

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-2017 School Year
Published During 2017-2018

For: Union House Elementary

Address: 7850 Deer Creek Dr, 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 2017-2018)

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 2017-2018)

School Name	Union House Elementary
Street	7850 Deer Creek Dr
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 2017-2018)

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 school wide behavioral expectations, positive incentive programs, and 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 2016-2017)

Grade Level	Number of Students
Kindergarten	140
Grade 1	96
Grade 2	111
Grade 3	126
Grade 4	133
Grade 5	118
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	863

School Enrollment by Student Group (School Year 2016-2017)

Student Group	Percent of Total Enrollment
Black or African American	24.90%
American Indian or Alaska Native	1.50%
Asian	27.30%
Filipino	3.00%
Hispanic or Latino	25.00%
Native Hawaiian or Pacific Islander	6.30%
White	4.20%
Two or More Races	7.80%
Socioeconomically Disadvantaged	91.30%
English Learners	33.70%
Students with Disabilities	
Foster Youth	

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 2015-2016	School 2016-2017	School 2017-2018	District 2017-2018
With Full Credential	44	43	41	3105
Without Full Credential	0	0	0	17
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-2016	2016-2017	2017-2018
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.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2017-2018)

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 15 and September 5, 2017

Year and month in which data were collected: August 15, 2017

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>CA StudySync</i> by McGraw Hill, © 2017 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 Adopted EGUSD 2017	No	0
<i>CA StudySync</i> by McGraw Hill, © 2017 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: 11th - <i>Language of Composition</i> , Bedford/St. Martins ©2013 Adopted EGUSD 2015 12th - <i>Bedford Introduction to Literature</i> , Bedford/St. Martins ©2016 Adopted EGUSD 2017	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>Theory of Knowledge</i> , Cambridge University Press © 2009 Adopted EGUSD 2010 <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2012; Adopted EGUSD 2016 <i>Bedford Introduction to Literature</i> , Bedford/St.	Yes	0

	Martins © 2016 Adopted EGUSD 2017		
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 <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015 <i>Integrated Math 1</i> Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015	Yes	0
	9th-12th <i>Algebra 2</i> , McDougal/Littell © 2001; Adopted EGUSD 2002 <i>Trigonometry 5th Edition, Precalculus with Limits</i> © 2005, McDougal/Littell; Adopted EGUSD 2006 Elementary Statistics Glencoe/McGraw Hill © 2006; <i>Integrated Math 1</i> , <i>Integrated Math 2</i> , <i>Integrated Math 3</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2016	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. © 2015 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</i> , <i>Higher Level Mathematics</i> , Pearson © 2012; Adopted EGUSD 2012 <i>Calculus</i> 7th edition, McDougal Littell © 2002 Adopted EGUSD 2002	Yes	0
Science	All 2-12 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

<p>California Science by McGraw Hill © 2008 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K - Literature Big Book Package 1st - Unit Big Book Package 2nd - 5th - Student Edition Adopted EGUSD 2008</p>	<p>Yes</p>	<p>0</p>
<p>Science text by Holt © 2007 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>6th - <i>Earth Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2008</p>	<p>Yes</p>	<p>0</p>
<p>Science books by multiple publishers 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:</p>	<p><i>Biology: Dynamics of Life</i>, © 2000, <i>Physics: Principles and Problems</i> © 1999, McGraw Hill, <i>Modern Chemistry</i>, <i>Modern Biology</i>, HRW © 1999; Adopted EGUSD 2000</p> <p><i>Agriscience & Technology</i> © 1998, Delmar/Thompson, <i>Essentials in Geology</i>, Prentice Hall © 2000; Adopted EGUSD 2001</p> <p><i>Astronomy Today</i>, Prentice Hall © 2002; Adopted EGUSD 2002</p> <p><i>Agriscience: Fundamentals & Applications</i>, Prentice Hall © 2002; Adopted EGUSD 2004</p> <p><i>Criminalistics</i>, Prentice Hall © 2004, <i>Environmental Science</i>, McGraw Hill © 2005; <i>Fundamentals of Anatomy & Physiology</i> © 2006, Prentice Hall; <i>Modern Biology</i> © 2006, HRW; Adopted EGUSD 2006</p> <p><i>Foundations in Microbiology</i>, McGraw Hill, © 2005, <i>Earth Science</i>, Prentice Hall © 2006; Adopted EGUSD 2008</p>	<p>Yes</p>	<p>0</p>
<p>AP science books by multiple publishers 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:</p>	<p>AP Courses: <i>Biology by Campbell</i>, Pearson © 2011; Adopted EGUSD 2012</p> <p><i>Chemistry: A Molecular Approach</i>, Pearson © 2014; Adopted EGUSD 2013</p> <p><i>College Physics, 9th Ed.</i>, Cengage © 2012 Adopted EGUSD 2014</p>	<p>Yes</p>	<p>0</p>
<p>IB science 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:</p>	<p>IB Courses:</p> <p><i>College Physics, 9th Ed.</i>, Cengage © 2012; Adopted EGUSD 2014</p> <p><i>Higher Level Biology, 2nd Ed.</i>, Pearson © 2014;</p> <p><i>Standard Level Chemistry, 2nd Edition</i>, Pearson © 2014; <i>Higher Level Chemistry, 2nd Edition</i>, Pearson © 2014; Adopted EGUSD 2015</p> <p>Supplemental for English Learners:</p>	<p>Yes</p>	<p>0</p>

	<i>Concepts and Challenges in Earth Science</i> , Pearson/Globe Fearon © 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:	6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <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>Essentials of Comparative Politics</i> , W.W. Norton © 2015, <i>Myer's Psychology</i> © 2014, Bedford, Freeman & Worth; Adopted EGUSD 2016 <i>Krugman's Economics</i> © 2015, <i>America's History</i> , © 2014, Bedford Freeman & Worth, <i>Worlds Together Worlds Apart</i> © 2016, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017	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>20th Century World History</i> © 2009, Oxford University Press; Adopted EGUSD 2012 <i>History of the Americas</i> © 2015; Adopted EGUSD 2017	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.	<p><i>Adventures in Japanese</i> III, Cheng & Tsui, © 1998; Adopted EGUSD 2000</p> <p><i>Realidades</i> I, II, III, IV, Pearson © 2014, <i>Bien dit!</i> I, II, III, HMH © 2013, <i>Intrigue</i> 3rd Ed., Pearson © 2011, <i>Deutsch Aktuell</i> I, II, III, EMC-Paradigm, © 2010, <i>Haruichiban and Ginga</i>, Kisetu, © 2014; Adopted EGUSD 2014</p> <p><i>Genki II</i>, Japanese Times © 2011; Adopted EGUSD 2017</p>	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.	<p>AP Courses: <i>Abriendo Puertas</i>, McDougal Littell © 2003; Adopted EGUSD 2002</p> <p><i>Kaleidoskop</i>, Houghton Mifflin © 2007; Adopted EGUSD 2006</p> <p><i>Yookoso!</i>, McGraw-Hill © 2006; Adopted EGUSD 2007</p> <p><i>Temas</i>, Vista Higher Learning © 2014, <i>Intrigue</i> 3rd Ed., Pearson © 2011; Adopted EGUSD 2014</p>	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.	<p>IB Courses: <i>Adventures in Japanese</i> III, Cheng & Tsui © 1998; Adopted EGUSD 2000</p> <p><i>Yookoso!</i> McGraw-Hill © 2006; Adopted EGUSD 2007</p> <p><i>Manana, LeMonde de Francais</i>, Advanced Materials © 2011; Adopted EGUSD 2012</p> <p><i>Abriendo pasa Grammatica</i>, Pearson © 2014; Adopted EGUSD 2012</p>	Yes	0
Visual and Performing Arts			
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	<p>7th-8th: <i>Exploring Visual Design</i>, Davis ©2000; <i>Exploring Theatre</i>, McGraw-Hill © 1997; Adopted EGUSD 2000</p>	Yes	0
	<p>9-12th: <i>Jazz Dance Today</i> © 1994, West Publ., <i>Photographic Eye</i>, Davis Publ, © 1995, <i>Playing Contemporary Scenes</i>, Merwetter © 1996, <i>Play Production Today</i>, Nat'l © 1996, <i>Choreography</i>, Human Kinetic © 1997, <i>Dance – the Art of Production</i>, Princeton © 1998; Adopted EGUSD 1999</p> <p><i>Make It In Clay</i>, McGraw Hill © 2000, <i>Black and White Photography</i>, Delmar © 2002, <i>Hands in Clay</i>, McGraw Hill © 2004, <i>Art Talk</i>, Glencoe, © 2005, <i>The Stage & The School</i>, McGraw Hill © 2005, <i>A Sense of Dance</i>, Human Kinetic © 2005; Adopted EGUSD 2004</p>	Yes	0

	<p><i>The Visual Experience</i>, Davis © 2005; Adopted EGUSD 2006</p> <p><i>Exploring Painting</i>, Davis © 2003, <i>Theatrical Design & Production</i>, McGraw Hill, © 2005, <i>Art in Focus</i>, Glencoe © 2006; Adopted EGUSD 2007</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>AP Courses: <i>Art Context & Criticism</i>, Brown & Benchmark © 1996 Adopted EGUSD 1999 <i>Music in Theory & Practice</i>, Glencoe © 2003, Adopted EGUSD 2002 <i>Gardner's Art Through the Ages</i>, Thomson/Wadsworth © 2005; Adopted EGUSD 2005</p>	Yes	0
Health	All 9-12 Health books are provided one per student.		
All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p><i>Health</i>, Glencoe © 2004 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 2017-2018)

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 2017-2018)

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

Year and month of the most recent FIT report : 8/18/2017

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 2017-2018)

Year and month of the most recent FIT report: 8/18/2017

	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 projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

In 2017 we added 8 new Chromebook carts to support technology education in the classrooms. We now have 1:1 chromebook use in all grades 2-6 with Kinder and First grade sharing chromebooks. 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. 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 the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students (School Year 2016-2017)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
English Language Arts/Literacy (grades 3-8 and 11)	22%	28%	52%	54%	48%	48%
Mathematics (grades 3-8 and 11)	18%	23%	42%	44%	36%	37%

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 2016-2017)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	515	507	98.45	28.21
Male	267	261	97.75	23.37
Female	248	246	99.19	33.33
Black or African American	142	139	97.89	18.71
American Indian or Alaska Native	--	--	--	--
Asian	153	151	98.69	32.45
Filipino	11	11	100	81.82
Hispanic or Latino	116	113	97.41	30.09
Native Hawaiian or Pacific Islander	27	27	100	33.33
White	20	20	100	30
Two or More Races	40	40	100	22.5
Socioeconomically Disadvantaged	472	466	98.73	27.04
English Learners	200	196	98	27.55
Students with Disabilities	93	87	93.55	3.45
Students Receiving Migrant Education Services				
Foster Youth	12	11	91.67	9.09

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 2016-2017)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	517	509	98.45	22.99
Male	267	262	98.13	24.05
Female	250	247	98.8	21.86
Black or African American	143	140	97.9	10
American Indian or Alaska Native	--	--	--	--
Asian	153	151	98.69	27.15
Filipino	11	11	100	63.64
Hispanic or Latino	117	114	97.44	28.07
Native Hawaiian or Pacific Islander	27	27	100	14.81
White	20	20	100	25
Two or More Races	40	40	100	35
Socioeconomically Disadvantaged	474	468	98.73	22.01
English Learners	200	197	98.5	24.37
Students with Disabilities	93	89	95.7	4.49
Students Receiving Migrant Education Services				
Foster Youth	12	12	100	25

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	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
Science (grades 5, 8, and 10)	35%	54%	63%	63%	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-2017)

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	22.2	17.5	10.3
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 2017-2018)

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. We also offer ESL classes for parents. 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		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
Suspensions	3.62%	3.36%	5.12%	4.78%	4.28%	4.72%	3.79%	3.65%	3.65%
Expulsions	0%	0%	0%	0.05%	0.04%	0.03%	0.09%	0.09%	0.09%

School Safety Plan (School Year 2017-2018)

Our district is committed to providing a safe, secure environment for learning. Our School Safety Plan, which was reviewed in August 2017, 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 2017-2018)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2009-2010
Year in Program Improvement	4	Year 3
Number of Schools Currently in Program Improvement	NA	12
Percent of Schools Currently in Program Improvement	NA	44.4

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014-2015 Number of Classes*			Avg. Class Size	2015-2016 Number of Classes*			Avg. Class Size	2016-2017 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		6		25		5		23		6	
1	24		5		24		5		24		4	
2	24		5		25		5		22		5	
3	23		6		24		5		25		5	
4	27		5		26		5		27		5	
5	28		5		25		5		28		4	
6	25	1	4		24	1	5		24	1	5	
Other												

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

Academic Counselors and Other Support Staff (School Year 2016-2017)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	5.6562	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 2015-2016)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,967	\$2,181	\$5,786	\$75,652
District	N/A	N/A	\$6,376	\$76,341
Percent Difference - School Site and District	N/A	N/A	-9.70%	-0.91%
State	N/A	N/A	\$6,574	\$79,228
Percent Difference - School Site and State	N/A	N/A	-12.75%	-4.62%

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

Types of Services Funded (Fiscal Year 2017-2018)

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. 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. EL tutoring is provided for our Newcomers. Enrichment classes include MESA, basketball, soccer, volleyball, running club, dance, and technology and science.

Teacher and Administrative Salaries (Fiscal Year 2015-2016)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,546	\$47,808
Mid-Range Teacher Salary	\$64,573	\$73,555
Highest Teacher Salary	\$90,983	\$95,850
Average Principal Salary (Elementary)	\$117,260	\$120,448
Average Principal Salary (Middle)	\$119,438	\$125,592
Average Principal Salary (High)	\$132,951	\$138,175
Superintendent Salary	\$301,969	\$264,457
Percent of Budget for Teacher Salaries	40.00%	35.00%
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.

	2015-2016	2016-2017	2017-2018
School Days Dedicated to Staff Development	8	10	10