



# De Laveaga Elementary School

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

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



**Santa Cruz City Schools**  
405 Old San Jose Road  
Soquel, CA 95073  
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### District Governing Board

Sheila Coonerty  
Deedee Perez-Granados  
Cynthia Ranii  
Jeremy Shonick  
Patricia Threet  
Deborah Tracy-Proulx  
Claudia Vestal

### District Administration

Kris Munro  
**Superintendent**  
Frank Wells  
**Assistant Superintendent  
Educational Services**  
  
Patrick Gaffney  
**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 Two Way 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.

This year DeLaveaga has adopted Eureka Math, a new curriculum that is well aligned with the Common Core State Standards. We have also continued to implement 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 Two Way Immersion program (grades K-2nd in Spanish) and our mainstream program (K-5th in English). Because we have expanded our technology capacity, our students are accessing web-based support and reinforcement using our Google Chromebooks.

### 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. Our school has also received the Gold Ribbon Award from the State of California Department of Education for our Response to Intervention Program that supports students in both English and Spanish.

DeLaveaga’s has an active Parent Teacher Club (PTC) that raises more than \$90,000 annually to support classroom learning. The PTC provides additional music/dance 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 Bilingual 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 third 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	114
Grade 1	94
Grade 2	109
Grade 3	88
Grade 4	90
Grade 5	107
<b>Total Enrollment</b>	<b>602</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0
Asian	3.3
Filipino	0.5
Hispanic or Latino	38.5
Native Hawaiian or Pacific Islander	0.7
White	52.5
Two or More Races	2.7
Socioeconomically Disadvantaged	35.5
English Learners	23.6
Students with Disabilities	14.6
Foster Youth	0.5

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
De Laveaga Elementary School	15-16	16-17	17-18
<b>With Full Credential</b>	30	31	31
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	1
Santa Cruz City Schools	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	370
<b>Without Full Credential</b>	♦	♦	2
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at this School			
De Laveaga Elementary School	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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: November 21, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001  <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>	Eureka Math Adopted 2016  <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 - Delta Education Adopted 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>	History & Social Science - Pearson Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

### 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: 11/21/2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			LIBRARY: HEATER IS NOT WORKING / BLUE CABINET NOT ANCHORED / NEED TO MOVE FIRE EXTINGUISHER FROM MIDDLE OF THE ROOM TO BACK DOOR, BRACKET UPSIDE DOWN RM 13: HEATER IS NOT WORKING / ITEMS STACKED ON CABINETS / FIRE EXTINGUISHER BRACKET UPSIDE DOWN RM 14: HEATERS IS NOT WORKING / FIRE EXTINGUISHER BRACKET UPSIDE DOWN RM 24: A/C BOX IS BROKEN / STACKED ITEMS ON SHELVES RM 26: AIR VENT IS MISSING / ITEMS STACKED ON CABINETS
<b>Interior:</b> Interior Surfaces	X			BOYS BLOCK: RUSTY PANELS, SIGNLE TOILET STALL LITTLE THEATER: CARPET ON STEPS NEED TO BE REPLACED SHARED SPACE: VERY CLUTTERED / ITEMS STACKED EVERYWHERE
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation			X	10 KKC: ITEMS STACKED ON CABINET AND REFRIGERATOR LIBRARY: HEATER IS NOT WORKING / BLUE CABINET NOT ANCHORED / NEED TO MOVE FIRE EXTINGUISHER FROM MIDDLE OF THE ROOM TO BACK DOOR, BRACKET UPSIDE DOWN PHYCOLOGY OFFICE: TALL CABINET NOT ANCHORED DOWN / 1 BULBS OUT RM 1: ITEMS STACKED ON CABINET RM 12: SHELF AND TALL CABINET NOT ANCHORED DOWN, ITEMS STACKED ON BOOKSHELF AND CABINET / FIRE EXTINGUISHER BRACKET UPSIDE DOWN RM 13: HEATER IS NOT WORKING / ITEMS STACKED ON CABINETS / FIRE EXTINGUISHER BRACKET UPSIDE DOWN RM 15: ITEMS STACKED ON CABINETS / 1 LIGHT BULB OUT / FIRE EXTINGUISHER BRACKET UPSIDE DOWN RM 19: ITEMS STACKED ON CABINET / 1 LIGHT OUT AND 2 DIFFUSERS MISSING RM 2: TALL BOOK SHELF, MIDDLE WALL NOT ANCHORED DOWN, ITEMS STACKED ON SHELVES RM 20: ITEMS STACKED ON CABINET / 1 LIGHT OUT AND 1 DIFFUSER MISSING / FOUNTAIN DOES NOT WORK RM 24: A/C BOX IS BROKEN / STACKED ITEMS ON SHELVES RM 26: AIR VENT IS MISSING / ITEMS STACKED ON CABINETS RM 27: ITEMS STACKED ON CABINETS RM 28: ITEMS STACKED ON CABINETS / BLINDS IN FRONT NEED TO BE REPLACED RM 3: ITEMS STACKED ON SHELVES

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/21/2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				RM 30: BOOKCASE BY DOOR NOT ANCHORED DOWN, ITEMS STACKED ON CABINET RM 32: TWO WOODEN CABINETS AND TWO METAL SHELVES NOT ANCHORED DOWN, ITEMS STACK ON TOP / SINK WITH FOUR FAUCETS, THREE VERY LOOSE AND TWO NOT WORKING HOOKED UP AT ALL, NOT WORKING RM 33: LOTS OF CLUTTER, BOOKCASE BY DOOR NEEDS TO BE ANCHORED DOWN, ITEMS STACKED ON SHELVES / RIGHT NOW DOESN'T CLOSE RM 34: BOOKCASE UNDER TV NOT ANCHORED DOWN / 1 LIGHT BULB OUT RM 35: TALL CABINET IN THE BACK OF THE ROOM NEEDS TO BE ANCHORED DOWN, ITEMS STACKED ON CABINET / THREE LIGHT BULBS OUT / FOUNTAIN NEEDS TO BE TURNED, SPRAYS ON COUNTER RM 4: BOOKSHELF BEHIND TEACHERS DESK IS NOT ANCHORED, ITEMS STACKED ON TOP / FIRE EXTINGUISHER NOT HUNG BY EXIT RM 5: TALL BOOKSHELF BEHIND TEACHER DESK NOT ANCHORED, ITEMS STACKED ON TOP OF CABINETS / DIFFUSER MISSING RM 6: POTTED PLANTS, ETC ON TOP OF CABINET AND BOOKSHELF RM 7: ITEMS STACKED ON CABINETS / FIRE EXTINGUISHER TOO HIGH AND BRACKET UPSIDE DOWN RM 8: ITEMS STACKED ON CABINET RM 9: ITEMS STACKED ON CABINET / ONE LIGHT BULB OUT SHARED SPACE RM 1/2/3: ITEMS STACKED ON SHELVES SHARED SPACE RM 13-18: ITEMS STACKED ON CABINETS / 1 LIGHT BULB OUT SHARED SPACE RM 19/20: TALL BOOK SHELF AND TALL CABINET NOT ANCHORED DOWN AND ITEMS STACKED ON TOP SHARED SPACE RM 22/21: ITEMS STACKED ON TALL SHELVES SHARED SPACE RM 7/8/9: RED CABINET NOT ANCHORED, ITEMS STACKED ON TOP / DIFFUSER MISSING SHARED SPACE: VERY CLUTTERED / ITEMS STACKED EVERYWHERE SPEECH RM: TALL BOOKSHELF NOT ANCHORED TO WALL

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/21/2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical			X	PHYCOLOGY OFFICE: TALL CABINET NOT ANCHORED DOWN / 1 BULBS OUT RM 13: HEATER IS NOT WORKING / ITEMS STACKED ON CABINETS / FIRE EXTINGUISHER BRACKET UPSIDE DOWN RM 15: ITEMS STACKED ON CABINETS / 1 LIGHT BULB OUT / FIRE EXTINGUISHER BRACKET UPSIDE DOWN RM 17: THREE LIGHTS BULBS OUT / WINDOW WILL NOT OPEN RM 18: 1 LIGHT BULB OUT RM 19: ITEMS STACKED ON CABINET / 1 LIGHT OUT AND 2 DIFFUSERS MISSING RM 20: ITEMS STACKED ON CABINET / 1 LIGHT OUT AND 1 DIFFUSER MISSING / FOUNTAIN DOES NOT WORK RM 34: BOOKCASE UNDER TV NOT ANCHORED DOWN / 1 LIGHT BULB OUT RM 35: TALL CABINET IN THE BACK OF THE ROOM NEEDS TO BE ANCHORED DOWN, ITEMS STACKED ON CABINET / THREE LIGHT BULBS OUT / FOUNTAIN NEEDS TO BE TURNED, SPRAYS ON COUNTER RM 5: TALL BOOKSHELF BEHIND TEACHER DESK NOT ANCHORED, ITEMS STACKED ON TOP OF CABINETS / DIFFUSER MISSING RM 9: ITEMS STACKED ON CABINET / ONE LIGHT BULB OUT SHARED SPACE RM 13-18: ITEMS STACKED ON CABINETS / 1 LIGHT BULB OUT SHARED SPACE RM 7/8/9: RED CABINET NOT ANCHORED, ITEMS STACKED ON TOP / DIFFUSER MISSING STAFF OFFICE: 1 LIGHT BULB OUT / BLINDS ARE BROKEN
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			GIRLS BLOCK: FAUCET IS BROKEN GIRLS LOWER RESTROOM: FAUCET WILL NOT STAY ON RM 16: SINK IS CLOGGED / FIRE EXTINGUISHER BRACKET UPSIDE DOWN RM 20: ITEMS STACKED ON CABINET / 1 LIGHT OUT AND 1 DIFFUSER MISSING / FOUNTAIN DOES NOT WORK RM 32: TWO WOODEN CABINETS AND TWO METAL SHELVES NOT ANCORED DOWN, ITEMS STACK ONTOP / SINK WITH FOUR FAUCETS, THREE VERY LOOSE AND TWO NOT WORKING HOOKED UP AT ALL, NOT WORKING RM 35: TALL CABINET IN THE BACK OF THE ROOM NEEDS TO BE ANCHORED DOWN, ITEMS STACKED ON CABINET / THREE LIGHT BULBS OUT / FOUNTAIN NEEDS TO BE TURNED, SPRAYS ON COUNTER

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/21/2016**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Safety:</b> Fire Safety, Hazardous Materials		X			LIBRARY: HEATER IS NOT WORKING / BLUE CABINET NOT ANCHORED / NEED TO MOVE FIRE EXTINGUISHER FROM MIDDLE OF THE ROOM TO BACK DOOR, BRACKET UPSIDE DOWN RM 12: SHELF AND TALL CABINET NOT ANCHORED DOWN, ITEMS STACKED ON BOOKSHELF AND CABINET / FIRE EXTINGUISHER BRACKET UPSIDE DOWN RM 13: HEATER IS NOT WORKING / ITEMS STACKED ON CABINETS / FIRE EXTINGUISHER BRACKET UPSIDE DOWN RM 14: HEATERS IS NOT WORKING / FIRE EXTINGUISHER BRACKET UPSIDE DOWN RM 15: ITEMS STACKED ON CABINETS / 1 LIGHT BULB OUT / FIRE EXTINGUISHER BRACKET UPSIDE DOWN RM 16: SINK IS CLOGGED / FIRE EXTINGUISHER BRACKET UPSIDE DOWN RM 23: NO FIRE EXTINGUISHER IN ROOM RM 4: BOOKSHELF BEHIND TEACHERS DESK IS NOT ANCHORED, ITEMS STACKED ON TOP / FIRE EXTINGUISHER NOT HUNG BY EXIT RM 7: ITEMS STACKED ON CABINETS / FIRE EXTINGUISHER TOO HIGH AND BRACKET UPSIDE DOWN
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			RM 17: THREE LIGHTS BULBS OUT / WINDOW WILL NOT OPEN RM 22: LOWER WINDOWS NEED FROST OR BLINDS RM 28: ITEMS STACKED ON CABINETS / BLINDS IN FRONT NEED TO BE REPLACED RM 33: LOTS OF CLUTTER, BOOKCASE BY DOOR NEEDS TO BE ANCHORED DOWN, ITEMS STACKED ON SHELVES / RIGHT NOW DOESN'T CLOSE STAFF OFFICE: 1 LIGHT BULB OUT / BLINDS ARE BROKEN
<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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	52	54	55	53	48	48
Math	50	47	48	45	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	103	96	93.2	69.8
Male	52	48	92.3	72.9
Female	51	48	94.1	66.7
Hispanic or Latino	39	37	94.9	37.8
White	51	48	94.1	87.5
Socioeconomically Disadvantaged	35	32	91.4	31.3
English Learners	16	14	87.5	
Students with Disabilities	19	15	79.0	40.0

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	64	70	66	69	56	54

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.9	20	28.6

\* 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.



**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	286	279	97.55	54.48
<b>Male</b>	150	146	97.33	49.32
<b>Female</b>	136	133	97.79	60.15
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	11	11	100	81.82
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	118	116	98.31	32.76
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	139	134	96.4	72.39
<b>Two or More Races</b>	11	11	100	45.45
<b>Socioeconomically Disadvantaged</b>	102	101	99.02	28.71
<b>English Learners</b>	77	77	100	20.78
<b>Students with Disabilities</b>	47	46	97.87	32.61
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	286	279	97.55	46.95
Male	150	146	97.33	48.63
Female	136	133	97.79	45.11
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	72.73
Filipino	--	--	--	--
Hispanic or Latino	118	116	98.31	31.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	139	134	96.4	58.96
Two or More Races	11	11	100	45.45
Socioeconomically Disadvantaged	102	101	99.02	20.79
English Learners	77	77	100	18.18
Students with Disabilities	47	46	97.87	32.61
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2017-18)

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 State priority: School Climate (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 2017.

**Suspensions and Expulsions**

School	2014-15	2015-16	2016-17
Suspensions Rate	0.9	1.1	0.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.4	0.6	0.3
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

**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.

2017-18 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	

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	.4
Social Worker	.2
Nurse	.25
Speech/Language/Hearing Specialist	1
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.

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

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	21	23		3		7	3	5			
1	22	22	22		2	1	3	3	3			
2	22	22	23	1	1		4	3	5			
3	22	20	22		3		5	2	4			
4	28	28	30				2	2	1			
5	25	27	28				6	6	6			

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

**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. In addition, teachers participated in district-wide grade level professional development in Eureka math.

FY 2015-16 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/).

### 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,171	\$1,033	\$6,138	\$76,385
District	♦	♦	\$6,111	
State	♦	♦	\$6,574	
Percent Difference: School Site/District			0.4	-11.3
Percent Difference: School Site/ State			-6.6	

\* Cells with ♦ do not require data.