



**April Lane Elementary School
School Accountability Report Card
Reported Using Data
from the 2018-19 School Year
Published During 2019-20**



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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	April Lane Elementary School
Street	800 April Lane
City, State, Zip	Yuba City CA, 95991
Phone Number	(530) 822-5215
Principal	Mary Reinhardt
Email Address	mreinhardt@ycusd.org
Website	http://april.ycusd.k12.ca.us/
County-District-School (CDS) Code	51-71464-6053342

Entity	Contact Information
District Name	Yuba City Unified School District
Phone Number	(530) 822-5200
Superintendent	Doreen Osumi
Email Address	dosumi@ycusd.org
Website	http://www.ycusd.org/

School Description and Mission Statement (School Year 2019-20)

At April Lane Elementary School, we believe all children are able to learn. April Lane provides children with a positive and challenging educational experience in a caring environment that develops self-esteem, self-motivation, physical wellness, and responsibility. Our school strives to promote an enthusiasm for learning by recognizing and stimulating special talents in all students and providing every opportunity for maximum student achievement. The educational environment and teaching strategies are designed to meet the goals and objectives of a dynamic curriculum including Wonders and Go Math. AVID strategies are taught to students in Kindergarten through fifth grade. Students are preparing to become responsible citizens by learning to care for themselves, others, and the world community in order to take their places as productive members of an integrated, democratic society. We believe education is a cooperative effort involving home, school, and community.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	98
Grade 1	82
Grade 2	76
Grade 3	88
Grade 4	76
Grade 5	78
Total Enrollment	498

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.4
Asian	19.5
Filipino	0.2
Hispanic or Latino	45.2
Native Hawaiian or Pacific Islander	0.4
White	23.9
Two or More Races	5
Socioeconomically Disadvantaged	90.8
English Learners	39
Students with Disabilities	7
Foster Youth	1.8
Homeless	0.8

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	24	23	643
Without Full Credential	1	1	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	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)

Year and month in which data were collected: 10/08/2019

April Lane has state approved and Board adopted curriculum. Every student has a textbook and instructional materials. An adoption committee comprised of teachers and administrators helps select state approved materials during an adoption year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders ELA/ELD, McGraw Hill Education, 2017 READ 180, Houghton Mifflin Harcourt, 2017 English 3D, Houghton Mifflin Harcourt, 2017	Yes	0.0%
Mathematics	HMH Go Math California, Houghton-Mifflin Harcourt, Gr K-5 2014	Yes	0.0%
Science	District Developed NGSS Units (K-5)	No	0.0%
History-Social Science	Pearson California History Social-Science myWorld Interactive, Grades K-5th (2019)	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Students at April Lane School are kept safe with the application of a School Safety Plan, as well as, a district discipline plan. Students and parents are aware of the rules and are reminded by teachers, staff members, and the Principal. April Lane staff's highest priority is student safety.

The installation of a new heating and air conditioning system was completed in the two main buildings during the summer of 2019.

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

Year and month of the most recent FIT report: 11/13/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC unit in Kitchen needs to be upgraded. Upgrades will be completed using deferred maintenance.
Interior: Interior Surfaces	Good	Flooring needs to be replaced in D2 and D3. Repairs will be made using deferred maintenance funds.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roofs need to be replaced on classrooms D1, D2, and D3. Portions of the MP Room roof are in need to be repaired. Repairs will be made using deferred maintenance funds.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Using deferred maintenance funds, security fencing needs to be added between the school and park.
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	35	41	46	48	50	50
Mathematics (grades 3-8 and 11)	22	22	29	30	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	233	227	97.42	2.58	41.41
Male	109	106	97.25	2.75	35.85
Female	124	121	97.58	2.42	46.28
Black or African American	13	13	100.00	0.00	30.77
American Indian or Alaska Native	--	--	--	--	--
Asian	46	43	93.48	6.52	37.21
Filipino					
Hispanic or Latino	100	99	99.00	1.00	38.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	57	56	98.25	1.75	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	58.33
Socioeconomically Disadvantaged	214	209	97.66	2.34	38.76
English Learners	110	105	95.45	4.55	32.38
Students with Disabilities	23	22	95.65	4.35	18.18
Students Receiving Migrant Education Services	13	12	92.31	7.69	50.00
Foster Youth	--	--	--	--	--
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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	231	228	98.70	1.30	22.37
Male	108	106	98.15	1.85	25.47
Female	123	122	99.19	0.81	19.67
Black or African American	11	11	100.00	0.00	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	46	44	95.65	4.35	20.45
Filipino					
Hispanic or Latino	100	100	100.00	0.00	19.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	57	56	98.25	1.75	28.57
Two or More Races	12	12	100.00	0.00	33.33
Socioeconomically Disadvantaged	212	210	99.06	0.94	20.48
English Learners	110	108	98.18	1.82	14.81
Students with Disabilities	23	22	95.65	4.35	18.18
Students Receiving Migrant Education Services	13	13	100.00	0.00	38.46

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.7	29.3	36.0

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.

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)

Contact Person Name: Mary Reinhardt

Contact Person Phone Number: (530) 822-5215

April Lane School is fortunate to have an involved and supportive parent community that assists students and staff in the classrooms and throughout the school. April Lane Parent Teacher Student Club (PTSC) regularly gives to the school and enriches the education of children. Community organizations have also contributed to supporting the school through donations. April Lane Elementary School is comprised of teachers and classified staff that donate their time in order to provide enrichment opportunities for our students. April Lane hosts a variety of parent/student nights throughout the school year such as Cultural Night, Ice Cream Social, and Family Science Night in order to provide academic and social activities that parents and students can do together. The English Learner Advisory Committee (ELAC) meets four times a year to educate, inform, and advise our parents of English Learners on the curriculum, instructional practices, and programs. We also offer English Classes on our campus through the Sutter County Library to our Farsi and Spanish speaking parents. Nurtured Heart is also offered to our Farsi, Spanish, and English speaking parents.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.6	1.2	3.4	6.8	10.5	6.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.7	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

April Lane Elementary School provides a safe and clean environment for students, staff, and volunteers. A team of three full-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Yuba City Unified School District to ensure that all classrooms and facilities are well maintained. The School Site Safety Plan was reviewed, updated, and presented to staff on August 9, 2019 for the 2019-2020 school year by the Safety Committee, which consists of teachers, custodians, and the principal.

Safety of students and staff is a primary concern of April Lane Elementary School. The school is monitored at all times with security cameras and all gates are locked during the school day. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and intruder drills are conducted on a regular basis throughout the school year. A committee of staff members have been trained in the Incident Command System for fire, earthquake, and intruder situations. This training will continue throughout the 2019-2020 school year.

Students are supervised before and after school by teachers and a crossing guard, and during lunch and recess by yard duty supervisors. There is a designated area for student drop off and pickup. Visitors must sign in the main office and receive a visitor's badge. Visitors are required to call teachers in advance if they are planning to visit a classroom. In order for parents to volunteer regularly in the classroom or to chaperone a field trip, they must be fingerprinted through the district.

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	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	21	1	4		19	5			20	4	1	
1	23		4		19	4			21	2	2	
2	20	3	1		28		3		25		3	
3	28		3		24		3		29		3	
4	23		3		25		3		25		3	
5	25		3		22		3		26		3	
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.

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

Title	Ratio
Academic Counselors*	498.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.7
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7707.97	949.00	6758.98	\$67,995
District	N/A	N/A	\$8673.01	\$73,167.00
Percent Difference - School Site and District	N/A	N/A	-24.8	-4.1
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-12.0	-19.8

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 2018-19)

Yuba City Unified School District spent an average of \$12,778.51 to educate students (based on 2018-19 audited financial statements). Yuba City Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received approximately \$4,475.02 per student in state and federal funding for the following categorical, special education, and support programs:

- ASES
- Donations
- Lottery
- Medi-Cal SELPA
- Sp Ed AB-602
- Sp Ed IDEA Basic
- Sp Ed Low Incidence
- Sp Ed Transportation
- Title I
- Title II Teacher Quality
- Title III, LEP
- Title IV
- CSEPD Block Grant
- LPS Block Grant

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,151	\$51,374
Mid-Range Teacher Salary	\$71,410	\$80,151
Highest Teacher Salary	\$92,981	\$100,143
Average Principal Salary (Elementary)	\$140,815	\$126,896
Average Principal Salary (Middle)	\$150,125	\$133,668
Average Principal Salary (High)	\$153,817	\$143,746
Superintendent Salary	\$211,380	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12