

Knights Ferry Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Knights Ferry Elementary School
Street	12726 Dent Street
City, State, Zip	Knights Ferry CA, 95361
Phone Number	(209) 881-3382
Principal	Dr. Janet Skulina
E-mail Address	jskulina@stancoe.org
Web Site	www.knightsferry.k12.ca.us
CDS Code	50-71142-6052609

District Contact Information	
District Name	Knights Ferry Elementary School District
Phone Number	(209) 881-3382
Superintendent	Dr. Janet Skulina
E-mail Address	jskulina@stancoe.org
Web Site	www.knightsferry.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Vision Statement:

Inspiring academic excellence and cultivating citizenship for the future success of the whole child.

Mission Statement:

Knights Ferry School District, in partnership with families and community, is dedicated to ensuring each student receives a challenging, quality education in a safe, supportive environment. We are committed to:

- Implementing high standards of teaching and learning;
- Developing students who demonstrate self-confidence, integrity, and community pride as responsible, self-directed, productive citizens;
- Fostering a love of learning, collaboration and individual creative expression;
- Preparing well-rounded students who will make successful transitions throughout their lives.

Knights Ferry School

Goals:

Integrate place and community based instructional opportunities in all curricular areas

Emphasis on project based learning opportunities within the community and integrated with all curricular areas

Provide engaging STEAM activities connected to local issues

Student leadership and agency in their learning environment

Parent, community and District collaboration on instruction, programs and facilities

Parent involvement in the instructional program process

Provide high quality instruction through teacher driven professional development

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	18
Grade 1	10
Grade 2	6
Grade 3	8
Grade 4	10
Grade 5	10
Grade 6	13
Grade 7	9
Grade 8	7
Total Enrollment	91

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	14.3
Native Hawaiian or Pacific Islander	0
White	71.4
Two or More Races	4.4
Socioeconomically Disadvantaged	26.4
English Learners	13.2
Students with Disabilities	9.9
Foster Youth	0

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	5	5	4	4
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

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 2016-17)

Year and month in which data were collected: 12-2015

The District elected to purchase supplemental math materials that are correctly aligned with Common Core State Standards. Current science supplemental materials are also aligned with the new Next Generation Science Standards. The District is in the process of developing new text book selection procedures so that new English Language Arts textbooks, correctly aligned with Common Core State Standards may be selected and purchased before the beginning of the 2017-2018 school year. Current selection of supplemental materials includes correlation with Common Core State Standards in all areas.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2004: Prentice Hall Literature 7-8 California Edition 2010: Houghton Mifflin: K-6 A Legacy of Literature/Medallion update	No	0%
Mathematics	2015: Bridges Math for grades K-5 and Engage New York for grades 6-8	Yes	0%
Science	2007: Mc Dougal 2006: Glencoe Science 8th Focus on Physical Science 2006: Scott Foresman K-6 California Science 2006: Glencoe Science 7th Focus on Life ScienceLittell Science is being strongly supplemented with the Environmental Education Initiative (EEI) science which is aligned with Next Generation Science Standards	Yes	0%
History-Social Science	7th World History 2007: Mc Dougal Littell 8th Creating America 2007: Harcourt K-6 Reflections California Edition Environmental Education Initiative science materials have a cross-over into social studies.	Yes	0%
Foreign Language	NA		
Health	NA		
Visual and Performing Arts	NA		
Science Laboratory Equipment (grades 9-12)	NA	No	

School Facility Conditions and Planned Improvements (Most Recent Year)

Knights Ferry School is located on 7.717 acres. The school consists of two main buildings and four portables. One of the main buildings was rebuilt in 1974 and has a classroom, multipurpose room, cafeteria, staff room, small work room, two student restrooms, one staff restroom, and storage areas. The other main building was constructed in 1988 and has three classrooms, the office, two student restrooms, and one staff restroom. The portables were brought in as early as 1983 and as recent as 2005. Three of the portables house classrooms. The fourth and oldest portable houses our library. The school is in very good condition. The buildings and grounds are cleaned and maintained regularly. Our custodial maintenance person works daily from 11:00 am-6:30 pm. The buildings are in good repair and no structural work is required. New tanbark and a complete renovation of the footing on the lower playground was completed in August 2016. New lighting was put in all the classrooms through the Prop 39 grant funding. Several minor electrical projects took place in August-November 2016 including some rewiring to relieve overloaded circuits in the staff room and to improve outdoor lighting. The front office was repainted and new furniture was purchased to maximize office space and provide compliant working conditions.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10-13-15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Gopher abatement was attempted in June 2016.
Electrical: Electrical	X			Some minor repairs and projects related to circuits and outdoor lighting were completed prior to Dec 23 rd , 2016
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Drinking fountains need new covers for cosmetic purposes.
Safety: Fire Safety, Hazardous Materials	X			The local fire department in conjunction with CalFire will be removing brush and other plant growth in an unused area of the school grounds to reduce fire hazards.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New tanbark was added to a reconstructed footing on the lower playground.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10-13-15				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	68	53	68	53	44	48
Mathematics	66	57	66	57	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	4	11	10	90.9	30.0
	5	11	11	100.0	45.5
	6	17	17	100.0	64.7
White	6	14	14	100.0	64.3

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	4	11	10	90.9	40.0
	5	11	11	100.0	36.4
	6	17	17	100.0	64.7
White	6	14	14	100.0	71.4

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	38	52	61	38	52	61	60	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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	18	18	100.0	61.1
Male	11	11	100.0	63.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.2	27.3	45.5

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 schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Knights Ferry School has a very active parent club. Contact Person Name: Co-Presidents Kim McCarthy, Sonia Conde and or Jolene O'Neil may be reached at (209)881-3382

New for 16-17 the Knights Ferry Planning Team, a revised Community Partnership Committee, was formed develop opportunities for major fund raising and projects relating to facilities, network infrastructure and technology and other community driven projects that require large financial output. Contact Janet Skulina, superintendent for more information.

Parents and community members assist with a variety of activities including our annual Halloween parade and talent shows. Parents also bring their special skills to the classroom and after-school clubs providing enrichment such as information on bees and bee-keeping, Spanish language instruction, dairy production etc. Parents regularly volunteer in the classrooms as well, assisting teachers with a variety of tasks. Our parent support is integral to the many enrichment activities including sports and field trips. Parents are welcomed and encouraged to participate at whatever level they are able.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.0	0.0	1.9	1.0	0.0	1.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The comprehensive School Safety Plan includes: 1) a FEMA-approved Hazard Mitigation Plan (in cooperation with Stanislaus County), 2) a Campus Emergency Procedures Plan, 3) a Safety Committee-developed School Safety Plan. The School Safety Plan can be viewed at the school office or online at www.knightsferry.k12.ca.us.

School Discipline Practices:

Although this is a peaceful and safe environment for students both physically and emotionally, this year Everyday Kindness was implemented to actively teach the value of kind acts and emphasize those and other positive acts and character traits over punishing negative behaviors. Monthly Kindness Assemblies are held to recognize students demonstrating consistent acts of kindness and a designated character trait. Kindness Shout Outs are given almost daily to individuals who are noticed doing kind acts or to those who are recognized for kindness by their peers.

Teachers all use positive behavior incentives to support student behavior and our suspension rate remains low with a total of 3 days of suspension for the 2015-2016 school year.

Our School Safety Plan last reviewed by Mr. Ron Reid, Stanislaus County Sheriff's Office in October 2016.: October 2015-administration attended a School Safety Plan training. The current plan was approved in February 2016 and will be reviewed and revised for the current 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	10	1			10	1			18	1		
1	7	1			6	1			6	1		
2	10	1			8	1			8	1		
3	10	1			8	1			8	1		
4	9	1			11	1			11	1		
5	8	1			8	1			8	1		
6	8	1			13	1			13	1		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist	.20	N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	11,973.3	1982.97	9990.33	52,792.60
District	N/A	N/A	9990.33	\$52,792.60
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	76.0	-13.4

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

Types of Services Funded (Fiscal Year 2015-16)

Federally Funded Programs -- Academic Interventions are available through Innovative Education (Federal); Title II; Small Rural Schools Achievement Grant; and Special Education.

State Funded Programs -- Lottery; Lottery Instructional; and Professional Development Block Grant.; new for 15-16 is the Educator Effectiveness fund for specific staff development for certificated staff only

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,347	\$41,085
Mid-Range Teacher Salary	\$51,822	\$59,415
Highest Teacher Salary	\$76,118	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$93,278	\$116,069
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	10%	7%

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)

Four days are dedicated to staff development. In addition to these days there are five minimum days dedicated to staff development. In 2016-2017 three additional minimum days were added specifically for teacher collaboration time.

Knights Ferry's hired two new teachers for the 16-17 school year and one part-time paraprofessional. The part-time paraprofessional supports increased student growth as well as our EL students. All but one teacher is fully credentialed, with one being an intern. All paraprofessionals are "highly qualified" as per the old NCLB standards. Collaboration days for teachers were added in the 16-17 school year and on those days, staff development was provided to the paraeducators in the areas of behavior modification and supporting social skills in students. Specific staff development funds will be targeted for teachers and the one administrator to continue to improve practice, particularly in the area of the Next Generation Science Standards for the 15-16 school year.