La Verne Heights Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Patrick Mc Kee, Principal

 Principal, La Verne Heights Elementary

About Our School

La Verne Heights Elementary School is one of eight elementary schools in the Bonita Unified School District. Located at the foot of the San Gabriel Mountains, La Verne Heights has been serving the children of La Verne since the late 1800's. Steeped in tradition and history the main adobe style building, reminiscent of old California was built in 1937. The La Verne Heights Elementary School community works together to develop individual potential and self-worth in order to become successful, contributing members of society.

Contact

La Verne Heights Elementary
1550 Baseline Rd.
La Verne, CA 91750-1437

Phone: 909-971-8205
E-mail: mckee@bonita.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Bonita Unified
Phone Number	(909) 971-8200
Superintendent	Christina Goennier
E-mail Address	goennier@bonita.k12.ca.us
Web Site	www.bonita.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	La Verne Heights Elementary
Street	1550 Baseline Rd.
City, State, Zip	La Verne, Ca, 91750-1437
Phone Number	909-971-8205
Principal	Patrick Mc Kee, Principal
E-mail Address	mckee@bonita.k12.ca.us
Web Site	http://lv.bonita.k12.ca.us/
County-District-School (CDS) Code	19643296011845

Last updated: 1/17/2017

School Description and Mission Statement (School Year 2016-17)

La Verne Heights Elementary School, a 2012 California Distinguished School and a 2016 California Gold Ribbon School, is built on 5.5 acres and serves nearly 500 students in Kindergarten through fifth grades. La Verne Heights Elementary School is staffed with a principal and 20 classroom teachers. La Verne Heights Elementary School has an Education Specialist who serves as a Resource Teacher and a half-time Intervention Teacher. The school also shares the services of a Speech Teacher, Physical Education Teacher, Choral Music Teacher, Band Teacher, School Nurse, and School Psychologist. Our dedicated support staff includes a school secretary, health clerk, office clerk, classroom special education and instructional aides, two custodians, library/media clerk, noon aides, day care supervisor, day care assistants, and food services personnel.

The La Verne Heights Elementary School community will work together to:

- Encourage and model a lifelong love of learning

- Develop individual potential and self-worth in order to become successful, contributing members of society

- Instill and develop social, emotional, and physical well-being

- Develop and model mutual support, respect, and responsibility

- Develop connections between life experiences and the curriculum

- Nurture, appreciate, and celebrate diversity

- Foster creativity, problem-solving, independent and collaborative thinking

- Create a technologically enriched environment

- Provide a safe, attractive, dynamic and enjoyable atmosphere for learning

We will fulfill this mission through continuing efforts, utilizing educational resources, community support, and effective school practices.

Last updated: 1/17/2017

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

Grade Level	Number of Students
Kindergarten	67
Grade 1	70
Grade 2	91
Grade 3	86
Grade 4	88
Grade 5	90
Total Enrollment	492
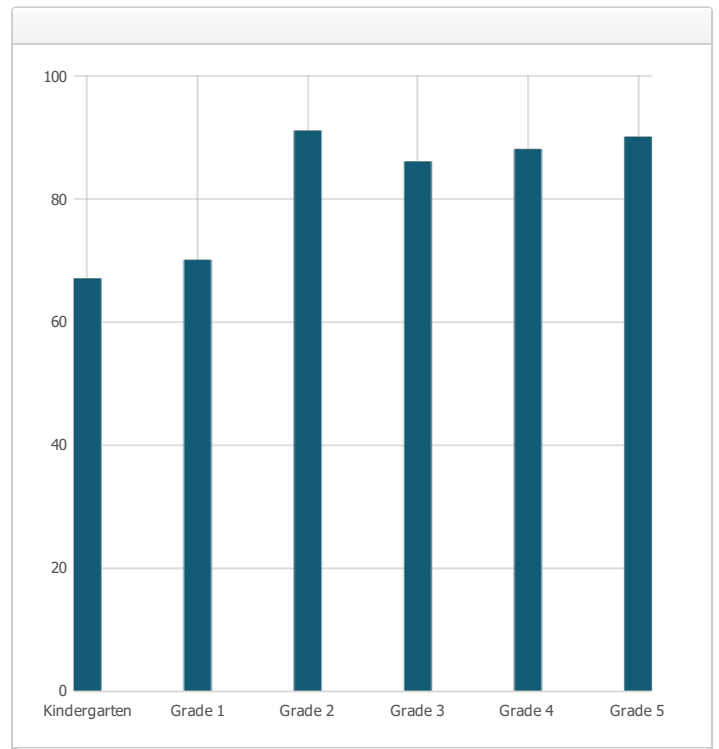
Last updated: 1/17/2017

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

Student Group	Percent of Total Enrollment
Black or African American	2.2 %
American Indian or Alaska Native	0.0 %
Asian	3.0 %
Filipino	1.2 %
Hispanic or Latino	44.7 %
Native Hawaiian or Pacific Islander	0.2 %
White	42.3 %
Two or More Races	4.5 %
Other	1.9 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	21.5 %
English Learners	5.5 %
Students with Disabilities	9.3 %
Foster Youth	0.4 %

Last updated: 1/17/2017

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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	21	22	442
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	26
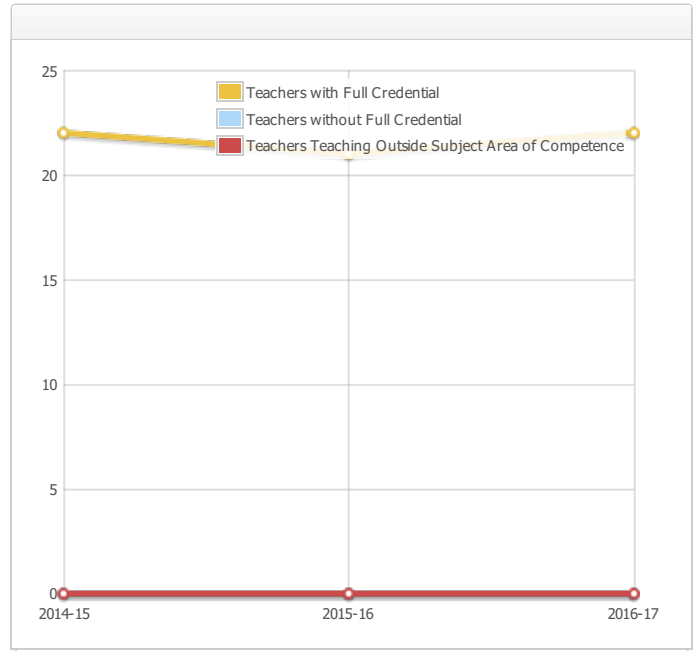
Last updated: 1/17/2017

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	0	0
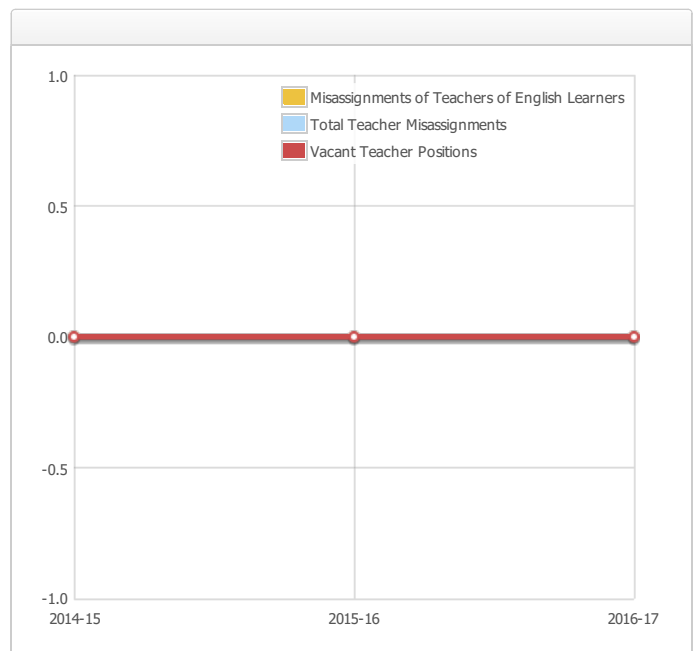
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/17/2017

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	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	99.0%	1.0%

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.

Last updated: 1/17/2017

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

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2003 Kindergarten – Grade 5 Houghton Mifflin Houghton Mifflin Publishing Company	No	0.0 %
Mathematics	Adopted 2013 Kindergarten – Grade 5 Go Math Houghton Mifflin Harcourt Publishers	Yes	0.0 %
Science	Adopted 2008 Kindergarten – Grade 5 Houghton Mifflin California Science, 2007 Houghton Mifflin Publishing Company	Yes	0.0 %
History-Social Science	Adopted 2007 Kindergarten – Grade 5 History-Social Science for California 2006 Scott Foresman Publishing Company	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

La Verne Heights has been at its present site for 131 years. The current school is 79 years old with its original buildings currently encompassing 5 classrooms, a main office, nurse's office, workroom, speech room, staff lounge, library, restrooms, and auditorium. In addition, there are 20 portable classrooms, two sets of restrooms, a cafeteria, and a day care facility. A modernization project began in the summer of 2008 and was completed in the winter of 2010. All classrooms have WiFi access points, and the Solar Panel project was completed during the 2016-2017 school year.

Last updated: 12/7/2016

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	District is installing new flooring in 2 boys and 2 girls portable restrooms.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good

Last updated: 12/23/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	53.0%	66.0%	56.0%	62.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	41.0%	48.0%	45.0%	48.0%	34.0%	36.0%

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.

Last updated: 1/17/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	87	97.8%	66.7%
Male	48	47	97.9%	66.0%
Female	41	40	97.6%	67.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	38	100.0%	55.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.2%	80.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	20	90.9%	50.0%
English Learners	--	--	--	--
Students with Disabilities	12	11	91.7%	27.3%
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.

Last updated: 1/17/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	88	98.9%	69.3%
Male	35	34	97.1%	61.8%
Female	54	54	100.0%	74.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	65.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.2%	68.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	19	95.0%	47.4%
English Learners	--	--	--	--
Students with Disabilities	16	16	100.0%	43.8%
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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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.

Last updated: 1/17/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	91	100.0%	62.6%
Male	48	48	100.0%	58.3%
Female	43	43	100.0%	67.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	45	45	100.0%	62.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	35	100.0%	60.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.0%	53.6%
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	16.7%
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.

Last updated: 1/17/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	87	97.8%	59.8%
Male	48	47	97.9%	66.0%
Female	41	40	97.6%	52.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	38	100.0%	44.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.2%	71.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	20	90.9%	40.0%
English Learners	--	--	--	--
Students with Disabilities	12	11	91.7%	27.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Last updated: 1/17/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	88	98.9%	56.8%
Male	35	34	97.1%	55.9%
Female	54	54	100.0%	57.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.2%	57.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	19	95.0%	36.8%
English Learners	--	--	--	--
Students with Disabilities	16	16	100.0%	43.8%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Last updated: 1/17/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	91	100.0%	28.6%
Male	48	48	100.0%	31.3%
Female	43	43	100.0%	25.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	45	45	100.0%	17.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	35	100.0%	37.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.0%	17.9%
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Last updated: 1/17/2017

CAASPP Test Results in Science for All Students

| | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	89.0%	69.0%	75.0%	81.0%	77.0%	79.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Last updated: 1/17/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade 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	91	91	100.0%	74.7%
Male	48	48	100.0%	72.9%
Female	43	43	100.0%	76.7%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	45	45	100.0%	71.1%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	35	35	100.0%	77.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.0%	60.7%
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	25.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/17/2017

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 Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.3%	15.4%	52.7%

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.

Last updated: 1/17/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are an integral part of student success. Studies show that when parents participate in their children's education, their children do better in school. An active parent volunteer program is in place at La Verne Heights Elementary School. We have a supportive PTA, who coordinate room parent volunteers for each classroom. We also have an active School Site Council. Attendance at school functions is excellent. Parents are welcome and enthusiastically encouraged to participate in their child's education. To volunteer at the school, or to become a part of the PTA, please contact the school at (909) 971-8205.

State Priority: Pupil Engagement

Last updated: 1/17/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.6	1.0	1.7	5.2	4.3	3.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1
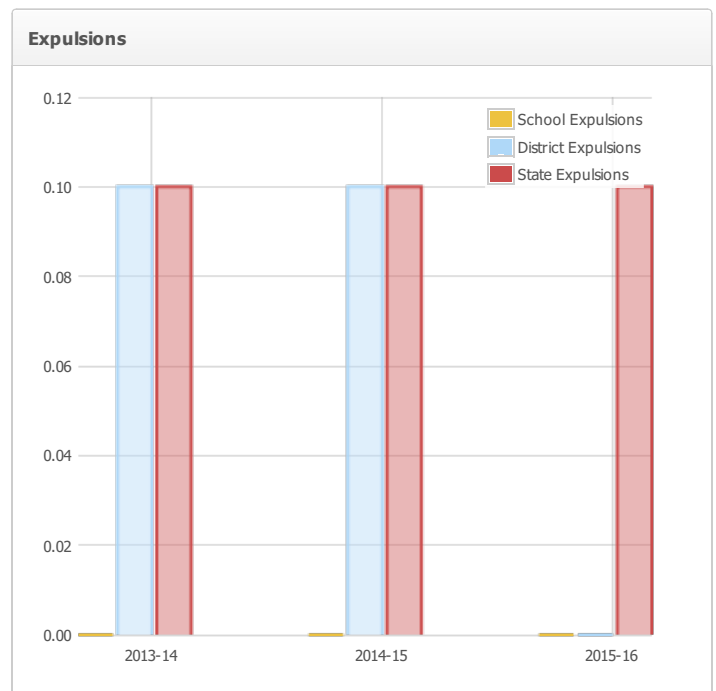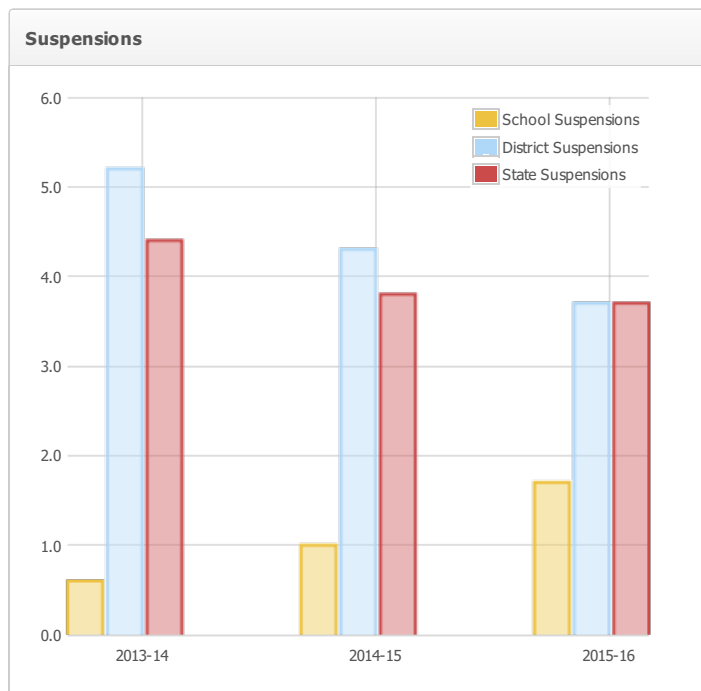
Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

School safety is a top priority at La Verne Heights Elementary School. A School Safety Plan has been developed which guides us in providing our school community with a safe and orderly school environment. The Safety Plan includes such items disaster preparedness procedures as well as student discipline procedures. The school Safety Plan is reviewed and updated with the staff and approved by the School Site Council on a yearly basis.
You should feel confident that your child is well cared for and safe while attending our school. To ensure the continued safety of our students and staff, La Verne Heights is a closed campus. Students may not leave campus without checking out through the office first. In addition, all visitors, parents, and volunteers must sign in at the school office before entering any classroom.
La Verne Heights provides a safe, secure and supervised environment for learning. Our custodial staff conducts a weekly inspection of the school and playground equipment. Emergency drills (for incidents such as Fire, Earthquake, and Lockdown) are conducted on a monthly basis. Teachers and aides supervise the playground before and during school as well as the drop-off/pick-up locations before and after school.

Last updated: 1/17/2017

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	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	30.0%

Note: Cells with NA values do not require data.

Last updated: 1/18/2017

Average Class Size and Class Size Distribution (Elementary)

	2013-14				2014-15				2015-16			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	24.0	0	3	0	25.0	0	3	0	23.0	0	3	0
1	25.0	0	3	0	24.0	0	3	0	24.0	0	3	0
2	23.0	0	4	0	24.0	0	4	0	23.0	0	4	0
3	20.0	3	1	0	23.0	0	4	0	22.0	2	2	0
4	32.0	0	2	0	28.0	0	3	0	27.0	1	0	2
5	26.0	1	3	0	27.0	1	0	2	30.0	1	0	2
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 2/2/2017

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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.9	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	1.3	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.

Last updated: 2/1/2017

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	$4780.3	$0.4	$4779.9	$77648.4
District	N/A	N/A	$6747.8	$77644.2
Percent Difference – School Site and District	--	--	-29.2%	4.2%
State	N/A	N/A	$5677.0	$71517.0
Percent Difference – School Site and State	--	--	-15.8%	8.6%

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

Last updated: 2/1/2017

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

The core instructional program is supplemented through the Local Control Funding Formula (LCFF). These funds support our Single Plan For Student Achievement (SPSA), GATE Program, intervention programs, parent involvement events, and our technology plan. We also have an extensive Accelerated Reader and Accelerated Math program, both funded through the generous support of our PTA.

Last updated: 12/7/2016

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,871	$43,821
Mid-Range Teacher Salary	$71,947	$69,131
Highest Teacher Salary	$90,681	$89,259
Average Principal Salary (Elementary)	$107,856	$108,566
Average Principal Salary (Middle)	$114,588	$115,375
Average Principal Salary (High)	$124,716	$125,650
Superintendent Salary	$288,084	$198,772
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart
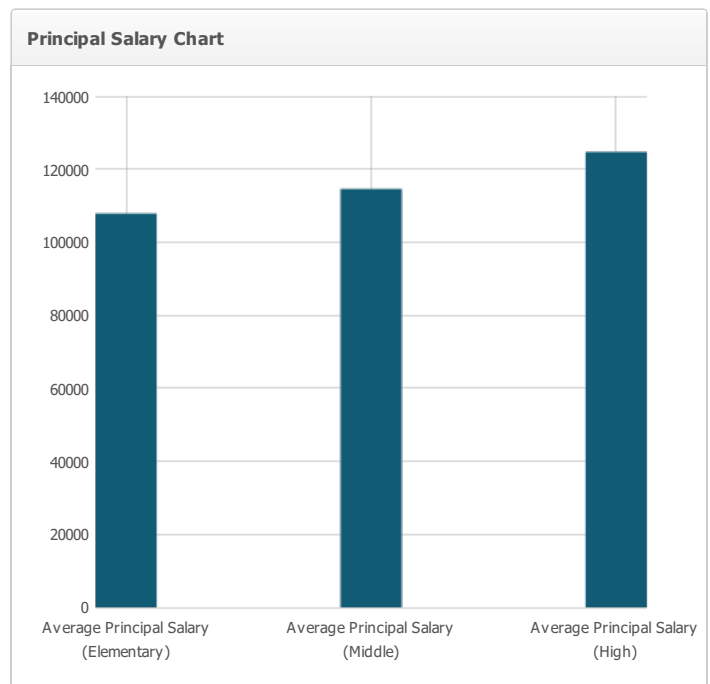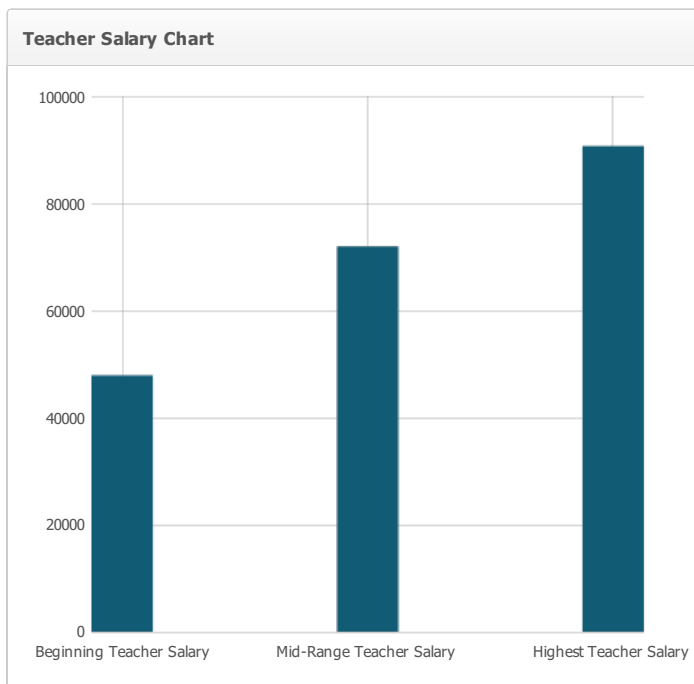
Last updated: 1/19/2017

Professional Development

Program improvement is dependent upon meaningful staff and parent input and effective staff development programs. The staff is provided three professional development days to keep abreast of new techniques and methodologies. Staff members are afforded the opportunity of attending conferences or workshops throughout the year. Staff members have increased their skills in areas such as reading, writing, mathematics, instructional techniques for at-risk students, assessment strategies, technology, and new teacher training. Our curriculum is an outgrowth of the Common Core State Standards, and is largely determined through staff goal-setting, careful textbook and/or supplemental material selection, and in-depth staff development training. Compact days and minimum days also provide opportunities for site in-service, RTI (Response to Intervention) Meetings, planning, and curriculum improvement.

Last updated: 1/17/2017