

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-2016 School Year
Published During 2016-2017

For: Cosumnes River Elementary

Address: 13580 Jackson Road, Sloughhouse CA, 95683

Principal: Dave Givens

Phone: (916) 682-2653

Grade Span: K-6

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 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 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.

About This School

District Contact Information (School Year 2016-2017)

| | |
|-----------------------|--|
| District Name | Elk Grove Unified |
| Phone Number | (916) 686-5085 |
| Web Site | www.egusd.net |
| Superintendent | Christopher R. Hoffman |
| E-mail Address | choffman@egusd.net |

School Contact Information (School Year 2016-2017)

| | |
|---|---|
| School Name | Cosumnes River Elementary |
| Street | 13580 Jackson Road |
| City, State, Zip | Sloughhouse CA, 95683 |
| Phone Number | (916) 682-2653 |
| Principal | Dave Givens |
| E-mail Address | dgivens@egusd.net |
| Web Site | http://blogs.egusd.net/cres/ |
| County-District-School(CDS) Code | 34673146033013 |

School Description and Mission Statement (School Year 2016-2017)

Cosumnes River Elementary,
Knowledge is Power!

Cosumnes River Elementary truly provides a unique and wonderful educational experience for children, from the safety of the campus, to the warmth of the learning environment, to the rigor and breadth of the instructional programs. Our five year old campus has all the amenities and technological capabilities of a modern institution of learning. All aspects of the school contribute to providing students with the skills they need to be successful learners.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Our success in implementing our district's mission can be evidenced through our school's special strengths, including:

- A staff that is energetic, professionally skilled, and committed to meeting the learning needs of students
- A student body that is motivated to achieve their potential
- A community that is committed to educating its children at the highest standard possible

Parent support and involvement are our greatest assets and continue to be great contributors to our success at Cosumnes River Elementary. This support is given, recognized, and appreciated in many different ways. Some parents help plan the programs and policies, while others serve as classroom volunteers, plan family activities, work as yard supervisors, and coach activities such as Cross Country and Track & Field. Parents also support student success by providing space, time and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family. Parent and community volunteers are actively engaged in many ways here at CRES.

The safety of our students is this school's first priority and the discipline policy is strictly enforced. We emphasize cooperation and responsible, respectful behavior. All adults visiting campus are required to check in through the school office using our computerized system. The atmosphere of the school makes our students feel comfortable and secure.

Dave Givens, Interim-Principal
Cosumnes River Elementary School

Student Enrollment by Grade Level (School Year 2015-2016)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 52 |
| Grade 1 | 51 |
| Grade 2 | 69 |
| Grade 3 | 70 |
| Grade 4 | 76 |
| Grade 5 | 86 |
| Grade 6 | 71 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Ungraded Elementary | 0 |
| Grade 9 | 0 |
| Grade 10 | 0 |
| Grade 11 | 0 |
| Grade 12 | 0 |
| Ungraded Secondary | 0 |
| Total Enrollment | 475 |

School Enrollment by Student Group (School Year 2015-2016)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.70% |
| American Indian or Alaska Native | 0.60% |
| Asian | 4.80% |
| Filipino | 0.60% |
| Hispanic or Latino | 17.10% |
| Native Hawaiian or Pacific Islander | 0.00% |
| White | 65.50% |
| Two or More Races | 8.20% |
| Socioeconomically Disadvantaged | 13.70% |
| English Learners | 4.20% |
| Students with Disabilities | 8.60% |
| Foster Youth | 0.40% |

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

| Teachers | School 2014-2015 | School 2015-2016 | School 2016-2017 | District 2016-2017 |
|--|------------------|------------------|------------------|--------------------|
| With Full Credential | 25 | 24 | 25 | 3072 |
| Without Full Credential | 0 | 0 | 0 | 10 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 52 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-2015 | 2015-2016 | 2016-2017 |
|--|-----------|-----------|-----------|
| 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-2016)

| 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% |
| All Schools in District | 95.63% | 4.37% |
| High-Poverty Schools in District | 95.77% | 4.23% |
| Low-Poverty Schools in District | 95.42% | 4.58% |

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.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2016-2017)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Date of Public Hearing on Sufficiency: August 16 and September 6, 2016

Year and month in which data were collected: August 16, 2016

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|----------------------------|--|
| Reading/Language Arts | All English/Language Arts books K-12 are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education. | TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| <i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Reading Writing Workshop units 1-4, Your Turn Practice Book, Close Reading Companion</i> . 2nd- 6th: <i>Literature Anthology, Reading Writing Workshop, Your Turn Practice Book, Close Reading Companion</i> . Adopted EGUSD 2016 | Yes | 0 |
| <i>Literature & Language Arts</i> by HRW © 2003 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 7th-8th - Student Edition 2002 SBE adoption Adopted EGUSD 2003 | No | 0 |
| <i>Literature & Language Arts</i> by HRW © 2003 in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 9th-12th - Student Edition Adopted EGUSD 2003 | Yes | 0 |
| AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses: 11 th - <i>Language of Composition</i> , Bedford/St. Martins ©2008 12 th - <i>Bedford Introduction to Literature</i> , V.H.P.S. ©2008 Adopted EGUSD 2003 | Yes | 0 |
| IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: <i>Literature & Language Arts, course #5</i> by HRW © 2003; <i>Bedford Introduction to Literature</i> , V.H.P.S. © 2008; <i>Theory of Knowledge</i> , Cambridge University | Yes | 0 |

| | | | |
|---|---|-----|---|
| | <p>Press © 2009</p> <p>Adopted EGUSD 2003</p> <p>Adopted EGUSD 2003</p> <p>Adopted EGUSD 2010</p> | | |
| Mathematics | All Math books K-12 are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education. | TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| <i>CA GoMath</i> , © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | K-6th – Student Edition and Practice workbook Adopted EGUSD 2015 | Yes | 0 |
| Mathematics books by multiple publishers in grades 7-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 7th -8th Go Math, Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2014 <i>Integrated Math 1, Integrated Math 2, Integrated Math 3</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2016 | Yes | 0 |
| | 9th-12th - <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 <i>Geometry-Concepts & Skills</i> , McDougal/Littel © 2001; <i>Algebra 2</i> , © 2001, <i>Trigonometry</i> 5th Edition, <i>Precalculus with Limits</i> © 2005, McDougal/Littell; <i>Elementary Statistics</i> Glencoe/McGraw Hill © 2006 Adopted EGUSD 2002 | Yes | 0 |
| AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses: <i>Calculus</i> 8th edition McDougal Littell © 2006 Adopted EGUSD 2012 <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. Adopted EGUSD 2016 | Yes | 0 |
| IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: <i>Mathematics for the IB Student</i> , Haese Mathematics © 2012, 3rd Edition; <i>Standard Level Mathematics, Higher Level Mathematics</i> , Pearson © 2012; <i>Calculus</i> 7th edition, McDougal Littell © 2002 Adopted EGUSD 2012 | Yes | 0 |
| Science | All 2-12 Science books are provided one per student. | | |

| | | | |
|---|--|-----|---|
| | Supplemental for English Learners: <i>Earth Science</i> , AGS Globe/Pearson, © 2003 Adopted EGUSD 2008 | | |
| History-Social Science | All 1-12 History-Social Science books are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education | TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| California Reflections by Harcourt Brace © 2007 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | K- Our World: Now and Long Ago, California Big Book 1st - <i>A Child's View</i> 2nd - <i>People We Know</i> 3rd - <i>Our Community</i> 4th - <i>California: A Changing State</i> 5th - <i>The United States: Making a Nation</i> Adopted EGUSD 2007 | Yes | 0 |
| Holt © 2006 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 6 th - <i>Ancient Civilizations</i> 7 th - <i>Medieval to Early Modern Times</i> 8 th - <i>United States History</i> Adopted EGUSD 2007 | Yes | 0 |
| Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | <i>World Geography and Cultures, Understanding Psychology</i> , Glencoe © 2008; <i>Modern World History - Patterns of Interaction</i> , McDougal Littell© 2006; <i>American Anthem- Modern American History</i> , HRW © 2007; <i>Magruder's American Government</i> © 2006, <i>Economics - Principles in Action</i> © 2007, Prentice/Pearson Adopted EGUSD 2008 | Yes | 0 |
| AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses <i>The Earth and Its Peoples - A Global History</i> , <i>The American Pageant</i> , Houghton/Mifflin © 2006; <i>Government in America- People, Politics, and Policy</i> , Prentice/Pearson © 2008; <i>Economics AP Edition</i> , McGraw-Hill © 2008; Adopted EGUSD 2008 <i>Essentials of Comparative Politics</i> , W.W. Norton © 2015; <i>America's History</i> © 2014, <i>Myer's Psychology</i> © 2014, Bedford, Freeman & Worth Adopted EGUSD 2016 | Yes | 0 |
| IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: <i>History of the Americas</i> © 2011, <i>20th Century World History</i> © 2009, Oxford University Press Adopted EGUSD 2012 | Yes | 0 |

| | | | |
|--|--|-----|---|
| | Supplemental for English Learners <i>World Geography & Cultures</i> © 2002, <i>World History</i> © 2008, <i>US History</i> © 2004, <i>American Government</i> © 2001, <i>Economics</i> © 2001 , Pacemaker Series, AGS Globe Fearon Adopted EGUSD 2008 | Yes | 0 |
| Foreign Language | All 7-12 World language books are provided one per student. | | |
| World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education. | <i>Realidades I, II, III, IV</i> , Pearson © 2014; <i>Bien dit! I, II, III</i> , HMH © 2013; <i>Intrigue 3rd Edition</i> , Pearson © 2011; <i>Adventures in Japanese III</i> , Cheng & Tsui, © 2004; Adopted EGUSD 2000 <i>Haruichiban and Ginga</i> , Kisetu, © 2014; <i>Deutsch Aktuell I, II, III</i> , EMC-Paradigm, © 2010 Adopted EGUSD 2014 | Yes | 0 |
| AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | AP Courses: <i>Abriendo Puertas</i> , McDougal Littell © 2003; <i>Temas</i> , Vista Higher Learning © 2014. <i>Intrigue 3e</i> , Pearson © 2011 <i>Yookoso!</i> , McGraw-Hill © 2006 <i>Kaleidoskop</i> , Houghton Mifflin © 2007 Adopted EGUSD 2000 Adopted EGUSD 2007 Adopted EGUSD 2008 Adopted EGUSD 2014 | Yes | 0 |
| IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | IB Courses: <i>Manana, LeMonde de Francais</i> , Advanced Materials © 2011; <i>Adventures in Japanese III</i> , Cheng & Tsui © 2004; <i>Yookoso!</i> McGraw-Hill ©2006; <i>Abriendo pasa Grammatica</i> , Pearson © 2014 Adopted EGUSD 2000 Adopted EGUSD 2007 Adopted EGUSD 2012 Adopted EGUSD 2014 | Yes | 0 |
| Visual and Performing Arts | | | |
| All 7 th - 12th school textbooks are from the most recent adoption of the local governing Board of Education. | 7th-8th: <i>Exploring Visual Design</i> , Davis ©2000; <i>Exploring Theatre</i> , McGraw-Hill ©1997 Adopted EGUSD 2000 | Yes | 0 |
| | 9-12th: <i>Art in Focus</i> © 2000, <i>The Stage & the School</i> © 2005, <i>Art Talk</i> © 2005, Glencoe; <i>Exploring Painting</i> © 2003, <i>The Visual Experience</i> © 2005, <i>Photographic Eye</i> © 1995, Davis Publ.; <i>Make It In Clay</i> © 2000, <i>Hands in Clay</i> © 2004, <i>Theatrical Design & Production</i> , <i>Play Production Today</i> © 2005, McGraw-Hill; <i>Black and White Photography</i> © 2002, <i>Jazz Dance Today</i> © 1994, West Publ.; <i>Choreography</i> © 1997, <i>A Sense of Dance</i> © | Yes | 0 |

| | | | |
|--|--|-----|---|
| | <p>2005, Human Kinetic; <i>Playing Contemporary Scenes</i>, Merwetter © 1996; <i>Dance - the Art of Production</i>, Princeton © 1995</p> <p>Adopted EGUSD 2000</p> | | |
| <p>AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.</p> | <p>AP Courses:</p> <p><i>Gardner's Art Through the Ages</i>, Thomson/Wadsworth ©2005; <i>Music in Theory & Practice</i>, Glencoe ©2003; <i>Art Context & Criticism</i>, Brown & Benchmark © 1996</p> <p>Adopted EGUSD 2000</p> | Yes | 0 |
| Health | All 9-12 Health books are provided one per student. | | |
| <p>All high school textbooks are from the most recent adoption of the local governing Board of Education.</p> | <p><i>Health</i>, Glencoe © 2004</p> <p>Adopted EGUSD 2004</p> | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | All 9-12 students utilizing a lab have access to appropriate equipment. | | |

School Facility Conditions and Planned Improvements (School Year 2016-2017)

Cosumnes River Elementary School is located in Sloughouse, California along the untamed Cosumnes River. Ours is one of the oldest schools in the EGUSD, having opened more than 65 years ago. We also have one of the district's newest facilities, a state of the art campus that opened in 2010. Our campus has a two-story classroom building housing up to 20 classrooms in grades 1-6, a science lab, music room, PE room, and laptop computer lab. Our kindergarten wing has three classrooms and an office space, enough space to accommodate 6 kindergarten classes on an early/late schedule. Additionally, we have a multipurpose room, a library/computer lab/learning center facility, and an administration building. Our long-time campus partner, YMCA, provides after school daycare on campus in three portables located within the secured part of our campus. We have a large playground and field for use during recess as well as an auxiliary playground for physical education. Three years ago, our PTA purchased a large shade structure for our playground to provide a sun-free area for students.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

School Facility Good Repair Status (School Year 2016-2017)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Date of facilities inspection: 1/12/2016

| System Inspected | Repair Needed and Action Taken or Planned | | | |
|---|---|------|------|----|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | x | | | NA |
| Interior: Interior Surfaces | x | | | NA |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | x | | | NA |
| Electrical: Electrical | x | | | NA |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | x | | | NA |
| Safety: Fire Safety, Hazardous Materials | x | | | NA |
| Structural: Structural Damage, Roofs | x | | | NA |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | x | | | NA |

Overall Facility (School Year 2016-2017)

| | Exemplary | Good | Fair | Poor |
|----------------|------------------|-------------|-------------|-------------|
| Overall Rating | x | | | |

The district's maintenance and grounds departments work in concert with our custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are quickly resolved by our custodian or district maintenance staff. Our custodians work as a team and with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The EGUSD Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine restricted maintenance at levels beyond the State required minimum and continues to use local resources to fund projects previously considered as part of the States former DMP.

In addition the District has continued to fund the Routine Restricted Maintenance (RRM) account at percentages above the State Minimum. For the 2013-2014 fiscal year the district funded RRM at \$13,829,852 or 2.86% of its General Fund Budgeted Expenditures. The district's complete deferred maintenance plan is available at the district office.

We are planning a new shade structure to on the kindergarten playground to provide shade for our youngest students. We are also adding an electrical hook up that will allow us to operate a kiln for ceramics projects at all grade levels.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [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 pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students (School Year 2015-2016)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|---|--|-----------|-----------|-----------|-----------|-----------|
| | School | | District | | State | |
| | 2014-2015 | 2015-2016 | 2014-2015 | 2015-2016 | 2014-2015 | 2015-2016 |
| English Language Arts/Literacy (grades 3-8 and 11) | 66% | 69% | 49% | 52% | 44% | 48% |
| Mathematics (grades 3-8 and 11) | 58% | 63% | 41% | 42% | 34% | 36% |

Note: Percentages 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 ELA by Student Group
 Grades Three through Eight and Grade Eleven
 (School Year 2015-2016)

ELA - Grade 3

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 69 | 66 | 95.65 | 71.21 |
| Male | 41 | 38 | 92.68 | 65.79 |
| Female | 28 | 28 | 100.00 | 78.57 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | -- | -- | -- | -- |
| Filipino | | | | |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | | | | |
| White | 51 | 48 | 94.12 | 75.00 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| 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.

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 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.

ELA - Grade 4

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 77 | 76 | 98.70 | 65.79 |
| Male | 36 | 36 | 100.00 | 63.89 |
| Female | 41 | 40 | 97.56 | 67.50 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 17 | 17 | 100.00 | 52.94 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 42 | 41 | 97.62 | 65.85 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 16 | 16 | 100.00 | 43.75 |
| English Learners | -- | -- | -- | -- |
| 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.

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 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.

ELA - Grade 5

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 83 | 82 | 98.80 | 71.60 |
| Male | 34 | 34 | 100.00 | 73.53 |
| Female | 49 | 48 | 97.96 | 70.21 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | | | | |
| Hispanic or Latino | 19 | 19 | 100.00 | 55.56 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 53 | 52 | 98.11 | 76.92 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 15 | 15 | 100.00 | 33.33 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 13 | 13 | 100.00 | 41.67 |
| 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 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.

ELA - Grade 6

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 72 | 72 | 100.00 | 68.06 |
| Male | 32 | 32 | 100.00 | 56.25 |
| Female | 40 | 40 | 100.00 | 77.50 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | -- | -- | -- | -- |
| Filipino | | | | |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | | | | |
| White | 55 | 55 | 100.00 | 72.73 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| 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.

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 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.

CAASPP Test Results in Mathematics by Student Group
 Grades Three through Eight and Grade Eleven
 (School Year 2015-2016)

Mathematics - Grade 3

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 69 | 67 | 97.10 | 76.12 |
| Male | 41 | 39 | 95.12 | 74.36 |
| Female | 28 | 28 | 100.00 | 78.57 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | -- | -- | -- | -- |
| Filipino | | | | |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | | | | |
| White | 51 | 49 | 96.08 | 79.59 |
| 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 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.

Mathematics - Grade 4

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 77 | 76 | 98.70 | 68.00 |
| Male | 36 | 36 | 100.00 | 62.86 |
| Female | 41 | 40 | 97.56 | 72.50 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 17 | 17 | 100.00 | 52.94 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 42 | 41 | 97.62 | 67.50 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 16 | 16 | 100.00 | 37.50 |
| 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 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.

Mathematics - Grade 5

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 83 | 81 | 97.59 | 50.63 |
| Male | 34 | 33 | 97.06 | 59.38 |
| Female | 49 | 48 | 97.96 | 44.68 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | | | | |
| Hispanic or Latino | 19 | 19 | 100.00 | 29.41 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 53 | 51 | 96.23 | 62.75 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 15 | 15 | 100.00 | 13.33 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 13 | 12 | 92.31 | 27.27 |
| 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 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.

Mathematics - Grade 6

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 73 | 72 | 98.63 | 58.33 |
| Male | 33 | 32 | 96.97 | 53.13 |
| Female | 40 | 40 | 100.00 | 62.50 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | -- | -- | -- | -- |
| Filipino | | | | |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | | | | |
| White | 56 | 55 | 98.21 | 61.82 |
| 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 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.

CAASPP Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|--------------------------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | School | | | District | | | State | | |
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Science (grades 5, 8, and 10) | 72% | 79% | 84% | 65% | 63% | 63% | 60% | 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-2016)

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|--|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students | 83 | 83 | 100.00 | 84.34 |
| Male | 34 | 34 | 100.00 | 94.12 |
| Female | 49 | 49 | 100.00 | 94.12 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | | | | |
| Hispanic or Latino | 19 | 19 | 100.00 | 57.89 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 53 | 53 | 100.00 | 92.45 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 15 | 15 | 100.00 | 60.00 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 13 | 13 | 100.00 | 53.85 |
| Students Receiving Migrant Education Services | | | | |
| 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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2015-2016)

| Grade Level | Percent of Students Meeting Four of Six Fitness Standards | Percent of Students Meeting Five of Six Fitness Standards | Percent of Students Meeting Six of Six Fitness Standards |
|-------------|---|---|--|
| 5 | 2.4 | 8.4 | 88 |
| 7 | | | |
| 9 | | | |

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.

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 (School Year 2016-2017)

There are many ways to become involved with your child's education here at CRES. Our PTA not only raises funds but also actively contributes to the friendly culture of our school through seasonal and other activities. We have Back to School Night in fall, Open House in spring, and Parent Conferences twice each year. Family members are encouraged to volunteer in their child's classroom, attending conferences, or joining PTA or School Site Council. For more information, please contact Mr. Givens, Principal, at 682-2653 or dgivens@egusd.net.

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.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Suspensions | 0.18 | 0.19 | 0.4 | 5.27 | 4.78 | 4.28 | 4.36 | 3.80 | 3.65 |
| Expulsions | 0 | 0 | 0 | 0.03 | 0.05 | 0.04 | 0.10 | 0.09 | 0.09 |

School Safety Plan (School Year 2016-2017)

Your child's safety is our highest priority at Cosumnes River Elementary. Our staff reviewed and updated our Comprehensive School Safety Plan in November 2016. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. CRES once again proudly participated in the California Great Shake earthquake drill in October 2016. Staff supervision before and after school ensures safety during transitions to and from school. During the school day, the campus is secure, with limited controlled access for parents and visitors through the school office. Visitors must check in and out using a computerized system in the office. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

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 2016-2017)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | NA | In PI |
| First Year of Program Improvement | NA | 2009-2010 |
| Year in Program Improvement | NA | 3 |
| Number of Schools Currently in Program Improvement | NA | 12 |
| Percent of Schools Currently in Program Improvement | NA | 92.3 |

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | Avg. Class Size | 2013-2014 Number of Classes* | | | Avg. Class Size | 2014-2015 Number of Classes* | | | Avg. Class Size | 2015-2016 Number of Classes* | | |
|--------------|-----------------|------------------------------|-------|-----|-----------------|------------------------------|-------|-----|-----------------|------------------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 23 | | 3 | | 23 | 1 | 2 | | 25 | | 2 | |
| 1 | 23 | | 3 | | 24 | | 3 | | 25 | | 2 | |
| 2 | 23 | | 3 | | 24 | | 3 | | 23 | | 3 | |
| 3 | 22 | 1 | 3 | | 24 | | 3 | | 23 | | 3 | |
| 4 | 24 | | 3 | | 28 | | 3 | | 25 | | 3 | |
| 5 | 23 | 1 | 2 | | 23 | 1 | 2 | | 29 | | 3 | |
| 6 | 23 | 1 | 2 | | 24 | 1 | 2 | | 24 | | 3 | |
| Other | | | | | | | | | | | | |

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

Academic Counselors and Other Support Staff (School Year 2015-2016)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|--|-----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | 0.4938 | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non-teaching) | 0 | N/A |
| Other | 3 | 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-2015)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/ Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|--|------------------------------|---|--|------------------------|
| School Site | \$6,703 | \$784 | \$5,919 | \$80,022 |
| District | N/A | N/A | \$5883 | \$73,322 |
| Percent Difference - School Site and District | N/A | N/A | -194% | 9% |
| State | N/A | N/A | \$5,677 | \$75,837 |
| Percent Difference - School Site and State | N/A | N/A | 4% | 5% |

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

Types of Services Funded (Fiscal Year 2016-2017)

CRES has a highly qualified staff to assist students with special learning needs. Our Learning Center services not only special education students, but also general education students who benefit from support through instructional accommodations and modifications to meet the grade level standards in reading, math, writing, spelling, and other academic areas. Areas of Special Education support include academics, speech and language, Occupational Therapy, Adaptive PE, and Inclusive Education. All English Learners receive at least 30 minutes of specific English Language instruction each day. We are planning a new Gifted and Talented Education (GATE) program in which students participate in accelerated or in-depth experiences both during the school day and after school extended day programs. Many of our accelerated students also participate in a variety of projects throughout the year as part of our Roadrunner Accelerated Program known around campus as "RAP."

Teacher and Administrative Salaries (Fiscal Year 2014-2015)

| Category | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$42,073 | \$45,092 |
| Mid-Range Teacher Salary | \$62,389 | \$71,627 |
| Highest Teacher Salary | \$87,906 | \$93,288 |
| Average Principal Salary (Elementary) | \$114,486 | \$115,631 |
| Average Principal Salary (Middle) | \$116,400 | \$120,915 |
| Average Principal Salary (High) | \$128,425 | \$132,029 |
| Superintendent Salary | \$270,000 | \$249,537 |
| Percent of Budget for Teacher Salaries | 41.00% | 37.00% |
| Percent of Budget for Administrative Salaries | 4.00% | 5.00% |

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

Professional Development

Our school and district offer a variety of professional learning opportunities. For 2016-2017, our professional development is two-pronged. Our on-going focus both on site and regionally is on writing strategies and applications. We are continuing our implementation of Positive Behavior Intervention System (PBIS) as a means of assuring responsibility, respect, fairness, accountability, and safety across our learning community. This year we are excited to also be developing and beginning implementation of a new GATE plan. New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. Finally, the district offers a variety of classes for support staff. Paraprofessionals, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning computer skills and learning to work more efficiently and in ergonomically correct ways. Additionally, our special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities.

| | 2014-2015 | 2015-2016 | 2016-2017 |
|---|-----------|-----------|-----------|
| School Days Dedicated to Staff Development | 1 | 2 | 0 |