

Frank Zeek Elementary

1060 North Bush St. • Ukiah, CA 95482-3865 • (707) 472-5100 • Grades K-6

Dara Brown, Principal
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Ukiah Unified School District

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District Governing Board

Megan Van Sant
Anne Molgaard
Gail Monpere
Beatriz "Bea" Arkin
Carolyn Barrett
Zoey Fernandez
Tyler Nelson

District Administration

Debra Kubin
Superintendent

School Description

Frank Zeek School serves a student population of 483 children from transitional kindergarten through sixth grade. We are one of 6 elementary schools in Ukiah Unified School District. The neighborhood is largely lower-middle class, residential. Our students' ethnicity is 51% Not Hispanic or Latino and 49% Hispanic or Latino. The racial make up is 3.72% American Indian or Alaskan, 1.65% Filipino, 0.62% Asian, 0.83% Black or African, 39.26% White, 50% Hispanic. 71% of our students are economically disadvantaged. These are very similar to the demographics of last year. Our school has 19 regular education classroom teachers, 1 credentialed Physical Education Teacher, 3 Special Education Teachers (1 resource teachers, 1 severely handicapped teacher and 1 speech and language teacher), 1 Reading Support Teacher, 1 Student Success Coordinator, 2 office staff, 1 health technician, 1 Family Community Liaison, 1 counselor, 2 cafeteria workers, and twenty-six classified paraprofessional personnel. Students who qualify, participate in the district GATE program. Funding for which the site has discretion over is primarily Title I, Supplemental and Concentration Grant (SCG), ASES, and site discretionary. We have a dedicated School Site Council, Title I Advisory Committee and an ELAC Parent Committee. Frank Zeek is on a traditional school calendar with the required number of instructional minutes. Frank Zeek School students in grades 3-6 participate in SBAC testing in Spring. Our scores were higher in English Language Arts than math. Results can also be found in the assessment section of our Single Plan for Student Achievement.

School Vision and Mission

The Frank Zeek community seeks to empower every student to strive for excellence academically, socially, and emotionally in a peaceful, respectful, responsible, safe environment. Our culture is fostered by a cooperative effort between school and community which inspires all people on our campus to be empathetic individuals and life-long learners.

About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	97
Grade 1	68
Grade 2	91
Grade 3	72
Grade 4	66
Grade 5	60
Grade 6	30
Total Enrollment	484

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	3.5
Asian	1
Filipino	1.7
Hispanic or Latino	51
Native Hawaiian or Pacific Islander	0
White	39
Two or More Races	3.3
Socioeconomically Disadvantaged	69.4
English Learners	33.1
Students with Disabilities	7.4
Foster Youth	1

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			
Frank Zeek Elementary	15-16	16-17	17-18
With Full Credential	25	25	25
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	0	0	0
Ukiah Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	311
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Frank Zeek Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "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)

Instructional materials meet EC Sections 60040-60045 as well as the SBE guidelines.

Textbooks and Instructional Materials Year and month in which data were collected: December 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Excursions, Houghton Mifflin Harcourt School Publishers, Adopted 5/10/11 Literature, McDougal Littell, Adopted 4/10/12 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Mathematics	Bridges in Mathematics 2nd Edition (The Math Learning Center), Adopted 4/14/16 Math Links (Grade 6), Adopted 4/14/16 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Science	California Science (MacMillan/McGraw -Hill), Adopted 8/12/08 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
History-Social Science	History-Social Science for California, Pearson Scott Foresman, Adopted 8/07/07 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

This school has 23 classrooms, a multipurpose room, a library, a computer lab and an administration building. The main campus was built in 1951. Portable classrooms were installed in 1985 (3) 1989 (5) 1991 (1) and 2004 (1).

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A web-based work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. The principal and Director of Maintenance and Operations works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Custodial staff work over the summer to deep clean the classrooms.

Technology Projects

Extensive WiFi upgrades were performed this year.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/30/17				
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			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/30/17

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	42	38	36	35	48	48
Math	32	34	23	24	36	37

* 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	35	36	39	43	60	56

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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	6.7	10	

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	74	73	98.7	35.6
Male	37	37	100.0	37.8
Female	37	36	97.3	33.3
Hispanic or Latino	34	34	100.0	17.7
White	34	33	97.1	51.5
Socioeconomically Disadvantaged	54	54	100.0	24.1
English Learners	13	13	100.0	7.7

* 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. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	229	222	96.94	37.84
Male	109	107	98.17	33.64
Female	120	115	95.83	41.74
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	115	113	98.26	30.97
White	88	84	95.45	44.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	162	158	97.53	34.81
English Learners	88	86	97.73	29.07
Students with Disabilities	17	14	82.35	28.57
Students Receiving Migrant Education Services	18	16	88.89	37.5
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	229	222	96.94	33.78
Male	109	107	98.17	38.32
Female	120	115	95.83	29.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	115	113	98.26	25.66
White	88	84	95.45	41.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	162	158	97.53	31.01
English Learners	88	86	97.73	25.58
Students with Disabilities	17	14	82.35	7.14
Students Receiving Migrant Education Services	18	16	88.89	37.5
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents meet monthly to plan fund raising and social events for the school. Each year they organize a Walk-a-thon for all students to participate in. They use some of the funds to help bring assemblies to our school, to finance field trips, to fund Reading Millionaires which is a reading incentive program, and help with our annual Book Fair. Parents participate in the District Advisory Committee in addition to the School Site Council. Melinda Parducci is our SAC/SSC Chairperson (472-5100). PTO Boosters Co Presidents are Leslie Diaz and Michelle Woolitz. The Parent Engagement Center (PEC) is staffed by the Family Liaison and is a localized place for parents to access information about the school, find support in helping their children, volunteer outside the classroom, and learn about community resources in an effort to mitigate trauma and support student success.

- Communication between the school and families was maintained through our school web-site, printed materials, direct phone calls, and the use of Ed Connect for mass communications.
- Principal provided information about Frank Zeek and the Common Core State Standards at PTO meetings, parent gatherings, Back To School Night, and mailings.
- Back to School Night, Literacy Night, School Wide Book Fair, and school craft faire were well attended by families of Zeek.
- Various grade levels performed for parents, and a Variety Talent Show were performed with participating classes and students.
- Monthly Newsletters and updated website was provided to parents in English and Spanish.
- Field trips and parent volunteers

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.

School Safety Plan

Our Safe School Plan includes the following elements: Annual Statistical Report, Child Abuse Reporting, Disaster procedures, Suspensions/Expulsions, Notification of Dangerous Pupils, Sexual Harassment Policy, Dress Code Prohibiting "Gang Related" Apparel, Student/Employee Safety to and From School, Safe/Orderly Environment, Discipline Rules and Procedures, and Crisis Plan. It is updated and reviewed annually. It was last discussed with faculty on Wednesday, Dec.6, 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.56	5.17	6.8
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	7.5	6.87	8.75
Expulsions Rate	0.39	0.28	0.25
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	73.3	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.2
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.75
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	0.0

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	24	24				4	4	4			
1	21	21	24	1	1		2	2	4			
2	22	22	22				2	2	3			
3	22	22	24				3	3	2			
4	26	26	27	1	1		2	2	3			
5	29	29	30				2	2	2			
6	27	27	30				1	1	1			

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

Professional Development provided for Teachers

Throughout the year teachers meet at their grade level to discuss instructional strategies and the results of the close reads. Our ITEL teacher will be offering trainings in Google Docs., Google Classroom, Google Calendar and different apps throughout the year. UUSD negotiated with UTA to provide early release time each Wednesday of the school year. Other than the first and fifth Wednesdays each month, teachers meet in grade level PLC teams to analyze data and develop strategies for improving their teaching. Three times each year they meet with ELD and Reading Intervention Staff to discuss the progress of their students who are receiving pullout intervention programs. Teachers for each grade level also share a common prep period for collaboration with the other teachers in their grade level. The district developed a Leadership Network team, which contains teachers and administration from every site to participate in professional development in Common Core State Standards to guide, direct and in-service site staff as we go forward with the implementation of the Common Core State Standards. Staff also attends low cost and free workshops on education law and other topics through our county offices of education. Leadership Network teachers attend in-services and bringing back information to staff regarding evidence based writing. Teachers and principal plan an additional PLC that is jointly planned to work in areas of need. Through the resources of Educator Effectiveness funds, staff will be trained in ELA (CCSS), formula phonics (basic reading instruction), NSGS (CCSS), targeted reading instruction, deepening understanding of CCSS, and technology (CCSS). Based on data concerning campus behavior, Educator Effectives funds will support staff in training on the restorative justice model and mindfulness.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,604	\$46,511
Mid-Range Teacher Salary	\$64,549	\$73,293
Highest Teacher Salary	\$88,440	\$92,082
Average Principal Salary (ES)	\$100,315	\$113,263
Average Principal Salary (MS)	\$107,423	\$120,172
Average Principal Salary (HS)	\$114,746	\$131,203
Superintendent Salary	\$176,945	\$213,732
Percent of District Budget		
Teacher Salaries	36%	36%
Administrative Salaries	7%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

All students are provided the core program in the areas of Reading, English-Language Arts, Mathematics, Science, Social Studies, Health, Visual and Performing Arts and Physical Education. In addition, identified students receive support services through categorical funds.

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,285	\$1,639	\$4,646	\$69,205
District	♦	♦	\$4,698	\$66,898
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-1.1	3.4
Percent Difference: School Site/ State			-29.3	-7.1

* Cells with ♦ do not require data.