

# Bogus Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Bogus Elementary School
<b>Street</b>	13735 Ager-Beswick Rd.
<b>City, State, Zip</b>	Montague, CA 96064
<b>Phone Number</b>	(530) 459-3163
<b>Principal</b>	Kermith R. Walters
<b>E-mail Address</b>	kwalters@siskiyoucoe.net
<b>Web Site</b>	<a href="https://sites.google.com/a/sisnet.ssku.k12.ca.us/bogus-elementary/">https://sites.google.com/a/sisnet.ssku.k12.ca.us/bogus-elementary/</a>
<b>CDS Code</b>	47-70193-6050660

<b>District Contact Information</b>	
<b>District Name</b>	Bogus Elementary School District
<b>Phone Number</b>	(530) 459-3163
<b>Superintendent</b>	Kermith R. Walters
<b>E-mail Address</b>	kwalters@siskiyoucoe.net
<b>Web Site</b>	<a href="https://sites.google.com/a/sisnet.ssku.k12.ca.us/bogus-elementary/">https://sites.google.com/a/sisnet.ssku.k12.ca.us/bogus-elementary/</a>

### School Description and Mission Statement (School Year 2018-19)

Bogus Elementary is a K-8 grade, two room school with a current enrollment of 16 students. We have one full time teacher/principal/superintendent, one full time instructional aide who additionally serves as a part time bus driver and one part time cafeteria coordinator/cook and SAFE coordinator. We have a contracted custodial/maintenance worker. Bogus school is a tightly knit family atmosphere approach to education. Virtually every student who attends Bogus gets an individualized education, tailored precisely to the needs of each student. Because of our size we are able to align our state adopted curriculum lessons to each student in the school. We have a great student-to-staff ratio! For our current 16 students we have at least 2 and sometimes 3 adults available to provide this individualized education. Bogus does not have a large turnover in employees. Some of our employees have been involved in and working for the school for decades.

School Vision: "To give our students the social and academic skills and tools necessary to be competitive in today's demanding society"

Mission Statement----"The mission of Bogus Elementary School is to provide, with the help of staff, parents, and community members, a safe, clean, comfortable learning environment where all students will be guided, motivated and nurtured toward high academic success. We will provide students with the tools necessary to become life-long learners who can realize their dreams and aspirations. It is our philosophy that Bogus School is a place where dreams are given direction."

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	3
<b>Grade 1</b>	2
<b>Grade 2</b>	2
<b>Grade 3</b>	2
<b>Grade 5</b>	1
<b>Grade 7</b>	3
<b>Total Enrollment</b>	13

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	0.0
Native Hawaiian or Pacific Islander	0.0
White	76.9
Socioeconomically Disadvantaged	100.0
English Learners	0.0
Students with Disabilities	0.0
Foster Youth	0.0

## 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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	1	1	1	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: 10/18

Bogus Elementary curriculum is kept current with state-adopted text books in all subject areas. State adopted ELA and Math texts were purchased in 2018. We are in the process of updating our Social Studies and Science curriculum. Online resources are also used, with a one-to-one ratio of chromebooks/computers to students.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Harcourt School Publishers 2017- Journeys (K-6)/ California Collections (7-8)	Yes	0
Mathematics	Houghton Mifflin Harcourt Publishing 2015- Go Math	Yes	0
Science	Studies Weekly 2019	Yes	0
History-Social Science	Studies Weekly 2019	Yes	0

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

Bogus Elementary School 's most recent site inspection was conducted by the principal, with input from the custodial/maintenance person in October 2018. This inspection found that everything was in proper working order with no leaks or damage to the building or outbuildings. One of the three heating and cooling systems was in need of work this year and repairs were made. Minor repairs are cared for in a timely manner. There is no evidence of hazardous materials that pose immediate threat to pupils or staff. The fire alarm system is in proper working order and there are no electrical hazards present. The building is clean and safe, and the playground equipment and school grounds are kept safe and clean. There is no evident pest or vermin infestation, and monthly visits from the pest company are ongoing.

### 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: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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

Year and month of the most recent FIT report: October 2018	
Overall Rating	Exemplary Good

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	22.0	--	22.0	--	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	--	0.0	--	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group**

**Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 school site.

### Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to volunteer and participate in their children's education. The Bogus parents help facilitate school fundraisers that supplement the school field trip fund. Parents are encouraged to volunteer at the school to share their expertise with the students. We have a yearly fall fundraising dinner and raffle at the Copco Lake Clubhouse to earn money for field trips and for our music program. This annual event is always well attended. Parents, staff, and community come together to facilitate this event. Parents are also encouraged to volunteer at the school in a variety of capacities. Parents have an opportunity to become involved in our "Outdoor Classroom" and garden project. Students grow plants from starts in our greenhouse and sell them as a fundraiser. Parents were very instrumental in both the setting up and running our garden project. It is a great opportunity for students and parents to work together for a common cause. Parents are involved in many of our field trips and multiple ski trips to Mt. Shasta. Our population is small enough so that each parent volunteer gets a chance to know and work with all of the students in the school.

### 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.0	0.0	0.0	0.0	0.0	0.0	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Student and staff safety is a major focus at Bogus. We frequently update our school safety plan, our crisis response plan, and our pandemic flu plan. The school's crisis response plan includes steps for ensuring students and staff are safe during a disaster and is posted in the office for all staff members to see. Fire drills, full lockdown, intruder on campus drills and earthquake are conducted on a regular basis throughout the school year. There are periodic facility inspections (4 times per year) and also monthly playground inspections conducted by the teacher and maintenance personnel. Fire extinguishers are checked monthly and refilled as needed. The safety plan and crisis response plans are reviewed yearly and updated on an "as needed" basis.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	3	1			4	1			3	1		
1	4	1			2	1			2	1		
2	2	1			4	1			2	1		
3					3	1			2	1		
4	3	1										
5	1	1			2	1			1	1		
6	1	1			3	1						

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

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	As needed	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	As needed	N/A
Social Worker	As needed	N/A
Nurse	As needed	N/A
Speech/Language/Hearing Specialist	As needed	N/A
Resource Specialist (non-teaching)	As needed	N/A
Other	weekly	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,615.88	\$2,215.63	\$8,400.26	\$51,290
District	N/A	N/A	\$8,400.26	\$45,349
Percent Difference: School Site and District	N/A	N/A	0.0	12.3
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	16.4	-20.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

- Title II Teacher Quality/Class Size Reduction
- Title VII Indian Education Grant

Morgan Grant (local grant for music program)

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,447	\$44,375
Mid-Range Teacher Salary	\$52,393	\$65,926
Highest Teacher Salary	\$62,971	\$82,489
Average Principal Salary (Elementary)	\$0	\$106,997
Average Principal Salary (Middle)	\$0	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$0	\$121,894
Percent of Budget for Teacher Salaries	19.0	32.0
Percent of Budget for Administrative Salaries	7.0	7.0

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)

Bogus Teachers and support staff have a minimum day every Friday, where they enrich each other through collaboration, sharing, and training in relevant subjects. Bogus Elementary School District believes that in order to be effective educators, teachers must be provided with all of the tools necessary to ensure the students are getting the best education possible. One of these important tools is professional development. To this end our teacher has been involved in many district and county training events and has opportunities to collaborate with other teachers and administrators in the county. Our teacher has developed an excellent working relationship with many other peer groups both within and outside of the county.

Paraprofessional aides are trained by the principal and also are involved in training relevant to their respective positions. The principal/superintendent attends the majority of trainings sponsored by Siskiyou County Office of Education. In addition, he/she attends monthly meetings and training sessions geared toward county superintendents and their responsibilities. The principal/superintendent has developed a good working relationship with most of the other superintendents and principals in the county. The bus driver attends periodic training and goes through periodic required testing. The cook is trained in the latest and safest food handling procedures as well as in state nutritional requirements. She produces a variety of good tasting, healthy meals that students enjoy.