



Arundel Elementary School

200 Arundel Rd. • San Carlos, CA 94070-1945 • 650.508.7311 • Grades K-4

Ray Dawley, Principal

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<http://www.arundelknights.org/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year

San Carlos Elementary School District

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District Governing Board

Eirene Chen
Michelle Nayfack
Carol Elliott
Kathleen Farley
Neil Layton

District Administration

Mary Jude Doerpinghaus
Superintendent
Allison Liner
**Interim Assistant Superintendent
of Educational Services**
Robert Porter
Chief Operations Officer

Vision of the San Carlos School District

The San Carlos School District shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the 21st Century, as evidenced by:

1. Reaching their highest academic, social, emotional, intellectual, and physical potential; and
2. Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators; and
3. Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide

School Description and Profile

Established in 1949, Arundel School is located between Phelps and Arundel Road. The school is both ethnically and socioeconomically diverse. Arundel was recognized for its outstanding programs as a 1998 California Distinguished School. In June 2000, Arundel School became a dependent charter of the San Carlos School District with a focus on educating the "whole child" and recognizing the uniqueness of individuals.

The Arundel school culture is centered on our students. The staff works closely with a supportive volunteer base to meet students' diverse needs. Arundel works hard to create and maintain a positive learning environment. This is done in part with a look towards life skills, such as honesty and friendship. Additionally, the staff of Arundel collaborates to support the academic needs of each student.

Arundel School promotes educational excellence for all students. In partnership with staff, parents and community, we create an environment where students take personal responsibility for learning and functioning as creative, productive citizens within a community of learners. During the 2016-17 school year, Arundel Elementary School had 490 students enrolled in kindergarten through fourth grade.

Principal's Message

Arundel School is a unique learning environment that embraces community as a cornerstone of each child's educational experience. We work with parents and families as partners in the educational journey of each child. Children are encouraged to take risks, explore and innovate in the classrooms as well as take a leadership role in making a positive impact in the community around them. Project Based Learning is taking hold in all classrooms through grade level projects and collaborations between individual teachers. Reading and writing are taught through a workshop approach in response to new and rigorous common core standards. A new common core aligned math curriculum has just been adopted. We work together to foster each child's independence, their love of learning and their sense of belonging in the community. We have an active and caring parent community as well as the support of a forward-thinking school board, an innovative and creative Strategic Plan and a progressive and supportive district office staff. We have support of the community through the San Carlos Education Foundation and our local PTA that help to keep essential programs alive such as our music program, literacy and technology associates, a school counselor, the PE program, field trips, technology and more. Our teachers are highly qualified, caring and dedicated to make sure that each and every child's needs are met. It is my privilege and honor to be part of such an innovative and caring community.

Ray Dawley, Principal

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 <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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	133
Grade 1	95
Grade 2	87
Grade 3	87
Grade 4	94
Total Enrollment	496

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0
Asian	17.5
Filipino	2.4
Hispanic or Latino	14.5
Native Hawaiian or Pacific Islander	0.2
White	53
Two or More Races	11.7
Socioeconomically Disadvantaged	5
English Learners	14.5
Students with Disabilities	5.6
Foster Youth	0.2

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			
Arundel Elementary School	15-16	16-17	17-18
With Full Credential	24	25	24
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
San Carlos Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	162
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Arundel Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

The school district held a public hearing on September 14, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual instructional materials in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education and in alignment with the development of State Standards and Frameworks, making the textbooks and materials used in the school the most currently available. As part of the adoption process, materials are piloted and selected by a selection committee composed of teachers and administrators. When materials are being recommended for adoption, they are made available for parent examination at the district office prior to adoption and/or parents are invited to provide input via other means. Recommendations from the committee are then brought to the Board for adoption.

Textbooks and Instructional Materials Year and month in which data were collected: September 14, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Lucy Calkins Writing Units of Study Adopted in 2013 Lucy Calkins Reading Units of Study Adopted 2015 Words Their Way Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt: Math in Focus Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Education: Foss Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Adopted in 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Arundel Elementary School was originally constructed in 1950 and is comprised of 23 classrooms, a gym, one multipurpose room/cafeteria, a library, one staff lounge, a computer lab, and two large playgrounds. The Arundel office and library/media center were modernized during the 2002-2003 school year. The exterior of Arundel School was painted in the summer of 2003 and the modernization of the multi-use room learning center was completed in the summer of 2004. Classroom modernization was completed during the summer of 2007. In December 2009 the school added a grass field with a surrounding running track on the upper playground.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/20/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/20/16

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of 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

2016-17 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	77	78	77	77	48	48
Math	77	79	73	72	36	37

* 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.

**School Year 2016-17 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	180	179	99.44	78.21
Male	90	90	100	80
Female	90	89	98.89	76.4
Black or African American	--	--	--	--
Asian	31	31	100	87.1
Filipino	--	--	--	--
Hispanic or Latino	33	32	96.97	50
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	87	100	83.91
Two or More Races	24	24	100	87.5
Socioeconomically Disadvantaged	15	14	93.33	42.86
English Learners	33	32	96.97	68.75
Students with Disabilities	19	19	100	31.58

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 2016-17 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	180	180	100	79.44
Male	90	90	100	78.89
Female	90	90	100	80
Black or African American	--	--	--	--
Asian	31	31	100	90.32
Filipino	--	--	--	--
Hispanic or Latino	33	33	100	54.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	87	100	82.76
Two or More Races	24	24	100	87.5
Socioeconomically Disadvantaged	15	15	100	46.67
English Learners	33	33	100	72.73
Students with Disabilities	19	19	100	31.58

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

At Arundel, we encourage parental involvement in numerous areas and are fortunate that the majority of our parents seek out opportunities to participate. Each fall, we hold a Back-to-School Night to introduce parents to the school year and ask for volunteers.

Parents are present in classrooms and around the campus every day. Our parents volunteer in the classroom to assist in preparation or work with small groups. Parents also serve as chaperones and drivers on field trips, help with yard supervision at recess and lunch time and participate in the Arundel PTA, School Site Council and a variety of committees and work groups.

The PTA holds Community Clean Up Days, an annual Fun Run Event, Staff Luncheons, an annual Heritage Fair, Science Night, Family Movie Nights as well as Book Fairs in the fall and spring. The PTA provides many enrichment opportunities for students and holds evening community-building events throughout the year. Many of our parents also serve as liaisons to the larger San Carlos School District community. We have parent representatives involved in the PTA, Coordinating Council, Healthy Cities Tutoring, Spring Gala Committee and the San Carlos Educational Foundation.

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

Safety of students and staff is a primary concern of Arundel Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in the fall by the School Safety Committee, Staff and School Site Council. All revisions are communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year and lockdown drills are held annually as well. Students are supervised before school, during lunch and after school by staff. The school's student Peacemakers, supervised and led by our full time school counselor, help fellow classmates solve conflicts during lunch and break periods and parent volunteers help on the yard each day. In addition to parent volunteers, Arundel also has paid yard supervisors at lunch times.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.0	0.2
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.9	0.8	1.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.65
Psychologist	.6
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.8
Resource Specialist	1.5
Other	n/a

Average Number of Students per Staff Member

Academic Counselor	n/a
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* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	24	22	2		1	4	6	5			
1	23	24	24				4	4	4			
2	20	23	22	1			4	4	4			
3	22	23	22				4	4	4			
4	27	28	24				4	4	4			

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

Professional Development provided for Teachers

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers multiple staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff members are allowed to select strands of professional development to engage in during the school year offered by the school district as well as individual staff development at the school site. Common Core Standards are being integrated into the curriculum. Recent professional development sessions have included support in Reading Workshop, Writing Workshop, and mathematics as part of new curriculum adoption. This year, we added coaching and collaboration sessions for teachers during the school day. In addition to opportunities through the district, site "Flex Funds" as well as other targeted budgets are used to provide professional development to teachers to attend workshops, observe in other classrooms and to collaborate with colleagues. Areas of focus are determined by our Strategic Plan and LCAP, as well as input from staff on annual professional development surveys.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,627	\$42,598
Mid-Range Teacher Salary	\$73,345	\$62,232
Highest Teacher Salary	\$94,231	\$80,964
Average Principal Salary (ES)	\$120,892	\$102,366
Average Principal Salary (MS)	\$125,466	\$104,982
Average Principal Salary (HS)		
Superintendent Salary	\$187,675	\$117,868
Percent of District Budget		
Teacher Salaries	38%	32%
Administrative Salaries	7%	7%

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

Types of Services Funded

Our school supports the varying educational needs of students through a variety of means. Student needs are identified through teacher referrals, data analysis and as the result of the Student Study Team (SST) process on campus. Based upon identified needs, varying levels of differentiation, accommodations, supports, models and programming are implemented including Response to Instruction and Intervention supports, English Language learners supports and services and tutoring, as well as accommodations and services through Section 504 plans and special education. Services range from collaboration and consultation with specialists, to co-teaching and team-teaching models as well as direct intervention services. Additional services are provided through targeted budgets to work with students in grades TK-4 needing additional support in all academic areas.

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,729	\$3,724.45	\$6,004.34	\$78,356
District	♦	♦	\$6,671	\$78,867
State	♦	♦	\$6,574	\$61,939
Percent Difference: School Site/District			-10.5	-0.7
Percent Difference: School Site/ State			-9.1	23.4

* Cells with ♦ do not require data.