



San Ardo Elementary School

62428 Center Street • San Ardo, CA 93450 • (831) 627-2520 Ext. 112 • Grades K-8

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<https://saUSD-k12-pt.schoolloop.com/>

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



San Ardo Union Elementary School District

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District Governing Board

Kaeda Barrios, President

Cindy Beal, Clerk

Eugene Duggins

Salvador Macias

Tiffini Moore

District Administration

Catherine Reimer, Ed.D.

Superintendent

School Description

District Mission Statement

The San Ardo Union Elementary School District is committed to providing the children of the community with a high quality educational experience to prepare students for secondary school, college, careers, and beyond. The school district strives to provide a safe and healthy environment to aid all children in the learning process. The staff will maximize the students' opportunities to increase their knowledge, self-worth, respect for others, and a sense of community responsibility. The San Ardo Union Elementary School District is dedicated to providing students with the foundation they need to reach their goals.

Community & School Profile

The San Ardo Union Elementary School District is a single school district located in rural Monterey County in the southern area of the Salinas Valley. The district is approximately 19 miles south of King City and 35 miles north of Paso Robles. The school enrollment is approximately 114 students and attendance rates are fairly high (96%). The district was established in 1900. The district operates on a modified year round schedule serving 114 students in grades transitional kindergarten through eighth grade. Enrollment has been fairly consistent over the years fluctuating from a high of 125 students to a low of 100 students. Three similar small school districts surround the San Ardo District.

San Ardo is an unincorporated area with 517 residents, according to the 2010 Census count. The economy is based on farming, cattle, ranching, and oil industry. The majority of the residents work in the agricultural business. Although the economic status of the population varies widely, 92% of the students attending San Ardo School qualify for free and reduced meals through the National School Lunch and Breakfast Program. There is a mixture of single-family and multiple-family homes. Many parents are seasonal field workers. Approximately 30% of parents have an education beyond the equivalent of the 8th grade. About 40% of parents speak little or no English, even though the majority of them have resided in the town for over 10 years. San Ardo School has an English Language Learner population currently of 89.5%. The San Ardo School District had not redesignated students as Reclassified Fluent English Proficient (RFEP) for a period of seven years up until the 2014-15 academic year. This has presented a difficulty in determining the accuracy of the current population of English Language Learners. In 2014-15, (2) students were Redesignated Fluent English Proficient (RFEP) and in 2015-16 (1) student was RFEP, in 2016-17 (21) students were RFEP, in 2017-18 (8) students were RFEP, and in 2018-19 (4) students were RFEP. San Ardo is not a migrant farming area, as most families that move to the town tend to stay permanently. There are no health or community services in the area.

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	19
Grade 1	6
Grade 2	13
Grade 3	11
Grade 4	10
Grade 5	14
Grade 6	13
Grade 7	14
Grade 8	10
Total Enrollment	110

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	91.8
White	6.4
Socioeconomically Disadvantaged	90.9
English Learners	73.6
Students with Disabilities	20.9
Homeless	2.7

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 San Ardo Elementary	17-18	18-19	19-20
With Full Credential	5	6	5
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Ardo Union	17-18	18-19	19-20
With Full Credential	♦	♦	5
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at San Ardo Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

San Ardo Union Elementary School District held a Public Hearing on September 11, 2019 and determined that the school has a sufficient and adequate supply of 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 standards-aligned textbooks and/or instructional materials in core subjects for use in the classroom and to take home.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education - Benchmark Advance The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Mathematics	McGraw Hill My Math and Glencoe Math Course I, II, and III The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Science	Houghton-Mifflin Harcourt Science Fusion Pathways and Project Lead the Way The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
History-Social Science	Pearson My World The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

San Ardo School offers a safe and secure campus for students, staff, and visitors. The campus was originally constructed in 1935, and is comprised of the main building, which houses seven classrooms and the administrative offices, and a secondary building, which houses two additional classrooms and the science lab. There is also a preschool modular building located on the grounds of the school. Due to the age of the campus, modernization will be necessary in the upcoming years. The District successfully passed a General Obligation bond in November 2016 to address these needs. The District voted to issue \$3.8 million of the General Obligation bond in October 2019. Modernization construction is projected to begin in the summer of 2020.

San Ardo School also enjoys three playgrounds, with one specifically for kindergarten students, as well as a blacktop area and a track.

Safety

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Earthquake preparedness drills and fire drills are held on a regular basis. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

Cleaning Process

The custodial team ensures classrooms, restrooms, and campus grounds are kept clean, safe and well-maintained. The district governing board has adopted cleaning standards for the school. A summary of these standards is available at the district office for review.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/4/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Men's Restroom Auditorium: Paint on walls is peeling and needs to be repainted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Garage: There is a leak on the right side of the roof. Overall, garage is old and in need of repair/modernization. Room 6 storage: Paint on walls is peeling and needs to be repainted. Room 9/10 Exterior Hall: Roof leak in Room 10 Tennis Court: Lighting replaced with Proposition 39 Energy Efficient project Fall 2016. Tennis court is in disrepair and needs to be resurfaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 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	22	19	22	19	50	50
Math	13	8	13	8	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	14.3	7.1	
7	21.4		7.1

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	66	62	93.94	19.35
Male	32	32	100.00	21.88
Female	34	30	88.24	16.67
Hispanic or Latino	60	57	95.00	15.79
White	--	--	--	--
Socioeconomically Disadvantaged	61	58	95.08	15.52
English Learners	55	51	92.73	13.73
Students with Disabilities	12	12	100.00	8.33
Students Receiving Migrant Education Services	14	11	78.57	18.18
Homeless	--	--	--	--

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	66	65	98.48	7.69
Male	32	32	100.00	9.38
Female	34	33	97.06	6.06
Hispanic or Latino	60	59	98.33	6.78
White	--	--	--	--
Socioeconomically Disadvantaged	61	60	98.36	6.67
English Learners	55	54	98.18	5.56
Students with Disabilities	12	12	100.00	8.33
Students Receiving Migrant Education Services	14	13	92.86	15.38
Homeless	--	--	--	--

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)

Parents may participate in the School Site Council and District English Language Advisory Committee, which meets regularly to address the goals and needs of the school. San Ardo School also utilizes a volunteer coordinator, who contacts parents to volunteer in classrooms and for special events, such as field trips and school celebrations. The School also offers many parent and student events such as back-to-school night, a Fall Festival, a Thanksgiving dinner, sporting events, field trips and special presentations, a Winter performance, a reclassification ceremony, Open House, dance performances, and many other opportunities.

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

The San Ardo Union Elementary School District Comprehensive Safety Plan was reviewed by the School Site Council on September 18, 2019 and reviewed and approved by the Board of Trustees on October 9, 2019. The Comprehensive Safety Plan is also reviewed by the staff annually. Condensed flip charts for emergency situations are posted in all rooms.

Students at San Ardo School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of San Ardo School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. San Ardo School participates in the Positive Behavioral Incentives and Supports program, as well as Character Counts. Parents and students are informed of school rules and discipline policies at the beginning of each school year through the Student Handbook. Any updates or changes to policies are communicated to both parents and students.

The Suspensions and Expulsions table below illustrates total cases for the last three years, as well as a percentage of enrollment. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.8	0.9	9.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.8	0.9	9.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

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

Title	Ratio
Academic Counselor*	.0

* 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	13	1			14	1			19	1		
2	20	1			24		1		19	1		
4	24		1		21		1		7	1		
6	21		1		22		1		27		1	
Other**												

*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	2	2	2

The primary areas of focus for professional development are English Language Arts and Mathematics. It was determined that the school was lacking English Language Arts and Mathematics curricular materials aligned with the Common Core State Standards. Subsequently, students were not performing well on California Assessment of Student Performance and Progress. The District has since adopted new programs aligned with the Common Core State Standards. Teachers participated in training for the new English Language Arts curriculum with a larger District at the beginning of 2016-17. Professional development has also included training from Project Lead the Way for implementation of the science materials. Teachers have traveled to Universities such in San Jose, Chico, North Carolina, and Missouri to attend three to five day intensive training in 2016-17, 2017-18, and 2019-20. The 2017-18 academic year included professional development from the Monterey County Office of Education on Navigating the Smarter Balanced Assessment Consortium (SBAC), the California Assessment of Student Performance and Progress (CAASPP), and setting SMART goals to increase student achievement. In October of 2017, we also began professional development in Guided Language Acquisition and Design (GLAD) strategies. This professional development continued with in-class coaching and modeling through January and February 2018. The District began the 2018-19 school year with professional development on Step-up to Writing and school safety training. The professional development continue through-out 2018-19 with additional days in January. Teachers also conducted a review of the new social studies and history materials to implement a new program. Several teachers and the administrator also attended a workshop in 2018-19 on performance-based assessment, balanced assessment systems, CAASPP performance task deconstruction, and creating performance tasks. The 2019-20 academic year began with professional development with the Monterey County Office of Education reviewing deepening math practices. The professional development has continued with support providers from MCOE observing and supporting teachers in classrooms in mathematics and science. Teachers also evaluate Next Generation Science Standards newly approved curricula and made a recommendation for an adoption for 2020-21. The administrator attends all of the professional development and facilitates teacher-principal meetings to address issues with ongoing implementation.

Teachers are paid for two additional days of professional development at the beginning of the school year. The current administration has supported many days beyond the two provided and will continue to support them.

New faculty members may also participate in the Teacher Induction program, in which a facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (ES)	\$	\$107,614
Average Principal Salary (MS)	\$	\$112,242
Average Principal Salary (HS)	\$	\$
Superintendent Salary	\$	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	23%	31%
Administrative Salaries	8%	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

The District continued with the new English Language Arts program adopted in 2016-17, Benchmark Advance and added Houghton Mifflin Harcourt California Collections for grade 7 and 8. The teacher for grades 7 and 8 participated in professional development for the new curriculum. The District previously adopted a new Common Core aligned math program in 2015-16, McGraw-Hill My Math for grades K-6 and has continued with the program. The District has also continued with the Glencoe California Math Courses 1, 2, and 3 for the middle school grades. The District has continued to implement Project Lead the Way as a Next Generation Science curriculum supporting project-based learning, along with the District adopted program of Fusion Science. The District made the decision to adopt Pearson My World as the new history social science curriculum which will be implemented in 2019-20. Students were given access to new Chrome books and iPads to use in the classrooms in 2017-18 and further purchases were made in 2018-19. The District also previously adopted English 3D for fifth through eighth grade as the English Language Development curriculum. Students in grades kindergarten through fourth grade had English Language Development instruction through English Now! Teachers participated in professional development in the area of GLAD (Guided Language Acquisition and Development) strategies and CAASPP Teacher Guides and Assessment, Smart Goals and Continuous Improvement Cycle, Looking in to Local Data, and High Impact Strategies and Navigating the SBAC. Students received additional intervention in reading through the resource teacher and a supplemental program run two days per week by a certificated intervention teacher. Students also used an online mathematics program titled ST Math for supplemental instruction. The District purchased and implemented Step-up to Writing as a supplemental program for students in fourth, seventh and eighth grades. After school tutoring is offered in the after school program by four highly-qualified instructional aides. Students participated in a music program and an art program provided by Sol Treasures.

San Ardo Union Elementary School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received federal categorical funding for the following support programs:

- Title I, Part A - Basic Grant
- Title II, Part A - Teacher Quality

Title V - REAP (Rural Education and Achievement Program)

Title IV, Part A, Student Support and Academic Enrichment (SSAE) Program

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	15,693	4,273	11,420	\$49,166
District	N/A	N/A	11,420	\$49,166
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	41.4	-27.6

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.