

Mokelumne Hill Elementary
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Mokelumne Hill Elementary
Street	8350 Highway 26
City, State, Zip	Mokelumne Hill, California 95245
Phone Number	(209) 754-2140
Principal	Michelle Besmer
E-mail Address	Mbesmer@calaveras.k12.ca.us
Web Site	
Grades Served	K-6
CDS Code	05-61564-6003404

District Contact Information	
District Name	Calaveras Unified School District
Phone Number	(209) 754-2300
Superintendent	Mark Campbell
E-mail Address	mcampbell@calaveras.k12.ca.us
Web Site	www.calaveras.k12.ca.us

School Description and Mission Statement (Most Recent Year)

The mission of Mokelumne Hill Elementary School is to provide its students with a positive atmosphere for academic and personal growth. The school strives to provide worthwhile experiences for its students so that they can acquire skills, habits, and attitudes necessary in becoming productive citizens. The school is dedicated to the use of curiosity and enthusiasm associated with childhood as a foundation for developing the adaptability and resilience needed to function in an ever changing and globally diverse world.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	12
Grade 1	14
Grade 2	14
Grade 3	9
Grade 4	9
Grade 5	18
Grade 6	17
Total Enrollment	93

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2.2
Asian	1.1
Hispanic or Latino	11.8
Native Hawaiian or Pacific Islander	1.1
White	82.8
Two or More Races	1.1
Socioeconomically Disadvantaged	62.4
Students with Disabilities	26.9
Foster Youth	2.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	4	4	6	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: July 2015

Core curriculum is utilized for all students. Students in need of intervention or resource services receive this help during non-core instructional times. SIPPS, Sights for Sounds, and Read Naturally are used for students who need help with reading. Step Up to Writing program is used by all teachers to help students grow as writers. In math students in grades 4th-6th receive help through the Envision intervention program. .

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5: Houghton Mifflin-Legacy of Literacy, 2003 Grade 6: Prentice Hall-Timeless Voices, Timeless Themes, 2002	Yes	0 %

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Grades K-6: Scott Foresman-Addison Wesley- enVision Math, 2009	Yes	0 %
Science	Grades K-5: FOSS-Full Option Science System, 2007 Grade 6: McMillian/McGraw Hill-California Earth Science, 2008	Yes	0 %
History-Social Science	Grades K-5: Scotts Foresman-History-Soceial Science for CA, 2006 Grade 6: Harcourt-Reflections-Ancient Civilization, 2007	Yes	0 %
Health	Mendez Foundation-Too Good For Drugs		

School Facility Conditions and Planned Improvements (Most Recent Year)

The district Maintenance and Operations Department utilizes its resources to keep up with vandalism and all repairs to ensure the health and safety of our students. Mokelumne Hill Elementary has a relatively new campus which was built in 2002.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/14/15				
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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/14/15				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	45	37	44
Mathematics	35	27	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	10	9	90.0	--	--	--	--
	4	9	9	100.0	--	--	--	--
	5	17	17	100.0	53	18	24	6
	6	18	16	88.9	38	19	25	19
Male	3		3	30.0	--	--	--	--
	4		4	44.4	--	--	--	--
	5		9	52.9	--	--	--	--
	6		7	38.9	--	--	--	--
Female	3		6	60.0	--	--	--	--
	4		5	55.6	--	--	--	--
	5		8	47.1	--	--	--	--
	6		9	50.0	--	--	--	--
American Indian or Alaska Native	5		1	5.9	--	--	--	--
Asian	6		0	0.0	--	--	--	--
Hispanic or Latino	3		2	20.0	--	--	--	--
	5		2	11.8	--	--	--	--
	6		3	16.7	--	--	--	--
Native Hawaiian or Pacific Islander	5		1	5.9	--	--	--	--
White	3		6	60.0	--	--	--	--
	4		9	100.0	--	--	--	--
	5		13	76.5	54	15	23	8

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		13	72.2	31	15	31	23
Two or More Races	3		1	10.0	--	--	--	--
Socioeconomically Disadvantaged	3		4	40.0	--	--	--	--
	4		5	55.6	--	--	--	--
	5		11	64.7	55	18	27	0
	6		8	44.4	--	--	--	--
Students with Disabilities	3		1	10.0	--	--	--	--
	4		2	22.2	--	--	--	--
	5		7	41.2	--	--	--	--
	6		5	27.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	10	10	100.0	--	--	--	--
	4	9	9	100.0	--	--	--	--
	5	17	17	100.0	47	41	6	6
	6	18	16	88.9	38	19	19	25
Male	3		3	30.0	--	--	--	--
	4		4	44.4	--	--	--	--
	5		9	52.9	--	--	--	--
	6		7	38.9	--	--	--	--
Female	3		7	70.0	--	--	--	--
	4		5	55.6	--	--	--	--
	5		8	47.1	--	--	--	--
	6		9	50.0	--	--	--	--
American Indian or Alaska Native	5		1	5.9	--	--	--	--
Asian	6		0	0.0	--	--	--	--
Hispanic or Latino	3		3	30.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		2	11.8	--	--	--	--
	6		3	16.7	--	--	--	--
Native Hawaiian or Pacific Islander	5		1	5.9	--	--	--	--
White	3		6	60.0	--	--	--	--
	4		9	100.0	--	--	--	--
	5		13	76.5	46	38	8	8
	6		13	72.2	31	15	23	31
Two or More Races	3		1	10.0	--	--	--	--
Socioeconomically Disadvantaged	3		5	50.0	--	--	--	--
	4		5	55.6	--	--	--	--
	5		11	64.7	55	45	0	0
	6		8	44.4	--	--	--	--
Students with Disabilities	3		1	10.0	--	--	--	--
	4		2	22.2	--	--	--	--
	5		7	41.2	--	--	--	--
	6		5	27.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	41	42	57	63	60	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	42
Male	--
Female	--
American Indian or Alaska Native	--
Hispanic or Latino	--
White	33
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.30	10.50	36.80

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 Parental Involvement State Priority (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 (Most Recent Year)

Parents and the community are very supportive of the educational programs at Mokelumne Hill Elementary School. Parents are active in the Parent Teacher Organization, called Partners in Education. Many parents volunteer in the classroom and at a myriad of school events. The school functions as a community where parents and staff work hand in hand in the education of its students. The School Site Council is made up of parents and staff who work together in the goal of improving student achievement.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.45	4.42	6.90	7.32	7.68	6.25	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.06	0.09	0.03	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Mokelumne Hill Elementary School. The school complies 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 drills are conducted on a regular basis. To ensure student safety, staff members supervise students at all times: before school, after school, and during lunch and recess. Any visitors to the school are required to sign in at the office and wear a visitor's pass.

The Comprehensive Safety Plan was developed by the school safety team in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides staff and students a means to ensure a safe and orderly learning environment.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	57.1

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	24		1		8	1			19	1		
2					23		1		21		1	
3	23		1									
4	21		1		27		1		18	1		
6	30		1		24		1		35			1

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	0	N/A
Other	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6145.96	1245.21	4900.75	68349
District	N/A	N/A	5304.24	\$63,695
Percent Difference: School Site and District	N/A	N/A	-7.6	7.9
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	4.5	8.4

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

Types of Services Funded (Fiscal Year 2014-15)

Mokelumne Hill Elementary School offers Title I services to its students by allowing teachers to test students each trimester on a one-on-one basis. This funding also allows the school to offer aide support for intervention in the classroom and in a pull out program for students who are working below grade level. Additionally, Title I money also provides an educational night for its parents and students. Technology items are purchased to help students become more proficient in technology.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,236	\$40,379
Mid-Range Teacher Salary	\$55,418	\$62,323
Highest Teacher Salary	\$79,805	\$81,127
Average Principal Salary (Elementary)	\$93,652	\$99,192
Average Principal Salary (Middle)	\$105,018	\$91,287
Average Principal Salary (High)	\$130,138	\$112,088
Superintendent Salary	\$149,224	\$159,821
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	7%	6%

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)

The teachers at Mokelumne Hill Elementary School take advantage of educational offerings in order to grow professionally. Teachers and support staff are learning new teaching strategies which are aligned with the new Common Core standards. Core days are offered three times per year for professional development. The staff uses these days for professional growth in the core subjects of language arts and math. The staff analyzes writing across all grade levels. Teachers in the primary grades were trained in the new Results testing strategies, which helps them ascertain a student's reading level. Each Friday students leave early and teachers use their afternoons for analysis of student work and assessments. Curricular planning occurs collaboratively, and co-planning time is used wisely since it allows the teachers opportunities to learn from each others' expertise. The staff works diligently at meeting the students' many needs.