

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

For: Union House Elementary

Address: 7850 Deer Creek Drive, Sacramento CA, 95823

Principal: Dorothy Stoppelmann

Phone: (916) 424-9201

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	Union House Elementary
Street	7850 Deer Creek Drive
City, State, Zip	Sacramento CA, 95823
Phone Number	(916) 424-9201
Principal	Dorothy Stoppelmann
E-mail Address	dstoppel@egusd.net
Web Site	http://blogs.egusd.net/uhouse/
County-District-School(CDS) Code	34673146107718

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

Union House Elementary Mission: To Ensure the Successful Learning of All!

Our students receive high quality instruction guided by assessments which promotes college and career readiness, supported by our collective commitment to ongoing school-wide collaboration. Students have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment. Students and families are continually informed and have multiple opportunities to be community partners.

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

- ACT2 providing enrichment and homework assistance
- GATE, MESA, NEHS
- Extended day academies for English language development, math intervention, Science, and Technology
- Student commitment to attendance and learning
- School wide Scholastic Reading Counts program

The safety of our students is our school's first priority. Our Positive Behavioral Interventions and Supports (PBIS) plan dictates schoolwide behavioral expectations, positive incentive programs, individual behavioral contracts as needed, as well as counseling for some students. Our three main rules: Be Safe, Be Respectful, Be Responsible; help create an atmosphere in which students feel comfortable and secure.

Parent support and involvement continues to be fundamental to the success of Union House Elementary School. We welcome parent participation. Many parents help plan the programs and policies through a variety of committees including School Site Council and English Learner Advisory Committee. Some parents serve as classroom volunteers, chaperone field trips, plan family activities, or provide support around campus. Parents also support student achievement by supporting students in completing their daily homework, reading with them on a nightly basis, and by sending a clear message that education and regular school attendance are important to the family. The atmosphere at Union House makes the community feel welcome and our students feel comfortable to achieve and learn. We welcome you as partners in the pursuit of your child's academic achievement.

Dorothy Stoppelmann, Principal
Union House Elementary

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

Grade Level	Number of Students
Kindergarten	125
Grade 1	121
Grade 2	126
Grade 3	122
Grade 4	131
Grade 5	128
Grade 6	139
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	892

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

Student Group	Percent of Total Enrollment
Black or African American	24.80%
American Indian or Alaska Native	1.20%
Asian	27.60%
Filipino	3.40%
Hispanic or Latino	24.00%
Native Hawaiian or Pacific Islander	7.50%
White	5.30%
Two or More Races	6.30%
Socioeconomically Disadvantaged	89.60%
English Learners	36.80%
Students with Disabilities	9.90%
Foster Youth	1.70%

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	43	44	43	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, 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)

Union House was built in 1988. It has 36 classrooms, a multipurpose room, a library, a computer lab, and an administration building. The main campus was built in 1988. A new classroom building was completed in 2006. In 2010 an all-weather track was installed. Additional perimeter fencing as well as a gate in front of the multipurpose room was added in 2013. A new school garden was added in 2014. Continuous maintenance of the buildings and grounds is a priority to provide our students and staff a safe and welcoming learning environment.

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: 8/19/2016

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

Overall Facility (School Year 2016-2017)

	Exemplary	Good	Fair	Poor
Overall Rating	x			

The district’s maintenance and grounds departments work in concert with 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. 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.

In 2016 we added 2 new Chromebook carts to support technology education in the classrooms. Also in 2016, new outdoor lighting was installed outside the G-Wing to increase visibility.

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)	22%	22%	49%	52%	44%	48%
Mathematics (grades 3-8 and 11)	14%	18%	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	128	125	97.66	16.00
Male	75	74	98.67	13.51
Female	53	51	96.23	19.61
Black or African American	35	34	97.14	17.65
American Indian or Alaska Native				
Asian	43	43	100.00	13.95
Filipino	--	--	--	--
Hispanic or Latino	22	22	100.00	13.64
Native Hawaiian or Pacific Islander	11	9	81.82	
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	119	116	97.48	12.93
English Learners	50	48	96.00	4.17
Students with Disabilities	13	12	92.31	
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	129	127	98.45	17.32
Male	65	64	98.46	17.19
Female	64	63	98.44	17.46
Black or African American	35	34	97.14	5.88
American Indian or Alaska Native	--	--	--	--
Asian	31	31	100.00	22.58
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.00	17.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	115	114	99.13	18.42
English Learners	31	31	100.00	9.68
Students with Disabilities	25	24	96.00	4.17
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	128	126	98.44	31.75
Male	60	58	96.67	25.86
Female	68	68	100.00	36.76
Black or African American	39	38	97.44	26.32
American Indian or Alaska Native	--	--	--	--
Asian	41	40	97.56	30.00
Filipino	--	--	--	--
Hispanic or Latino	25	25	100.00	40.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	123	121	98.37	30.58
English Learners	28	27	96.43	7.41
Students with Disabilities	25	25	100.00	4.00
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	146	143	97.95	23.08
Male	81	79	97.53	21.52
Female	65	64	98.46	25.00
Black or African American	34	33	97.06	12.12
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.00	43.33
Filipino	--	--	--	--
Hispanic or Latino	43	43	100.00	16.28
Native Hawaiian or Pacific Islander	13	11	84.62	27.27
White	12	12	100.00	8.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	138	137	99.28	24.09
English Learners	32	30	93.75	6.67
Students with Disabilities	27	27	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.

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	128	125	97.66	18.40
Male	75	74	98.67	20.27
Female	53	51	96.23	15.69
Black or African American	35	34	97.14	8.82
American Indian or Alaska Native				
Asian	43	43	100.00	16.28
Filipino	--	--	--	--
Hispanic or Latino	22	22	100.00	27.27
Native Hawaiian or Pacific Islander	11	9	81.82	
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	119	116	97.48	17.24
English Learners	50	48	96.00	16.67
Students with Disabilities	13	12	92.31	8.33
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	129	127	98.45	21.26
Male	65	64	98.46	25.00
Female	64	63	98.44	17.46
Black or African American	35	34	97.14	14.71
American Indian or Alaska Native	--	--	--	--
Asian	31	31	100.00	19.35
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.00	17.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	115	114	99.13	22.81
English Learners	31	31	100.00	9.68
Students with Disabilities	25	24	96.00	4.17
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	128	126	98.44	16.80
Male	60	58	96.67	22.81
Female	68	68	100.00	11.76
Black or African American	39	38	97.44	10.53
American Indian or Alaska Native	--	--	--	--
Asian	41	40	97.56	15.00
Filipino	--	--	--	--
Hispanic or Latino	25	25	100.00	28.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	123	121	98.37	15.00
English Learners	28	27	96.43	
Students with Disabilities	25	25	100.00	4.00
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	146	143	97.95	14.69
Male	81	79	97.53	12.66
Female	65	64	98.46	17.19
Black or African American	34	33	97.06	6.06
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.00	36.67
Filipino	--	--	--	--
Hispanic or Latino	43	43	100.00	4.65
Native Hawaiian or Pacific Islander	13	11	84.62	9.09
White	12	12	100.00	8.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	138	137	99.28	15.33
English Learners	32	30	93.75	3.33
Students with Disabilities	27	27	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.

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)	28%	35%	54%	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	128	114	89.06	53.51
Male	60	49	81.67	63.27
Female	68	65	81.67	63.27
Black or African American	39	36	92.31	50.00
American Indian or Alaska Native	--	--	--	--
Asian	41	39	95.12	56.41
Filipino	--	--	--	--
Hispanic or Latino	25	19	76.00	47.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	123	109	88.62	52.29
English Learners	28	22	78.57	31.82
Students with Disabilities	25	13	52.00	30.77
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	25.8	21	19.4
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)

All families are encouraged to become informed and actively involved. We have Back to School Night, Open House, PTO meetings, student recognition assemblies, spirit rallies, and other special events during the year. You are welcome to schedule time to meet with your child's teacher to volunteer in your child's classroom. Parents can also become involved by joining the School Site Council or other parent advisory committees. For information contact our school Secretary, Debbie Triplett at 424-9201.

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	3.93	3.62	3.36	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)

Our district is committed to providing a safe, secure environment for learning. Our School Safety Plan, which was reviewed in August 2016, indicates the ways we solicit input from our community that addresses safety procedures as well as goals for developing a positive school climate. Each room is equipped with Safety Flip Charts that outline all of our safety procedures. In addition, each grade level has a walkie-talkie which allows us to communicate with teachers in the case of an emergency. An "Emergency Handbook" is kept in the school office. Random, periodic school safety inspections are conducted by the County of Sacramento, and various drills are held each month. The school is surrounded by fencing and visitors are asked to check in and enter the premises through the office. Adult supervision is provided before and after school.

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	2010-2011	2009-2010
Year in Program Improvement	4	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	24		6		25		6		25		4	
1	24		5		24		5		24		5	
2	24		6		24		5		24		5	
3	24		5		23		6		24		5	
4	29		5		27		5		26		5	
5	28		4		28		5		24		5	
6	24	1	5		25	1	4		26		5	
Other									16	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
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	0.8438	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	4.1562	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	\$7,097	\$1,633	\$5,464	\$75,757
District	N/A	N/A	\$5883	\$73,322
Percent Difference - School Site and District	N/A	N/A	-194%	3%
State	N/A	N/A	\$5,677	\$75,837
Percent Difference - School Site and State	N/A	N/A	-4%	0%

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

Types of Services Funded (Fiscal Year 2016-2017)

Specialized academic needs are met through differentiated instruction in classrooms. Instruction is provided by teachers and para-educators, small group instruction in the Learning Center, and extended day and Intersession classes. Our "What I Need" time is a 30-minute period during the day when students are grouped across the school according to their language development needs. An Intervention Teacher provides additional instruction to students at each grade level who need assistance to meet standards. In addition, our teachers provide additional instruction as well as enrichment during flexible group time. A Bilingual Teaching Associate assists teachers in providing primary language assistance, translations and academic support. GATE students participate in accelerated instruction within classrooms and in after-school programs. Enrichment classes include MESA, basketball, soccer, martial arts, dance, musical theater, technology and science.

Teacher and Administrative Salaries (Fiscal Year 2014-2015)

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

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

Professional Development

Our professional development initiatives include: support of Professional Learning Communities for the implementation of Common Core Standards in Math and English Language Arts; expansion of teachers' repertoire of effective strategies used to promote language acquisition and academic literacy through Guided Language Acquisition and Design training; as well as providing ongoing professional learning for teachers to strengthen their use of Best Practices in teaching Reading. New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms. District wide, EGUSD provides a variety of classes for support staff including, instructional assistants, school secretaries, office clerks, and custodians. All training relates to their job description and may include learning new computer skills or working more efficiently.

	2014-2015	2015-2016	2016-2017
School Days Dedicated to Staff Development	10	8	10