

San Luis Coastal Unified School District

# C.L. Smith Elementary School

Preschool through Grade 6

Joyce Hansen, Principal

E-mail: [jhansen@slcusd.org](mailto:jhansen@slcusd.org)



1375 Balboa Street  
San Luis Obispo, CA 93405

Phone: (805) 596-4094

Fax: (805) 544-0703

CDS Code: 40-68809-6043202

Web Site: [sm.slcusd.org](http://sm.slcusd.org)

## 2016-2017 School Accountability Report Card

*Published During 2017-2018*

<p><b>BOARD OF EDUCATION DEC 2017-NOV 2018</b></p> <p>Chris Ungar President</p> <p>Ellen Sheffer Clerk</p> <p>Members:</p> <p>Mark Buchman Kathryn Eisendrath-Rogers Walter Millar Jim Quesenberry Marilyn Rodger</p>	<p><b>San Luis Coastal Unified School District Mission Statement</b></p> <p><i>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 possible which will give all individuals the opportunity to realize their full intellectual, physical, creative, emotional, and social potential.</i></p>	<p><b>DISTRICT OFFICE</b></p> <p>1500 Lizzie Street San Luis Obispo, CA 93401 Phone: (805) 549-1200 Fax: (805) 549-9074 E-mail: <a href="mailto:district@slcusd.org">district@slcusd.org</a> Web Site: <a href="http://www.slcusd.org">www.slcusd.org</a></p> <p>Eric Prater, Ed. D. Superintendent</p> <p>Ryan Pinkerton Assistant Superintendent Business Services</p> <p>Kimberly McGrath Assistant Superintendent Personnel, Innovation and Educational Services</p>
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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://dg.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 C. L. Smith Elementary School

### School Description and Mission Statement

C.L. Smith Elementary has been meeting the needs of students in preschool through sixth grade since 1962. It is a neighborhood school where students and parents can be seen walking and riding bikes to school. The school encompasses a vast geographical area and serves the needs of a diverse population. Each student is valued for their unique contribution to our family. Parents and teachers are committed to providing the very best for our students.



Our mission states: *"C.L. Smith is a school in which parents, staff, and community collaborate to achieve academic excellence in a caring environment where the intellectual, social, and emotional needs of its students and staff are nurtured, and where children are prepared to become productive, responsible citizens and lifelong learners."*

### Opportunities for Parental Involvement

All families are invited and encouraged to become informed, involved, and empowered with our school. The monthly newsletter, which is translated into Spanish, keeps parents in tune to the heartbeat of C.L. Smith accomplishments and activities. We also have weekly email updates that keep parents current on what is happening at school. Teachers utilize class newsletters and classroom blogs to keep parents informed on instruction, homework, and upcoming events. EL/Title I Family Night, presented in both English and Spanish, informs parents of the variety of services available to help their child succeed. Parents are encouraged to give feedback to the school in a variety of ways. The results of a yearly school improvement survey are used to evaluate effectiveness and make appropriate changes. The School Site Council, made up of parents, teachers, and other staff members, meet on a bi-monthly basis to monitor our Single Plan for Student Achievement. Parents are encouraged to e-mail, call, or meet with the principal directly with concerns, compliments, and ideas. Our PTA meets monthly to plan activities and fund raisers to support our school program. Our ELAC (English Learner Advisory Committee) meets three times a year and provides a forum for parents to learn about school programs and express concerns directly related to the needs of English Learners. The ELAC meetings are run in Spanish with English translation available. Parent volunteers are always welcome to support the school by spending time in classrooms or working on projects in the office. For further information, please call C.L. Smith Elementary School, 805-596-4094.

**Enrollment by Grade Level (2016-2017)**

Grade Level	Number of Students
Preschool	*19
Transitional K	17
Kindergarten	63
Grade 1	56
Grade 2	42
Grade 3	66
Grade 4	45
Grade 5	40
Grade 6	57
<b>Total Enrollment</b>	<b>386</b>

\*Not part of the data – Informational only

**Enrollment by Group (2016-2017)**

Group	Percent of Enrollment
African American	1.3%
American Indian or Alaska Native	0.3%
Asian	4.4%
Hispanic or Latino	46.1%
Filipino	0.5%
White (not Hispanic)	41.5%
Two or More	6.0%
Socioeconomically Disadvantaged	50.2%
English Learners	26.4%
Students with Disabilities	12.2%

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

The following 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	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms				
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Preschool	19	1			22		1		19	1		
T - K	23		1		17	1			17	1		
K	24		3		21		3		21		3	
1	27		2		25		2		25		2	
2	24		3		22	1	2		22	1	2	
3	27		2		28		2		28		2	
4	26		2		19	1	1		29		1	
5	24		1		27		2		32		2	
6	26		3		34			1	22		1	

### III. School Climate

#### School Safety Plan

There is a focus on student safety, health, and well-being as evidenced by our Safe School Plan developed and annually reviewed by parents, teachers, counselor, and principal. The team meets and problem solves safety issues related to pedestrian, auto, physical, and student interactions. The team reviews school rules and conducts a yearly walk-through of the school facility to identify potential safety hazards. Students are taught safety in the classroom and on the playground. Our Emergency Preparedness Chairperson revises our emergency plan each year and reviews it with all staff. Monthly fire drills, quarterly duck-and-cover drills, and twice-a-year lockdown drills provide staff and students with the confidence needed in the event of a real emergency. In addition, our local fire department presents a fire safety assembly to all students in grades K through 6. The entire school participates in a bicycle safety program sponsored by the local police. Our plan was last updated in March 2017.

#### 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	1.75%	1.92%	1.97%	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

C.L. Smith School has 30 classrooms, a multipurpose room, a library and an office. The main campus was built in 1962 and additions in 1963, 1970 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓			
<b>Interior:</b> Interior Surfaces	✓			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	✓			
<b>Electrical:</b> Electrical	✓			Action taken or planned is tracked with School Dude
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	✓			
<b>Safety:</b> Fire Safety, Hazardous Materials	✓			
<b>Structural:</b> Structural Damage, Roofs	✓			
<b>External:</b> Playground, School Grounds, Windows, Doors, Gates, Fences	✓			
<b>Overall Rating</b>	✓			

## 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
<b>With Full Credential</b>	18	24	25	412
<b>Without Full Credential</b>	1	0	0	3
<b>Teaching Outside Subject Area of Competence</b>	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
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

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

## VI. Support Staff

### Academic Counselors and Other Support Staff (2016-2017)

The following 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
<b>Counselor</b>	0.50	386
<b>Library Media Teacher (Librarian)</b>	0.07	
<b>Library Media Services Staff (paraprofessional)</b>	1	
<b>Psychologist</b>	0.48	
<b>Nurse</b>	0.2	
<b>Speech/Language/Hearing Specialist</b>	0.75	
<b>Adaptive Physical Education</b>	0.07	

## 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, 2<sup>nd</sup> Edition</i>
	2015	3-5	Math Learning Center	<i>Bridges, 2<sup>nd</sup> Edition</i>
	2016	6	College Preparatory Mathematics	<i>Core Connections, Course 1</i>
	2016	7-8	College Preparatory Mathematics	<i>Core Connections, Course 2 &amp; 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 20<sup>th</sup> Century</i>
	2001	12	Prentice Hall	<i>Magruder's American Government</i>
	2001	12	Glencoe	<i>Economics: Principles and Practices</i>
Science	2008	9-10	Scott Foresman	<i>Biology: The Web of Life, 2<sup>nd</sup> Edition</i>
	2008	11	Heath/McDougal Littell	<i>Introductory Chemistry: A Foundation, 4<sup>th</sup> 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, 4<sup>th</sup> 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	\$12,501	\$3,779	\$8,722	\$67,042
District			\$11,899	\$74,065
Percent Difference - School Site and District			-26.70%	-9.48%
State			\$6,574	\$74,476
Percent Difference - School Site and State			32.67%	-9.98%

### 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. The table also displays teacher and administrative salaries as a percent of a district's budget, 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 15-16)

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)	46%	39.89%	66%	66.79%	48%	48.56%
Mathematics (grades 3-8 and 11)	41%	37.83%	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	60	59	98.3%	28.81%
Male	29	28	96.6%	25%
Female	31	31	100%	32.25%
Asian	--	--	--	--
Hispanic or Latino	32	31	96.9%	16.13%
White	22	22	100%	40.91%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	35	97.2%	11.43%
English Learners	22	21	95.5%	9.52%
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	43	40	93%	45%
Male	22	21	95.4%	52.39%
Female	21	19	90.5%	36.84%
Asian	--	--	--	--
Hispanic or Latino	22	22	100%	45.46%
White	19	16	84.2%	43.75%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	24	92.3%	45.83%
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	38	37	97.4%	40.54%
Male	23	22	95.7%	45.45%
Female	15	15	100%	13.33%
Asian	--	--	--	--
Hispanic or Latino	23	23	100%	30.44%
White	11	11	100%	63.63%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	19	100%	21.06%
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 6**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	57	100%	47.36%
Male	29	29	100%	44.82%
Female	28	28	100%	50%
Asian	--	--	--	--
Hispanic or Latino	24	24	100%	29.17%
White	29	29	100%	62.07%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100%	20.83%
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	60	60	100%	38.33%
Male	29	29	100%	41.38%
Female	31	31	100%	35.48%
Asian	--	--	--	--
Hispanic or Latino	32	32	100%	31.26%
White	22	22	100%	40.91%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	36	100%	25%
English Learners	22	22	100%	22.73%
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	43	39	90.7%	41.02%
Male	22	21	95.5%	57.14%
Female	21	18	85.7%	22.23%
Asian	--	--	--	--
Hispanic or Latino	22	21	95.4%	33.33%
White	19	16	84.2%	50%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	23	88.5%	44.78%
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	38	37	97.4%	27.02%
Male	23	22	95.7%	36.37%
Female	15	15	100%	13.33%
Asian	--	--	--	--
Hispanic or Latino	23	23	100%	21.74%
White	11	11	100%	45.45%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	19	100%	5.26%
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 6**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	57	100%	42.11%
Male	29	29	100%	41.37%
Female	28	28	100%	42.86%
Asian	--	--	--	--
Hispanic or Latino	24	24	100%	16.67%
White	29	29	100%	62.07%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100%	20.83%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

**CST Results for All Students – Science Three-Year Comparison**

Subject	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science	47%	56%	74%	73%	56%	54%

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

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 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/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.1%	31.4%	34.3%

**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	2009-2010	2004-2005
Year in Program Improvement	5	5
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.*