

# SARC 2015-16

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



### El Toro Elementary

Address: 455 East Main Ave. Morgan Hill, CA 95037-3745

Principal: Darren McDonald, Principal

Phone: (408) 201-6380

Email: [mcdonaldd@mhusd.org](mailto:mcdonaldd@mhusd.org)

Web Site:

CDS Code: 43695836109375



### Morgan Hill Unified

Superintendent: Steve Betando

Phone: (408) 201-6023

Email: [betandos@mhusd.org](mailto:betandos@mhusd.org)

Web Site: [www.mhusd.org](http://www.mhusd.org)



## I DATA AND ACCESS

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 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 state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Morgan Hill Unified  
 Phone Number: (408) 201-6023  
 Superintendent: Steve Betando  
 E-mail Address: [betandos@mhusd.org](mailto:betandos@mhusd.org)  
 Web Site: [www.mhusd.org](http://www.mhusd.org)

### School Contact Information Most Recent Year

School Name: El Toro Elementary  
 Street: 455 East Main Ave.  
 City, State, Zip: Morgan Hill, CA 95037-3745  
 Phone Number: (408) 201-6380  
 Principal: Darren McDonald, Principal  
 E-mail Address: [mcdonaldd@mhusd.org](mailto:mcdonaldd@mhusd.org)  
 Web Site:  
 County-District-School  
 (CDS) Code: 43695836109375

### School Description and Mission Statement (School Year 2016–17)

El Toro Elementary School is situated in the western foothills of Morgan Hill between commercial, greenbelt, suburban homes, and apartments. Our kindergarten through fifth grades, multiage Autistic classroom, Pre-school/Kindergarten Autism classroom, and Transitional Kinder are housed in 24 classrooms. Our children come from many diverse backgrounds from throughout the valley.

Our mission is to Educate, Inspire, and Empower EACH El Toro Scholar. The staff at El Toro firmly believes that all of our students will be successful and strives to provide a strong curriculum based on the California Common Core State Standards with a focus on results. The staff works with our parent partners to educate the whole child. They promise to provide a safe and compassionate yet challenging and progressive learning experience for each student. They work as a team of parents, educators, and community members to develop educated, responsible students who will be our citizens of tomorrow.

The El Toro Elementary staff and community believe that students should always be respected. They also believe that they learn best in a safe, engaging, caring, and supportive environment, that powerful learning takes place when students connect life experiences with learning, and that students need clear and high expectations with multiple pathways in which to learn. They believe that strong positive communication builds bridges and that learning is a lifelong process. The partnership between students, parents, teachers, and the community is an important component for student success.

We are consistently working to maintain a positive learning environment and grow student achievement using researched based and results driven best practices to deliver high quality instruction/assessment in math and reading. We are staying focused on providing lessons to meet the diverse needs of our children and learning the best ways to teach children as a learning community. Our school focuses on the three factors of high achieving schools: direct explicit instruction, the response principle, and a multi-source curriculum. We believe children need to talk about their learning both during direct instruction, hands-on activities, and in small group instruction. El Toro is a very unique school in that our school culture represents a kind, caring and collaborative environment. This is directly modeled by our teaching staff to students, parents and community as a whole. We value the importance of a calm, controlled and engaging learning environment that promotes students' thinking rather than memorization without meaning. Our school maintains one of the highest positive attendance rates in the school district.

Our After School service provider programs supports reading, math, and homework intervention four days a week using, computer-assisted instruction and small group instruction from teachers and paraprofessionals.

Our students attended Science Camp and we have an annual school play.

Our school-wide intervention practices include TK, K, 1st, 2nd, 3rd, 4th, 5th and multiage reading and math support.

Our Home and School Club has been very active in fundraising and organizing community events.

Our school continues to strive to increase our student attendance rate, which reflects our belief in students being present as a core contributor to student success.

We identify GATE students based on multiple criteria: Intellectual, Specific Academic, High Achievement, Creativity, Leadership, and Visual and Performing Arts. We use standardized test results as well as anecdotal data to assess students.

The core curriculum is differentiated and based on the California Common Core State Standards, which provide our students rigorous academic learning expectations. Services are an integral part of the school day and may be augmented by a pullout program for special activities outside the classroom, after-school enrichment, or independent study projects.

We have one full-time Resource Specialist Program (RSP) teacher and one assistant who work with our special education students. We have a speech therapist two days a week and a psychologist two days a week. Resource students stay in the regular classroom as much as possible, but come to the RSP classroom to work in small groups or one on one in their area of difficulty. In the regular classroom they receive accommodations according to their Individualized Education Programs (IEPs). Examples include more time to take tests, sitting close to the teacher, or altered homework. Our resource students have mild to moderate learning differences. We provide Designated Instructional Services in occupational therapy and adaptive PE as necessary. We also have a preschool speech program.

Our teachers deliver instruction to our English learners with a focus on addressing language development and acquisition through an ELD period and core content instruction. Designated teachers teach English Language Development (ELD)

intensively during 1 instructional period(45 minutes) to English Learners based on individual CELDT levels. All of our English learners are in regular classrooms and we provide differentiated instruction to their level of comprehension. All of our teachers attend seminars that address ways to present subject matter to English learners, and we plan further training and professional development in instructing the ELD standards. Many of our English learner students have intervention opportunities via computer based programming to supplement the daily primary instruction. We encourage the parents of English learners to join our English Language Advisory Committee (ELAC). We depend on the ELAC to help improve and expand our ELD program as our English learner population continues to grow.

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

**Student Enrollment by Student Group (School Year 2015-16)**

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	102
Grade 1	48
Grade 2	64
Grade 3	59
Grade 4	52
Grade 5	63
Grade 6	62
Total Enrollment	450

Student Group	Percent of Total Enrollment
Black or African American	2.2%
American Indian or Alaska Native	0.2%
Asian	7.3%
Filipino	3.1%
Hispanic or Latino	60.7%
Native Hawaiian/Pacific Islander	0%
White	23.6%
Two or More Races	0.7%
Socioeconomically Disadvantaged	48%
English Learners	23.6%
Students with Disabilities	8.4%
Foster Youth	0.2%

**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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	24	27	22	375
Without Full Credential	0	0	0	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	11

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	97.77%	2.23%
High-Poverty Schools in District	98.21%	1.79%
Low-Poverty Schools in District	94.39%	5.61%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: December 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Engage NY, Grades TK-6 Language Arts (TK-2: Core Knowledge, gr 3-6 Expeditionary Learning)	yes	0%
Mathematics	Pearson Investigations with Envision supplement Gr K-5	yes	0%
Science	MacMillian-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series	yes	0%
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA	yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

### School Facility Conditions and Planned Improvements

Nestled between El Toro Mountain and Henry Coe Park, El Toro Elementary School is the proud home for approximately 400 students and a staff of dedicated teachers, classroom assistants, and office and support staff. The campus is located in the residential section of East Main Avenue and Calle Mazatan.

The Maintenance, Grounds and Custodial staff work together to provide a safe, clean and well maintained learning environment to help support student achievement.

As part of the Measure G Bond funds, El Toro received a technology infrastructure upgrade which included campus wide WiFi, new phones and a new clock/public address system. The playground area was resurfaced along with new game lines.

### School Facility Good Repair Status

Using the most recent 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

Month and year in which data were collected: June 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
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	✓	-	-	Roof replacement scheduled for summer 2017.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	Asphalt resurfaced summer 2015.

### Overall Facility Rate

Month and year in which data were collected: June 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

## 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], Science California Standards Tests) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8 and 11)	31%	38%	51%	53%	44%	48%
Mathematics (grades 3-8 and 11)	30%	38%	43%	43%	34%	36%

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



CAASPP Test Results in ELA by Student Group (ELA)  
 Grades Three through Eight and Eleven (School Year 2015–16)  
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	58	96.67%	39.66%
Male	27	26	96.30%	34.62%
Female	33	32	96.97%	43.75%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	32	100.00%	25.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	15	93.75%	60.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.00%	19.23%
English Learners	13	13	100.00%	7.69%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	52	50	96.15%	34.00%
Male	18	18	100.00%	22.22%
Female	34	32	94.12%	40.63%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.62%	31.71%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	39	39	100.00%	23.08%
English Learners	15	15	100.00%	
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	58	93.55%	32.76%
Male	35	34	97.14%	20.59%
Female	27	24	88.89%	50.00%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	34	94.44%	17.65%
Native Hawaiian or Pacific Islander				
White	16	14	87.50%	71.43%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.00%	23.08%
English Learners	15	14	93.33%	21.43%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	60	100.00%	45.00%
Male	23	23	100.00%	30.43%
Female	37	37	100.00%	54.05%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.00%	32.43%
Native Hawaiian or Pacific Islander				
White	13	13	100.00%	84.62%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.00%	43.75%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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 –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	58	96.67%	56.90%
Male	27	26	96.30%	50.00%
Female	33	32	96.97%	62.50%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	32	100.00%	40.63%
Native Hawaiian or Pacific Islander				
White	16	15	93.75%	80.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.00%	50.00%
English Learners	13	13	100.00%	15.38%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	52	50	96.15%	32.00%
Male	18	18	100.00%	33.33%
Female	34	32	94.12%	31.25%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.62%	24.39%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	39	39	100.00%	17.95%
English Learners	15	15	100.00%	13.33%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	58	93.55%	19.30%
Male	35	34	97.14%	12.12%
Female	27	24	88.89%	29.17%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	34	94.44%	3.03%
Native Hawaiian or Pacific Islander				
White	16	14	87.50%	57.14%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.00%	4.00%
English Learners	15	14	93.33%	7.69%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	60	100.00%	43.33%
Male	23	23	100.00%	39.13%
Female	37	37	100.00%	45.95%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.00%	27.03%
Native Hawaiian or Pacific Islander				
White	13	13	100.00%	84.62%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.00%	37.50%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	37%	33%	38%	66%	59%	62%	60%	56%	54%

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	62	58	93.55%	37.93%
Male	35	33	94.29%	42.42%
Female	27	25	92.59%	32.00%
Black or African American	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	36	34	94.44%	26.47%
Native Hawaiian or Pacific Islander	–	–	–	–
White	16	14	87.50%	57.14%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	26	25	96.15%	28.00%
English Learners	15	14	93.33%	21.43%
Students with Disabilities	–	–	–	–
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

**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 area of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.00%	22.80%	21.10%

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 2016–17)**

Our campus provides multiple opportunities for our parents to contribute to our school community. Parents are encourage to join our School Site Council, which functions as a strategic governing body composed of parents, teachers and administration to plan implement and evaluate funding and instructional programming. Parents of English learners are vital to our ELAC specifically and in general are a critical component of our overall learning community. In addition, classroom parents help to organize parent volunteers to help with special projects in the classroom and chaperone on field trips. As a part of facilitating our relationships and partnerships with our community we staff a community liaison in an effort to maintain our community support. Furthermore, our Home and School Club organization serves to encourage parent contributions by fundraising, supporting school programs and providing community building activities for all of our families. We purchase technology and other literary materials for the library through Home and School fund-raisers such as our school-wide book fair In addition, we encourage parent to join committees such as our Positive Behavior Intervention Support Implementation Team to build a full range of stakeholder input as we make impacting decisions for our learning community.. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November.

**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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	.44	0.00	0	5.67	3.77	3.52	4.36	3.80	3.65
Expulsions	0.00	0.00	0	.22	.25	.12	0.10	0.09	0.09

### School Safety Plan – Most Recent Year

Our school Safety Plan is reviewed, updated and approved by our School Site Council on an annual basis and serves as a priority document which frames all actions we take to ensure our students’ safety. Our staff monitors school common areas during and after school as well as at all recesses and at lunch time. Teachers regularly deploy the rules for safe, responsible behavior in school and on the playground. We have a closed campus that is fully fenced. Visitors must enter the school through the main door and sign in at the office, where they receive a badge to wear throughout their stay.

The School Safety Plan includes procedures for emergencies, Code Red, exit routes, and inventories of emergency supplies. We make the plan available in the office for parents. We share the plan with all staff during a school-wide staff meeting. We practice fire, earthquake and armed intruder drills.

## D. OTHER SARC INFORMATION

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31		3		22	1	4		23.5		2	
1	29		2		23		3		24		2	
2	28		2		28		2		20	2	1	
3	28		2		27		2		29		2	
4	32		2		29		2		25		2	
5	25		3		27		2		29.5		2	
6	25		2		26		3		30		2	
Other									24.5		2	

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

Average Class Size and Class Size Distribution (Secondary)

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

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

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.31	N/A
Psychologist	1.25	N/A
Social Worker	0	N/A
Nurse	.15	N/A
Speech/Language/Hearing Specialist	2.4	N/A
Resource Specialist (non - teaching)	1	N/A
Other	.25	N/A

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5191	\$242	\$4949	\$70584
District	N/A	N/A	\$6186	\$69092
Percent Difference – School Site and District	N/A	N/A	-20.00%	2.16%
State	N/A	N/A	\$5677	\$71517
Percent Difference – School Site and State	N/A	N/A	-12.82%	-1.30%

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

**Types of Services Funded (Fiscal Year 2015-16)**

All funding is directly connected to our Single School Plan for Student Achievement. Federal, state and local funds serve general education. Title I funds aids intervention and staff development to support underperforming students to increase achievement. Our Home and School Club raises funds for classroom supplies, field trips, library books, and special assemblies.

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47967	\$43821
Mid-Range Teacher Salary	\$71004	\$69131
Highest Teacher Salary	\$89851	\$89259
Average Principal Salary (Elementary)	\$105837	\$108566
Average Principal Salary (Middle)	\$114173	\$115375
Average Principal Salary (High)	\$129331	\$125650
Superintendent Salary	\$223871	\$198772
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	5%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Collaborative Learning drives our instructional culture and is at the core of our school excellence initiative- Professional Learning Communities. The principles of our PLC initiative anchor our curriculum, instruction and assessment actions by focusing our efforts on Learning, Results and Collaboration. Our teachers attend weekly professional learning sessions and grade level collaboration meetings. These sessions include staff development on curriculum, pedagogy, and the analysis on student achievement data. Teachers collaborate to plan standards-based instruction that includes effective teaching practices. Teachers also collaborate to analyze on-going assessment data to plan instruction that meets the needs of all students. Specific trainings and professional development has included Literacy Boot Camps, Common Core Trainings, Envision curriculum trainings, Systematic ELD and other instructional/teacher leadership and capacity building trainings.