title I Resource classroom, two Special Day Class classrooms, a library and computer lab. All rooms are heated and air-conditioned.

Little Chico Creek Elementary School houses a variety of programs. Two Severely Handicapped Special Day Classes and a Resource Specialist class occupy three of our classrooms. We also have a speech teacher, school psychologist, Physical Education Program, Music Program, Title I Reading and Math Program, Fine Arts Program, and PIP (Primary Intervention Program) that all utilize classroom space in our facility. Our staff includes twenty-two classroom teachers, two special education teachers, one Title 1 teacher, eight itinerant teachers (music, fine arts, PE, speech), sixteen instructional aides (special education, Title I, PIP, Second Step), five noon aides, office manager, attendance clerk, health aide, nurse on Wednesdays and a principal.

Instruction includes learning opportunities designed to meet the specific learning needs of all students including students who are gifted, students who are learning to speak English and students who struggle with reading, writing and mathematics skills. Little Chico Creek School provides English Language Development services for students whose primary language is not English.

Mission

- To promote academic excellence
- To nurture respect for all persons
- To develop self-discipline and creativity
- To foster a partnership between school and community
- To create a positive environment in which learning is valued
- To share in the care of the environment

Vision

It is the vision of Little Chico Creek School to foster respect and acceptance of the diversity in our world. In our vision, all students will strive to be highly educated, responsible and productive citizens. Our school community is committed to developing academic excellence and nurturing creativity. Little Chico Creek School graduates will be prepared to pursue a lifelong love of learning.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	70
Grade 1	73
Grade 2	86
Grade 3	83
Grade 4	73
Grade 5	78
Grade 6	104
Total Enrollment	567

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	2.1
Asian	4.4
Filipino	1.8
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	0.9
White	57.7
Two or More Races	4.2
Socioeconomically Disadvantaged	60.0
English Learners	9.3
Students with Disabilities	12.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	27	26	26	590
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.59	0.41
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	98.96	1.04

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: November 2014

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education. The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/ Language Arts	McMillan/McGraw-Hill - CA Treasures - 2010	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009 (K-2nd 2014)	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Little Chico Creek Elementary School was completed in 1991 and was the first new school built in Chico since 1965. The facility contains twenty-four K-6 classrooms, a Resource Specialist classroom, a Title I Resource classroom, Two Special Day Class classrooms, a library, a multipurpose room, a computer lab and an administration building. All rooms are heated and air-conditioned. The campus is 10.5 acres with a large playground area and is enclosed with a perimeter fence. Little Chico Creek staff take great efforts to ensure that our school is clean, safe and functional. Teacher supervision of the school grounds is provided thirty minutes before school begins and twenty minutes after dismissal time. All recesses are supervised by teachers or trained school aides. All visitors must register in the school office before entering the school campus. District maintenance staff and our school site custodians ensure that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district has adopted cleaning standards and procedures for all schools in the district. The principal works daily with the custodial staff to implement cleaning schedules and procedures that ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/ HVAC, Sewer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interior: Interior Surfaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Spray and get rid of Termites in room A3. (WO Ticket #24405).
Electrical: Electrical	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restrooms/ Fountains: Restrooms, Snks/ Fountains	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safety: Fire Safety, Hazardous Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clear access to fire extinguisher in room 10. (WO Ticket #24410).
Structural: Structural Damage, Roofs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
External: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	64	43	49	68	67	68	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	68
All Student at the School	49
Male	44
Female	54
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	22
Native Hawaiian or Pacific Islander	
White	58
Two or More Races	
Socioeconomically Disadvantaged	35
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	54	62	57	58	58	58	54	56	55
Mathematics	53	58	51	51	51	52	49	50	50
History-Social Science				59	56	58	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	5	5	5
Similar Schools	3	3	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-1	18	-15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	13	27	-19
Native Hawaiian/ Pacific Islander			
White	1	13	-22
Two or More Races			
Socioeconomically Disadvantaged	-4	17	2
English Learners			
Students with Disabilities			

N/A, D, C, B, A, and there is no Growth or target
 ODE, LEA, B, A, B, and there is no Growth or target
 C, G

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0	22.7	42.7

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 Parental Involvement State Priority (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 (Most Recent Year)

Little Chico Creek School parents have many opportunities to become involved in our school. Parents may serve on our School Site Council or PTA committees. Parents are also able to participate in Back to School Night, Open House, Fall Carnival, Books and Blanket Night and Pawing Through Pages reading incentive program. Volunteering in the classroom, driving on field trips, Second Step parent training, Family Math Night, assisting with sixth grade environmental camp fundraising and attending student assemblies and performances are additional ways for parents to become involved in our school. Little Chico Creek teachers communicate regularly with parents in an effort to keep parents informed and involved. Please contact the main office for more information.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.6	4.8	5.2	6.1	6.4	5.4	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.5	0.3	0.3	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Little Chico Creek School provides a safe and secure environment for all students. The school buildings are well maintained and attractive, free of physical hazards, and designed to prevent criminal activity. Supervisors, custodians, office personnel and teachers have access to phone or two-way radio communication at all times. Surveillance cameras provide additional campus security. Little Chico Creek conducts earthquake, fire and code red drills as required. Staff members participate in on-going training in disaster preparedness. The school safety plan is updated annually in accordance with Senate Bill 187. Key components of our School Safety Plan are: traumatic incidents, code red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress and fire/explosion.

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 LOFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	---	11
Percent of Schools Currently in Program Improvement	---	91.7

Number of Schools Currently in Program Improvement: ---

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	29.3	0	4	0	19	1	3		18	1	3	
1	30	0	2	0	24	1	3		18	1	3	
2	30	0	2	0	23	1	3		22	1	3	
3	28	0	3	0	15	2	3		21	1	3	
4	30.3	0	3	0	17	2	3		18	1	3	
5	33	0	0	2	25	1	2	1	20	1	3	
6	30	0	3	0	22	1	3		26	1		3
Other												

Note: 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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/ Behavioral or Career Development)	1.0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0.3625	---
Psychologist	0.3	---
Social Worker	0	---
Nurse	.02	---
Speech/ Language/ Hearing Specialist	1.0	---
Resource Specialist	0	---
Other	0	---

Note: 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,032.05	\$2,797.48	\$5,234.58	\$63,298.00
District	---	---	\$5,641.63	\$63,298
Percent Difference: School Site and District	---	---	-7.2	0.0
State	---	---	\$4,690	\$69,360
Percent Difference: School Site and State	---	---	11.6	-8.7

Note: --- indicates data not available.

Types of Services Funded (Fiscal Year 2013-14)

Little Chico Creek receives the following funding:

- Economic Impact Aid/ Limited English Proficient (EIA/ LEP) funds to support programs and activities to assist English learners achieve proficiency in the English language as rapidly as practicable and to support programs and activities to improve the academic achievement of English learners.
- Economic Impact Aid/ State Compensatory Education (EIA/ SCE) funds to support programs and activities designed to assist educationally disadvantaged students achieve state standard proficiency.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/ community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- Title II federal funds to provide ongoing staff development for teachers and principals.
- Title I funds to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,541	\$41,318
Mid-Range Teacher Salary	\$53,749	\$65,615
Highest Teacher Salary	\$85,671	\$84,981
Average Principal Salary (Elementary)	\$89,920	\$107,624
Average Principal Salary (Middle)	\$97,238	\$112,817
Average Principal Salary (High)	\$102,804	\$121,455
Superintendent Salary	\$164,900	\$206,292
Percent of Budget for Teacher Salaries	39	40
Percent of Budget for Administrative Salaries	5	5

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

Professional Development

Staff training is the core of a quality instructional program. The LOC Elementary School teaching staff participates in on-going training on the newly adopted California Common Core Standards. Additionally, LOC has had school wide participation in Response to Intervention and Professional Learning Communities workshops as well as a variety of staff training/development activities. Staff also received training in Step Up to Writing, Everyday Math, and reading intervention programs. Staff training is designed to improve teaching skills and therefore improve student learning. Our staff development covers specific topics including reading comprehension, math instruction, student discipline, creating formative assessment, and use of technology to support academic content and assessment of knowledge acquired throughout the trimester. Some staff has had Language Star training to aide in development of strategies for teaching ELD to ensure continuous improvement of student learning. The staff continuously reviews student work and assessment data to determine whether students are meeting state academic standards. Developing improvement plans and regularly utilizing assessments to monitor student achievement of standards occurs on a daily, weekly and monthly basis. Additionally, classified staff members receive in-service on topics related to their various roles.