



De Laveaga Elementary School

1145 Morrissey Blvd. • Santa Cruz, CA 95065-1498 • (831) 429-3807 • Grades K-5

Angela Meeker, Principal

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (831) 429-3807.

A Message from the Principal

DeLaveaga Elementary School is located on the east side of Santa Cruz near DeLaveaga City Park. The highly skilled teaching staff has many years of professional experience. We celebrate a diverse world in which children's languages, cultures, talents and dreams, are fostered and valued. We support a strong, standards-based educational program supplemented by the arts and science, which enables all children to reach their potential.

DeLaveaga hosts a K-5 Spanish dual-immersion program. This academically rigorous program supports all students in achieving high levels of bilingual proficiency and literacy. Students in our program develop the language skills and cultural competence necessary to fully engage in the local community and in the greater multicultural world.

DeLaveaga has implemented a school wide research-based program, Positive Behavior Intervention and Supports (PBIS) which has enhanced our positive school climate. This year, DeLaveaga also implemented a schoolwide reading program that supports students with targeted intervention and enrichment opportunities.

Major Achievements

DeLaveaga students consistently score well on state-level testing. Student scores in English Language Arts and Mathematics are at or above the state average.

DeLaveaga's active Parent Teacher Club (PTC) raises more than \$70,000 annually to support classroom learning. The PTC provides additional music instruction for kindergarten through third grade as well as stipends for our teachers to facilitate a student council. All students receive weekly art instruction funded by a district parcel tax. Students in fourth and fifth grade receive music instruction weekly through the district's program.

A Certificate of Biliteracy, which recognizes language proficiency in both Spanish and English, was awarded to 23 of our 5th graders this year.

Focus for Improvement

Classroom teachers evaluate students' literacy and mathematics skills regularly. This information helps identify which students require additional services during the school day or after-school assistance. English Learners received extra support towards developing proficiency in reading, writing, listening and speaking.

Students in grades two through five also take the California standardized tests. Our Academic Performance Index (API) is based in part on these test results and provides a statewide measure of school progress. DeLaveaga students consistently perform well on state standardized tests and on local measures of student achievement.

Our current focus is on supporting students' proficiency in writing and math as we transition to the Common Core State Standards.

Leadership

This is Angela Meeker's first year as our principal. Prior to coming to DeLaveaga, Angela was the principal at Branciforte Middle School and a supervisor of teacher education at the University of California, Santa Cruz. She has over 15 years of classroom teaching experience.

DeLaveaga's teacher leadership team meets monthly to plan professional development and support grade level collaboration. Grade level teams meet monthly to analyze student data and make recommendations for best practices that are aligned with the district goals for student achievement. The School Site Council (SSC), Parent Teacher Club, and our English Language Advisory Committee (ELAC) play key roles in shaping our students' educational experience.

Opportunities for Parental Involvement

DeLaveaga parents are very involved in classrooms activities and field trips. Our School Site Council, approves the school's annual plan and budget. Parents also participate on the English Language Advisory Committee, which supports our English Learners, and the Parent Teacher Club.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	101
Gr. 1	112
Gr. 2	102
Gr. 3	108
Gr. 4	118
Gr. 5	96
Total	637

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.6
Asian	2.7
Filipino	1.1
Hispanic or Latino	40.8
Native Hawaiian/Pacific Islander	0.3
White	51.2
Two or More Races	2.5
Socioeconomically Disadvantaged	42.1
English Learners	27.8
Students with Disabilities	11.8

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	21.8	23.2	17	5	1	4	0	4	2	0	0	
Gr. 1	21.6	21.4	22	6	5	1	1	2	4	0	0	
Gr. 2	21.4	22.4	20	4	2	2	1	3	3	0	0	
Gr. 3	22.6	19.8	22	2	6	1	3	0	4	0	0	
Gr. 4	30	31	24	0	0	1	2	2	4	0	1	
Gr. 5	25.4	29.7	24	1	0	1	4	3	2	0	0	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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	2.08	0.0	1
Expulsions Rate	0	0.0	0.0
Districtwide	10-11	11-12	12-13
Suspensions Rate	1.86	1.47	4.4
Expulsions Rate	0	.08	0.8

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Accident rates on campus are very low. The staff works together to ensure that the site is safe, clean, and orderly. All visitors are expected to check in with the office and wear a name tag. With input from everyone involved in our school community, we revise our Safe School Plan annually. The School Site Council approved our current Safe School Plan, which includes emergency procedures, in February 2013.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 11/18/2013

We have added nine portable classrooms to the campus since 2004 to accommodate an increase in student population. The custodial staff maintains our buildings well, while district-level personnel handle larger projects. In recent years, we have upgraded the school's rest rooms, heating system, and interior walls, and installed new walkways. New windows and doors were installed in the summer of 2006. New roofing was completed in the summer of 2009. An additional kindergarten play structure was installed in the fall of 2009. In 2010–2011 selected portables were moved, and a courtyard with shade trees, tables, and a drinking fountain were added to improve supervision and enhance the aesthetics of the school site.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	One leaky sink.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	Four cabinets need to be anchored to wall.
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	37	38	36
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	132
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Teachers participate in monthly staff development activities to improve student performance. Professional development activities are planned and implemented by the teacher leadership team. This year, our leadership team focused on supporting student writing through aligning instruction with the Common Core State Standards.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	96.7	3.3
Districtwide		
All Schools	98.2	1.8
High-Poverty Schools	97.3	2.7
Low-Poverty Schools	100.0	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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Social/Behavioral or Career Development Counselor	.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.6
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	2.0
Other	0
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.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Our school uses specialized funding to provide extra instruction for students with specific needs. We currently use state and federal funds to provide additional reading support for students. Revenue from the local parcel tax funds teachers for our art and music programs. Our generous parent community also provides funding for learning assistants and music teachers.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,163	\$1,071	\$5,092	\$52,294
District	♦	♦	\$5,085	
State	♦	♦	\$5,537	
Percent Difference: School Site/District			0.1	-11.3
Percent Difference: School Site/ State			-6.7	

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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

Year and month in which data were collected: December 5, 2013

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	EnVision - Pearson Adopted 2008 Investigations - Pearson Adopted 2008
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	FOSS - Delta Education Adopted 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	History & Social Science - Pearson Adopted 2006

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	54	58	56	60	62	60	54	56	55
Math	64	64	62	67	68	67	49	50	50
Science	62	62	57	71	72	64	57	60	59
H-SS							48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	60	67	64	
All Student at the School	56	62	57	
Male	52	62	59	
Female	60	62	56	
Black or African American				
American Indian or Alaska Native				
Asian	82	91		
Filipino				
Hispanic or Latino	32	39	30	
Native Hawaiian/Pacific Islander				
White	71	75	73	
Two or More Races	82	82		
Socioeconomically Disadvantaged	33	38	33	
English Learners	15	25	7	
Students with Disabilities	35	33	27	
Students Receiving Migrant Education Services	8	8		

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. 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 results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.1	17.0	30.9

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	21	19	
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	9	44	
Native Hawaiian/Pacific Islander			
White	24	8	
Two or More Races			
Socioeconomically Disadvantaged	37	5	
English Learners	24	19	
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	4	5	6
Similar Schools	1	1	1

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		60.0

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State
All Students at the School	Students	1,436	4,655,989
	API-G	825	790
Black or African American	Students	18	296,463
	API-G	899	708
American Indian or Alaska Native	Students	11	30,394
	API-G	864	743
Asian	Students	51	406,527
	API-G	946	906
Filipino	Students	13	121,054
	API-G	817	867
Hispanic or Latino	Students	544	2,438,951
	API-G	698	744
Native Hawaiian/Pacific Islander	Students	2	25,351
	API-G		774
White	Students	747	1,200,127
	API-G	901	853
Two or More Races	Students	48	125,025
	API-G	901	824
Socioeconomically Disadvantaged	Students	653	2,774,640
	API-G	720	743
English Learners	Students	421	1,482,316
	API-G	662	721
Students with Disabilities	Students	244	527,476
	API-G	681	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	No
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	N/A