

San Luis Coastal Unified School District

Hawthorne Elementary School

Preschool through
Grade 6

James McMillen, Principal

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2018-2019 School Accountability Report Card *Published During 2019-2020*

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| <p>BOARD OF EDUCATION DEC 2019-Nov 2020</p> <p>Ellen Sheffer President</p> <p>Marilyn Rodger Clerk</p> <p>Members: Mark Buchman Kathryn Eisendrath-Rogers Evelyn Frame Walter Millar Chris Ungar</p> | <p>San Luis Coastal Unified School District Mission Statement</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 which will give all individuals the opportunity to realize their full intellectual, physical, creative, emotional, and social potential.</i></p> | <p>DISTRICT OFFICE</p> <p>1500 Lizzie Street San Luis Obispo, CA 93401 Phone: (805) 549-1200 Fax: (805) 549-9074 E-mail: district@slcusd.org Web Site: www.slcusd.org</p> <p>Eric Prater, Ed. D. Superintendent</p> <p>Ryan Pinkerton Assistant Superintendent Business Services</p> <p>Kim 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:

2019-2020:

FOCUS AREA 1: All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.

FOCUS AREA 2: All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.

FOCUS AREA 3: SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

FOCUS AREA 4: SLCUSD will expand technology and promote innovation to prepare students for college or career.

FOCUS AREA 5: SLCUSD will strengthen data use to improve academic achievement.

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 Hawthorne Elementary School

School Description and Mission Statement

Hawthorne Elementary School offers the possibility of **Connection, Fulfillment, and Accomplishment** for **all** Students, Staff, Parents, and Community Members.

Hawthorne Elementary is a wonderful school nestled right in the heart of San Luis Obispo. Its beautiful clock tower beckons to our families and our community. We have a safe and supportive learning environment with an enthusiastic staff. Teachers at Hawthorne take pride in ensuring that the social, emotional, and academic needs of all students are met. In 2006, Hawthorne was honored as a California "Top Performing School." In the 2013 – 2014 school year, Hawthorne became one of the top 10% Title I schools in the state of California. The Hawthorne Elementary community produces students who are successful learners and make positive contributions to our community. We have high expectations for all students and for ourselves. We expect all students to be successful in reaching or surpassing their grade level standards of proficiency. Teachers, staff, administration, parents, and the community are dedicated to these endeavors.

Opportunities for Parental Involvement

Parents are key to our success at Hawthorne. Parents volunteer in classrooms, serve on several school and district committees, and chaperone activities and field trips. Parents also help plan many of our special functions that our students enjoy such as International Day, Book Fairs, Craft Fairs, School Garden, and SOAR Academy Electives. Parents are also represented on our Leadership Team and the School Site Council. We have a very active and positive PTA and ELAC parent group which provides our parent community with opportunities to give input about key school issues and programs. For further information regarding parental involvement opportunities, please contact the principal, James McMillen, at 805-596-4070.

Enrollment by Grade Level (2018-2019)

| Grade Level | Number of Students |
|------------------|--------------------|
| Preschool | 23* |
| Kindergarten | 50 |
| Grade 1 | 46 |
| Grade 2 | 74 |
| Grade 3 | 69 |
| Grade 4 | 50 |
| Grade 5 | 48 |
| Grade 6 | 50 |
| Total Enrollment | 387 |

Enrollment by Group (2018-2019)

| Group | Percent of Enrollment |
|----------------------------------|-----------------------|
| African American | 2.1% |
| American Indian or Alaska Native | 0.5% |
| Asian | 2.6% |
| Filipino | % |
| Hispanic or Latino | 43.7% |
| Pacific Islander | 0.3% |
| White (not Hispanic) | 45.5% |
| Two or More | 5.4% |
| Socioeconomically Disadvantaged | 61.2% |
| English Learners | 20.7% |
| Students with Disabilities | 11.9% |

*Not included in the data – Informational only

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 | 2016-17 | | | Avg. Class Size | 2017-18 | | | Avg. Class Size | 2018-19 | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | | Number of Classrooms | | | | Number of Classrooms | | | | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| Preschool | 19 | 1 | | | 24 | | 1 | | 23 | | 1 | |
| K | 21 | 1 | 2 | | 22 | | 2 | | 25 | | 2 | |
| 1 | 26 | | 2 | | 22 | | 3 | | 23 | | 2 | |
| 2 | 24 | | 2 | | 24 | | 3 | | 29 | | 2 | |
| 3 | 27 | | 1 | | 27 | | 2 | | 28 | | 3 | |
| 4 | 27 | | 2 | | 24 | | 2 | | 25 | | 2 | |
| 5 | 32 | | 1 | | 23 | | 2 | | 24 | | 2 | |
| 6 | 31 | | 2 | | 23 | | 2 | | 25 | | 2 | |

III. School Climate

School Safety Plan

Hawthorne Staff cares deeply about the safety and well-being of all students, staff members, and parents. Hawthorne School has a comprehensive safety program that is current and effective. Our campus is very safe and monthly safety topics are reviewed by staff. Our safety plan is practiced and staff is aware of its inner workings. The school's plan was last updated in August 2019 and reviewed with the School Site Council and staff in September 2019.

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 | 2016-17 | 2017-18 | 2018-19 |
| Suspensions | 1.4% | 1.3% | 0.5% | 2.2% | 2.4% | 2.7% |
| Expulsions | 0% | 0% | 0.0% | 0.1% | 0.2% | 0.1% |

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

Hawthorne School has 23 classrooms, a multipurpose room, a library and an office. The main campus was built in 1962; and an addition was constructed in 1998.

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. A full playground renovation and addition was completed in 2019.

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.

| 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 | 2016-17 | School 2017-18 | 2018-19 | District 2018-19 |
|--|---------|----------------|---------|------------------|
| With Full Credential | 21 | 22.1 | 19.05 | 373.7 |
| Without Full Credential | 1 | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | 5.55 |

Teacher Misassignments and Vacant Teacher Positions (2019-2020)

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 2017-18 through 2019-20.

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| 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 (2018-2019)

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 | 0.50 | 774 |
| Library Media Teacher (Librarian) | | |
| Library Media Services Staff (paraprofessional) | 1 | |
| Psychologist | 0.475 | |
| Nurse | 0.175 | |
| Speech/Language/Hearing Specialist | 0.6625 | |
| Adaptive Physical Education | 0.0625 | |
| Occupational Therapist | | |

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2019-2020)

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-6 (City) | Heinemann | <i>Units of Study for Teaching Reading</i> |
| | 2003 | 6(LOMS),7,8 | 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 | 2019 | 10 | Houghton Mifflin Harcourt | <i>Modern World History: California Edition</i> |
| | 2019 | 11 | Houghton Mifflin Harcourt | <i>American History, Reconstruction to the Present</i> |
| | 2019 | 12 | Pearson | <i>Magruder's American Government</i> |
| | 2019 | 12 | McGraw-Hill | <i>Principles of Economics-Impact California Social Studies</i> |
| Science | 2018 | 9 | Lab-Aides | <i>Biology: Science Global Issues, 2nd Edition</i> |
| | 2018 | 10 | Heath/McDougal Littell | <i>Introductory Chemistry: A Foundation, 4th Edition & Chemistry, 5th Edition Honors</i> |
| | 2014 | 11-12 | Pearson | <i>Physics for Scientists & Engineers</i> |
| | 2014 | 11-12 | Pearson | <i>College Physics: A Strategic Approach, AP Ed.</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 | 2018 | 9-12 | Vista Higher Learning | <i>Descubre</i> |
| French | 2018 | 9-12 | Vista Higher Learning | <i>D'accord I</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 2017-2018)

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 | \$13,176 | \$3,104 | \$10,072 | \$73,713 |
| District | | | \$12,305 | \$75,649 |
| Percent Difference - School Site and District | | | -18.15% | -2.56% |
| State | | | \$7,507 | \$78,059 |
| Percent Difference - School Site and State | | | 34.17% | -5.57% |

Types of Services Funded (2018-2019)

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, Title IV Student Support & Academic Enrichment |
| Homeless Child Education | Vocational Education |
| Lottery | Lowest Performing Student Block Grant |

Teacher and Administrative Salaries (Fiscal Year 2017-2018)

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 can be found at <http://www.cde.ca.gov/ds/fd/cs/>.

| 65 Category | District Amount | State Avg For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | \$46,980 | \$49,084 |
| Mid-Range Teacher Salary | \$70,172 | \$76,091 |
| Highest Teacher Salary | \$98,716 | \$95,728 |
| Average Principal Salary (Elementary) | \$130,134 | \$118,990 |
| Average Principal Salary (Middle) | \$133,807 | \$125,674 |
| Average Principal Salary (High) | \$150,596 | \$137,589 |
| Superintendent Salary | \$215,273 | \$230,096 |
| % of Budget for Teacher Salaries | 33% | 35% |
| % of Budget for Admin Salaries | 5% | 6% |

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 18-19)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2017-18 | 2018-19 | 2017-18 | 2018-19 | 2017-18 | 2018-19 |
| English Language Arts/Literacy (grades 3-8 and 11) | 58.94% | 59.34% | 68.33% | 70.28% | 49.88% | 50.87% |
| Mathematics (grades 3-8 and 11) | 55.27% | 60.00% | 61.64% | 64.08% | 38.65% | 39.73% |

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 18-19)

ELA – Grade 3

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 69 | 68 | 99% | 50% |
| Male | 36 | 35 | 97% | 54.29% |
| Female | 33 | 33 | 100% | 45.45% |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 25 | 25 | 100% | 28% |
| White | 39 | 38 | 97% | 63.16% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 69 | 68 | 99% | 50% |
| English Learners | 11 | 11 | 100% | 9.09% |
| Students with Disabilities | 8 | 8 | 100% | -- |

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 18-19)

ELA – Grade 4

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 49 | 48 | 99% | 68.75% |
| Male | 30 | 30 | 100% | 56.67% |
| Female | 19 | 18 | 99% | 88.89% |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 26 | 96% | 50% |
| White | 18 | 18 | 100% | 88.89% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 49 | 48 | 96% | 68.75% |
| English Learners | 13 | 13 | 100% | 53.85% |
| Students with Disabilities | 7 | 7 | 100% | -- |

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 18-19)

ELA – Grade 5

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 50 | 48 | 96% | 64.58% |
| Male | 25 | 24 | 96% | 58.33% |
| Female | 25 | 24 | 96% | 70.83% |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 24 | 24 | 100% | 50% |
| White | 21 | 19 | 90% | 78.95% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 50 | 48 | 96% | 64.58% |
| English Learners | 6 | 6 | 100% | -- |
| Students with Disabilities | 10 | 9 | 90% | -- |

CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 18-19)
ELA – Grade 6

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 52 | 50 | 96% | 58% |
| Male | 22 | 22 | 100% | 50% |
| Female | 30 | 28 | 93% | 64.29% |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 27 | 100% | 44.44% |
| White | 21 | 20 | 95% | 75% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 52 | 50 | 96% | 58% |
| English Learners | 8 | 8 | 100% | -- |
| Students with Disabilities | 8 | 8 | 100% | -- |

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 18-19)
Mathematics – Grade 3

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 69 | 68 | 99% | 62.23% |
| Male | 36 | 35 | 97% | 68.57% |
| Female | 33 | 33 | 100% | 57.57% |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 50 | 50 | 100% | 48% |
| White | 39 | 38 | 97% | 71.06% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 69 | 68 | 99% | 63.23% |
| English Learners | 11 | 11 | 100% | 27.27% |
| Students with Disabilities | 8 | 8 | 100% | -- |

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 18-19)
Mathematics – Grade 4

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 49 | 47 | 96% | 70.21% |
| Male | 30 | 30 | 100% | 60% |
| Female | 19 | 17 | 89% | 88.23% |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 25 | 93% | 52% |
| White | 18 | 18 | 100% | 88.88% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 49 | 47 | 96% | 70.21% |
| English Learners | 13 | 13 | 100% | 53.84% |
| Students with Disabilities | 7 | 7 | 100% | -- |

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 18-19)
Mathematics – Grade 5

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 50 | 48 | 96% | 27.91% |
| Male | 25 | 24 | 96% | 45.83% |
| Female | 25 | 24 | 96% | 50% |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 24 | 24 | 100% | 41.67% |
| White | 21 | 19 | 90% | 52.63% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 50 | 48 | 96% | 47.91% |
| English Learners | 6 | 6 | 100% | -- |
| Students with Disabilities | 10 | 9 | 90% | -- |

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 18-19)
Mathematics – Grade 6

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 53 | 49 | 92% | 57.45% |
| Male | 22 | 22 | 100% | 50% |
| Female | 31 | 27 | 87% | 64% |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 26 | 96% | 50% |
| White | 22 | 20 | 91% | 65% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 53 | 49 | 92% | 57.45% |
| English Learners | 8 | 7 | 88% | -- |
| Students with Disabilities | 9 | 7 | 78% | -- |

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017–18 | School 2018–19 | District 2017–18 | District 2018–19 | State 2017–18 | State 2018–19 |
|---------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (5 th grade) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

California Physical Fitness Test Results (2018-19)

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/>.

| Percent of Students Meeting Fitness Standards | | | |
|---|-----------------------|-----------------------|----------------------|
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 10% | 30% | 26% |

X. 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:

- a) Weekly collaboration time for all teachers;
- b) Release time using substitutes;
- c) Student performance data reports available in illuminate;
- d) 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.