

# El Dorado Elementary

1540 N. Lincoln St. • Stockton, CA 95204 • (209) 933-7175 • Grades K-8

Kristin Buckenham, Principal

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<http://edes-susd-ca.schoolloop.com/>

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### District Governing Board

Gloria Allen  
Andrea Burrise  
Kathleen Garcia  
Colleen Keenan  
Maria Mendez  
Angela Phillips  
Steve Smith

#### District Administration

Ms. Julie Penn  
**Superintendent**  
Ms. Julie Penn  
**Interim Superintendent**  
Dr. Mark Hagemann  
**Interim Deputy Superintendent**

### Principal's Message

The School Accountability Report Card is to provide parents with information about our educational programs, academic achievement, materials, facilities, and staff.

Our mission is to provide every student with an educational foundation that will prepare them for higher education. Students will master critical academic and life skills in a safe learning environment that engages all students, fosters respect, reciprocal accountability and perseverance.

El Dorado will become an exceptional model for academic and behavioral excellence and promote a culture of daily celebration. We will develop a reputation as leaders for our collaborative efforts and commitment to providing all students with a high-quality, engaging learning environment that promotes the development of responsible and resourceful thinkers. Daily instructional time will provide students with academic freedom and fun and will be based on student centered goals. We are committed to developing school and community partnerships and will make all decisions based on student outcomes.

Our teachers provide instruction and assessment based on the California Common Core Standards and utilize the curriculum and resources adopted by the Stockton Unified School District as well as supplemental technology supported resources. The students at El Dorado Elementary School benefit from a number of programs and strategies designed to address their individual needs. We strive to provide all students with the optimal program that benefits their unique needs. We offer English language acquisition support, additional tutoring for at risk and our special needs population. We have a full time counselor and part-time therapist that provide support to students with their social-emotional development and attendance. Our support team focuses on restorative justices practices that teach our students valuable life lessons and keep them in school. Our staff is committed to working collaboratively with our parents and community to provide our students with an opportunity to grow academically, socially and emotionally.

We have a large library with books to support preschool to eighth grade students. Our health center operates from 9:00 am to 3:30 pm daily. We host several mobile computer labs that can be accessed in the classroom. All computers have supplemental and intervention programs available for students who require additional support in English Language Arts and Math.

We are focused on building our parent teacher association into a strong and important component of our school. It will be instrumental in helping us build a solid partnership with families, staff, and community members.

Kristin Buckenham, PRINCIPAL

## About the SARC

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 at (209) 933-7175 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	84
Grade 1	62
Grade 2	60
Grade 3	76
Grade 4	63
Grade 5	62
Grade 6	65
Grade 7	62
Grade 8	50
<b>Total Enrollment</b>	<b>584</b>

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17.6
American Indian or Alaska Native	3.8
Asian	2.9
Filipino	2.2
Hispanic or Latino	60.3
Native Hawaiian or Pacific Islander	0.2
White	10.3
Two or More Races	2.7
Socioeconomically Disadvantaged	92.3
English Learners	21.9
Students with Disabilities	9.2
Foster Youth	1.9

SOURCE: California Department of Education

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
El Dorado Elementary	13-14	14-15	15-16
With Full Credential	26	24	22
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1437
Without Full Credential	♦	♦	133
Teaching Outside Subject Area of Competence	♦	♦	12

SOURCE: This information is provided by the school district.

♦ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
El Dorado Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	1	0	3

\* "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.

SOURCE: This information is provided by the school district.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.6	2.4
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

\* 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.

SOURCE: California Department of Education

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	FOSS (Full Option Science System) Adopted in 2007  Earth Science Adopted in 2007  Life Science Adopted in 2007  Physical Science Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	K-5 Scott Foresman Adopted in 2006  6-8 Glencoe: Discovering Our Past Adopted in 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

El Dorado was built in 1977. It is currently undergoing modernization with the support of Measure C funds.

El Dorado School site has 25 classrooms to support our student population. We have a multipurpose room which supports our lunch program and school events. We had new heating and air conditioning units installed in 2008 and during the modernization in the 2009-2010 school year.

Our district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 6/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Multipurpose/kitchen: missing vent cover in kitchen,rips on walls I multipurpose. P-102: missing outlet cover rm 37: rips on walls. Internet connection hanging out of outlet, missing outlet cover. rm 5: rips on walls. rm 54: stained ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		P-102: missing outlet cover rm 37: rips on walls. Internet connection hanging out of outlet, missing outlet cover. rm 54: stained ceiling tiles.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	21	23	44
Math	13	17	33

\* 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.

**SOURCE: California Department of Education**

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	25	22	19	32	31	29	59	60	56

\* Results are for grades 5, 8, and 10. 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.

SOURCE: California Department of Education

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.30	26.20	9.80
7	25.80	25.80	14.50

\* 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.

SOURCE: California Department of Education

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	29
All Student at the School	19
Male	16
Female	22
Black or African American	0
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	21
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	18
Students Receiving Migrant Education Services	--
Foster Youth	--

\* 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.

SOURCE: California Department of Education

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	77	75	97.4	60	23	12	5
	4	64	62	96.9	60	23	13	5
	5	66	62	93.9	63	18	16	3
	6	62	60	96.8	48	32	20	0
	7	64	63	98.4	59	21	17	3
	8	61	58	95.1	43	28	17	12
Male	3	77	40	51.9	55	23	20	3
	4	64	31	48.4	65	13	19	3
	5	66	27	40.9	67	19	11	4
	6	62	26	41.9	62	23	15	0
	7	64	34	53.1	56	24	18	3
	8	61	36	59.0	61	25	8	6

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3	77	35	45.5	66	23	3	9
	4	64	31	48.4	55	32	6	6
	5	66	35	53.0	60	17	20	3
	6	62	34	54.8	38	38	24	0
	7	64	29	45.3	62	17	17	3
	8	61	22	36.1	14	32	32	23
Black or African American	3	77	13	16.9	62	31	8	0
	4	64	9	14.1	--	--	--	--
	5	66	14	21.2	71	29	0	0
	6	62	8	12.9	--	--	--	--
	7	64	6	9.4	--	--	--	--
	8	61	7	11.5	--	--	--	--
American Indian or Alaska Native	3	77	1	1.3	--	--	--	--
	4	64	5	7.8	--	--	--	--
	5	66	2	3.0	--	--	--	--
	6	62	2	3.2	--	--	--	--
	7	64	4	6.3	--	--	--	--
	8	61	4	6.6	--	--	--	--
Asian	3	77	3	3.9	--	--	--	--
	4	64	1	1.6	--	--	--	--
	5	66	2	3.0	--	--	--	--
	6	62	2	3.2	--	--	--	--
	7	64	3	4.7	--	--	--	--
	8	61	2	3.3	--	--	--	--
Filipino	3	77	3	3.9	--	--	--	--
	4	64	3	4.7	--	--	--	--
	5	66	1	1.5	--	--	--	--
	6	62	3	4.8	--	--	--	--
Hispanic or Latino	3	77	44	57.1	64	20	14	2
	4	64	36	56.3	61	25	11	3
	5	66	31	47.0	58	19	19	3
	6	62	40	64.5	48	30	23	0
	7	64	40	62.5	73	18	8	3
	8	61	38	62.3	37	39	13	11

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3	77	9	11.7	--	--	--	--
	4	64	5	7.8	--	--	--	--
	5	66	10	15.2	--	--	--	--
	6	62	5	8.1	--	--	--	--
	7	64	10	15.6	--	--	--	--
	8	61	3	4.9	--	--	--	--
Two or More Races	3	77	2	2.6	--	--	--	--
	4	64	2	3.1	--	--	--	--
	5	66	2	3.0	--	--	--	--
	8	61	4	6.6	--	--	--	--
Socioeconomically Disadvantaged	3	77	69	89.6	62	22	10	6
	4	64	61	95.3	61	23	13	3
	5	66	55	83.3	60	20	16	4
	6	62	58	93.5	47	33	21	0
	7	64	59	92.2	59	20	17	3
	8	61	56	91.8	45	29	16	11
Students with Disabilities	3	77	3	3.9	--	--	--	--
	4	64	5	7.8	--	--	--	--
	5	66	8	12.1	--	--	--	--
	6	62	10	16.1	--	--	--	--
	7	64	4	6.3	--	--	--	--
	8	61	10	16.4	--	--	--	--
Students Receiving Migrant Education Services	4	64	3	4.7	--	--	--	--
	5	66	1	1.5	--	--	--	--
	7	64	2	3.1	--	--	--	--
	8	61	2	3.3	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**SOURCE: California Department of Education**

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	<b>3</b>	77	75	97.4	64	25	8	3
	<b>4</b>	64	63	98.4	30	59	6	5
	<b>5</b>	66	63	95.5	65	24	10	0
	<b>6</b>	62	60	96.8	57	32	10	2
	<b>7</b>	64	63	98.4	57	25	11	5
	<b>8</b>	61	59	96.7	63	19	10	7
<b>Male</b>	<b>3</b>	77	40	51.9	45	40	13	3
	<b>4</b>	64	32	50.0	25	59	9	6
	<b>5</b>	66	28	42.4	64	25	7	0
	<b>6</b>	62	26	41.9	58	38	0	4
	<b>7</b>	64	34	53.1	47	29	12	9
	<b>8</b>	61	36	59.0	75	17	6	3
<b>Female</b>	<b>3</b>	77	35	45.5	86	9	3	3
	<b>4</b>	64	31	48.4	35	58	3	3
	<b>5</b>	66	35	53.0	66	23	11	0
	<b>6</b>	62	34	54.8	56	26	18	0
	<b>7</b>	64	29	45.3	69	21	10	0
	<b>8</b>	61	23	37.7	43	22	17	13
<b>Black or African American</b>	<b>3</b>	77	13	16.9	77	15	8	0
	<b>4</b>	64	9	14.1	--	--	--	--
	<b>5</b>	66	14	21.2	93	7	0	0
	<b>6</b>	62	8	12.9	--	--	--	--
	<b>7</b>	64	6	9.4	--	--	--	--
	<b>8</b>	61	7	11.5	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>3</b>	77	1	1.3	--	--	--	--
	<b>4</b>	64	5	7.8	--	--	--	--
	<b>5</b>	66	2	3.0	--	--	--	--
	<b>6</b>	62	2	3.2	--	--	--	--
	<b>7</b>	64	4	6.3	--	--	--	--
	<b>8</b>	61	4	6.6	--	--	--	--
<b>Asian</b>	<b>3</b>	77	3	3.9	--	--	--	--
	<b>4</b>	64	1	1.6	--	--	--	--
	<b>5</b>	66	2	3.0	--	--	--	--
	<b>6</b>	62	2	3.2	--	--	--	--
	<b>7</b>	64	3	4.7	--	--	--	--
	<b>8</b>	61	2	3.3	--	--	--	--



**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3	77	3	3.9	--	--	--	--
	4	64	3	4.7	--	--	--	--
	5	66	1	1.5	--	--	--	--
	6	62	3	4.8	--	--	--	--
Hispanic or Latino	3	77	44	57.1	64	25	9	2
	4	64	37	57.8	41	49	5	5
	5	66	32	48.5	56	28	16	0
	6	62	40	64.5	50	35	13	3
	7	64	40	62.5	68	20	10	3
	8	61	39	63.9	64	23	5	5
White	3	77	9	11.7	--	--	--	--
	4	64	5	7.8	--	--	--	--
	5	66	10	15.2	--	--	--	--
	6	62	5	8.1	--	--	--	--
	7	64	10	15.6	--	--	--	--
	8	61	3	4.9	--	--	--	--
Two or More Races	3	77	2	2.6	--	--	--	--
	4	64	2	3.1	--	--	--	--
	5	66	2	3.0	--	--	--	--
	8	61	4	6.6	--	--	--	--
Socioeconomically Disadvantaged	3	77	69	89.6	67	22	9	3
	4	64	61	95.3	30	61	7	3
	5	66	56	84.8	64	25	11	0
	6	62	58	93.5	55	33	10	2
	7	64	59	92.2	58	25	10	5
	8	61	56	91.8	64	18	11	5
Students with Disabilities	3	77	3	3.9	--	--	--	--
	4	64	5	7.8	--	--	--	--
	5	66	8	12.1	--	--	--	--
	6	62	10	16.1	--	--	--	--
	7	64	4	6.3	--	--	--	--
	8	61	10	16.4	--	--	--	--
Students Receiving Migrant Education Services	4	64	3	4.7	--	--	--	--
	5	66	1	1.5	--	--	--	--
	7	64	2	3.1	--	--	--	--
	8	61	2	3.3	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**SOURCE: California Department of Education**

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (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**

El Dorado School recognizes that parents and the community play an important role in the success and education of their students. We strive to provide our parents with a number of flexible and timely meetings with pertinent information regarding parent involvement, their child’s achievement and the school’s performance.

This includes, but is not limited to, the following:

- Yearly Title I and Curriculum information during our Back to School Night
- Parent Coffee Hours
- Monthly School Site Council (SSC) meetings
- English Learner Advisory Committee (ELAC) meetings
- School performance records and proficiency level expectations distributed after MAP results
- Communication from teacher, including: weekly take-home folders, quarterly report cards, and oral communication from teacher- such as phone contact
- Conference opportunities (at least two opportunities per year)
- Interaction during after-school functions
- PTA meetings
- Parent Workshops
- Wed-based information and Parentlink messages on school updates and daily attendance

El Dorado Elementary School has jointly developed with and distributed to parents of participating students, a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the California Common Core standards. The compact describes the following items in addition to items added by parents of Title I students.

- The administration’s responsibility to provide a safe and secure campus.
- The teacher’s responsibility to provide high-quality curriculum and instruction.
- The parent’s responsibility to support their child’s learning.
- The student’s responsibility to take an active role in their own education.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

**School Safety Plan**

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school’s custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, also called Readiness and Emergency Management for Schools (REMS), is updated annually and reviewed by all staff, helps to provide a secure, peaceful and clean environment for the school community. The school's REMS plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, campus safety assistant, teachers, site administrators and other school staff as assigned provide supervision for students before and during school. The playground is safe for all students and well supervised during recess time by certificated and classified staff. . All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	11.79	11.00	12.08
Expulsions Rate	0.14	0.00	0.13
District	2012-13	2013-14	2014-15
Suspensions Rate	10.96	10.09	9.39
Expulsions Rate	0.02	0.08	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

SOURCE: California Department of Education

#### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

SOURCE: California Department of Education

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	19	19	18	3	2	4		4	2			
1	28	20	20		2	2	3	2	2			
2	32	26	18		1	2	2	3	2			
3	31	31	22			1	2	3	3			
4	33	22	28		1			2	3	2		
5	31	27	31		1		2	2	2			
6	19	19	20	1	2	2	2	2	2			
Other		17			1							

SOURCE: California Department of Education

**Average Class Size and Class Size Distribution (Secondary)**

Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	23	20	23	2	1		1		1			
Math	27	31	16			1	6	1				
Science	27						4					
SS	30						1					

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

**SOURCE: California Department of Education**

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0.12
Nurse	0.2
Speech/Language/Hearing Specialist	0.25
Resource Specialist	1.2
Other	1.6
Average Number of Students per Staff Member	
Academic Counselor	

\* 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.

**SOURCE: This information is provided by the school district.**

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,802	\$43,165
Mid-Range Teacher Salary	\$60,551	\$68,574
Highest Teacher Salary	\$76,281	\$89,146
Average Principal Salary (ES)	\$105,299	\$111,129
Average Principal Salary (MS)		\$116,569
Average Principal Salary (HS)	\$111,870	\$127,448
Superintendent Salary	\$232,300	\$234,382
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**SOURCE: California Department of Education**

**Types of Services Funded**

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality

**Professional Development provided for Teachers**

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2014-2015 and two are planned for 2015-2016. Additionally, teachers at El Dorado School engage in a minimum of 1 full day of collaboration each quarter during the 2-15-2016 school year. These collaboration sessions will focus on Common Core grade level priority standards, development of common formative assessments, student outcomes with evidence, and continued development of and clarification of our shared vision of success. Onsite coaching is provided for all teachers.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5744.54	1445.79	4298.74	62983.19
District	♦	♦	4983.64	\$61,632
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-13.7	2.9
Percent Difference: School Site/ State			-8.3	-10.9

\* Cells with ♦ do not require data.

**SOURCE: Information is provided by the school district and California Department of Education.**

♦ no data required.

Title III Limited English Proficient Students  
Beginning Teacher Support and Assessment (BTSA)  
Extended Day Programs  
English Language Acquisition Program (ELAP)

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.