

# Rail Road Flat 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Rail Road Flat Elementary
<b>Street</b>	298 Rail Road Flat Rd.
<b>City, State, Zip</b>	Rail Road Flat, CA 95248-0217
<b>Phone Number</b>	(209) 754-2275
<b>Principal</b>	Angela Howard
<b>E-mail Address</b>	ahoward@calaveras.k12.ca.us
<b>Web Site</b>	
<b>Grades Served</b>	K-6
<b>CDS Code</b>	05-61564-6003420

District Contact Information	
District Name	Calaveras Unified
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)

Rail Road Flat students will become academically proficient, socially adept, and emotionally healthy in an environment that fosters the development skills, habits, and attitudes to become productive members of society. Our vision includes parents, other caregivers, students and community members working collaboratively. We will teach by example and we will accept responsibility for our actions. Every effort will be recognized as a step toward success and achievement will be celebrated.

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

Grade Level	Number of Students
Kindergarten	9
Grade 1	3
Grade 2	12
Grade 3	7
Grade 4	4
Grade 5	7
Grade 6	3
Ungraded Elementary	2
<b>Total Enrollment</b>	<b>47</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
---------------	-----------------------------

## 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	3	3	2	
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: 2015-2016

There is a sufficient supply of quality textbooks and instructional materials available at Rail Road Flat Elementary. The school is compliant in all aspects of the Williams Act.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin (2002) 6th Prentice Hall (2002)	Yes	0
Mathematics	Envision Math (2009)	Yes	0
Science	K-5 has adopted FOSS (2008) 6th grade has adopted McMillan McGraw-Hill (2008)	Yes	0
History-Social Science	K-5 Scott-Foresman (2007) 6th Prentice Hall (2007)	Yes	0
Health	Mendez Foundation/Too Good For Drugs	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district Maintenance and Operations Department continuously utilizes its resources to keep up with vandalism and all repairs to ensure the health and safety of our students.

### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Some floor covering in need of repair. Old stains on some ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Overall condition is fair...no pest/vermin issue...bird nests create issues...buildings are old (as clean as they can be...but old)
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains			X	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Cracks in exterior stucco of Multipurpose Building.
<b>External:</b> 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
<b>English Language Arts/Literacy</b>	27	37	44
<b>Mathematics</b>	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	7	6	85.7	--	--	--	--
	4	8	7	87.5	--	--	--	--
	5	5	3	60.0	--	--	--	--
	6	7	6	85.7	--	--	--	--
Male	3		2	28.6	--	--	--	--
	4		3	37.5	--	--	--	--
	5		1	20.0	--	--	--	--
	6		2	28.6	--	--	--	--
Female	3		4	57.1	--	--	--	--
	4		4	50.0	--	--	--	--
	5		2	40.0	--	--	--	--
	6		4	57.1	--	--	--	--
American Indian or Alaska Native	4		1	12.5	--	--	--	--
	6		1	14.3	--	--	--	--
White	3		5	71.4	--	--	--	--
	4		4	50.0	--	--	--	--
	5		3	60.0	--	--	--	--
	6		5	71.4	--	--	--	--
Two or More Races	3		1	14.3	--	--	--	--
	4		2	25.0	--	--	--	--
	5		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		4	57.1	--	--	--	--
	4		6	75.0	--	--	--	--
	5		3	60.0	--	--	--	--
	6		6	85.7	--	--	--	--
Students with Disabilities	4		2	25.0	--	--	--	--
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	7	6	85.7	--	--	--	--
	4	8	7	87.5	--	--	--	--
	5	5	3	60.0	--	--	--	--
	6	7	7	100.0	--	--	--	--
Male	3		2	28.6	--	--	--	--
	4		3	37.5	--	--	--	--
	5		1	20.0	--	--	--	--
	6		3	42.9	--	--	--	--
Female	3		4	57.1	--	--	--	--
	4		4	50.0	--	--	--	--
	5		2	40.0	--	--	--	--
	6		4	57.1	--	--	--	--
Black or African American	6		1	14.3	--	--	--	--
American Indian or Alaska Native	4		1	12.5	--	--	--	--
	6		1	14.3	--	--	--	--
White	3		5	71.4	--	--	--	--
	4		4	50.0	--	--	--	--
	5		3	60.0	--	--	--	--
	6		5	71.4	--	--	--	--
Two or More Races	3		1	14.3	--	--	--	--
	4		2	25.0	--	--	--	--
	5		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		4	57.1	--	--	--	--
	4		6	75.0	--	--	--	--
	5		3	60.0	--	--	--	--
	6		7	100.0	--	--	--	--
Students with Disabilities	4		2	25.0	--	--	--	--
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
<b>Science (grades 5, 8, and 10)</b>	--	--	--	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	--
Male	--
Female	--
White	--
Two or More Races	--
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

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)

Rail Road Flat Elementary is dedicated to the following actions in involving parents in school-wide activities:

- School Site Council includes parents, teachers and school staff.
- Parent Teacher Club meetings minimum of eight times during the school year.
- Parent information sheets, along with school calendars are sent home monthly to keep parents informed of ongoing issues and events at school.
- Periodic newsletters help to inform, educate, and keep families involved with the school community

Weekly envelopes are sent home with students with additional school information for parents.

Parents and the community are very supportive of the educational programs at Rail Road Flat Elementary School. Parents are very active in Parent Teacher Club meetings and volunteering at the school. There are many school events after school for parents and their families to attend such as class performances and Community Dinner evenings.

## 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
<b>Suspensions</b>	4.11	5.88	3.64	7.32	7.68	6.25	5.07	4.36	3.80
<b>Expulsions</b>	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 Rail Road Flat 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, disaster and earthquake drills are conducted on a regular basis throughout the school year. To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. Any visitors to the campus are required to check in at the school office.

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 or 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. The key elements of the Safety Plan focus on communication with community agencies and evacuation procedures.

## 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
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>		2012-2013
<b>Year in Program Improvement*</b>		Year 2
<b>Number of Schools Currently in Program Improvement</b>	N/A	4
<b>Percent of Schools Currently in Program Improvement</b>	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	19	1			25		1					
3									16	1		
4	23		1									
6	21		1		25		1		21		1	
Other									11	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)	.1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.1	N/A
Social Worker	.1	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.1	N/A
Resource Specialist	.2	N/A
Other		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	5637.24	1057.54	4579.70	\$69,565
District	N/A	N/A	5304.24	\$63,695
Percent Difference: School Site and District	N/A	N/A	-13.7	9.2
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	-14.4	6.6

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

### Types of Services Funded (Fiscal Year 2014-15)

In addition to general state funding, Calaveras Unified receives approximately \$1000 annually per student for different areas of Categorical funding, Special Education funding, and support programs. Some of these that we use here at Rail Road Flat include, but are not limited to: Healthy Start, Staff Development, Federal Special Education entitlement per UDC and additional support services through Title 1 funding.

**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 district offers specific staff development days and opportunities in the areas of math, language arts and science. There are three districtwide professional development days each year, weekly co-planning sessions offered each Friday as well as a wide variety of opportunities offered at various times throughout the year. Staff development for those new to teaching is supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers. Teachers are also able to attend professional development to further their personalized goals with funds set aside for training and substitutes as needed.