

# San Altos Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.



### Larry Buchanan, Principal

Principal, San Altos Elementary

#### About Our School

San Altos Elementary School is located in the southwest corner of the Lemon Grove School District. The school consists of grades TK-6 plus three Preschool Special Day Classes: one Mild/Moderate and two Moderate/Severe. The Lemon Grove School District's Extended Day Program collaborates with and offers services in the form of a Before School Program and an After School Program. Services provided are enrichment and academic. It is our mission to see that all students maximize their learning potential and accelerate the use of 21st century tools in an environment that fosters physically, emotionally, and socially healthy choices. San Altos is in the second year of a five year process of becoming a school of technology. All rooms are equipped with Promethean Boards, docucams, and one-to-one laptops for students. Teachers have received training in online and blended teaching and learning and in the Google suite of products. Teachers continue to receive professional development for various online resources.

#### Contact

*San Altos Elementary*  
1750 Madera St.  
Lemon Grove, CA 91945-2515

Phone: 619-825-5621  
E-mail: [lbuchan@lgsd.k12.ca.us](mailto:lbuchan@lgsd.k12.ca.us)

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Lemon Grove
<b>Phone Number</b>	(619) 825-5600
<b>Superintendent</b>	Ernest Anastos
<b>E-mail Address</b>	<a href="mailto:eanasto@lgsd.k12.ca.us">eanasto@lgsd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.lgsd.k12.ca.us">http://www.lgsd.k12.ca.us</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	San Altos Elementary
<b>Street</b>	1750 Madera St.
<b>City, State, Zip</b>	Lemon Grove, Ca, 91945-2515
<b>Phone Number</b>	619-825-5621
<b>Principal</b>	Larry Buchanan, Principal
<b>E-mail Address</b>	<a href="mailto:lbuchan@lgsd.k12.ca.us">lbuchan@lgsd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	37682056038657

*Last updated: 1/25/2017*

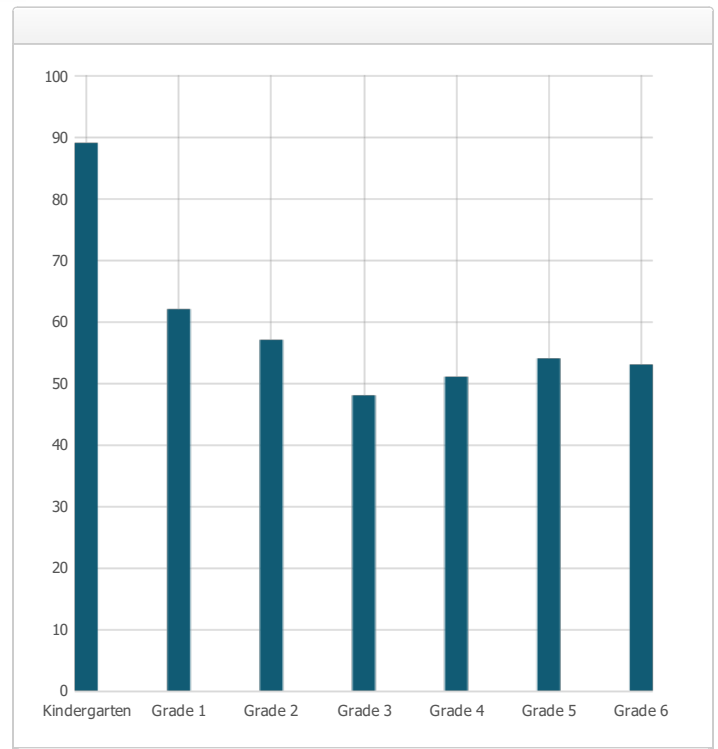
### School Description and Mission Statement (School Year 2016-17)

San Altos Elementary School is located in the southwest corner of the Lemon Grove School District. The school consists of grades TK-6 plus three Preschool Special Day Classes: one Mild/Moderate and two Moderate/Severe. The Lemon Grove School District's Extended Day Program collaborates with and offers services in the form of a Before School Program and an After School Program. Services provided are enrichment and academic. It is our mission to see that all students maximize their learning potential and accelerate the use of 21st century tools in an environment that fosters physically, emotionally, and socially healthy choices. San Altos is in the second year of a five year process of becoming a school of technology. All rooms are equipped with Promethean Boards, docucams, and one-to-one laptops for students. Teachers have received training in online and blended teaching and learning and in the Google suite of products. Teachers continue to receive professional development for various online resources.

*Last updated: 1/25/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	89
Grade 1	62
Grade 2	57
Grade 3	48
Grade 4	51
Grade 5	54
Grade 6	53
<b>Total Enrollment</b>	<b>414</b>

*Last updated: 1/25/2017***Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	11.1 %
American Indian or Alaska Native	1.9 %
Asian	5.3 %
Filipino	1.2 %
Hispanic or Latino	58.2 %
Native Hawaiian or Pacific Islander	1.9 %
White	11.6 %
Two or More Races	8.7 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.0 %
English Learners	27.1 %
Students with Disabilities	11.6 %
Foster Youth	0.5 %

*Last updated: 1/25/2017*

## A. Conditions of Learning

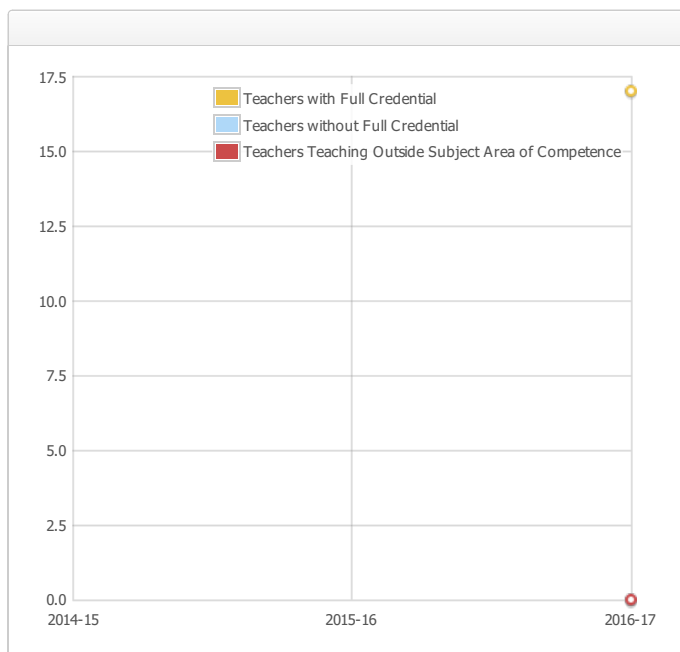
### State Priority: Basic

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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential			17	154
Without Full Credential			0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	0



Last updated: 1/31/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "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.

Last updated: 1/25/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: 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.

*Last updated: 1/25/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan-McGraw Hill "Treasures"	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt "Go Math"	Yes	0.0 %
Science	Harcourt	Yes	0.0 %
History-Social Science	Houghton Mifflin Harcourt	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/25/2017*

## School Facility Conditions and Planned Improvements

Below is information about the safety, cleanliness, and adequacy of school facilities, including the condition of cleanliness of the school grounds, buildings, and restrooms. The District provides services through its Facilities, Maintenance, Operations, Transportation (FMOT) department. The FMOT staff ensures all schools are clean, safe, and functional for students and staff by utilizing the Facilities Inspection Tool (FIT) and its work order system. Projects requiring additional funding support are determined by the Long Range Facilities Master Plan, the Local Control Accountability Plan, and guidance by our Business office.

*Last updated: 1/26/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Ongoing maintenance and repairs; work orders; replaced section of sewer line by contractors 8/2016
Interior: Interior Surfaces	Fair	Ongoing maintenance and repairs; work orders
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Ongoing maintenance and repairs; work orders; Ongoing maintenance and repairs; work orders; professional services contracted for monthly kitchen and auditorium control of vermin
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/Doors/Gates/Fences		

## Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating
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*Last updated: 1/26/2017*

## 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.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	43.0%	39.0%	34.0%	41.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	34.0%	24.0%	27.0%	31.0%	34.0%	36.0%

Note: 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.

*Last updated: 1/30/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	52	51	98.1%	33.3%
Male	28	28	100.0%	28.6%
Female	24	23	95.8%	39.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	29	96.7%	27.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	42	97.7%	33.3%
English Learners	15	14	93.3%	14.3%
Students with Disabilities	11	11	100.0%	18.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 1/30/2017*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	52	52	100.0%	34.6%
Male	27	27	100.0%	33.3%
Female	25	25	100.0%	36.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	33	100.0%	27.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.0%	34.2%
English Learners	14	14	100.0%	28.6%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/30/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	55	52	94.6%	50.0%
Male	27	25	92.6%	56.0%
Female	28	27	96.4%	44.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	32	97.0%	65.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	36	92.3%	41.7%
English Learners	17	16	94.1%	37.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/30/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	54	52	96.3%	38.5%
Male	32	31	96.9%	29.0%
Female	22	21	95.5%	52.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	27	96.4%	29.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	36	97.3%	33.3%
English Learners	19	18	94.7%	33.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/30/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	52	52	100.0%	30.8%
Male	28	28	100.0%	21.4%
Female	24	24	100.0%	41.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	30	100.0%	26.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.0%	32.6%
English Learners	15	15	100.0%	20.0%
Students with Disabilities	11	11	100.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 1/30/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	52	52	100.0%	34.6%
Male	27	27	100.0%	44.4%
Female	25	25	100.0%	24.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	33	100.0%	27.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.0%	36.8%
English Learners	14	14	100.0%	14.3%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/30/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	55	53	96.4%	15.1%
Male	27	26	96.3%	19.2%
Female	28	27	96.4%	11.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	32	97.0%	15.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	37	94.9%	10.8%
English Learners	17	17	100.0%	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/30/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	54	53	98.2%	15.1%
Male	32	32	100.0%	12.5%
Female	22	21	95.5%	19.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	28	100.0%	10.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.0%	10.8%
English Learners	19	19	100.0%	10.5%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/30/2017*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/30/2017*



**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 1/30/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	57.0%	35.0%	28.0%	48.0%	52.0%	48.0%	60.0%	56.0%	54.0%

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.

*Last updated: 1/30/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	55	53	96.4%	28.3%
Male	27	26	96.3%	30.8%
Female	28	27	96.4%	25.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	32	97.0%	34.4%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	37	94.9%	24.3%
English Learners	17	17	100.0%	11.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: 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.

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.

*Last updated: 1/30/2017*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	38.9%	24.1%	11.1%
7	0.0%	0.0%	0.0%

Note: 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.

*Last updated: 1/30/2017*

## 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 2016-17)

Opportunities for parent involvement include the following:

- Classroom Volunteers
- Office Volunteers
- PTA Board/Activities
- School Site Council Parent Representative
- English Learner Advisory Committee
- Participation in Back-to-School Night/Open House
- School-wide events such as Book Fair, Simple Acts of Care and Kindness (SACK) Awards, Fall Festival, Creative Crafts Night, and Science Night.
- Parent Workshop

Please contact Principal Larry Buchanan for opportunities to be involved in one of our organized parent groups or to learn more about volunteering at San Altos school.

### State Priority: Pupil Engagement

*Last updated: 1/25/2017*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

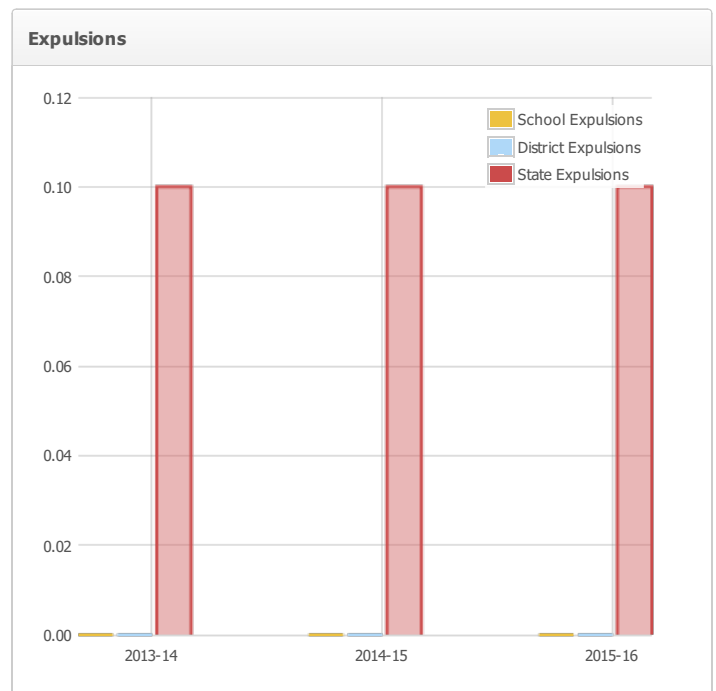
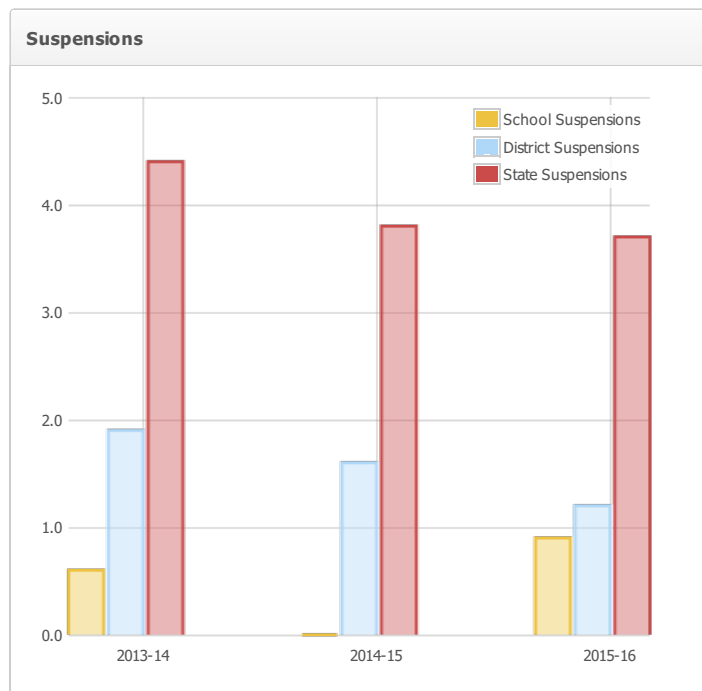
# State Priority: School Climate

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

## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.6	0.0	0.9	1.9	1.6	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/25/2017

## School Safety Plan (School Year 2016-17)

The School Safety Plan was revised in October 2016 with guidance from our District’s Safety Coordinator and San Altos’ Safety Committee. The plan was reviewed by the Staff and the School Site Council in January 2017. The plan will be reviewed again in the Fall of 2017. Major components include a summary of relevant board policies and regulations, school rules, and current strategies and activities. Our goal is to work together to create an environment for students that is safe and conducive to learning. Our school’s Comprehensive School Safety Plan provides a blueprint for ensuring everyone at San Altos remain safe and free from threats and harm.

Last updated: 1/25/2017

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/25/2017

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

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.0	0	4	0	21.0	2	3	0	20.6	1	3	0
1	23.0	0	1	0	29.0	0	2	0	19.5	1	2	0
2	28.0	0	2	0	24.0	0	2	0	17.8	2	1	0
3	32.0	0	2	0	24.0	0	2	0	24.3	1	1	0
4	23.0	1	0	1	33.0	0	0	1	27.3	1	0	1
5	38.0	0	0	2	35.0	0	0	1	26.5	1	1	0
6	28.0	0	10	0	33.0	0	1	1	25.1	0	2	0
Other	17.0	1	1	0	20.0	1	1	0				

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

Last updated: 1/25/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.5	N/A
Social Worker	0.8	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

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

\*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.

Last updated: 2/1/2017

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	--	--	-3.9%	4.4%
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/25/2017

## Types of Services Funded (Fiscal Year 2015-16)

San Altos funded the following services to help in raising the achievement level of all students and to ensure the safety of students and staff:

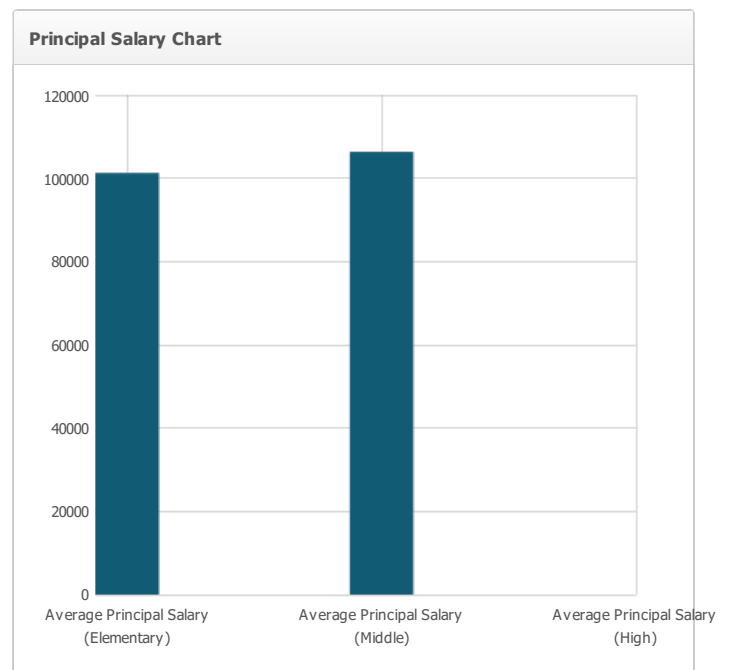
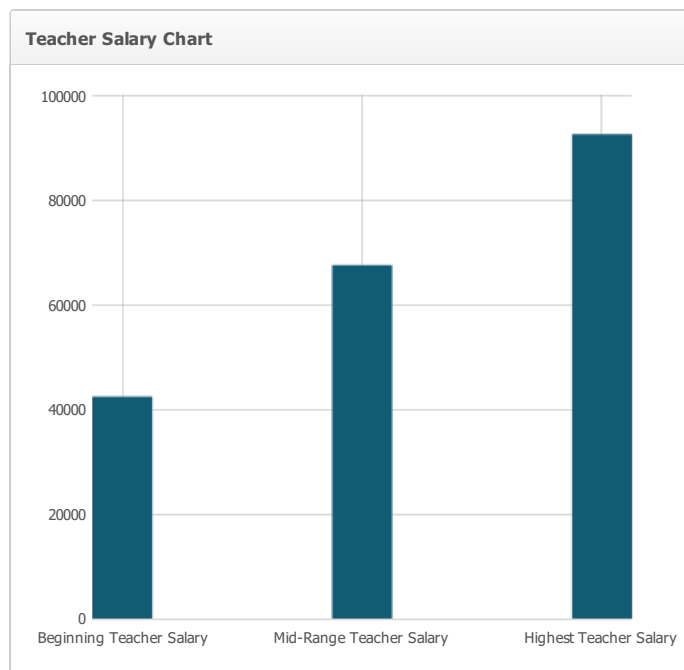
- Grade level collaboration
- Support Teachers for our Response to Intervention and Instruction
- Computers and Interactive Smartboards
- Before and After school intervention
- Online resources
- Leveled reading books
- Bilingual Aide
- Social Worker
- Cafeteria Playground Assistant
- Character Education Program

Last updated: 1/25/2017

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,392	\$44,507
Mid-Range Teacher Salary	\$67,500	\$68,910
Highest Teacher Salary	\$92,504	\$88,330
Average Principal Salary (Elementary)	\$101,246	\$111,481
Average Principal Salary (Middle)	\$106,309	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$195,843	\$169,821
Percent of Budget for Teacher Salaries	40.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/25/2017



## Professional Development

San Altos' teachers met three times a month in staff meetings of 1 ¼ hours each wherein they engaged in professional development on various topics lead by the principal, the teacher on special assignment, or scheduled trainers from the county office of education or contracted agencies. Collaboration days were scheduled several times throughout the year for grade level teachers to get together to plan or to meet with the teacher on special assignment to sharpen their skills in the area of technology or digital resources. Additionally, teachers attended conferences and district sponsored professional development. All teachers have or will be certified in online and blended teaching and learning.

The district sponsored professional development included the following:

- Go Math Curriculum Adoption: Any teachers not trained during the initial training phase following the adoption received training from the district's Educational Services Coordinator.
- Common Core Writing: The district's Educational Services Coordinator and the Teacher on Special Assignment provided continuous support following the initial professional development received.
- ELD Standards. A half day of introduction to the new ELD standards was provided to all teachers.
- Behavior support: Two half days of training were provided for all staff. All personnel in the district are being trained in Restorative Justice and Restorative Practices.
- New Teacher Training: One day was provided for all new teachers in August, individual support was provided as needed for teachers who started after the school year began.
- Fast Forward (reading program): One day was provided for second grade teachers.  
The major areas of focus for staff development were in the areas of the integration of technology pedagogy, student character development, and English Language Development. The integration of technology and pedagogy was chosen to increase teachers' skills in using technology to deliver instruction and for them to help students to use technology in learning and assessing their knowledge. The area of student character development was chosen to increase teachers' skills in shaping students' character positively and in creating classroom environments conducive to learning. English Language Development was chosen to aid teachers in attaining more strategies to move students to the advance level on the CELDT and subsequently to reclassification.

*Last updated: 1/25/2017*