

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

For: Elitha Donner Elementary

Address: 9461 Soaring Oaks Drive, Elk Grove CA, 95758

Principal: Michelle Jenkins

Phone: (916) 683-3073

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	Elitha Donner Elementary
Street	9461 Soaring Oaks Drive
City, State, Zip	Elk Grove CA, 95758
Phone Number	(916) 683-3073
Principal	Michelle Jenkins
E-mail Address	MJENKINS@egusd.net
Web Site	http://blogs.egusd.net/donner/
County-District-School(CDS) Code	34673146112106

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

Parents, Students, and Community Members:

Elitha Donner Elementary School has been recognized as a California Gold Ribbon School in 2016. This award reflects our school's success in creating a positive and rigorous learning environment for our students. Donner's educational program features a wide range of student services to accommodate various learning levels and styles. The school offers general education and special education programs designed to meet student's individual needs. The school's educational services include an integrated preschool Autism class and 3 preschool special day classes, a Pre-K Special Education Assessment Center, a Learning Resource Center, and a full inclusion program.

Student achievement is measured on an ongoing basis using state and district assessments. In addition, Donner Elementary is utilizing a School-Wide Positive Behavioral Intervention and Supports framework (SWPBIS). This is a systems approach for establishing the social culture and behavioral supports needed to provide all students equal opportunities to learn in a culturally responsive, physically and emotionally safe environment.

Motivated by a school-wide commitment to equity and accountability, Donner staff participates in Professional Learning Communities. Within these groups, academic, social, emotional, and behavioral data are analyzed to inform planning, instruction, and interventions that are aligned with California's Common Core State Standards.

Parents, family, and neighbors, embody the core of Donner's community-wide network of support. The staff designs opportunities for all to be fully engaged in goal setting, planning, and execution of efforts to promote the success of all students.

School wide communication folders go home each Monday. Additional information can be found on the marquees on the corner of the school campus and above the Multipurpose Room. For more specific information, please continue to view our Elitha Donner Elementary School web site at: <http://blogs.egusd.net/donner> as it is updated regularly. Elitha Donner teachers and staff can also be reached by calling the school office at 683-3073.

Sincerely,
Michelle Jenkins
Principal

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

Grade Level	Number of Students
Kindergarten	94
Grade 1	96
Grade 2	99
Grade 3	115
Grade 4	111
Grade 5	114
Grade 6	112
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	741

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

Student Group	Percent of Total Enrollment
Black or African American	16.60%
American Indian or Alaska Native	1.10%
Asian	11.60%
Filipino	5.90%
Hispanic or Latino	33.20%
Native Hawaiian or Pacific Islander	0.40%
White	19.80%
Two or More Races	11.30%
Socioeconomically Disadvantaged	61.70%
English Learners	15.10%
Students with Disabilities	9.00%
Foster Youth	0.80%

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	47	43	41	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> I, II, III, IV, Pearson © 2014; <i>Bien dit!</i> I, II, III, HMH © 2013; <i>Intrigue 3rd Edition</i> , Pearson © 2011; <i>Adventures in Japanese</i> III, Cheng & Tsui, © 2004; Adopted EGUSD 2000 <i>Haruichiban</i> and <i>Ginga</i> , Kisetu, © 2014; <i>Deutsch Aktuell</i> I, II, III, 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</i> III, 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)

The school is named in honor of twelve-year-old Elitha, daughter of George Donner. Little Elitha was one of the fortunate survivors of the Donner Party tragedy of the Sierra in the winter of 1846-47. Elitha Cumi Donner Wilder lived the rest of her life in the Elk Grove area and is buried in the Elk Grove Cemetery. She is Elk Grove's golden link to the early settlement of California and a symbol of hope for children everywhere. A new permanent set of buildings was constructed at the Elitha Donner site in 1996 to supplement the portable buildings that were used when the school first opened in 1994 as a "hopscotch" school. The school now has 35 classrooms, a multipurpose room, a library, a computer lab and an administration building. Our school houses the EGUSD's Pre-K Special Education Assessment Center which provides assessments for preschool students' academic and social capacities. In addition, The Elk Grove Adult and Community Education department offers adult ESL classes on The Elitha Donner campus on Tuesday and Thursday evenings.

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: 11/30/2016

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			

Our custodial crew takes pride in the cleanliness and maintenance of our school. To help with their efforts our “Campus Pride” program is in full effect with our students and teacher taking turns weekly to monitor the cleanliness of our school grounds. 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 and sanitary. Monthly facilities check lists are completed. Areas of need are immediately addressed to ensure that our students and staff are provided with a clean, safe, and functional learning environment. The 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.

Priorities identified at Donner: • Major building systems upgrades including heating and air conditioning, roofing and alarms or intercom • Security measures including camera systems and fencing • Technology improvements • New shade structure(s) • Restroom renovations • Play field and playground improvements • Drinking fountains • Interior and exterior paint • Carpeting and flooring improvements Project priorities will be determined by the Board of Education. Not all priorities are guaranteed.

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)	42%	43%	49%	52%	44%	48%
Mathematics (grades 3-8 and 11)	34%	33%	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	109	105	96.33	31.43
Male	64	61	95.31	27.87
Female	45	44	97.78	36.36
Black or African American	25	23	92.00	26.09
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	42	95.45	23.81
Native Hawaiian or Pacific Islander				
White	21	21	100.00	52.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	56	96.55	23.21
English Learners	12	12	100.00	
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	114	112	98.25	44.64
Male	75	74	98.67	41.89
Female	39	38	97.44	50.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00	45.00
Filipino	--	--	--	--
Hispanic or Latino	38	38	100.00	39.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.00	56.25
Two or More Races	20	20	100.00	40.00
Socioeconomically Disadvantaged	63	61	96.83	34.43
English Learners	17	16	94.12	6.25
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	114	112	98.25	39.29
Male	50	49	98.00	26.53
Female	64	63	98.44	49.21
Black or African American	18	17	94.44	17.65
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00	41.18
Filipino	--	--	--	--
Hispanic or Latino	35	35	100.00	48.57
Native Hawaiian or Pacific Islander				
White	21	21	100.00	61.90
Two or More Races	12	11	91.67	9.09
Socioeconomically Disadvantaged	66	64	96.97	34.38
English Learners	--	--	--	--
Students with Disabilities	11	11	100.00	
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	114	109	95.61	55.05
Male	64	62	96.88	43.55
Female	50	47	94.00	70.21
Black or African American	19	18	94.74	11.11
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	54.55
Filipino	--	--	--	--
Hispanic or Latino	46	44	95.65	68.18
Native Hawaiian or Pacific Islander				
White	20	19	95.00	68.42
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	72	94.74	47.22
English Learners	13	12	92.31	8.33
Students with Disabilities	13	11	84.62	18.18
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	109	105	96.33	38.10
Male	64	61	95.31	37.70
Female	45	44	97.78	38.64
Black or African American	25	23	92.00	30.43
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	42	95.45	40.48
Native Hawaiian or Pacific Islander				
White	21	21	100.00	42.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	56	96.55	30.36
English Learners	12	12	100.00	25.00
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	114	112	98.25	36.94
Male	75	74	98.67	38.36
Female	39	38	97.44	34.21
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00	35.00
Filipino	--	--	--	--
Hispanic or Latino	38	38	100.00	21.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.00	56.25
Two or More Races	20	20	100.00	50.00
Socioeconomically Disadvantaged	63	61	96.83	18.33
English Learners	17	16	94.12	6.25
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	114	112	98.25	25.00
Male	50	49	98.00	28.57
Female	64	63	98.44	22.22
Black or African American	18	17	94.44	5.88
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00	29.41
Filipino	--	--	--	--
Hispanic or Latino	35	35	100.00	28.57
Native Hawaiian or Pacific Islander				
White	21	21	100.00	33.33
Two or More Races	12	11	91.67	18.18
Socioeconomically Disadvantaged	66	64	96.97	25.00
English Learners	--	--	--	--
Students with Disabilities	11	11	100.00	
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	114	109	95.61	33.03
Male	64	62	96.88	33.87
Female	50	47	94.00	31.91
Black or African American	19	18	94.74	5.56
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	54.55
Filipino	--	--	--	--
Hispanic or Latino	46	44	95.65	34.09
Native Hawaiian or Pacific Islander				
White	20	19	95.00	47.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	72	94.74	22.22
English Learners	13	12	92.31	
Students with Disabilities	13	11	84.62	
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)	58%	50%	44%	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	114	111	97.37	44.14
Male	50	49	98.00	40.82
Female	64	62	98.00	40.82
Black or African American	18	17	94.44	17.65
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00	41.18
Filipino	--	--	--	--
Hispanic or Latino	35	34	97.14	58.82
Native Hawaiian or Pacific Islander				
White	21	21	100.00	61.90
Two or More Races	12	11	91.67	27.27
Socioeconomically Disadvantaged	66	63	95.45	41.27
English Learners	--	--	--	--
Students with Disabilities	11	11	100.00	
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	16.1	24.1	32.1
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)

Elitha Donner ES values our parents and families involvement in the schools' academic and extracurricular programs. We offer many opportunities for parents to participate in classrooms and support school activities and events. To volunteer please contact your child's teacher or the school office. See our school's website to learn how you can participate in our 5 STAR Parent Recognition Program and learn more about our PTA at <http://blogs.egusd.net/donner/pta> or call our school office at 683-3073 to reach our parent liaison Eva Johnson.

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	0.2	0.37	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)

In July of 2016, our school's Comprehensive Safe School Plan (CSSP) and Crisis Response box was updated and reviewed with staff. Included in the plan are monitoring practices that not only address student safety during school hours, but before and after school as well. All campus gates are secured at the beginning of the school day. Visitors entering campus must sign in and wear a visitors badge during their time on campus. 'Emergency Procedures' flip charts are located on the wall in every classroom for immediate access. Students and staff participate in monthly fire drills and quarterly lock down and earthquake drills. A number of staff are CPR, Epi-Pen, & AED trained. This training is certified every year. The district's Police Services Department also works closely with our school site to provide a safe, secure environment for all.

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	22	1	5		19	2	5		23		4	
1	24		5		23		5		24		4	
2	24		5		24		5		24		4	
3	22	1	5		23		5		23		5	
4	25	1	4		25	1	4		26		4	
5	24	1	4		21	2	4		26		4	
6	26	1	4		29		4		26		4	
Other	12	2			9	3						

* 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)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	3.19	N/A
Resource Specialist (non-teaching)	0	N/A
Other	11.375	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	\$7,814	\$2,247	\$5,567	\$76,704
District	N/A	N/A	\$5883	\$73,322
Percent Difference - School Site and District	N/A	N/A	-193%	5%
State	N/A	N/A	\$5,677	\$75,837
Percent Difference - School Site and State	N/A	N/A	-2%	1%

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

Types of Services Funded (Fiscal Year 2016-2017)

Our site has specialized programs designed to support student achievement and engagement. School Wide Positive Behavior Intervention and Supports (SWPBIS) is a critical framework for a positive school climate. Enrichment learning program is designed for pupils demonstrating a willingness to be challenged to learn at a faster pace, with greater depth in curriculum and above that of his/her grade level standards. "After School Academies" offer enrichment, acceleration and student support. Academic Enrichment opportunities include: Accelerated Reader (AR) and Kinder reading program, National Elementary Honor Society, Student Leadership and Service Learning, Spelling Bee, Spanish, Writing and Science Fair competitions. Performing Arts opportunities include: Art, Drama, Choir, Band, and Media Production academies. Students are encouraged to be active by taking part in the Garden Academy, Running/Jogging Academy, Basketball, and Volleyball.

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

Elementary students in all EGUSD schools are being taught new curriculum in all content areas. This new curriculum prepares students to meet the expectations of the Common Core State Standards (CCSS). Find more information about Common Core: at <http://blogs.egusd.net/ccss> Our school participates in both district and school site professional learning opportunities for teachers, instructional aides, and non-instructional support staff. Motivated by a school-wide commitment to equity and accountability, Donner staff participates in Professional Learning Communities. Within these groups, academic, social, emotional, and behavioral data are analyzed to inform planning, instruction, and interventions that are aligned with California's Common Core State Standards. As part of the Laguna Creek Regional format, our teachers participate in articulation, observation, and training from a Kindergarten through 12th grade perspective. Our District's Instructional Coaches support the professional learning which emphasizes math and reading instruction, Special Education, and intervention strategies.

	2014-2015	2015-2016	2016-2017
School Days Dedicated to Staff Development	5	8	3