Juan Cabrillo Elementary School

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Santa Monica-Malibu Unified School District
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District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

Juan Cabrillo Elementary School was merged with Point Dume Elementary School at the end of the 2018-2019 school year to form the new Malibu Elementary school. The TK-5 students of the former Juan Cabrillo school moved to the new school (Malibu Elementary) which is appoximately 3 miles away. The recommednation to close Juan Cabrillo was apporved by the Board of Education on June 20, 2019 . This was apart of the broader realignment plan to 1) provide more opportinites with the merger for teachers and staff to collaborate within and across grades levels 2) minmize single and/or combination classes 3) cultivate a more robust as well as diverse learning environment for the Malibu Elementary School communinty and 4) allow for the separation of a 6-8 middle school to have its on identify.

As a result, Malibu Elementary is in its first year as a result of the merger of Juan Cabrillo and Point Dume Elementary schools.

About the SARC

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 and 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	34
Grade 1	29
Grade 2	32
Grade 3	24
Grade 4	35
Grade 5	44
Total Enrollment	198

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	1.5
Asian	2
Filipino	2
Hispanic or Latino	20.2
White	64.6
Two or More Races	6.1
Socioeconomically Disadvantaged	16.7
English Learners	19.2
Students with Disabilities	16.7
Homeless	0.5

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 for Juan Cabrillo	17-18	18-19	19-20
With Full Credential	13		
Without Full Credential	1		
Teaching Outside Subject Area of Competence	2		

Teacher Credentials for Santa Monica-Malibu	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Juan Cabrillo Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0		
Total Teacher Misassignments*	3		
Vacant Teacher Positions	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, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All students at Cabrillo have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented in the 2007-08 school year and new math materials in 2008-09. With the textbook-adoption process frozen due to budget constraints at the state level, the district is currently in the process of refreshing the English language arts curriculum, using the existing texts. All students, including English learners, have their own copy of textbooks, except in the case where "Big Books" are used for the entire classroom at the early primary level. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval. This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or nonadopted textbooks or instructional materials.

Textbooks and Instructional Materials
Year and month in which data were collected: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015
Science	Science, Harcourt 2007, adopted 4/19/2007
History-Social Science	Reflections, California Series; Harcourt 2006, adopted 6/1/2006

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/5/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	1: 4. CEILING TILES HAVE HOLES. CEILING TILES AREB BROKEN. CEILING TILES ARE MISSING (WORKROOM). 11. PAINT IS PEELING ON WINDOW FRAMES AND WALKWAY AWNING. 14: 4. CEILING TILE T-BAR IS LOOSE. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15: 4. CEILING TILE IS BROKEN.CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 4/ STUDENT SUPPORT SERVICES: 4. CEILING TILEHAS A HOLE. CEILING TILE IS BROKEN. SINK CABINET DOORS DO NOT SHUT PROPERLY. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. (UNABLE TO TURN ON LIGHTS PER TEACHER) 5: 4. CEILING TILES ARE BROKEN. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. LARGE SPIDER IN RR. 7. ELECTRICAL COVER IS MISSING. 10. PLUG IN CANDLE WARMER. EXACUATION MAP IS NOT POSTED.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		8: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER HAS A WATER STAIN. 9: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILE HAVE WATER STAINS. 9. FAUCET HAS A SLOW DRIP. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON WINDOW FRAMES. COMMUNITY LIASON/ NURSE: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. WIRES ARE HANGING FROM THE CEILING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. COTTAGE A: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 14. SKID PAINT IS PEELING ON RAMP. (USED FOR STORAGE) COTTAGE B: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 9. FAUCETS HAVE A HIGH FLOW IN RR. 14. SKID PAINT IS PEELING ON THE RAMP. 15. WINDOW SCREENS ARE MISSING. GIRLS REST ROOM: 4. WALL TILES ARE MISSING. LIBRARY: 4. CEILING TILES HAVE HOLES. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. MPR: 4. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. TEACHERS LOUNGE: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.
Interior: Interior Surfaces	Poor	17: 2. ACCESS TO HVAC ROOM IS BLOCKED. 5. ROOM IS CLUTTERED. 7. IDF COVER IS MISSING. ELECTRICAL CONDUIT PIECE IS MISSING EXPOSING WIRES. 8: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER HAS A WATER STAIN. TEACHERS LOUNGE: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	12: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES. WIRES ARE LOOSE ON TOP OF LIGHT FIXTURE.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		17: 2. ACCESS TO HVAC ROOM IS BLOCKED. 5. ROOM IS CLUTTERED. 7. IDF COVER IS MISSING. ELECTRICAL CONDUIT PIECE IS MISSING EXPOSING WIRES. 18/ MIDDLE SCHOOL: 7. ELECTRICAL CONDUIT IS LOOSE FROM THE WALL. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 22: 7. SURGE PROTECTORS ARE DAISY CHAINED. EXTENSION CORD IS BEING PERMANENTLYUSED CREATING A TRIP HAZARD. 8: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER HAS A WATER STAIN. KITCHEN: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. TEACHERS LOUNGE: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.
Electrical: Electrical	Fair	12: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES. WIRES ARE LOOSE ON TOP OF LIGHT FIXTURE. 17: 2. ACCESS TO HVAC ROOM IS BLOCKED. 5. ROOM IS CLUTTERED. 7. IDF COVER IS MISSING. ELECTRICAL CONDUIT PIECE IS MISSING EXPOSING WIRES. 18/ MIDDLE SCHOOL: 7. ELECTRICAL CONDUIT IS LOOSE FROM THE WALL. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 22: 7. SURGE PROTECTORS ARE DAISY CHAINED. EXTENSION CORD IS BEING PERMANENTLYUSED CREATING A TRIP HAZARD. 8: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER HAS A WATER STAIN. KITCHEN: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. TEACHERS LOUNGE: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	10: 4. CEILING TILES HAVE WATER STAINS. WOOD PANELING IS PEELING ON CABINETS. 9. FAUCET HAS A SLOW DRIP. 11: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 9. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A SPORADIC FLOW. 10. PLUG IN AIR FRESHENER.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		15: 4. CEILING TILE IS BROKEN.CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES.
		4/ STUDENT SUPPORT SERVICES: 4. CEILING TILEHAS A HOLE. CEILING TILE IS BROKEN. SINK CABINET DOORS DO NOT SHUT PROPERLY. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. (UNABLE TO TURN ON LIGHTS PER TEACHER)
		9: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILE HAVE WATER STAINS. 9. FAUCET HAS A SLOW DRIP. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON WINDOW FRAMES.
		BOYS REST ROOM: 8. DOOR IS LOCKED DURING SCHOOL HOURS. 13. HOLES RUSTED THROUGH EAVES.
		BOYS REST ROOM: 9. FAUCET HANDLE IS BROKEN OFF CREATING AN INJURY HAZARD. EXTERIOR DRINKING FOUNTAIN HAS A LEAK.
		COTTAGE B: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 9. FAUCETS HAVE A HIGH FLOW IN RR. 14. SKID PAINT IS PEELING ON THE RAMP. 15. WINDOW SCREENS ARE MISSING.
		GIRLS REST ROOM: 4. WATER COVER/CAP IS MISSING IN WALL. 9. EXTERIOR DRINKING FOUNTAIN HAS A HIGH FLOW.
		GIRLS REST ROOM: 5. ROOM HAS A STRONG ODOR. 8. DOOR IS LOCKED DURING SCHOOL HOURS. ONE TOILET LEAKS AT FITTING.
Safety: Fire Safety, Hazardous Materials	Fair	1: 4. CEILING TILES HAVE HOLES. CEILING TILES AREB BROKEN. CEILING TILES ARE MISSING (WORKROOM). 11. PAINT IS PEELING ON WINDOW FRAMES AND WALKWAY AWNING.
		15: 4. CEILING TILE IS BROKEN.CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES.
		18/ MIDDLE SCHOOL: 7. ELECTRICAL CONDUIT IS LOOSE FROM THE WALL. 10. FIRE EXTINGUISHER IS NOT MOUNTED.
		4/ STUDENT SUPPORT SERVICES: 4. CEILING TILEHAS A HOLE. CEILING TILE IS BROKEN. SINK CABINET DOORS DO NOT SHUT PROPERLY. 9. DRINKING FOUNTAIN

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		HAS A LOW FLOW. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. (UNABLE TO TURN ON LIGHTS PER TEACHER) 9: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILE HAVE WATER STAINS. 9. FAUCET HAS A SLOW DRIP. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON WINDOW FRAMES. ADMIN: 10. EVACUATION MAP IS NOT POSTED. 13. AWNING/EAVES TRIM IS LOOSE. 14. TRIP HAZARDS ON WALKWAY AT CEMEN/ASPHALT SEAM. COMMUNITY LIASON/ NURSE: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. WIRES ARE HANGING FROM THE CEILING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. CUSTODIAL: 11. DOOR IS UNLOCKED DURING SCHOOL HOURS (STUDENTS HAVE ACCESS TO CHEMICALS). ELECTRICAL: 10. FIRE EXTINGUISHER IS MISSING. PRINCIPAL: 10. FIRE EXTINGUISHER IS NOT MOUNTED.
Structural: Structural Damage, Roofs	Good	2: 4. CEILING TILE T-BAR IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH (WORKROOM). ROOM IS CLUTTERED (WORKROOM). 11. PAINT IS PEELING ON WINDOW FRAMES. IMPROPERLY STORED CLEANING SUPPLIES. 12. METAL ON WINDOW FRAMES IS RUSTED CREATING AN INJURY HAZARD. 3: 4. CEILING TILES ARE BROKEN. 11. SPRAY PAINT STORED UNDER SINK. PAINT IS PEELING ON THE DOOR AND WINDOW FRAMES. 12. DRY ROT ON WINDOW FRAMES. 13. METAL FLASHING IS LOOSE ON EAVES. ADMIN: 10. EVACUATION MAP IS NOT POSTED. 13. AWNING/EAVES TRIM IS LOOSE. 14. TRIP HAZARDS ON WALKWAY AT CEMEN/ASPHALT SEAM. BOYS REST ROOM: 8. DOOR IS LOCKED DURING SCHOOL HOURS. 13. HOLES RUSTED THROUGH EAVES.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	20: 4. GAPS BETWEEN CEILING TILES. HOLE IN CEILING. 14. TRIP HAZARD ON WALKWAY AT ASPHALT/CEMENT SEAM. ADMIN: 10. EVACUATION MAP IS NOT POSTED. 13. AWNING/EAVES TRIM IS LOOSE. 14. TRIP HAZARDS ON WALKWAY AT CEMEN/ASPHALT SEAM. COTTAGE A: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 14.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		SKID PAINT IS PEELING ON RAMP. (USED FOR STORAGE) COTTAGE B: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 9. FAUCETS HAVE A HIGH FLOW IN RR. 14. SKID PAINT IS PEELING ON THE RAMP. 15. WINDOW SCREENS ARE MISSING. LIBRARY: 4. CEILING TILES HAVE HOLES. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. PLAY COURTS: TRIP HAZARDS. PLAYGROUNDS: 14. HOLE IN PIP SURFACING UNDER SWINGSET. TEACHERS DINING: NO ACCESS (PER TEACHER). 15. DOOR TO KITCHEN IS HARD TO LOCK.
Overall Rating	**Fair**	

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] 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. CAAs 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	64	68	75	74	50	50
Math	62	56	61	61	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	43.3	13.3	10.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	84	94.38	67.85
Male	50	49	98	63.26
Female	39	35	89.74	74.29
Hispanic or Latino	19	19	100	42.10
White	54	50	92.59	80.00
Two or More Races	10	10	100	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	83	93.26	56.63
Male	50	49	98	60
Female	39	35	89.74	54.16
Hispanic or Latino	19	19	100	15.79
White	54	49	90.74	71.43
Two or More Races	10	10	100	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

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 (School Year 2019-20)

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.

School Safety Plan

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	1	1		15	2	1		14	3		
1	20	1			19	1			19	1		
2	9	2			20	1			19	1	1	
3	21	1	1		13	1	1		22		1	
4					23		1		25		1	
5	23		3		27		2		24		2	
Other**	9	1			6	2			5	1		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$9,877	$373	$9,504	$87,824
District	N/A	N/A	$8,432	
State	N/A	N/A		

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	12.0	
School Site/ State		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

A combination of state and federal funding is used to cover all aspects of our instructional program.

SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:
- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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.