

De Laveaga Elementary School

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

Jose Quevedo, Principal
jquevedo@sccs.net
delaveaga.sccs.net

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



Santa Cruz City Schools

405 Old San Jose Road
Soquel, CA 95073
(831) 429-3410

www.sccs.santacruz.k12.ca.us

District Governing Board

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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. DeLaveaga continues to implement Walk To Read, a schoolwide reading program that supports students with targeted intervention and enrichment opportunities to our students in both the dual immersion bilingual program (grades K-2nd in Spanish) and our mainstream program (K-5th in English).

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 third through fifth grade receive music instruction weekly through the district's program.

The Biliteracy Awards, which recognizes language proficiency in both Spanish and English, was awarded to 30 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 three through five also take the California Assessment of Student Performance and Progress tests. This assessment 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 implement the Common Core State Standards.

Leadership

This is Jose Quevedo's second year as our principal. Prior to coming to DeLaveaga, Mr. Quevedo was the Assistant Principal at Branciforte Middle School for four years and has over 14 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

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 (831) 429-3807 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	142
Grade 1	93
Grade 2	100
Grade 3	111
Grade 4	107
Grade 5	97
Total Enrollment	650

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	2.9
Filipino	0.6
Hispanic or Latino	39.1
Native Hawaiian or Pacific Islander	0.5
White	52.3
Two or More Races	2.9
Socioeconomically Disadvantaged	41.7
English Learners	22
Students with Disabilities	11.8
Foster Youth	0.3

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	13-14	14-15	15-16
With Full Credential	35	33	30
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	13-14	14-15	15-16
With Full Credential	♦	♦	30
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
De Laveaga Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	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

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	100.0	0.0
Districtwide		
All Schools	98.0	2.0
High-Poverty Schools	98.7	1.4
Low-Poverty Schools	96.0	4.0

* 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.

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

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 1, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	EnVision - Pearson Aopted 2008 Investigations - Pearson Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	FOSS - Delta Education Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History & Social Science - Pearson Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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: 10/12/2015				
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			Numerous cabinets and bookcases are not anchored to walls, and many have items stacked on top of them.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X	
Electrical: Electrical			X	Several classrooms have burned out bulbs and missing or damaged diffusers.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Items are being stored on top of tall unsecured cabinets. Several bulbs need to be replaced.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/12/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		
Overall Rating	Exemplary	Good	Fair	Poor
			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	53	54	44
Math	44	46	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.

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	57	61	64	64	66	66	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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.80	20.00	29.40

* 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.

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	66
All Student at the School	64
Male	53
Female	79
Asian	--
Hispanic or Latino	53
White	70
Two or More Races	--
Socioeconomically Disadvantaged	22
English Learners	14
Students with Disabilities	36
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.

**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	113	109	96.5	31	26	24	19
	4	107	104	97.2	22	19	32	26
	5	100	99	99.0	22	20	35	22
Male	3		45	39.8	24	33	27	16
	4		50	46.7	22	24	30	22
	5		55	55.0	27	24	35	15
Female	3		64	56.6	36	20	22	22
	4		54	50.5	22	15	33	30
	5		44	44.0	16	16	36	32
Black or African American	4		1	0.9	--	--	--	--
American Indian or Alaska Native	4		1	0.9	--	--	--	--
Asian	3		3	2.7	--	--	--	--
	4		6	5.6	--	--	--	--
	5		4	4.0	--	--	--	--
Filipino	3		2	1.8	--	--	--	--
	4		2	1.9	--	--	--	--
Hispanic or Latino	3		49	43.4	53	29	10	8
	4		40	37.4	45	20	25	8
	5		42	42.0	33	24	29	14
Native Hawaiian or Pacific Islander	3		1	0.9	--	--	--	--
White	3		52	46.0	13	23	33	31
	4		50	46.7	8	18	38	36
	5		49	49.0	14	18	39	29
Two or More Races	3		2	1.8	--	--	--	--
	4		4	3.7	--	--	--	--
	5		4	4.0	--	--	--	--
Socioeconomically Disadvantaged	3		55	48.7	49	33	16	2
	4		39	36.4	51	28	13	5
	5		37	37.0	41	38	16	5
English Learners	3		32	28.3	78	19	3	0
	4		15	14.0	73	20	0	0
	5		14	14.0	71	21	7	0
Students with Disabilities	3		12	10.6	67	25	8	0
	4		14	13.1	71	7	21	0
	5		18	18.0	61	6	33	0

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
Students Receiving Migrant Education Services	3		5	4.4	--	--	--	--
	4		4	3.7	--	--	--	--
	5		3	3.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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.

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
All Students	3	113	108	95.6	32	23	24	20
	4	107	104	97.2	17	37	20	25
	5	100	99	99.0	25	33	20	21
Male	3		45	39.8	20	24	36	20
	4		50	46.7	18	38	20	22
	5		55	55.0	29	31	20	20
Female	3		63	55.8	41	22	16	21
	4		54	50.5	17	35	20	28
	5		44	44.0	20	36	20	23
Black or African American	4		1	0.9	--	--	--	--
American Indian or Alaska Native	4		1	0.9	--	--	--	--
Asian	3		3	2.7	--	--	--	--
	4		6	5.6	--	--	--	--
	5		4	4.0	--	--	--	--
Filipino	3		2	1.8	--	--	--	--
	4		2	1.9	--	--	--	--
Hispanic or Latino	3		49	43.4	47	22	22	8
	4		40	37.4	33	48	8	10
	5		42	42.0	45	26	12	17
Native Hawaiian or Pacific Islander	3		1	0.9	--	--	--	--
White	3		51	45.1	20	25	24	31
	4		50	46.7	6	34	30	30
	5		49	49.0	12	37	24	27

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
Two or More Races	3		2	1.8	--	--	--	--
	4		4	3.7	--	--	--	--
	5		4	4.0	--	--	--	--
Socioeconomically Disadvantaged	3		55	48.7	51	24	20	5
	4		39	36.4	41	41	10	5
	5		37	37.0	54	24	19	3
English Learners	3		32	28.3	59	25	16	0
	4		15	14.0	60	33	0	0
	5		14	14.0	79	14	7	0
Students with Disabilities	3		12	10.6	67	17	17	0
	4		14	13.1	50	43	0	7
	5		18	18.0	56	22	17	6
Students Receiving Migrant Education Services	3		5	4.4	--	--	--	--
	4		4	3.7	--	--	--	--
	5		3	3.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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.

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 which helps plan and provides funding for different enrichment opportunities for our students.

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 2015.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	0.59	0.14	0.88
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	0.32	0.16	0.41
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2015-2016
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75.0	

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	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	20	21	23	3	2		2	4	7			
1	23	19	22		4		4	1	3			
2	20	23	22	2		1	3	5	4			
3	22	20	22	1	3		4	2	5			
4	26	31	28				4	3	2			
5	27	27	25				3	5	6	1		
Other	21						1					

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)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.6
Social Worker	.2
Nurse	.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

Professional Development provided for Teachers

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 and language arts through aligning instruction with the Common Core State Standards.

FY 2013-14 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/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,455	\$283	\$5,172	\$67,024
District	♦	♦	\$5,132	
State	♦	♦	\$5,348	
Percent Difference: School Site/District			0.8	-11.3
Percent Difference: School Site/ State			-3.3	

* Cells with ♦ do not require data.

Types of Services Funded

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.

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.