

# Shoal Creek 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Shoal Creek Elementary School
<b>Street</b>	11775 Shoal Creek Dr.
<b>City, State, Zip</b>	San Diego, CA 92128
<b>Phone Number</b>	858-613-9080
<b>Principal</b>	Mark Atkins
<b>E-mail Address</b>	matkins@powayusd.com
<b>Web Site</b>	<a href="http://www.powayusd.com/sces">http://www.powayusd.com/sces</a>
<b>CDS Code</b>	37682966114854

<b>District Contact Information</b>	
<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Marian Kim-Phelps, Ed.D.
<b>E-mail Address</b>	dojohnson@powayusd.com
<b>Web Site</b>	www.powayusd.com

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

Shoal Creek Elementary School, built in 1998, serves 635 students from kindergarten through fifth grade, including 36 students in special day classes, from a rich diversity of cultural, ethnic and linguistic backgrounds. Additionally, 40 preschool children attend the parent participation program on campus. The pristine campus is located on top of a commanding bluff in the residential community of Carmel Mountain Ranch. Although Shoal Creek is still a relatively new school, we have attained the distinction of being identified as a California Distinguished School in 2002. The expertise of the staff, the dedication of the parents and the enthusiasm of the students have formed a professional learning community where all partners collaborate together toward the common goal of doing what is best for children and their learning. The community spirit is embodied in our vision statement that proclaims, "You are entering a community where learning is the focus, creativity is encouraged, each individual is valued and success is ensured."

There are 21 certificated, regular education teachers, three special day class teachers and a resource specialist, and speech and language specialist employed on site. There is one part-time preschool teacher, two impact teachers and one English Language Learner instructional aide. Our itinerant staff includes a resource specialist, speech specialist, an adapted physical education teacher, occupational therapist, school psychologist, and band director. There are 38 classified personnel including office staff, custodians, library media assistant, itinerant computer technician, physical education instructional assistant, special education instructional assistants, student services aides and specialists, noon duty supervisors, food services supervisors and extended student services supervisors.

Fifteen percent of the student population are enrolled in the English Language Learner (ELL) Program. Fifty-six percent of our student population is Caucasian, and the largest minority group is made up of students from various Asian backgrounds at twenty-two percent. The students speak twenty-five languages. Thirty students are enrolled in the Resource Specialist Program (RSP). Thirty-six students are enrolled in our special day classes, and seventy-two receive speech and language services. Students with special needs are served according to their Individualized Education Plan (IEP). Thirty-six students in grades two through five are identified as Gifted and Talented. Ten percent of the student population receive free or reduced lunch. Classroom teachers have been trained in differentiating instruction for all of the above-mentioned populations. We also offer a variety of class placement options each year which may include two-year looping classes, multi-grade and single grade-level classes. A two-year kindergarten program is also offered for students with late summer and fall birthdays.

The parents of Shoal Creek are an invaluable resource in supporting school programs. Volunteers help in the classroom and with school-wide events throughout the year. In addition, the P.T.A. supports a variety of activities and programs throughout the school year, including school assemblies, the monthly newsletter and weekly bulletin, a harvest festival, parent/child events and guest readers. Also they have assisted with community service drives. Shoal Creek has established an Educational Foundation to raise funds for the betterment of education at the site. Foundation events include Parents' Night Out, monthly "Dinner Out" events, and our weekly Otter Café.

We find that one of our greatest assets is our strong parent/student/staff relationship that maximizes student achievement. This is the embodiment of what a professional learning community can produce. We have a low staff turnover, enabling smoother transitions and communication. The staff continues to seek research-based strategies that support student learning through ongoing training. Our Student Council and the community are active with service projects for our school, as well as projects that benefit the outside community.

**MISSION STATEMENT**

Recognizing the unique qualities of each child, Shoal Creek Elementary School is dedicated to the education of all students. Every child will have the opportunity to acquire the knowledge, skills, and attitudes needed to develop a positive self worth, make informed choices, function effectively in a diverse society, and become self-sufficient, independent learners. We will encourage active involvement, cooperation, and communication between the school, child, family, and community. As a school of character we will teach and model trustworthiness, respect, responsibility, fairness, caring, and citizenship. At Shoal Creek we are committed to all students learning.

**VISION STATEMENT**

Shoal Creek Otters will be engaged, lifelong learners who demonstrate respect and resilience in all areas of life.

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

Grade Level	Number of Students
Kindergarten	123
Grade 1	83
Grade 2	96
Grade 3	92
Grade 4	91
Grade 5	104
<b>Total Enrollment</b>	<b>589</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.2
Asian	21.1
Filipino	4.2
Hispanic or Latino	16
Native Hawaiian or Pacific Islander	0.7
White	43.3
Two or More Races	10.2
Socioeconomically Disadvantaged	9.5
English Learners	13.1
Students with Disabilities	14.6
Foster Youth	0

## 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
<b>With Full Credential</b>	28	25	26	1590
<b>Without Full Credential</b>	0	0	0	3
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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: 6/29/2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Mathematics</b>	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

**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: 3/24/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			MONITOR DUE TO AGE
<b>Interior:</b> Interior Surfaces	X			MONITOR DUE TO AGE
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 3/24/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			MONITOR DUE TO AGE
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Small number of areas skews results, playground surface and two light poles need to be repaired. Rubber play surfaces are new.

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 3/24/17				
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)	72	70	75	74	48	48
Mathematics (grades 3-8 and 11)	63	58	67	66	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	293	283	96.59	69.96
Male	153	147	96.08	66.67
Female	140	136	97.14	73.53
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	53	52	98.11	73.08
Filipino	13	13	100	92.31
Hispanic or Latino	55	54	98.18	59.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	127	123	96.85	70.73
Two or More Races	27	26	96.3	76.92
Socioeconomically Disadvantaged	25	23	92	43.48
English Learners	51	48	94.12	52.08
Students with Disabilities	59	51	86.44	31.37

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	293	283	96.59	58.3
Male	153	147	96.08	60.54
Female	140	136	97.14	55.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	53	52	98.11	65.38
Filipino	13	13	100	69.23
Hispanic or Latino	55	54	98.18	40.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	127	123	96.85	60.16
Two or More Races	27	26	96.3	73.08
Socioeconomically Disadvantaged	25	23	92	26.09
English Learners	51	48	94.12	45.83
Students with Disabilities	59	51	86.44	21.57

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)	82	70	83	83	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	17.1	25.7	41.9

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)

Shoal Creek recognizes the importance of the partnership between home and school and remains committed to supporting the Parents As Partners Core Value. Parents have been included in the improvement process and serve in an advisory capacity on the PTA, Foundation, School Site Council, GATE, ELL, and Human Relations committees. Parent volunteers work in a variety of capacities related to the activities of the previously-mentioned committees as well as in the classroom and the school library.



## 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
<b>Suspensions</b>	0.3	0.5	0.2	1.1	1.1	1.3	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Shoal Creek places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire, lockdowns, and bus evacuations are held. Maintenance staff works with a scheduled preventive program to offset costly repairs at our older sites, whenever possible. Extended Student Services is available to students for before and after school childcare. Additionally, the school follows a site-based Positive Behavior Support Plan, implemented by all staff, to address behavioral concerns.

## 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
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2012-2013
<b>Year in Program Improvement*</b>		Year 2
<b>Number of Schools Currently in Program Improvement</b>	N/A	4
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100

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+
<b>K</b>	23	1	5		25		4		22	1	5	
<b>1</b>	25		3		26		2		26		3	
<b>2</b>	24		3		25		5		27		3	
<b>3</b>	23		5		25		3		25		4	
<b>4</b>	26	1	3		29		4		24	1	3	
<b>5</b>	26	1	3		27	1	3		27	1	2	1
<b>Other</b>					11	2						

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	0	
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	1.	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	0	\$80,675.74
District	N/A	N/A	9,366	\$80,316
Percent Difference: School Site and District	N/A	N/A	-100.0	0.4
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-100.0	1.8

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

**Types of Services Funded (Fiscal Year 2016-17)**

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,046	\$47,808
Mid-Range Teacher Salary	\$83,106	\$73,555
Highest Teacher Salary	\$101,917	\$95,850
Average Principal Salary (Elementary)	\$130,715	\$120,448
Average Principal Salary (Middle)	\$139,680	\$125,592
Average Principal Salary (High)	\$147,900	\$138,175
Superintendent Salary	\$317,385	\$264,457
Percent of Budget for Teacher Salaries	39%	35%
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 (Most Recent Three Years)**

Research supports the positive effects professional development has on increasing student learning. All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.