

# De Laveaga Elementary School

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

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Santa Cruz City Schools

405 Old San Jose Road  
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### District Governing Board

Sheila Coonerty

Deedee Perez-Granados

Jeremy Shonick

Alisun Thompson

Patricia Threet

Deborah Tracy-Proulx

Claudia Vestal

### District Administration

Kris Munro  
Superintendent

Angela Meeker  
Assistant Superintendent  
Educational Services

Jim Monreal  
Assistant Superintendent  
Business Services

Molly Parks  
Assistant Superintendent  
Human Resources

### School Description

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 schoolwide 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.

The Seal of Bilingual Proficiency, 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. English Learners received extra support toward 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 focus is on supporting students' proficiency in writing and math as we transition to the Common Core State Standards.

## Leadership

This is Jose Quevedo's first year as our principal. Prior to coming to DeLaveaga, Quevedo was the Assistant Principal at Branciforte Middle School and a supervisor of teacher education at the University of California, Santa Cruz. He 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.

## 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. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (831) 429-3807.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	127
Gr. 1	96
Gr. 2	113
Gr. 3	101
Gr. 4	111
Gr. 5	118
<b>Total</b>	<b>666</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	2.7
Filipino	0.9
Hispanic or Latino	42.2
Native Hawaiian/Pacific Islander	0.5
White	48.5
Two or More Races	3.8
Socioeconomically Disadvantaged	41.1
English Learners	24.0
Students with Disabilities	11.6

## 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			
De Laveaga Elementary School	12-13	13-14	14-15
Fully Credentialed	36	35	33
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	12-13	13-14	14-15
Fully Credentialed	◆	◆	33
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
De Laveaga Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	100.00	0.00
Districtwide		
All Schools	99.04	0.96
High-Poverty Schools	98.70	1.30
Low-Poverty Schools	100.00	0.00

\* 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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> 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
<b>Mathematics</b> 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
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	FOSS - Delta Education Adopted 2007
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	History & Social Science - Pearson Adopted 2006

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

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 restrooms, 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 (Most Recent Year)

Year and month in which data were collected: 11/12/2014

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		Numerous cabinets and bookcases are not anchored to walls, and many have items stacked on top of them.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Several classrooms have burned out bulbs and missing or damaged diffusers.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Four cabinets need to be anchored to wall.
<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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

#### 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	62	57	62	72	64	66	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

#### STAR 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		
	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
HSS							48	49	49

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	5	6	
Similar Schools	1	1	

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.8	27.8	18.3

\* 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.

#### 2013-14 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	66
All Student at the School	62
Male	65
Female	58
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	29
Native Hawaiian/Pacific Islander	
White	83
Two or More Races	
Socioeconomically Disadvantaged	33
English Learners	4
Students with Disabilities	43
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

#### 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			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## 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

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

To become more involved, please call or visit the school office - (831) 429-3807

### 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

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.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	3.0	0.6	0.1
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.3	0.3	0.2
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
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		75.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.6
Social Worker	0
Nurse	.25
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	23.2	17	21	1	4	2	4	2	4	0		
Gr. 1	21.4	22	19	5	1	4	2	4	1	0		
Gr. 2	22.4	20	23	2	2		3	3	5	0		
Gr. 3	19.8	22	20	6	1	3	0	4	2	0		
Gr. 4	31	24	22	0	1	2	2	4	3	1		
Gr. 5	29.7	24	24	0	1	1	3	2	4	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 rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
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/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,817	\$953	\$4,864	\$62,370
District	♦	♦	\$5,085	
State	♦	♦	\$4,690	
Percent Difference: School Site/District			-4.3	-11.3
Percent Difference: School Site/ State			3.7	

**Types of Services Funded at De Laveaga Elementary School**

Our school uses specialized funding to provide extra instruction for students with specific needs. We 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.

**Professional Development provided for Teachers at De Laveaga Elementary School**

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 proficiency in math through aligning instruction with the Common Core State Standards.