

San Altos Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <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/guardians 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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	San Altos Elementary School
Street	1750 Madera St.
City, State, Zip	Lemon Grove, CA 91945-2515
Phone Number	619-825-5621
Principal	Larry Buchanan
E-mail Address	lbuchanan@lemongrovesd.net
Web Site	https://sae.lemongrovesd.net/
CDS Code	37 682056038657

District Contact Information	
District Name	Lemon Grove School District
Phone Number	(619) 825-5600
Superintendent	Dr. Kimberly Berman
E-mail Address	kberman@lemongrovesd.net
Web Site	https://www.lemongrovesd.net/

School Description and Mission Statement (School Year 2018-19)

San Altos Elementary School is located in the southwest corner of the Lemon Grove School District. The school consists of grades TK-6 plus three Preschool Special Day Classes: one Inclusion General Ed, one Moderate/Severe, and one Mild/Moderate. The Lemon Grove School District's Extended Day Program collaborates with the school's administration and offers services in the form of a Before School Program and an After School Program. Services provided are enrichment and academic. Our mission is to see that all students maximize their learning potential and accelerate the use of 21st century tools in an environment that fosters physically, emotionally, and socially healthy choices. San Altos incorporates technology into its teaching and learning methodology. All rooms are equipped with Promethean Boards, docucams, and one to-one laptops or chromebooks for students. Teachers have received training in online and blended teaching and learning and in the Google suite of products. Teachers continue to receive professional development for various online resources including iReady, a web-based resource that helps to fill the gaps in students' learning in math and English Language Arts until they reach grade level.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	68
Grade 1	57
Grade 2	57
Grade 3	57
Grade 4	57
Grade 5	44
Grade 6	44
Total Enrollment	384

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	16.4
American Indian or Alaska Native	2.6
Asian	8.6
Filipino	3.1
Hispanic or Latino	54.9
Native Hawaiian or Pacific Islander	3.1
White	10.9
Socioeconomically Disadvantaged	66.9
English Learners	22.9
Students with Disabilities	15.6
Foster Youth	0.3

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	17	19.17		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

All textbooks used in the core curriculum throughout Lemon Grove School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. On October 10, 2017, the Lemon Grove School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 17-18-05 which certifies as required by Education Code §60119 that for the 2017-2018 school year, the Lemon Grove School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course is available to pupils.

All Lemon Grove School District students, including all English learners, have textbooks and instructional materials that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient quantities for each student for use in class and to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance (2018)	Yes	0
Mathematics	K-8 Houghton-Mifflin Harcourt California "Go Math" (2014)	Yes	0
Science	K-5 Harcourt (2008) 6-8 Glencoe (2008)	Yes	0
History-Social Science	K-5 Houghton-Mifflin (2007) 6-8 Glencoe (2007)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Below is information about the safety, cleanliness, and adequacy of school facilities, including the condition of cleanliness of the school grounds, buildings, and restrooms. The District provides services through its Facilities, Maintenance, Operations, Transportation (FMOT) department. Lemon Grove School District (LGSD) continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff. School custodial and district maintenance staff conduct frequent inspections to ensure that all sites are clean, safe, well maintained and in good repair. Mobile cleaning teams have been used to provide in-depth cleaning-assistance services. The Maintenance Department is in the process of establishing preventative maintenance programs that ensure all schools are maintained at an efficient operating level. All classrooms, playground areas and working space for students and staff satisfy building capacity requirements of the Education Code.

The Lemon Grove School District has always emphasized the importance of a clean, safe environment for learning and working. The environment of each campus is a matter of pride for students, staff and parents. To ensure that our facilities are in good repair condition, custodians at each site perform monthly inspections, and the district maintenance crews attempt to complete their work orders in a timely manner.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Ceiling tiles to be replaced.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Cracks and asphalt to be repaired.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	40.0	51.0	40.0	46.0	48.0	50.0
Mathematics (grades 3-8 and 11)	28.0	43.0	33.0	36.0	37.0	38.0

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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	187	180	96.26	50.56
Male	95	89	93.68	43.82
Female	92	91	98.91	57.14
Black or African American	24	23	95.83	56.52
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	69.23
Filipino	--	--	--	--
Hispanic or Latino	109	108	99.08	46.30
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	20	83.33	55.00
Two or More Races	11	11	100.00	63.64
Socioeconomically Disadvantaged	139	134	96.40	47.76
English Learners	58	55	94.83	41.82
Students with Disabilities	26	24	92.31	16.67
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	187	183	97.86	43.17
Male	95	91	95.79	41.76
Female	92	92	100	44.57
Black or African American	24	23	95.83	39.13
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	61.54
Filipino	--	--	--	--
Hispanic or Latino	109	109	100	40.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	22	91.67	40.91
Two or More Races	11	11	100	72.73
Socioeconomically Disadvantaged	139	136	97.84	38.24
English Learners	58	58	100	34.48
Students with Disabilities	26	25	96.15	16
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.4	14.3	26.2

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 (School Year 2018-19)

Opportunities for parent involvement include the following:

- Classroom Volunteers
- Office Volunteers
- PTA Board/Activities
- School Site Council Parent Representative
- English Learner Advisory Committee
- Participation in Back-to-School Night/Open House
- School-wide events such as Book Fair, Fall Festival, Creative Crafts Night, and Science Night.
- Parent Workshop

Please contact Principal Larry Buchanan for opportunities to be involved in one of our organized parent groups or to learn more about volunteering at San Altos school.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.9	1.8	1.9	1.2	2.2	2.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The School Safety Plan was revised in September 2018 with guidance from our District’s Safety Coordinator and San Altos’ Safety Committee. The plan was reviewed by the Staff and the School Site Council in October 2018. The plan will be reviewed again in the Fall of 2019. Major components include a summary of relevant board policies and regulations, school rules, and current strategies and activities. The sections of the plan are:

1. Maintaining a safe and orderly environment
2. Emergency Disaster Procedures
3. Safe ingress and egress
4. Child Abuse Reporting
5. Suspension and Expulsion
6. Notifying Teachers of Dangerous Pupils
7. Discrimination and Harassment
8. School Wide Dress Code
9. Discipline Procedures/Restorative Practices
10. Hate Crimes and AB 537 Recommendations
11. Analysis of School Safety Data
12. Strategies and Programs to Promote Safety
13. Action Plan
14. Public Hearing Documentation and Approval

Our goal is to work together to create an environment for students that is safe and conducive to learning. Our school’s Comprehensive School Safety Plan provides a blueprint for ensuring everyone at San Altos remain safe and free from threats and harm.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	2	3		20	3	1		19	2	2	
1	24		2		25		2		20	1	1	
2	27		2		27		2		24		2	
3	28		2		30		2		23		3	
4	36			1	32		1		33			1
5	33		1	1	31		2		28		2	
6	27		2		28		5		26		2	
Other	8	1			10	2			12	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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.46	N/A
Psychologist	0.3	N/A
Social Worker	0.6	N/A
Nurse	0.14	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,443	\$2,114	\$8,329	\$79,514
District	N/A	N/A	\$8,084	\$78,467
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A		

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 (Fiscal Year 2017-18)

San Altos funded the following services to help in raising the achievement level of all students and to ensure the safety of students and staff:

- Grade level collaboration
- Support Teachers for our Response to Intervention and Instruction
- Computers and Interactive Smartboards
- Before and After school intervention
- Online resources
- Leveled reading books
- Bilingual Aide
- Social Worker
- Cafeteria Playground Assistant
- Character Education Program

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,035	\$48,064
Mid-Range Teacher Salary	\$73,371	\$75,417
Highest Teacher Salary	\$100,704	\$94,006
Average Principal Salary (Elementary)	\$109,508	\$119,037
Average Principal Salary (Middle)	\$114,984	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$205,497	\$183,692
Percent of Budget for Teacher Salaries	38.0	36.0
Percent of Budget for Administrative Salaries	5.0	6.0

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)

San Altos’ teachers met three times a month in staff meetings of 1 ¼ hours each wherein they engaged in professional development on various topics lead by the principal, the teacher on special assignment (for 2016-17 and 2017-18), or scheduled trainers from the county office of education or contracted agencies. Collaboration days were scheduled several times throughout the year for grade level teachers to get together to plan or to meet with the teacher on special assignment to sharpen their skills in the area of technology or digital resources. Additionally, teachers attended conferences and district sponsored professional development. Most teachers have been certified in online and blended teaching and learning.

The district sponsored professional development included the following:

- Go Math Curriculum: Any teachers not trained during the initial training phase following the adoption received training from the district’s Educational Services Coordinator.
- Common Core Writing: The district’s Educational Services Coordinator and the Teacher on Special Assignment provided continuous support following the initial professional development received.
- ELD: Training is ongoing in the area of ELD standards.
- Behavior support: Many teachers received introductory training in Restorative Practices.
- New Teacher Training: One day was provided for all new teachers in August, individual support was provided as needed for teachers who started after the school year began.

The major areas of focus for staff development were in the areas of the integration of technology pedagogy, student character development, English Language Development, and Benchmark ELA collaboration. The integration of technology and pedagogy was chosen to increase teachers’ skills in using technology to deliver instruction and for them to help students to use technology in learning and assessing their knowledge. The area of student character development was chosen to increase teachers’ skills in shaping students’ character positively and in creating classroom environments conducive to learning. English Language Development was chosen to aid teachers in attaining more strategies to move students to the advance level on the CELDT and subsequently to reclassification. Benchmark collaboration was chosen to align grade level instruction of the new Benchmark curriculum.