# Alcott 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** | Alcott Elementary |
| **Street** | 2433 Central Avenue |
| **City, State, Zip** | Riverside, CA 92506-3408 |
| **Phone Number** | (951) 788-7451 |
| **Principal** | Patricia Tran |
| **E-mail Address** | ptran@rusd.k12.ca.us |
| **Web Site** | http://rusdlink.org/Domain/9 |
| **Grades Served** | K-6 |
| **CDS Code** | 33-67215-6032536 |

| District Contact Information | |
|---|---|
| **District Name** | Riverside Unified |
| **Phone Number** | (951) 788-7135 |
| **Superintendent** | David C. Hansen, Ed.D. |
| **E-mail Address** | dchansen@rusd.k12.ca.us |
| **Web Site** | www.rusd.k12.ca.us |

**School Description and Mission Statement (Most Recent Year)**

At Alcott Elementary School, we develop well-rounded, intelligent, and curious students through a strong partnership between parents, students, teachers, and the community at large. We foster a collaborative culture where all students learn at optimal levels and thrive socially and emotionally. Students demonstrate high levels of achievement on assessments and through the creative processes of music, art, and drama.

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

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 86 |
| **Grade 1** | 107 |
| **Grade 2** | 126 |
| **Grade 3** | 123 |
| **Grade 4** | 115 |
| **Grade 5** | 94 |
| **Grade 6** | 121 |
| **Total Enrollment** | 772 |

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

| Student Group | Percent of Total Enrollment |
|---|---|
| **Black or African American** | 8.7 |
| **American Indian or Alaska Native** | 0.1 |
| **Asian** | 0.3 |
| **Filipino** | 0.4 |
| **Hispanic or Latino** | 56.6 |
| **Native Hawaiian or Pacific Islander** | 0.5 |
| **White** | 29.7 |
| **Two or More Races** | 2.5 |
| **Socioeconomically Disadvantaged** | 60.4 |
| **English Learners** | 16.8 |
| **Students with Disabilities** | 11.8 |
| **Foster Youth** | 0.5 |

# 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** | 33 | 32 | 36 | 1855 |
| **Without Full Credential** | 0 | 0 | 0 | 1 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 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** | 93.6 | 6.4 |
| **High-Poverty Schools in District** | 93.3 | 6.7 |
| **Low-Poverty Schools in District** | 95.0 | 5.0 |

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:** 10/2015

Materials Sufficiency Board Meeting Date: October 5, 2015.

The table displays information collected in October 5, 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been

selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Macmillan McGraw-Hill: California Treasures, K-2- 2013<br> Houghton Mifflin Reading: A Legacy of Literacy, 3-6 - 2002<br> Scholastic - Read 180/System 44 - 2010 | Yes | 0% |
| **Mathematics** | Pearson Education: enVision Math California Common Core 2015, K-6 | Yes | 0% |
| **Science** | McGraw Hill: California Science, K-6 (adopted in 2007) | Yes | 0% |
| **History-Social Science** | Harcourt: Reflections, K-6 (adopted in 2006) | Yes | 0% |
| **Foreign Language** | N/A | | N/A |
| **Health** | N/A | | N/A |
| **Visual and Performing Arts** | Elementary Music Program and Standards-based Arts Lessons | Yes | 0% |
| **Science Laboratory Equipment (grades 9-12)** | N/A | | N/A |

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

Year Constructed: 1961
 Last Modernized: 2006
 Lot Size: 10 acres
 23 Permanent Classrooms
 14 Portable Classrooms
 Library/Instructional Media Center
 Indoor and Outdoor Cafeteria
 Completed Air Conditioned

 "Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

 Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Alcott Elementary School completed their school site inspection on 03/09/2016.

 Alcott has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

# of Work Orders = 354
Labor Hours = 1,162.48
Assessed Value of Work = $51,586.85

**School Facility Good Repair Status (Most Recent Year)**

| 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 | Carpet at front doorway is loose and coming up. Missing light cover. |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| **Electrical:** Electrical | | | X | Outlet hanging and electrical outlet coming off the wall. |
| **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 | | | |

*School Facility Good Repair Status (Most Recent Year)*
*Year and month in which data were collected: 03/09/2016*

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: 03/09/2016

| | Exemplary | Good | Fair | Poor |
|---|---|---|---|---|
| **Overall Rating** | | 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** | 39 | 43 | 44 |
| **Mathematics** | 38 | 33 | 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 | 125 | 125 | 100.0 | 33 | 26 | 27 | 11 |
| | 4 | 113 | 113 | 100.0 | 28 | 18 | 11 | 19 |
| | 5 | 98 | 97 | 99.0 | 36 | 21 | 26 | 18 |
| | 6 | 122 | 118 | 96.7 | 19 | 30 | 35 | 12 |
| **Male** | 3 | | 69 | 55.2 | 33 | 28 | 28 | 9 |
| | 4 | | 49 | 43.4 | 33 | 16 | 10 | 20 |
| | 5 | | 56 | 57.1 | 46 | 14 | 23 | 16 |
| | 6 | | 70 | 57.4 | 21 | 30 | 30 | 10 |
| **Female** | 3 | | 56 | 44.8 | 32 | 25 | 27 | 14 |
| | 4 | | 64 | 56.6 | 25 | 19 | 11 | 17 |
| | 5 | | 41 | 41.8 | 22 | 29 | 29 | 20 |
| | 6 | | 48 | 39.3 | 15 | 29 | 42 | 15 |
| **Black or African American** | 3 | | 8 | 6.4 | -- | -- | -- | -- |
| | 4 | | 10 | 8.8 | -- | -- | -- | -- |
| | 5 | | 9 | 9.2 | -- | -- | -- | -- |
| | 6 | | 14 | 11.5 | 36 | 21 | 29 | 0 |
| **American Indian or Alaska Native** | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| **Asian** | 6 | | 1 | 0.8 | -- | -- | -- | -- |
| **Filipino** | 3 | | 1 | 0.8 | -- | -- | -- | -- |
| | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| | 6 | | 1 | 0.8 | -- | -- | -- | -- |
| **Hispanic or Latino** | 3 | | 79 | 63.2 | 39 | 24 | 25 | 9 |
| | 4 | | 60 | 53.1 | 35 | 15 | 8 | 12 |
| | 5 | | 49 | 50.0 | 41 | 22 | 20 | 16 |
| | 6 | | 62 | 50.8 | 21 | 26 | 37 | 10 |
| **Native Hawaiian or Pacific Islander** | 3 | | 1 | 0.8 | -- | -- | -- | -- |
| | 4 | | 2 | 1.8 | -- | -- | -- | -- |
| | 5 | | 1 | 1.0 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
|---|---|---|---|---|---|---|---|---|
| **White** | 3 | | 33 | 26.4 | 24 | 21 | 36 | 15 |
| | 4 | | 34 | 30.1 | 26 | 18 | 15 | 24 |
| | 5 | | 36 | 36.7 | 28 | 14 | 39 | 19 |
| | 6 | | 33 | 27.0 | 6 | 39 | 36 | 18 |
| **Two or More Races** | 4 | | 3 | 2.7 | -- | -- | -- | -- |
| | 5 | | 2 | 2.0 | -- | -- | -- | -- |
| | 6 | | 4 | 3.3 | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 3 | | 80 | 64.0 | 44 | 28 | 19 | 8 |
| | 4 | | 64 | 56.6 | 38 | 19 | 6 | 8 |
| | 5 | | 54 | 55.1 | 48 | 20 | 22 | 9 |
| | 6 | | 74 | 60.7 | 27 | 28 | 27 | 9 |
| **Students with Disabilities** | 3 | | 16 | 12.8 | 69 | 19 | 13 | 0 |
| | 4 | | 16 | 14.2 | 56 | 31 | 0 | 6 |
| | 5 | | 11 | 11.2 | 100 | 0 | 0 | 0 |
| | 6 | | 10 | 8.2 | -- | -- | -- | -- |
| **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 | 125 | 125 | 100.0 | 26 | 29 | 30 | 14 |
| | 4 | 113 | 113 | 100.0 | 30 | 35 | 17 | 16 |
| | 5 | 98 | 97 | 99.0 | 37 | 28 | 19 | 14 |
| | 6 | 122 | 116 | 95.1 | 26 | 32 | 22 | 18 |
| **Male** | 3 | | 69 | 55.2 | 22 | 30 | 32 | 16 |
| | 4 | | 49 | 43.4 | 27 | 35 | 18 | 18 |
| | 5 | | 55 | 56.1 | 36 | 24 | 24 | 13 |
| | 6 | | 69 | 56.6 | 29 | 35 | 16 | 20 |
| **Female** | 3 | | 56 | 44.8 | 32 | 27 | 29 | 13 |
| | 4 | | 64 | 56.6 | 33 | 34 | 16 | 14 |
| | 5 | | 42 | 42.9 | 38 | 33 | 12 | 17 |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| | 6 | | 47 | 38.5 | 21 | 28 | 30 | 15 |
| **Black or African American** | 3 | | 8 | 6.4 | -- | -- | -- | -- |
| | 4 | | 10 | 8.8 | -- | -- | -- | -- |
| | 5 | | 9 | 9.2 | -- | -- | -- | -- |
| | 6 | | 14 | 11.5 | 36 | 43 | 14 | 0 |
| **American Indian or Alaska Native** | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| **Asian** | 6 | | 1 | 0.8 | -- | -- | -- | -- |
| **Filipino** | 3 | | 1 | 0.8 | -- | -- | -- | -- |
| | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| | 6 | | 1 | 0.8 | -- | -- | -- | -- |
| **Hispanic or Latino** | 3 | | 79 | 63.2 | 34 | 24 | 30 | 11 |
| | 4 | | 60 | 53.1 | 40 | 37 | 10 | 8 |
| | 5 | | 49 | 50.0 | 41 | 33 | 14 | 8 |
| | 6 | | 61 | 50.0 | 30 | 31 | 20 | 20 |
| **Native Hawaiian or Pacific Islander** | 3 | | 1 | 0.8 | -- | -- | -- | -- |
| | 4 | | 2 | 1.8 | -- | -- | -- | -- |
| | 5 | | 1 | 1.0 | -- | -- | -- | -- |
| **White** | 3 | | 33 | 26.4 | 15 | 30 | 33 | 21 |
| | 4 | | 34 | 30.1 | 24 | 32 | 24 | 21 |
| | 5 | | 36 | 36.7 | 31 | 19 | 25 | 25 |
| | 6 | | 33 | 27.0 | 15 | 30 | 30 | 21 |
| **Two or More Races** | 4 | | 3 | 2.7 | -- | -- | -- | -- |
| | 5 | | 2 | 2.0 | -- | -- | -- | -- |
| | 6 | | 4 | 3.3 | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 3 | | 80 | 64.0 | 38 | 33 | 23 | 8 |
| | 4 | | 64 | 56.6 | 44 | 41 | 6 | 5 |
| | 5 | | 54 | 55.1 | 44 | 31 | 13 | 7 |
| | 6 | | 72 | 59.0 | 32 | 32 | 15 | 17 |
| **Students with Disabilities** | 3 | | 16 | 12.8 | 63 | 31 | 6 | 0 |
| | 4 | | 16 | 14.2 | 38 | 50 | 0 | 13 |
| | 5 | | 11 | 11.2 | 91 | 0 | 0 | 0 |
| | 6 | | 10 | 8.2 | -- | -- | -- | -- |
| **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)** | 57 | 65 | 63 | 56 | 60 | 58 | 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** | 58 |
| **All Students at the School** | 63 |
| **Male** | 71 |
| **Female** | 56 |
| **Black or African American** | -- |
| **Hispanic or Latino** | 53 |
| **Native Hawaiian or Pacific Islander** | -- |
| **White** | 83 |
| **Two or More Races** | -- |
| **Socioeconomically Disadvantaged** | -- |
| **English Learners** | 18 |
| **Students with Disabilities** | 54 |
| **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** | 12.40 | 17.50 | 28.90 |

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)**

Opportunities for parental involvement abound at Alcott. Parents are encouraged to participate in our School Site Council (SSC), English Learner Advisory Committee (ELAC) meetings, Alcott School Foundation (ASF) meetings, and PTA meetings. During the school year, parent workshops on the following topics were provided during ELAC meetings: Rosetta Stone for Parents to acquire English skills, Parent Math Nights, and Mental Health series presented by El Sol through Family Resource Center.  All parent meetings are

designed to keep parents informed about the standards-based curriculum implemented in classooms and the enrichment opportunities that are provided for students by the ASF and PTA. Parents are invited to attend all parent meetings, parent workshops, and volunteer in their child's classrooms. All parents are encouraged to take an active role in their child's education through homework and ongoing communication with the school.  Representatives from different parent groups attended the No Excuses University conference. Parents are encouraged to contact the school office or PTA  for more information.  The parent involvement contact for this school is Mrs. Patricia Tran, principal, and she can be contacted at (951) 788-7451.

## 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** | 3.06 | 1.35 | 2.39 | 4.82 | 4.50 | 4.37 | 5.07 | 4.36 | 3.80 |
| **Expulsions** | 0.00 | 0.00 | 0.00 | 0.25 | 0.18 | 0.22 | 0.13 | 0.10 | 0.09 |

**School Safety Plan (Most Recent Year)**

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

# 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** | | 2007-2008 |
| **Year in Program Improvement*** | | Year 3 |
| **Number of Schools Currently in Program Improvement** | N/A | 22 |
| **Percent of Schools Currently in Program Improvement** | N/A | 73.3 |

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** | 23 | 1 | 5 | | 24 | | 4 | | 22 | | 4 | |
| **1** | 30 | | 4 | | 24 | | 5 | | 28 | | 3 | |
| **2** | 27 | 1 | 4 | | 23 | 1 | 3 | | 25 | 1 | 5 | |
| **3** | 31 | | 3 | | 29 | | 4 | | 19 | 1 | 5 | |
| **4** | 31 | | 3 | 2 | 27 | 1 | 3 | | 26 | 1 | 3 | |
| **5** | 33 | | 1 | 2 | 33 | | 1 | 2 | 28 | | 3 | |
| **6** | 30 | 1 | 1 | 3 | 23 | 2 | 4 | | 34 | | | 4 |
| **Other** | 16 | 1 | | | 29 | | 1 | | 13 | 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 | 0 |
| **Counselor (Social/Behavioral or Career Development)** | 0 | N/A |
| **Library Media Teacher (Librarian)** | 0 | N/A |
| **Library Media Services Staff (Paraprofessional)** | 0.8 | N/A |
| **Psychologist** | 0.4 | N/A |
| **Social Worker** | 0 | N/A |
| **Nurse** | 0.2 | N/A |
| **Speech/Language/Hearing Specialist** | 1 | N/A |
| **Resource Specialist** | 1 | 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 | 5,437 | 942 | 4,495 | 78,158 |
| District | N/A | N/A | $4,709 | $79,035 |
| Percent Difference: School Site and District | N/A | N/A | -4.5 | -1.1 |
| State | N/A | N/A | $5,348 | $72,971 |
| Percent Difference: School Site and State | N/A | N/A | -15.9 | 7.1 |

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

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

Alcott Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

$64,653  Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

$141,646 Title I

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $49,695 | $43,165 |
| Mid-Range Teacher Salary | $73,295 | $68,574 |
| Highest Teacher Salary | $95,855 | $89,146 |
| Average Principal Salary (Elementary) | $119,572 | $111,129 |
| Average Principal Salary (Middle) | $126,482 | $116,569 |
| Average Principal Salary (High) | $137,354 | $127,448 |
| Superintendent Salary | $239,574 | $234,382 |
| Percent of Budget for Teacher Salaries | 41% | 38% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

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)

Alcott staff development was focused on instructional needs identified through a complete analysis of all grade level assessments given throughout the school year. All staff members at Alcott participated in staff development training during Tuesday afternoon faculty meetings. Many staff members participated in other activities sponsored by the school or district that were appropriate for their individual needs. Teachers are supported during the implementation of professional development by fellow staff members, district staff developers, and  administrative feedback and support. The major topics covered during the in-services are listed below:

- Multi-Tiered System of Support (MTSS)
- Response to Intervention (RtI)
- iReady intervention program
- Illuminate student data system
- New teachers participated in Year 1 and Year 2 BTSA program
- Short term learning cycles
- Data Discussion meetings using roving substitute teachers
- Grade level release day for Number Talks with Math Staff Developer
- Lesson Study with math specialists
- Use of assessments to guide instruction and create strategic intervention groups
- Essential Question planning through release day
- Instructional Assistants attended specific Special Education trainings
- Office Support Staff and Custodial attended district's trainings and monthly meetings (i.e. Aeries, Health Assistant, Attendance Assistant, and Custodial Support)

- Selected teachers attended No Excuses University conference
- Selected first grade teachers attended I Teach 1st conference