

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



Clyde Arbuckle Elementary

Address: 1970 Cinderella Ln. San Jose, CA 95116-3503

Principal: Olga Martinez, Principal

Phone: (408) 928-7100

Email: olga.martinez@arUSD.org

Web Site:

CDS Code: 43693696046130



Alum Rock Union Elementary

Superintendent: Hilaria Bauer

Phone: (408) 928-6800

Email: hilaria.bauer@arUSD.org

Web Site: www.arUSD.org



I DATA AND ACCESS

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/fg/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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Alum Rock Union Elementary
Phone Number: (408) 928-6800
Superintendent: Hilaria Bauer
E-mail Address: hilaria.bauer@arUSD.org
Web Site: www.arUSD.org

School Contact Information Most Recent Year

School Name: Clyde Arbuckle Elementary
Street: 1970 Cinderella Ln.
City, State, Zip: San Jose, CA 95116-3503
Phone Number: (408) 928-7100
Principal: Olga Martinez, Principal
E-mail Address: olga.martinez@arUSD.org
Web Site:
County-District-School
(CDS) Code: 43693696046130

School Description and Mission Statement – Most Recent Year

The Arbuckle Elementary/Adelante II Dual Language faculty has strived to create a college bound campus and classrooms. We have a college wall mural created by parents, faculty, and volunteers. There are inspirational messages above each classroom door and college banners hanging in classrooms. Each classroom has posted the year the students will graduate from college. Students respond to the acronym STARS and know what each letter stands for and responds when a teacher says STARS. (Sit up and stand up straight, Track, Ask and answer questions, Safe, Respect and Responsibility, and Scholars) We incorporate Positive Behavior Intervention and Supports (PBIS) strategies in the classroom and on the playground. Students are presented the PBIS lessons and the Three School Expectations: Scholars are Safe, Respectful and Responsible. Students are recognized with the Character Traits of the month in Assemblies.

Reading is a major goal in the classroom and school. Each child is expected to work at achieving grade level. Each classroom has an extensive library and students are encouraged to read during the day and each night. Accelerated Reading is part of each child's goal and we have AR assemblies with parents and success is celebrated. Most of the students do a great job of tracking their progress.

Students in forth and fifth grade participate in Student Council and Junior Coach. We are working on building leadership within the student body. Student Council meets often to plan activities to build school spirit. Junior Coaches supervise games and support Team spirit and behavior at recess.

Teachers are stressing pride, scholarship and planning for the future. Teachers conference with parents and students on a regular basis. We have a very active Student Study Team that meets to collaborate on the best ways to meet the needs of students.

We have City Year at our school. It extends the learning and opportunities for students to engage in activities and clubs that are enriching and support students and learning that takes place during the day.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Transitional Kindergarten	14
Kindergarten	68
Grade 1	89
Grade 2	49
Grade 3	64
Grade 4	56
Grade 5	38
Total Enrollment	378

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.9%
American Indian or Alaska Native	0%
Asian	9.5%
Filipino	1.5%
Hispanic or Latino	86.9%
Native Hawaiian/Pacific Islander	0.3%
White	0.3%
Two or More Races	0.6%
Socioeconomically Disadvantaged	93%
English Learners	77.1%
Students with Disabilities	15.2%
Foster Youth	0%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

The SARC provides the following information relevant to the State priority: Basic (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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	20	18	19	568
Without Full Credential	0	1	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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	89.47%	10.53%
All Schools in District	94.37%	5.63%
High-Poverty Schools in District	94.37%	5.63%
Low-Poverty Schools in District	0%	0%

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, Availability of Textbooks and Instructional Materials – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	2008	Yes	0%
Mathematics	2008	Yes	0%
Science	2006	Yes	0%
History-Social Science	2007	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements – Most Recent Year

The district makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district 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 school office and at the district office.

School facilities are upgraded whenever possible to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. There is an ongoing and strenuous reinforcement of bathroom etiquette. Bathrooms are checked after each recess and after school. There are at least two Beautification Days each year. Parents, teachers and sponsors come to the school on a Saturday and plant flowers, clean windows, pick weeds, paint, and clean up surrounding streets.

School Facility Good Repair Status – Most Recent Year

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

Month and year in which data were collected: January 2016

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

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: October 2013

	Exemplary	Good	Fair	Poor
Overall Rating	-	-	✓	-

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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.

California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	22%	33%	44%
Mathematics (grades 3-8 and 11)	16%	23%	33%

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 Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	59	57	96.6%	54%	26%	12%	7%
Male	59	33	55.9%	64%	27%	9%	0%
Female	59	24	40.7%	42%	25%	17%	17%
Black or African American							
American Indian or Alaska Native							
Asian	59	4	6.8%	–	–	–	–
Filipino	59	1	1.7%	–	–	–	–
Hispanic or Latino	59	52	88.1%	54%	29%	12%	6%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	59	55	93.2%	55%	27%	13%	5%
English Learners	59	52	88.1%	52%	29%	12%	8%
Students with Disabilities	59	10	16.9%	–	–	–	–
Students Receiving Migrant Education Services	59	2	3.4%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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.

- * Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	43	42	97.7%	69%	12%	14%	5%
Male	43	25	58.1%	72%	16%	4%	8%
Female	43	17	39.5%	65%	6%	29%	0%
Black or African American							
American Indian or Alaska Native							
Asian	43	2	4.7%	—	—	—	—
Filipino							
Hispanic or Latino	43	39	90.7%	69%	13%	13%	5%
Native Hawaiian or Pacific Islander							
White	43	1	2.3%	—	—	—	—
Two or More Races							
Socioeconomically Disadvantaged	43	40	93%	73%	10%	13%	5%
English Learners	43	23	53.5%	91%	4%	4%	0%
Students with Disabilities	43	9	20.9%	—	—	—	—
Students Receiving Migrant Education Services	43	1	2.3%	—	—	—	—
Foster Youth	—	—	—	—	—	—	—

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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.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	37	36	97.3%	36%	33%	25%	6%
Male	37	17	45.9%	47%	35%	12%	6%
Female	37	19	51.4%	26%	32%	37%	5%
Black or African American	37	1	2.7%	—	—	—	—
American Indian or Alaska Native							
Asian	37	2	5.4%	—	—	—	—
Filipino							
Hispanic or Latino	37	33	89.2%	36%	33%	24%	6%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	37	33	89.2%	36%	36%	21%	6%
English Learners	37	19	51.4%	58%	26%	16%	0%
Students with Disabilities	37	5	13.5%	—	—	—	—
Students Receiving Migrant Education Services							
Foster Youth	—	—	—	—	—	—	—

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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.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	59	57	96.6%	56%	26%	18%	0%
Male	59	33	55.9%	58%	24%	18%	0%
Female	59	24	40.7%	54%	29%	17%	0%
Black or African American							
American Indian or Alaska Native							
Asian	59	4	6.8%	–	–	–	–
Filipino	59	1	1.7%	–	–	–	–
Hispanic or Latino	59	52	88.1%	60%	25%	15%	0%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	59	55	93.2%	56%	27%	16%	0%
English Learners	59	52	88.1%	56%	27%	17%	0%
Students with Disabilities	59	10	16.9%	–	–	–	–
Students Receiving Migrant Education Services	59	2	3.4%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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.

- * Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	43	42	97.7%	69%	21%	10%	0%
Male	43	25	58.1%	72%	20%	8%	0%
Female	43	17	39.5%	65%	24%	12%	0%
Black or African American							
American Indian or Alaska Native							
Asian	43	2	4.7%	—	—	—	—
Filipino							
Hispanic or Latino	43	39	90.7%	72%	21%	8%	0%
Native Hawaiian or Pacific Islander							
White	43	1	2.3%	—	—	—	—
Two or More Races							
Socioeconomically Disadvantaged	43	40	93%	70%	20%	10%	0%
English Learners	43	23	53.5%	78%	17%	4%	0%
Students with Disabilities	43	9	20.9%	—	—	—	—
Students Receiving Migrant Education Services	43	1	2.3%	—	—	—	—
Foster Youth	—	—	—	—	—	—	—

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.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	37	36	97.3%	53%	25%	14%	8%
Male	37	17	45.9%	41%	35%	18%	6%
Female	37	19	51.4%	63%	16%	11%	11%
Black or African American	37	1	2.7%	—	—	—	—
American Indian or Alaska Native							
Asian	37	2	5.4%	—	—	—	—
Filipino							
Hispanic or Latino	37	33	89.2%	55%	24%	12%	9%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	37	33	89.2%	55%	24%	12%	9%
English Learners	37	19	51.4%	74%	26%	0%	0%
Students with Disabilities	37	5	13.5%	—	—	—	—
Students Receiving Migrant Education Services							
Foster Youth	—	—	—	—	—	—	—

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.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	48%	50%	54%	50%	52%	47%	59%	60%	56%

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47%	Native Hawaiian or Pacific Islander	
All Students at the School	54%	White	
Male	53%	Two or More Races	
Female	55%	Socioeconomically Disadvantaged	53%
Black or African American	—	English Learners	37%
American Indian or Alaska Native		Students with Disabilities	—
Asian	—	Students Receiving Migrant Education Services	
Filipino		Foster Youth	—
Hispanic or Latino	56%		

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 OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	16.7%	27.8%	41.7%
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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement - Most Recent Year

Parent involvement is essential to effective schooling. Arbuckle Elementary/Adelante II Dual Language actively promotes a strong, comprehensive parent involvement policy. Not only does Arbuckle Elementary/Adelante II promote two-way communication about school programs and student progress, but it also involves parents in instructional and support roles at the school. In addition to preparing parents to actively participate in school decision-making and developing their leadership skills in governance and advocacy, Arbuckle Elementary/Adelante II also provides parents with strategies and techniques to assist their children with learning activities at home. Additionally, to ensure parents receive the health and social services that are necessary to live healthy lives and to promote student achievement, Arbuckle Elementary/Adelante II provides parents with the skills and resources to access community support services.

Parent training is provided by Arbuckle Elementary/Adelante II teachers and administrator on topics which address academic achievement and accountability.

Parents of targeted students are provided workshops to help them support student learning in the home.

Community agencies provide counseling and family support to students and parents.

Parents are invited to volunteer in classrooms and different school activities throughout the year. Their service hours are recorded and parents are recognized at a ceremony at the end of the year.

For additional information, please contact the school principal, Olga Martinez, community liaison, Chhaya Toun, or our PTO president Juanita Torres, at 408-928-7100.

STATE PRIORITY: SCHOOL CLIMATE

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate*	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.03	4	2.45	3.41	2.28	3.22	5.07	4.36	3.8
Expulsions	0	0	0	0.01	0	0	0.13	0.1	0.09

School Safety Plan – Most Recent Year

At Arbuckle Elementary/Adelante II, a school of academic excellence, we strive to find and use the best practices, strategies and approaches to bring about optimal learning opportunities within a safe and caring school environment. We take student safety seriously. Training is provided in health and safety and emergency procedures, Lock down, shelter in place, first aid and communication. We have monthly fire drills two mock earthquake drills yearly where teachers are aware of their responsibilities. Lock down and Shelter in place drills take place once a year. A school-wide behavior system is in place with positive rewards. The Positive Behavior Intervention and Supports (PBIS) curriculum supports and reinforces positive behavior and violence reduction. It teaches students to praise each other, to give up "put downs", to seek wise people to notice and speak up about hurts, to right wrongs and to build peace at home, at school and in their community. We also state a bullying oath daily and do not tolerate bullying. In addition, the school's focus on scholarly conduct helps students behave in a positive and consistent manner. PBIS posters are reviewed daily and posted in classrooms, cafeteria, bathrooms and corridors. Arbuckle Elementary/Adelante II has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any and all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The school safety plan is developed and reviewed on a yearly basis by the Arbuckle Elementary/Adelante II Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval. The plan was last updated and approved in February 2016. Safety alerts are shared with all staff as needed throughout the school year.

The Arbuckle Elementary/Adelante II Safety Plan contains a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, nondiscriminatory policy on student rights and responsibilities, campus security policy, harassment policy, conflict management policy, Internet safety policy, and intervention and referral system policy.

School visitors need to report to the office to sign in. Parents are fingerprinted and TB tested if they volunteer more than seven hours a week. They are given a visitor's badge to wear so they can be easily identified by students and staff. Gates are all locked as soon as school starts and only the main gate is unlocked at the end of the day. We have yearly inspections by the fire department to make sure we are at code.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	38.1%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	4			21	1	3		15	4		
1	19	2			18	2	2		20	2	1	
2	17	4			17	1	2		18	1	2	
3	20	3			17	2	2		18	3	1	
4	28		2		34			1	27		1	
5	25	1	2		34			2	28		2	
Other	7	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 2014-15)

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)	.5	N/A
Psychologist	.6	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	1	N/A
Other		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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,868	\$2,419	\$6,448	\$75,195
District	N/A	N/A	\$6,466	\$70,088
Percent Difference – School Site and District	N/A	N/A	-0.28%	7.29%
State	N/A	N/A	\$5,348	\$72,993
Percent Difference – School Site and State	N/A	N/A	20.57%	3.02%

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

Types of Services Funded (Fiscal Year 2014-15)

Arbuckle Elementary/Adelante II provides the following categorically funded services to ensure under-performing students meet standards:

Title I funds provide a Home Community Liaison position to support attendance and communication by phone or home visits. ST Math is an extra support in every classroom which provides students the opportunity to work on critical thinking skills on the computer.

Character Traits of the Month Award Assemblies give our exceptional students recognition, photo opportunity and rewards are provided to recognize student achievement, effort, and positive attitude.

Accelerated Reader and STAR is used to assess reading and vocabulary to promote reading fluency. Awards are provided three times a year to motivate and reward students meeting their goals. We also purchase new books to support the classroom libraries.

Teachers identify at-risk or low-performing students and provide in-class and/or after school intervention.

Pull out tutoring, and after school intervention programs across the grade levels provide tutoring, academic support, and recreational enrichment activities are provided through the City Year program. We provide extra tutoring from Sylvan for grades 3-5 and Tutor Works for grades 1-2 to improve student strategies and student scores for testing.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,266	\$43,091
Mid-Range Teacher Salary	\$73,584	\$70,247
Highest Teacher Salary	\$85,887	\$89,152
Average Principal Salary (Elementary)	\$108,978	\$112,492
Average Principal Salary (Middle)	\$114,421	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$204,900	\$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	6%	6%

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 - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Continuous professional development is a common practice for all Arbuckle Elementary/Adelante II staff. Teachers receive extensive training in the Imagine It! Language Arts Program. Teachers also receive training in Step-Up-To-Writing, ELD instruction and enVision Math training. As a school we are continuously seeking professional development that will better help us meet the needs of our students. Teachers are receiving training in GLAD strategies. All teachers are engaged in in-house staff collaboration and training to develop their skills in all curricular areas.