

San Luis Coastal Unified School District

Del Mar Elementary School

Transitional Kindergarten
through Grade 5

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2016-2017 School Accountability Report Card *Published During 2017-2018*

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San Luis Coastal Unified School District Mission Statement

The mission of San Luis Coastal Unified School District is to educate students to become self-sufficient individuals who are capable of making significant contributions to society and managing change in the culturally diverse world community. The District guarantees to provide the highest quality programs and services which will give all individuals the opportunity to realize their full intellectual, physical, creative, emotional, and social potential.

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The State of California's goals for public education are embedded in the Local Control Funding Formula and Local Control Accountability Plan, adopted in 2013-14. San Luis Coastal Unified School District, in 2011, adopted its own Initiatives for Student Success. We support the State's goals by drawing annual focus areas from these initiatives:

2017-2018:

FOCUS AREA 1: Improve student achievement

FOCUS AREA 2: Narrow the Achievement Gap in ELA, Math and A-G requirements

FOCUS AREA 3: Create an intentional culture of care and intervention

FOCUS AREA 4: Technology and Innovation

FOCUS AREA 5: Establish a data-rich culture

I. Data and Access

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 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.

II. About Del Mar Elementary School

School Description and Mission Statement

Del Mar is an outstanding Title I TK-5 elementary school located in the City of Morro Bay. The school overlooks the Pacific Ocean to the west and the Santa Rosa and Coastal Range of mountains to the east. Del Mar is the one and only public elementary school in Morro Bay. The Del Mar school community focuses on the academic, social, and emotional success of every student. The school meets the needs of all learners through strong core academic programs in language arts and math, highly developed intervention program for at-risk students, as well as opportunities for acceleration. All Del Mar 3rd - 5th grade students have their own Chromebook that is integrated into daily instruction. Our 3rd - 5th grade students participate in weekly STEAM rotations. Our school partners with Children's Creative Project to provide art lessons in our K-5 classes. Students have opportunities to participate in activities such as Student Council, Drama Club, Chess Club, Spanish Club, Running Club, Variety Show, and Noontime Sports. Del Mar was honored as a California Distinguished School in 2006 and with a Title I Academic Achievement Award in 2007. Del Mar Elementary School is a source of pride in our community.



Our Mission Statement is:

Del Mar Elementary School will provide all children with the skills to become responsible, healthy members of a growing and changing world. In order to achieve our mission, we create a nurturing, educational environment in which the staff, parents, and community form a partnership to promote student academic excellence, self-esteem, social responsibility, solid literacy skills, and a lifelong love of learning.

Opportunities for Parental Involvement

Parents are important members of the Del Mar team and are a welcomed presence on our campus. There are many opportunities for involvement: the PTA, School Site Council, English Learner Advisory Committee, book fairs, fundraisers, field trips, cultural events, and the important role of volunteering in the classroom. Parents are invited to a Title I Night, to learn about our intervention programs. Our parents of kindergarten aged students participate in a "Partners in Print" night. Each year we invite families to participate in Family Math and Engineering Night and Family Literacy Night. Parents are encouraged to volunteer in our homework club. We partner with other local schools and the SLCUSD Adult School to offer parent trainings such as Love and Logic and Internet Safety. Families enrolling in 1st - 5th grade receive a New Family Welcome Packet. For further information regarding opportunities for parent involvement, please contact our PTA President or Volunteer Coordinator at 805-771-1858. There are multitudes of ways for parents and community members to get involved at Del Mar, and we enthusiastically welcome help!

Enrollment by Grade Level (2016-2017)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Transitional K | 24 |
| Kindergarten | 69 |
| Grade 1 | 55 |
| Grade 2 | 60 |
| Grade 3 | 75 |
| Grade 4 | 58 |
| Grade 5 | 68 |
| Total Enrollment | 409 |

Enrollment by Group (2016-2017)

| Group | Percent of Enrollment |
|----------------------------------|-----------------------|
| African American | 0.2% |
| American Indian or Alaska Native | 1.5% |
| Asian | 2.7% |
| Filipino | 1.5% |
| Hispanic or Latino | 30.1% |
| White (not Hispanic) | 56.7% |
| Two or More | 7.3% |
| Socioeconomically Disadvantaged | 54% |
| English Learners | 13.2% |
| Students with Disabilities | 9.3% |

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level | Avg. Class Size | 2014-2015 | | | Avg. Class Size | 2015-2016 | | | Avg. Class Size | 2016-17 | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | | Number of Classrooms | | | | Number of Classrooms | | | | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| TK | 19 | 1 | | | 21 | | 1 | | 24 | | 1 | |
| K | 21 | 2 | 2 | | 17 | 3 | | | 23 | | 3 | |
| 1 | 24 | | 3 | | 21 | 1 | 2 | | 28 | | 2 | |
| 2 | 25 | | 2 | | 26 | | 3 | | 20 | 1 | 2 | |
| 3 | 24 | | 4 | | 18 | 3 | | | 25 | | 3 | |
| 4 | 30 | | 2 | | 24 | | 3 | | 29 | | 2 | |
| 5 | 28 | | 3 | | 31 | | 2 | | 34 | | 2 | |
| 6 | | | | | | | | | | | | |

III. School Climate

School Safety Plan

The School Safety Plan includes guidelines for all kinds of emergency and disaster situations: fire, earthquake, flood, nuclear disaster, lockdown, campus intruder, bomb threat, emergency evacuation, spill, bloodborne pathogens, intruder, and critical incident. Del Mar's Safety Plan was last reviewed and updated in October 2017, and it is reviewed monthly with staff during emergency practice drills and inservices.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 0.86% | 1.36% | 2.51% | 4.05% | 2.62% | 2.21% |
| Expulsions | 0% | 0% | 0% | 0.14% | 0.10% | 0.12% |

IV. School Facilities

Facility Conditions and Planned Improvements

The District extends great efforts to maintain the schools in a manner that ensures that they are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument, with all potential problems related to safety reported and monitored for completion by site administration and the Building, Grounds, and Transportation Department. Information about this evaluation can be found for all sites at <http://www.slcsd.org/fmp/index.html>. Elementary and middle school planned improvements include accessibility upgrades, campus-wide painting projects, fire alarms, and parking lot paving.

The following is specific information on the condition of the school and the efforts made to ensure that students are provided a clean, safe, functional learning environment.

Age of School Buildings

Del Mar has 27 classrooms, a multipurpose room, a library and an office. The main campus was built in 1961; additions were constructed in 1966 and 1997.

Maintenance and Repair

The District maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is utilized to ensure efficient service, and ensures that emergency repairs are given the highest priority. Many of our facilities are being modernized as part of the District Measure D program enacted in 2014.

Cleaning Process and Schedule

The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at Buildings, Grounds and Transportation. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district utilizes a deferred maintenance plan that is funded by an annual percentage from the District general fund. The District uses the funding to assist schools with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

The complete deferred maintenance plan is available at the Buildings, Grounds and Transportation office.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| System Inspected | Good | Fair | Poor | Repair Needed and Action Taken or Planned |
|--|------|------|------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | ✓ | | | Action taken or planned is tracked with School Dude |
| Interior: Interior Surfaces | ✓ | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | ✓ | | | |
| Electrical: Electrical | ✓ | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | ✓ | | | |
| Safety: Fire Safety, Hazardous Materials | ✓ | | | |
| Structural: Structural Damage, Roofs | ✓ | | | |
| External: Playground, School Grounds, Windows, Doors, Gates, Fences | ✓ | | | |
| Overall Rating | ✓ | | | |

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | 2014-15 | School 2015-16 | 2016-17 | District 2016-17 |
|--|---------|-------------------|---------|---------------------|
| With Full Credential | 26 | 23 | 24 | 412 |
| Without Full Credential | 1 | 0 | 0 | 3 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | 14 |

Teacher Misassignments and Vacant Teacher Positions

The district did not have any teacher misassignments (teachers assigned without proper legal authorization) or vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester) for the three-year period 2015-16 through 2017-18.

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|---|---------|---------|---------|
| 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.

VI. Support Staff

Academic Counselors and Other Support Staff (2016-2017)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Counselor |
|--|----------------------------------|--|
| Counselor | .5 | 409 |
| Library Media Teacher (Librarian) | 0.07 | |
| Library Media Services Staff (paraprofessional) | 1 | |
| Psychologist | 0.48 | |
| Nurse | 0.2 | |
| Speech/Language/Hearing Specialist | 0.75 | |
| Adaptive Physical Education | .07 | |

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2017-2018)

Supplying staff and students with high quality textbooks and instructional materials is a priority of the school district. The ratio of textbooks per pupil is one textbook to each student.

| Core Curriculum Areas | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
|--|--|--|
| Reading/Language Arts | 1 per student | 0 |
| Mathematics | 1 per student | 0 |
| Science | 1 per student | 0 |
| History/Social Science | 1 per student | 0 |
| Foreign Language | 1 per student | 0 |
| Health | 1 per student | 0 |
| Visual and Performing Arts | Sufficient Instructional Materials | 0 |
| Science Laboratory Equipment (Grades 9-12) | Sufficient Instructional Materials | 0 |

K-8 Core Curriculum Areas

The district has adopted and purchased the following materials from the most recent list of standards-based materials adopted by the State Board of Education.

| Subject | Adopted | Grade Levels | Publisher | Title |
|------------------------|---------|--------------|---------------------------------|--|
| Reading/Language Arts | 2016 | K-5 | Heinemann | <i>Units of Study for Teaching Reading</i> |
| | 2003 | 6-8 | McDougal Littell | <i>Language of Literature</i> |
| Mathematics | 2014 | K-2 | Math Learning Center | <i>Bridges, 2nd Edition</i> |
| | 2015 | 3-5 | Math Learning Center | <i>Bridges, 2nd Edition</i> |
| | 2016 | 6 | College Preparatory Mathematics | <i>Core Connections, Course 1</i> |
| | 2016 | 7-8 | College Preparatory Mathematics | <i>Core Connections, Course 2 & Course 3</i> |
| History/Social Science | 2007 | K-5 | Houghton Mifflin | <i>Houghton Mifflin History/Social Science</i> |
| | 2007 | 6 | Holt, Rinehart & Winston | <i>World History: Ancient Civilizations</i> |
| | 2007 | 7 | Holt, Rinehart & Winston | <i>World History: Medieval to Early Modern Times</i> |
| | 2007 | 8 | Holt, Rinehart & Winston | <i>US History: Independence to 1914</i> |
| Science | 2016 | K-5 | Delta Education | <i>FOSS Next Generation</i> |
| | 2008 | 6 | MacMillan/McGraw-Hill | <i>California Earth Science</i> |
| | 2008 | 7 | Prentice Hall | <i>Focus on Life Science, California Edition</i> |
| | 2008 | 8 | Prentice Hall | <i>Focus on Physical Science, California Edition</i> |

9-12 Core Curriculum Areas

The district has adopted and purchased the following standards-based materials for grades 9-12 that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

| Subject | Year Adopted | Grade Levels | Publisher | Title |
|------------------------|--------------|--------------|---------------------------------|--|
| English | 2003 | 9-12 | McDougal Littell | <i>Language of Literature</i> |
| Mathematics | 2015 | 9-12 | College Preparatory Mathematics | <i>Core Connections, Algebra I</i> |
| | 2015 | 9-12 | College Preparatory Mathematics | <i>Core Connections, Geometry</i> |
| | 2015 | 9-12 | College Preparatory Mathematics | <i>Core Connections, Algebra II</i> |
| | 1995 | 9-12 | PWS Publishing Company | <i>Analytic Trigonometry with Applications</i> |
| | 2001 | 9-12 | Addison Wesley Longman, Inc. | <i>Elementary Statistics</i> |
| | 2005 | 9-12 | Prentice Hall | <i>Calculus: Graphical, Numerical, Algebraic</i> |
| | 2010 | 9-12 | Pearson/Addison Wesley | <i>Precalculus</i> |
| History/Social Science | 2001 | 10 | Heath/McDougal Littell | <i>Modern World History: Patterns for Interaction</i> |
| | 2001 | 11 | Heath/McDougal Littell | <i>The Americans: Reconstruction Through the 20th Century</i> |
| | 2001 | 12 | Prentice Hall | <i>Magruder's American Government</i> |
| | 2001 | 12 | Glencoe | <i>Economics: Principles and Practices</i> |

| Subject | Year Adopted | Grade Levels | Publisher | Title |
|---------|--------------|--------------|--------------------------|---|
| Science | 2008 | 9-10 | Scott Foresman | <i>Biology: The Web of Life, 2nd Edition</i> |
| | 2008 | 11 | Heath/McDougal Littell | <i>Introductory Chemistry: A Foundation, 4th Edition</i> |
| | 2001 | 12 | Holt, Rinehart & Winston | <i>Holt Physics 2002</i> |

Health

Each pupil enrolled in a health course has sufficient textbooks or instructional materials consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

| Subject | Year Adopted | Grade Levels | Publisher | Title |
|---------|--------------|--------------|--------------------------|------------------------|
| Health | 2006 | 9 | Holt, Rinehart & Winston | <i>Lifetime Health</i> |

Foreign Language

Each pupil enrolled in a foreign language course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

| Subject | Year Adopted | Grade Levels | Publisher | Title |
|---------|--------------|--------------|---------------------|---|
| Spanish | 2005 | 9-12 | Prentice Hall | <i>Realidades</i> |
| French | 2005 | 9-12 | Glencoe/McGraw Hill | <i>Bon Voyage</i> |
| Latin | 2005 | 9-12 | Cambridge | <i>Cambridge Latin Course, North American, 4th Edition</i> |
| | 2005 | 9-12 | Bolchazy | <i>Supplemental Books for Latin</i> |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-2016)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/>, and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$12,085 | \$2,752 | \$9,333 | \$72,860 |
| District | | | \$11,899 | \$74,065 |
| Percent Difference - School Site and District | | | -21.56% | -1.63% |
| State | | | \$6,574 | \$74,476 |
| Percent Difference - School Site and State | | | 41.97% | -2.17% |

Types of Services Funded (2016-2017)

Funded services include instructional, transportation, operations, and administrative. Some of the programs funded by state and federal resources that enable the district to provide services to support student achievement and well-being are:

| | |
|------------------------------|--|
| Career Technical Education | Limited English Proficiency, Title III |
| College Readiness | Special Education |
| English Language Instruction | Title I |
| Homeless Child Education | Vocational Education |
| Lottery | |

Teacher and Administrative Salaries (Fiscal Year 2015-2016)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Avg For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | \$46,054 | \$46,511 |
| Mid-Range Teacher Salary | \$68,789 | \$73,293 |
| Highest Teacher Salary | \$96,771 | \$92,082 |
| Average Principal Salary (Elementary) | \$123,679 | \$113,263 |
| Average Principal Salary (Middle) | \$126,077 | \$120,172 |
| Average Principal Salary (High) | \$143,009 | \$131,203 |
| Superintendent Salary | \$211,052 | \$213,732 |
| % of Budget for Teacher Salaries | 35% | 36% |
| % of Budget for Admin Salaries | 5% | 5% |

IX. Student Performance

Please note scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of an individual student.

California Assessment of Student Performance and Progress Results for All Students (School Year 16-17)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 51% | 56.5% | 66% | 66.79% | 48% | 48.56% |
| Mathematics (grades 3-8 and 11) | 49% | 62.19% | 59% | 61.55% | 36% | 37.56% |

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 Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 16-17)

ELA – Grade 3

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 75 | 75 | 100% | 52% |
| Male | 37 | 37 | 100% | 40.54% |
| Female | 38 | 38 | 100% | 63.16% |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 26 | 26 | 100% | 34.61% |
| White | 39 | 39 | 100% | 64.11% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 43 | 43 | 100% | 39.53% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

Note: ELA/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 Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 16-17)

ELA – Grade 4

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 58 | 57 | 98% | 59.65% |
| Male | 39 | 38 | 97% | 49.7% |
| Female | 19 | 19 | 100% | 78.95% |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 20 | 20 | 100% | 45% |
| White | 33 | 33 | 100% | 66.66% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 35 | 34 | 97% | 55.89% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 16-17)
ELA – Grade 5

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 69 | 68 | 96% | 58.83% |
| Male | 36 | 35 | 97% | 51.42% |
| Female | 33 | 33 | 100% | 66.66% |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 22 | 21 | 95% | 33.33% |
| White | 40 | 40 | 100% | 72.5% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 39 | 38 | 97% | 55.26% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 16-17)
Mathematics – Grade 3

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 75 | 75 | 100% | 69.34% |
| Male | 37 | 37 | 100% | 70.27% |
| Female | 38 | 38 | 100% | 68.42% |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 26 | 26 | 100% | 65.39% |
| White | 39 | 39 | 100% | 71.8% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 43 | 43 | 100% | 60.46% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 16-17)
Mathematics – Grade 4

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 58 | 57 | 98% | 68.42% |
| Male | 39 | 38 | 97% | 71.05% |
| Female | 19 | 19 | 100% | 63.16% |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 20 | 20 | 100% | 60% |
| White | 33 | 33 | 100% | 69.69% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 35 | 35 | 97% | 55.89% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 16-17)
Mathematics – Grade 5

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 69 | 69 | 100% | 49.28% |
| Male | 36 | 36 | 100% | 47.22% |
| Female | 33 | 33 | 100% | 51.51% |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 22 | 22 | 100% | 27.27% |
| White | 40 | 40 | 100% | 57.5% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 39 | 39 | 100% | 46.15% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

CST Results for All Students – Science Three-Year Comparison

This table displays percent of students achieving at Proficient or Advanced level (meeting or exceeding state standards) for the previous three-year period.

| Subject | School | | District | | State | |
|--------------------------------------|---------|---------|----------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 57% | 52% | 74% | 73% | 56% | 54% |

Note: The 2016-17 data is 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.

California Physical Fitness Test Results (2016-17)

The California Physical Fitness Test (PFT) is administered to students in grades 5, 7, and 9. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test result to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 21.7% | 26.1% | 39.1% |

X. Accountability

Federal Intervention Program (2017-2018)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|--|-----------|-----------|
| Program Improvement Status | In | In |
| First Year of Program Improvement Implementation | 2011-2012 | 2004-2005 |
| Year in Program Improvement | 3 | 3 |
| Number of Schools Currently in Program Improvement | | 6 |
| Percent of Schools Currently in Program Improvement | | 37.5% |

XI. Instructional Planning and Scheduling

Professional Development

The district funds a development program using federal Title I Professional Development funds, Title II Teacher Quality funds, Title III Limited-English-Proficient funds, district funds, and site monies. All staff members have access to the comprehensive Professional Development Calendar that is developed annually.

The district's focus for staff development has been concentrated in the areas of Common Core State Standards, assessment, writing, mathematics, reading and mathematics interventions, Career Technical Education support for high quality classroom instruction and the Next Generation Science Standards. Although most of our students are achieving at high levels, some of our student populations are not. This data has provided the impetus for our District Initiatives and staff development.

Various methods of support are provided to assist teachers with the implementation of professional development goals, including the following:

- Weekly collaboration time for all teachers;
- Release time using substitutes;
- Student performance data reports available in illuminate;
- Assistance from EL Specialists, outside consultants, and Teachers-on-Special Assignment.

Professional development days are scheduled annually to provide training on specific curricular areas, and/or assessment.



The School Accountability Report Card (SARC), required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about this school, parents and community members should contact the school principal or the district office.