

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

**For: Anna Kirchgater Elementary**

**Address:** 8141 Stevenson Avenue, Sacramento CA, 95828

**Principal:** Lawrence Quismondo

**Phone:** (916) 689-9150

**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)

<b>District Name</b>	Elk Grove Unified
<b>Phone Number</b>	(916) 686-5085
<b>Web Site</b>	<a href="http://www.egusd.net">www.egusd.net</a>
<b>Superintendent</b>	Christopher R. Hoffman
<b>E-mail Address</b>	<a href="mailto:choffman@egusd.net">choffman@egusd.net</a>

### School Contact Information (School Year 2016-2017)

<b>School Name</b>	Anna Kirchgater Elementary
<b>Street</b>	8141 Stevenson Avenue
<b>City, State, Zip</b>	Sacramento CA, 95828
<b>Phone Number</b>	(916) 689-9150
<b>Principal</b>	Lawrence Quismondo
<b>E-mail Address</b>	<a href="mailto:Lquismon@egusd.net">Lquismon@egusd.net</a>
<b>Web Site</b>	<a href="http://blogs.egusd.net/kirchgater/">http://blogs.egusd.net/kirchgater/</a>
<b>County-District-School(CDS) Code</b>	34673146032981

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

Anna Kirchgater Elementary  
A Community of Lifelong Learners!

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential. At Anna Kirchgater Elementary, it is our goal to ensure this important undertaking.

Anna Kirchgater Elementary provides a unique and innovative educational experience for all children, from the safety of the campus, to the warmth of the learning environment, to the rigor and depth of our instructional programs. We are committed to a tradition of excellence in providing students with the academic and social skills they need to be successful in school.

Parent support and involvement continue to be important aspects of the success at Anna Kirchgater Elementary. We welcome parents as true partners in their child's learning experience. Parent support is given, recognized, and appreciated in many different ways. Some parents help plan programs and policies on our School Site Council. Others serve as classroom and library volunteers or helping to plan family activities on our Parent Teacher Club. 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.

The safety of our students is our school's first priority and the discipline policy is an important part of this endeavor. We emphasize safe, respectful, and responsible behavior through our Positive Behavior Intervention and Support program. We encourage students to be good citizens and strong problem solvers. This, in turn, supports their ability to be flexible and dynamic in a diverse learning environment. It is these skills along with a strong attention our Common Core State Standards that has earned Anna Kirchgater Elementary the reputation it has today.

Larry Quismondo, Principal  
Anna Kirchgater Elementary

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

Grade Level	Number of Students
Kindergarten	143
Grade 1	109
Grade 2	126
Grade 3	129
Grade 4	121
Grade 5	147
Grade 6	150
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>925</b>

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

Student Group	Percent of Total Enrollment
Black or African American	16.20%
American Indian or Alaska Native	0.90%
Asian	34.70%
Filipino	4.60%
Hispanic or Latino	27.10%
Native Hawaiian or Pacific Islander	2.60%
White	7.20%
Two or More Races	6.60%
Socioeconomically Disadvantaged	86.90%
English Learners	38.40%
Students with Disabilities	6.40%
Foster Youth	1.00%

## 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
<b>With Full Credential</b>	40	40	39	3072
<b>Without Full Credential</b>	0	0	0	10
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	52

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-2015	2015-2016	2016-2017
<b>Misassignments of Teachers of English Learners</b>	0	1	0
<b>Total Teacher Misassignments*</b>	0	1	0
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	100%	0%
<b>All Schools in District</b>	95.63%	4.37%
<b>High-Poverty Schools in District</b>	95.77%	4.23%
<b>Low-Poverty Schools in District</b>	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
<b>Reading/Language Arts</b>	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 &amp; 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 &amp; 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 <sup>th</sup> - <i>Language of Composition</i> , Bedford/St. Martins ©2008  12 <sup>th</sup> - <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 &amp; 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>		
<b>Mathematics</b>	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 &amp; 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
<b>Science</b>	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		
<b>History-Social Science</b>	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 <sup>th</sup> - <i>Ancient Civilizations</i> 7 <sup>th</sup> - <i>Medieval to Early Modern Times</i> 8 <sup>th</sup> - <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 &amp; 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
<b>Foreign Language</b>	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
<b>Visual and Performing Arts</b>			
All 7 <sup>th</sup> - 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 &amp; 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 &amp; 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 &amp; Practice</i>, Glencoe ©2003; <i>Art Context &amp; Criticism</i>, Brown &amp; Benchmark © 1996</p> <p>Adopted EGUSD 2000</p>	Yes	0
<b>Health</b>	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
<b>Science Laboratory Equipment (grades 9-12)</b>	All 9-12 students utilizing a lab have access to appropriate equipment.		

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

This school has 36 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1957. A new MP Room was constructed in 1991. New classroom complexes were constructed in 2006. Two classrooms were modernized in 2011.

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: 8/17/2016

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

## Overall Facility (School Year 2016-2017)

	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Overall Rating	<b>x</b>			

The district's maintenance and grounds departments work in concert with the school site 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 immediately resolved by either the school custodian or district maintenance staff. The school's 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 Board of Education has adopted cleaning standards for all schools in the district.

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.

During the 2016-2017 school year, our playground equipment was updated with new bridges and poles.

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	22%	26%	49%	52%	44%	48%
<b>Mathematics (grades 3-8 and 11)</b>	25%	24%	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	125	119	95.20	26.89
Male	60	56	93.33	26.79
Female	65	63	96.92	26.98
Black or African American	25	23	92.00	13.04
American Indian or Alaska Native	--	--	--	--
Asian	51	49	96.08	26.53
Filipino	--	--	--	--
Hispanic or Latino	30	29	96.67	20.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	104	95.41	25.96
English Learners	49	47	95.92	10.64
Students with Disabilities	13	13	100.00	23.08
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	113	99.12	23.01
Male	63	63	100.00	14.29
Female	51	50	98.04	34.00
Black or African American	11	11	100.00	18.18
American Indian or Alaska Native	--	--	--	--
Asian	42	42	100.00	14.29
Filipino	--	--	--	--
Hispanic or Latino	38	37	97.37	35.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	108	99.08	24.07
English Learners	39	39	100.00	2.56
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
<b>All Students</b>	139	138	99.28	22.46
<b>Male</b>	71	70	98.59	18.57
<b>Female</b>	68	68	100.00	26.47
<b>Black or African American</b>	21	21	100.00	19.05
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	51	50	98.04	22.00
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	40	40	100.00	17.50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	129	128	99.22	19.53
<b>English Learners</b>	36	35	97.22	2.86
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>				
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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	142	141	99.30	29.79
Male	73	73	100.00	26.03
Female	69	68	98.55	33.82
Black or African American	25	25	100.00	12.00
American Indian or Alaska Native				
Asian	46	46	100.00	36.96
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.62	31.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.00	30.77
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	129	128	99.22	29.69
English Learners	28	28	100.00	3.57
Students with Disabilities	13	13	100.00	7.69
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	125	121	96.80	28.93
Male	60	56	93.33	30.36
Female	65	65	100.00	27.69
Black or African American	25	23	92.00	8.70
American Indian or Alaska Native	--	--	--	--
Asian	51	50	98.04	44.00
Filipino	--	--	--	--
Hispanic or Latino	30	29	96.67	13.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	106	97.25	25.47
English Learners	49	48	97.96	16.67
Students with Disabilities	13	13	100.00	23.08
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	113	99.12	23.21
Male	63	63	100.00	17.74
Female	51	50	98.04	30.00
Black or African American	11	11	100.00	20.00
American Indian or Alaska Native	--	--	--	--
Asian	42	42	100.00	23.81
Filipino	--	--	--	--
Hispanic or Latino	38	37	97.37	21.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	108	99.08	23.36
English Learners	39	39	100.00	5.13
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	139	139	100.00	12.95
Male	71	71	100.00	12.68
Female	68	68	100.00	13.24
Black or African American	21	21	100.00	4.76
American Indian or Alaska Native	--	--	--	--
Asian	51	51	100.00	17.65
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.00	10.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	129	129	100.00	10.85
English Learners	36	36	100.00	
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 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	142	141	99.30	30.50
<b>Male</b>	73	73	100.00	28.77
<b>Female</b>	69	68	98.55	32.35
<b>Black or African American</b>	25	25	100.00	8.00
<b>American Indian or Alaska Native</b>				
<b>Asian</b>	46	46	100.00	43.48
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	42	41	97.62	29.27
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	13	13	100.00	30.77
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	129	128	99.22	28.91
<b>English Learners</b>	28	28	100.00	3.57
<b>Students with Disabilities</b>	13	13	100.00	7.69
<b>Students Receiving Migrant Education Services</b>				
<b>Foster Youth</b>	--	--	--	--

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
<b>Science (grades 5, 8, and 10)</b>	36%	32%	35%	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
<b>All Students</b>	140	139	99.29	35.25
<b>Male</b>	72	71	98.61	33.80
<b>Female</b>	68	68	98.61	33.80
<b>Black or African American</b>	22	21	95.45	19.05
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	51	51	100.00	45.10
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	40	40	100.00	27.50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	130	129	99.23	33.33
<b>English Learners</b>	36	36	100.00	8.33
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>				
<b>Foster Youth</b>	--	--	--	--

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	14.4	27.3	20.9
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 a variety ways to be involved in your child's education. Our school has an active Parent Teacher Club (PTC), English Learner Advisory Committee (ELAC) and School Site Council (SSC). We have Back to School Night in the fall and Open House in the spring. Parents can volunteer in classrooms and access our web-based software programs, myOn and i-Ready, to support their child at home. For more information, please contact our school office or our PTC Representative, Mrs. Nani Singh, at 916-689-9150.

## 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
<b>Suspensions</b>	4.22	5.19	7.85	5.27	4.78	4.28	4.36	3.80	3.65
<b>Expulsions</b>	0	0	0	0.03	0.05	0.04	0.10	0.09	0.09

### School Safety Plan (School Year 2016-2017)

We believe that nothing should get in the way of the academic achievement of our students, which is why it is important that our students feel safe. Our district and school are committed to providing a safe and secure environment for learning. Our staff reviewed and updated our School Safety Plan in October of 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 and in each classroom. Random, periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students. We ensure close supervision of students from the time they arrive on campus until they return home from school. Our campus is fully gated and all visitors must enter through the office, sign-in and display a visitor's badge while on campus.



## 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	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement	5	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+
<b>K</b>	25		5		24		5		23		5	
<b>1</b>	23		5		25		5		21	2	3	
<b>2</b>	24		5		24		5		23	1	5	
<b>3</b>	24		6		24		5		25		5	
<b>4</b>	25	1	5		27		5		29		4	
<b>5</b>	24	1	4		30		5		28			
<b>6</b>	28		4		30		4		29		5	
<b>Other</b>									12	1	1	

\* 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
<b>Academic Counselor</b>		
<b>Counselor (Social/Behavioral or Career Development)</b>		N/A
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (paraprofessional)</b>		N/A
<b>Psychologist</b>		N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>		N/A
<b>Speech/Language/Hearing Specialist</b>	1.1	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	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
<b>School Site</b>	\$6,751	\$1,499	\$5,252	\$73,543
<b>District</b>	N/A	N/A	\$5883	\$73,322
<b>Percent Difference - School Site and District</b>	N/A	N/A	-194%	0%
<b>State</b>	N/A	N/A	\$5,677	\$75,837
<b>Percent Difference - School Site and State</b>	N/A	N/A	-8%	-3%

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

### Types of Services Funded (Fiscal Year 2016-2017)

We have highly qualified staff at our school to assist students with special learning needs. Our Learning Center staff services not only special education students, but also general education students who need additional support to meet standards, as appropriate. Bilingual Teaching Associates help our English Learners access the core curriculum. We also offer extended day programs, such as winter and spring Intersession, English Learner Programs, ASES After School Program, Band, Choir, and extracurricular sports.

## Teacher and Administrative Salaries (Fiscal Year 2014-2015)

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

For 2016-2017, our school has a professional development emphasis on reading fluency and comprehension. Along with our district's Curriculum and Professional Learning Department, a team of teachers is working to develop Professional Learning Communities to implement research-based strategies that have a positive impact on student achievement. Grade level teams are provided with regular articulation during our Early Out Thursdays to review assessment data, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs. Our regular education teachers also take part in a district professional development program that is intended to increase teacher knowledge of best academic practices, including Saturday Seminars and workshops in English Language Arts and Math. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities. Finally, the district offers a variety of classes for support staff. Para-educators, school secretaries, office assistants, and custodians may take classes that relate to their work such as learning new computer skills, supporting students in the classroom, and safety procedures.

	2014-2015	2015-2016	2016-2017
<b>School Days Dedicated to Staff Development</b>	4	14	14