Santa Clara Elementary School

20030 E. Telegraph Road • Santa Paula, CA 93060 • (805) 525-4573 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Santa Clara Elementary School District

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District Governing Board

Lynne Peterson
Board President

Deann Hobson
Board Clerk

Jason Duque
Board Member

District Administration

Kari Skidmore
Superintendent

Tami Peterson
CBO

School Description

Santa Clara is a single school district, located in Ventura County midway between the cities of Fillmore and Santa Paula on Highway 126. The school is over one hundred years old. Affectionately known as the "Little Red Schoolhouse," Santa Clara is both a historic landmark and a place for up-to-date education. Santa Clara Elementary is a single school district with fewer than 60 students. The staff is small: one teacher/principal/superintendent, two teachers, two part-time instructional aides, a part-time secretary, custodian, music instructor, art teacher, P.E. teacher, and other contracted services.

School staff is dedicated to providing the kindergarten through sixth grade students with a safe, respectful, and accepting atmosphere where every student can learn. Our balanced curriculum emphasizes basic skills and creativity. The Common Core State Standards direct instruction. We strive to provide all students with the tools and experience to achieve personal excellence in academic learning, critical thinking, self-expression, and citizenship. Student progress is carefully monitored and intervention is provided to individual students as needed.

Santa Clara Elementary School District uses CHAMPS schoolwide, and all staff have been trained in the approach. CHAMPS offers a proactive and positive approach to classroom management by teaching students the expectations for each lesson or activity. Staff focuses on a different character trait each month. Students exhibiting positive character traits are acknowledged at a monthly Student of the Month Assembly.

Mission Statement

Santa Clara Elementary strives to provide a challenging education that fulfills the child's natural desire to learn. We offer a standards-based curriculum taught in multi-grade classrooms. Our school nurtures confident and creative individuals by making art, music and drama an essential part of the learning process. Santa Clara's unique size lends itself to a family-like atmosphere. Collaborative efforts from teachers, parents, staff, and community members encourage students to ask questions, solve problems and make thoughtful decisions in every day life.

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 the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	9
Grade 1	8
Grade 2	9
Grade 3	9
Grade 4	8
Grade 5	9
Grade 6	7
Total Enrollment	59

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	1.7
Hispanic or Latino	52.5
White	35.6
Two or More Races	10.2
Socioeconomically Disadvantaged	11.9
Students with Disabilities	1.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Santa Clara Elementary	17-18	18-19	19-20
With Full Credential	3	3	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Clara Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	3
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Santa Clara Elementary School

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

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)
Santa Clara provides students with State-adopted textbooks. Instructional materials are purchased to support the curriculum. The curriculum is aligned with the State Frameworks and Standards. The Santa Clara School District receives funding for the purchase of textbooks that support the Standards. The school staff evaluates the State-approved textbooks available each year and determines which books would be the most appropriate for our students.

Accelerated Reader books were purchased through Perma-Bound for the Library.

All students in visual and performing arts classes (which include music history, general music, tone chimes, recorders, theater, painting, and drawing) have access to the appropriate textbooks and instructional materials. Every student, including English Learners, has access to their own textbooks and instructional materials to use in class and to take home.

Textbooks and Instructional Materials
Year and month in which data were collected: 9/19

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Houghton Mifflin Harcourt(K-6) Journeys Adoption Year 2017	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	Houghton Mifflin Harcourt (K-6) Expressions Adoption Year 2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	Discovery Education Pilot (K-6) 2019	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	Studies Weekly (K-6) Adoption Year 2019	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)
Santa Clara is located on a 1.7-acre site. The school contains one permanent classroom and two relocatable classrooms. The schoolhouse (the permanent classroom) is a historic structure classified by the Ventura County Historical Society as a Historic Landmark. The facilities are used to house a library, kitchen, computer areas, resource area, classrooms, and office area. The schoolhouse serves as a multipurpose room for students to gather, for parents to gather, for program performances, and, on occasion, as an eating area for students.

Procedures are in place regarding campus safety for fire, earthquake, active shooter, and emergency preparedness. Order and safety on campus are a high priority. The school secretary also serves as the yard supervisor for recess and lunch. The ratio of students to playground supervisors is no more than 28:1. The Santa Clara custodian cleans the rooms every other day. He is conscientious and hardworking in maintaining a clean school. The school is regularly inspected for safety. School facilities are regularly maintained and repaired.

- The roofs on the schoolhouse and portable classrooms were inspected and maintained in 2017.
- The HVACs and lighting were replaced in December of 2017.
- The asphalt was repaired and extended in the parking area in August of 2017.
- The exterior of the schoolhouse and portable classrooms was painted in June of 2019. The interior of the schoolhouse was painted in December of 2019.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
Interior: Interior Surfaces	Good	Interior Surfaces (floors, ceilings, walls, and window casings)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
Electrical: Electrical	Good	Electrical Systems (interior and exterior)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms, Sinks/Drinking Fountains (interior and exterior)
Safety: Fire Safety, Hazardous Materials	Good	Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
Structural: Structural Damage, Roofs	Good	Structural Condition, Roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Windows/Doors/Gates/Fences, Playgrounds/School Grounds
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	71	85	71	85	50	50
Math	55	67	55	67	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	33	33	100.00	84.85
Male	12	12	100.00	83.33
Female	21	21	100.00	85.71
Asian	--	--	--	--
Hispanic or Latino	15	15	100.00	73.33
White	12	12	100.00	100.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	33	33	100.00	66.67
Male	12	12	100.00	66.67
Female	21	21	100.00	66.67
Asian	--	--	--	--
Hispanic or Latino	15	15	100.00	53.33
White	12	12	100.00	91.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents are encouraged to be partners in their children's education. Parents play a crucial role at Santa Clara through their active participation and involvement. There are two active, organized parent groups: the School Site Council (SSC) serves as an advisory council, and the Parent Teacher Organization (PTO) raises money and in many other ways supports Santa Clara Elementary and its students. Parents volunteer in classrooms, chaperone on field trips, attend Student of the Month Assemblies, and participate in other school activities and events. Communication is open and ongoing.

For more information on how to become involved, please contact Kari Skidmore, Principal, at 805.525.4573.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Santa Clara School acknowledges responsibility to create a learning environment that will allow students to achieve at grade level standards and beyond, develop self-discipline, take responsibility for their actions and learn to work cooperatively with others. To accomplish this, educators maintain high expectations for student behavior and communicate these through a Discipline Plan. The Plan is distributed to the students and parents annually in the Santa Clara Handbook. Severe misbehavior results in a referral to the principal. Suspension from school can be the result of extreme misbehavior. The Board of Education can expel a student for a serious offense. The regulations for suspension and expulsion are explained in the Handbook. The purpose of the discipline policy is to assist students in taking responsibility for their own behavior. School rules are clearly stated and discussed with the students. Rules, rewards, and consequences are enforced fairly and consistently. Except for minor infractions, teachers contact the parents when rules are broken. Classroom disruptions are minimal and student referrals to the principal are rare.

A variety of activities and programs provide Santa Clara students special recognition and fun participation throughout the course of the school year. The emphasis is on positive reinforcement of responsible behavior.

All staff must wear identification badges at all times. All visitors must sign in the school office and receive a volunteer/visitor badge. Volunteers/visitors to the school are asked by school staff to display badges at all times.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in January 2020.

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

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

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	16	1			17	1			17	1		
3	16	1			17	1			18	1		
6	24		1		24		1		24		1	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Santa Clara School established kindergarten through sixth grade level standards which are aligned with the State Board of Education standards. Professional development activities were designed to train teachers to provide instruction that will enable students to meet the standards and implement the State educational program. There are three student-free staff development days added to the 180-day school calendar. The focus for the 2019-20 school year was on the Common Core State Standards, the Smarter Balanced Assessments, Technology and the Next Generation Science Standards (NGSS). In addition, teachers attended workshops offered by the county, professional organizations, and colleges and universities. One hundred percent of the teachers participated in staff development.

For the previous three school years, we had three days each year dedicated to staff and professional development.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,392	$45,252
Mid-Range Teacher Salary	$73,146	$65,210
Highest Teacher Salary	$91,995	$84,472
Average Principal Salary (ES)	$113,223	$107,614
Average Principal Salary (MS)	$0	$112,242
Average Principal Salary (HS)	$0	$
Superintendent Salary	$0	$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	18.44%	31%
Administrative Salaries	0%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,857	$1,435	$9,422	$64,070.00
District	N/A	N/A	$9168	$64,070.00
State	N/A	N/A	$7,506.64	$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.7	0.0
School Site/ State	22.6	-1.4

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
- Title II/Improving Teacher Quality
- Title VI/REAP Flexibility
- Classified Employees Professional Development Block Grant
- Low Performing Students Block Grant
- LCFF
- Special Education
- RTI
- Speech and Language
- Technology
- Hot Lunch Program
- Student Study Team
- 6th Grade Council
- Parent Teacher Organization
- School Site Council
- Spelling Bee
- Science Fair
- Book Fair
- Student of the Month
- 6th Grade Promotion
- Band