

**Casa de Oro Elementary  
School Accountability Report Card**

**Board Approved on January 12, 2016**

**La Mesa Spring Valley School District**

# Casa de Oro Elementary

## California Department of Education 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](#) 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

District Contact Information - Most Recent Year	
<b>District Name</b>	La Mesa-Spring Valley
<b>Phone Number</b>	(619) 668-5700
<b>Superintendent</b>	Brian Marshall
<b>E-mail Address</b>	<a href="mailto:brian_marshall@lmsvsd.net">brian_marshall@lmsvsd.net</a>
<b>Web Site</b>	<a href="http://www.lmsvsd.org">http://www.lmsvsd.org</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Casa de Oro Elementary
<b>Street</b>	10227 Ramona Dr.
<b>City, State, Zip</b>	Spring Valley, Ca, 91977-1720
<b>Phone Number</b>	619-668-5715
<b>Principal</b>	Mrs. Dana James, Principal
<b>E-mail Address</b>	<a href="mailto:dana.james@lmsvsd.net">dana.james@lmsvsd.net</a>
<b>County-District-School (CDS) Code</b>	37681976038434

*Last updated: 12/31/2015*

### School Description and Mission Statement - Most Recent Year

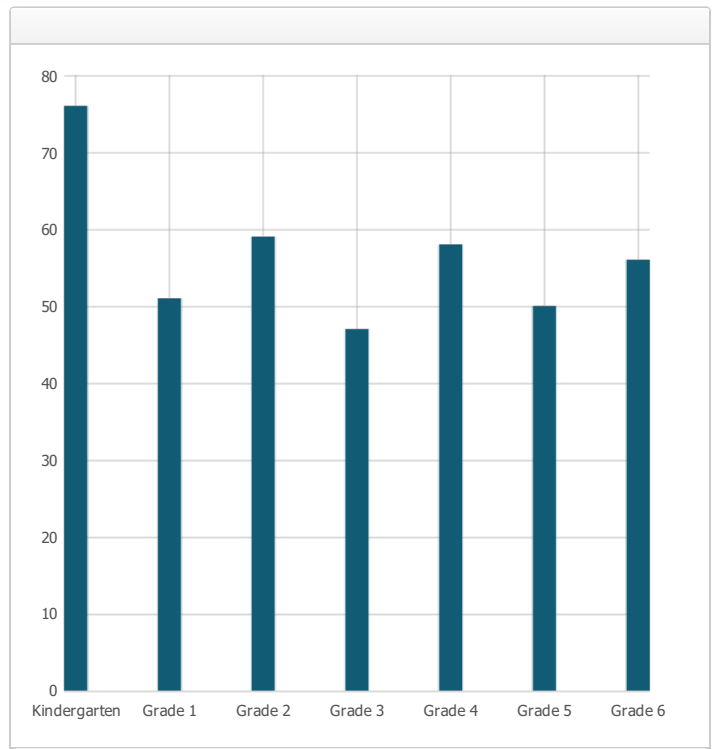
The mission of Casa De Oro Elementary School is to provide a strong educational foundation for all students and to educate each child to high academic standards. We strive to improve achievement through dynamic programs that respond to individual needs and create opportunities for success.

Our motto at CDO is, "Do The Work, Go To College, Make A Difference". We believe, "If you want it to work, do the work."

*Last updated: 12/31/2015*

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

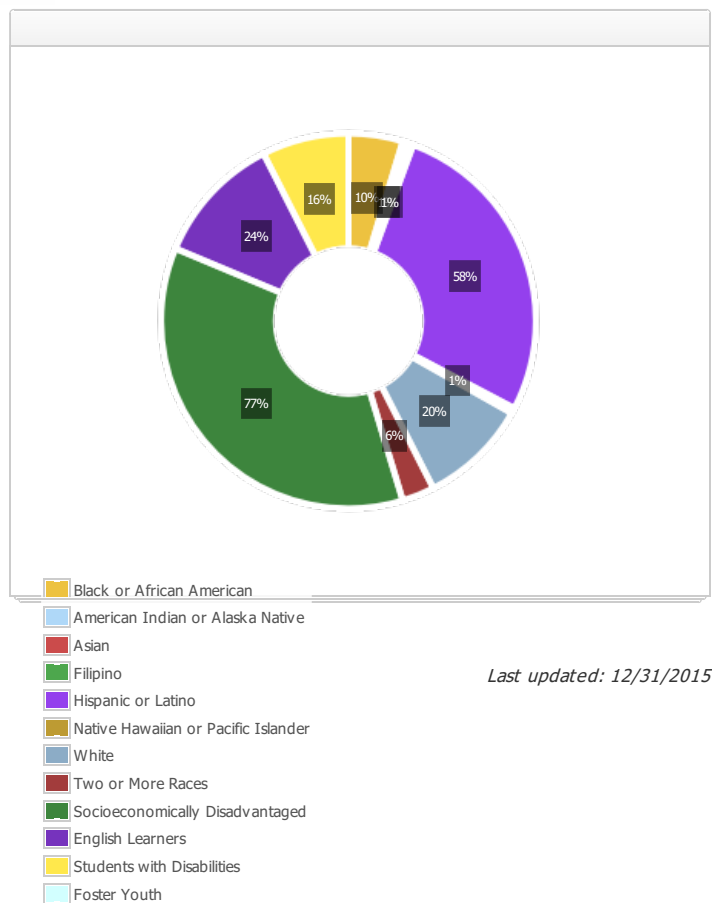
Grade Level	Number of Students
Kindergarten	76
Grade 1	51
Grade 2	59
Grade 3	47
Grade 4	58
Grade 5	50
Grade 6	56
<b>Total Enrollment</b>	<b>397</b>



Last updated: 12/31/2015

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

Student Group	Percent of Total Enrollment
Black or African American	10.3 %
American Indian or Alaska Native	0.3 %
Asian	1.3 %
Filipino	1.3 %
Hispanic or Latino	58.9 %
Native Hawaiian or Pacific Islander	1.3 %
White	20.2 %
Two or More Races	6.5 %
Socioeconomically Disadvantaged	77.3 %
English Learners	24.7 %
Students with Disabilities	16.4 %
Foster Youth	0.5 %



Last updated: 12/31/2015

## A. Conditions of Learning

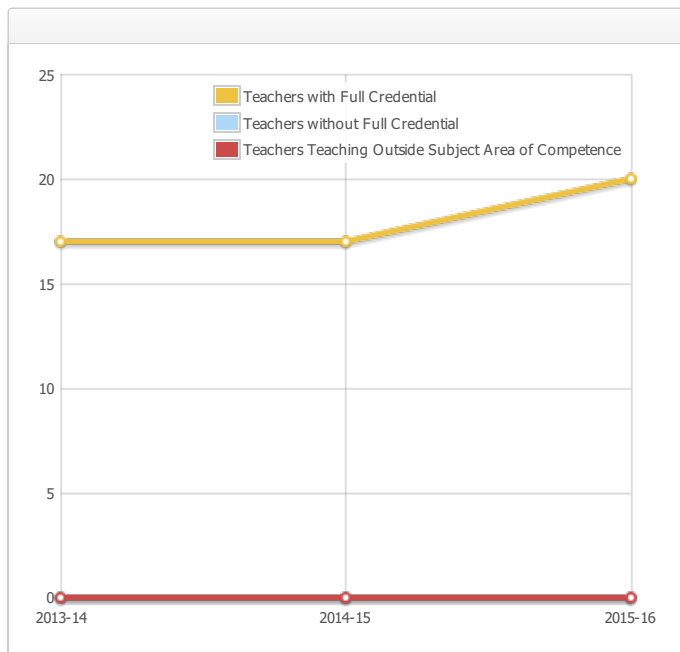
### State Priority: Basic

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

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

#### Teacher Credentials

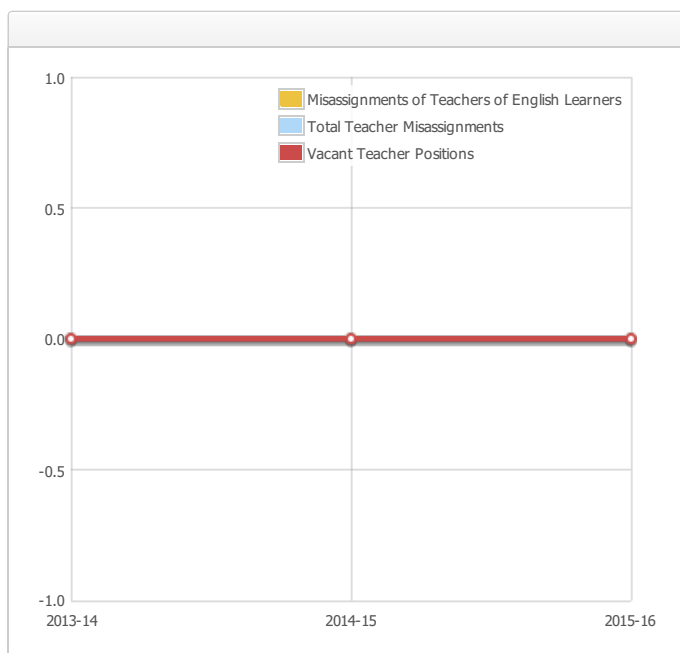
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	17	17	20	547
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/31/2015

#### 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.

Last updated: 12/31/2015

**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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	%
All Schools in District	100%	%
High-Poverty Schools in District	100%	%
Low-Poverty Schools in District	100%	1%

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 - Most Recent Year**

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Houghton Mifflin Harcourt – Journeys (Adopted 2013)</p> <ul style="list-style-type: none"> <li>• Transitional Kindergarten – Common Core Edition, Volumes 1 &amp; 2</li> </ul> <p>Houghton Mifflin Harcourt – California Reading: Medallion Edition (Adopted 2009)</p> <ul style="list-style-type: none"> <li>• Kindergarten – Big Books in Teacher Materials</li> <li>• 1st – Here We Go, Let’s Be Friends, Surprises, Treasures &amp; Wonders <ul style="list-style-type: none"> <li>• 2nd – Adventures &amp; Delights</li> <li>• 3rd – Rewards &amp; Horizons <ul style="list-style-type: none"> <li>• 4th – Traditions</li> <li>• 5th – Expeditions</li> <li>• 6th – Triumphs</li> </ul> </li> </ul> </li> </ul> <p>Holt Rinehart Winston – Literature &amp; Language Arts (Adopted 2003) [Not most recent list]</p> <ul style="list-style-type: none"> <li>• 6th – Introductory Level</li> </ul> <p>Houghton Mifflin – Portals (Adopted 2009)</p> <p>Hampton Brown – Avenues (Adopted 2003) [Not most recent list]</p> <ul style="list-style-type: none"> <li>• Transitional Kindergarten – Level A</li> </ul> <p>Houghton Mifflin Harcourt – English Language Development Program (Adopted 2009)</p> <p>Holt Rinehart Winston – Holt English Language Development Program (Adopted 2011)</p>	Yes	0.0 %
Mathematics	<p>Houghton Mifflin Harcourt – Math Expressions (Adopted 2014)</p> <p>The College Board – SpringBoard Mathematics (Adopted 2013)</p>	Yes	0.0 %
Science	<p>Pearson Scott-Foresman – California Science (Adopted 2006)</p> <p>Holt Rinehart Winston – Holt California Science (Adopted 2007)</p>	Yes	0.0 %
History-Social Science	<p>Pearson Scott-Foresman – History-Social Science for California (Adopted 2006)</p> <ul style="list-style-type: none"> <li>• Kindergarten – Learn &amp; Work <ul style="list-style-type: none"> <li>• 1st – Time &amp; Place</li> <li>• 2nd – Then &amp; Now</li> <li>• 3rd – Our Community</li> <li>• 4th – Our California</li> <li>• 5th – Our Nation</li> </ul> </li> </ul> <p>Glencoe McGraw-Hill – Discovering Our Past (Adopted 2006)</p> <ul style="list-style-type: none"> <li>• 6th – Ancient Civilizations</li> </ul>	Yes	0.0 %

Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts	SRA – Art Connections (Adopted 2008) Pearson Scott-Foresman – Making Music (Adopted 2008)	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

*Last updated: 12/31/2015*

## School Facility Conditions and Planned Improvements - Most Recent Year

This school is inspected continuously throughout the year by the Maintenance and Operations Department staff. Work orders are generated and repairs and/or maintenance is performed as required.

Inspection Date: September 15, 2015

*Last updated: 12/31/2015*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: September 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Repaired walls
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Tighten toilet, replace toilet seat & repair sink countertop.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Repair chipping/peeling paint. Concrete/stucco/wood frame repaired

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected: September 2015

Overall Rating	Good
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*Last updated: 12/31/2015*



## 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		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	34%	44%	44%
Mathematics (grades 3-8 and 11)	28%	37%	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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 12/31/2015*

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	45	45	100.0%	42.0%	31.0%	11.0%	16.0%
Male	45	30	66.7%	47.0%	33.0%	10.0%	10.0%
Female	45	15	33.3%	33.0%	27.0%	13.0%	27.0%
Black or African American	45	3	6.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	45	2	4.4%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	45	25	55.6%	56.0%	24.0%	8.0%	12.0%
Native Hawaiian or Pacific Islander	45	1	2.2%	--	--	--	--
White	45	13	28.9%	15.0%	46.0%	8.0%	31.0%
Two or More Races	45	1	2.2%	--	--	--	--
Socioeconomically Disadvantaged	45	39	86.7%	44.0%	33.0%	8.0%	15.0%
English Learners	45	15	33.3%	60.0%	27.0%	13.0%	0.0%
Students with Disabilities	45	4	8.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 12/31/2015*

## ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	48	90.6%	44.0%	23.0%	17.0%	17.0%
Male	53	20	37.7%	50.0%	10.0%	10.0%	30.0%
Female	53	28	52.8%	39.0%	32.0%	21.0%	7.0%
Black or African American	53	8	15.1%	--	--	--	--
American Indian or Alaska Native	53	1	1.9%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	53	29	54.7%	45.0%	24.0%	21.0%	10.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	53	8	15.1%	--	--	--	--
Two or More Races	53	2	3.8%	--	--	--	--
Socioeconomically Disadvantaged	53	39	73.6%	46.0%	28.0%	18.0%	8.0%
English Learners	53	7	13.2%	--	--	--	--
Students with Disabilities	53	8	15.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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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.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 12/31/2015

## ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	46	86.8%	35.0%	26.0%	20.0%	20.0%
Male	53	20	37.7%	50.0%	15.0%	15.0%	20.0%
Female	53	26	49.1%	23.0%	35.0%	23.0%	19.0%
Black or African American	53	2	3.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	53	2	3.8%	--	--	--	--
Hispanic or Latino	53	27	50.9%	37.0%	37.0%	15.0%	11.0%
Native Hawaiian or Pacific Islander	53	1	1.9%	--	--	--	--
White	53	11	20.8%	36.0%	0.0%	36.0%	27.0%
Two or More Races	53	3	5.7%	--	--	--	--
Socioeconomically Disadvantaged	53	37	69.8%	38.0%	30.0%	16.0%	16.0%
English Learners	53	9	17.0%	--	--	--	--
Students with Disabilities	53	4	7.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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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.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 12/31/2015

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	53	52	98.1%	27.0%	37.0%	29.0%	8.0%
Male	53	30	56.6%	37.0%	40.0%	17.0%	7.0%
Female	53	22	41.5%	14.0%	32.0%	45.0%	9.0%
Black or African American	53	5	9.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	53	1	1.9%	--	--	--	--
Hispanic or Latino	53	36	67.9%	28.0%	44.0%	25.0%	3.0%
Native Hawaiian or Pacific Islander	53	1	1.9%	--	--	--	--
White	53	7	13.2%	--	--	--	--
Two or More Races	53	2	3.8%	--	--	--	--
Socioeconomically Disadvantaged	53	42	79.2%	24.0%	40.0%	33.0%	2.0%
English Learners	53	5	9.4%	--	--	--	--
Students with Disabilities	53	7	13.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 12/31/2015*

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	45	45	100.0%	38.0%	33.0%	16.0%	13.0%
Male	45	30	66.7%	40.0%	37.0%	7.0%	17.0%
Female	45	15	33.3%	33.0%	27.0%	33.0%	7.0%
Black or African American	45	3	6.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	45	2	4.4%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	45	25	55.6%	40.0%	40.0%	16.0%	4.0%
Native Hawaiian or Pacific Islander	45	1	2.2%	--	--	--	--
White	45	13	28.9%	23.0%	23.0%	15.0%	38.0%
Two or More Races	45	1	2.2%	--	--	--	--
Socioeconomically Disadvantaged	45	39	86.7%	38.0%	33.0%	15.0%	13.0%
English Learners	45	15	33.3%	53.0%	33.0%	7.0%	7.0%
Students with Disabilities	45	4	8.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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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.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 12/31/2015*

**Mathematics - Grade 4**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	49	92.5%	39.0%	35.0%	20.0%	6.0%
Male	53	20	37.7%	30.0%	25.0%	30.0%	15.0%
Female	53	29	54.7%	45.0%	41.0%	14.0%	0.0%
Black or African American	53	8	15.1%	--	--	--	--
American Indian or Alaska Native	53	1	1.9%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	53	30	56.6%	37.0%	40.0%	20.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	53	8	15.1%	--	--	--	--
Two or More Races	53	2	3.8%	--	--	--	--
Socioeconomically Disadvantaged	53	40	75.5%	40.0%	40.0%	20.0%	0.0%
English Learners	53	8	15.1%	--	--	--	--
Students with Disabilities	53	8	15.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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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.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 12/31/2015*

**Mathematics - Grade 5**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	46	86.8%	46.0%	26.0%	15.0%	13.0%
Male	53	20	37.7%	45.0%	20.0%	20.0%	15.0%
Female	53	26	49.1%	46.0%	31.0%	12.0%	12.0%
Black or African American	53	2	3.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	53	2	3.8%	--	--	--	--
Hispanic or Latino	53	27	50.9%	59.0%	22.0%	4.0%	15.0%
Native Hawaiian or Pacific Islander	53	1	1.9%	--	--	--	--
White	53	11	20.8%	27.0%	27.0%	36.0%	9.0%
Two or More Races	53	3	5.7%	--	--	--	--
Socioeconomically Disadvantaged	53	37	69.8%	51.0%	24.0%	11.0%	14.0%
English Learners	53	9	17.0%	--	--	--	--
Students with Disabilities	53	4	7.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 12/31/2015*



**Mathematics - Grade 6**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	52	98.1%	42.0%	31.0%	17.0%	10.0%
Male	53	30	56.6%	53.0%	27.0%	10.0%	10.0%
Female	53	22	41.5%	27.0%	36.0%	27.0%	9.0%
Black or African American	53	5	9.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	53	1	1.9%	--	--	--	--
Hispanic or Latino	53	36	67.9%	44.0%	36.0%	17.0%	3.0%
Native Hawaiian or Pacific Islander	53	1	1.9%	--	--	--	--
White	53	7	13.2%	--	--	--	--
Two or More Races	53	2	3.8%	--	--	--	--
Socioeconomically Disadvantaged	53	42	79.2%	40.0%	36.0%	19.0%	5.0%
English Learners	53	5	9.4%	--	--	--	--
Students with Disabilities	53	7	13.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 12/31/2015*

## 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)	39%	26%	34%	65%	67%	62%	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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/31/2015

## 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	62%
All Students at the School	34%
Male	36%
Female	32%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	28%
Native Hawaiian or Pacific Islander	--
White	45%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	31%
Students Receiving Migrant Education Services	--
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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/31/2015

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## 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	25%	21.2%	32.7%

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.

*Last updated: 12/31/2015*

## 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 schoolsite

#### Opportunities for Parental Involvement - Most Recent Year

At CDO, we welcome parent participation and encourage active involvement in a number of ways:

- You may volunteer to do: classroom assistance, special events and activities, library, listening to students read, work with flash cards, etc. If you'd like to volunteer, please contact the principal, Mrs. James, at 668-5715.

- PTA offers many opportunities for parent involvement. From serving as a member of the PTA Board to helping out at one of the many PTA sponsored school/community events. Participating in the PTA is an excellent way to become involved.

Call our PTA President, Megan Cahaan, for more details. She can be reached via the school office at 668-5715.

- School Site Council (SSC)— If interested in serving on the SSC you can contact the principal at 668-5715.

- English Learner Advisory Committee (ELAC)— Contact the principal at 668-5715.

### State Priority: Pupil Engagement

*Last updated: 12/31/2015*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

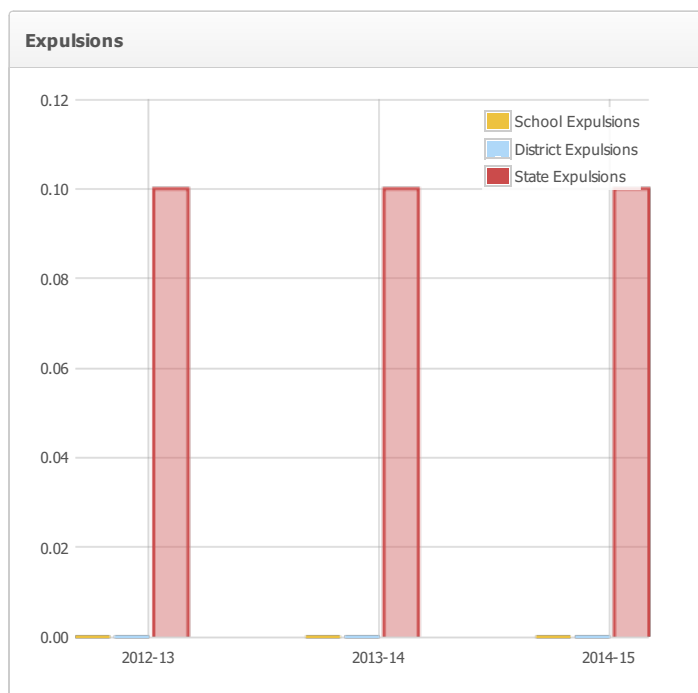
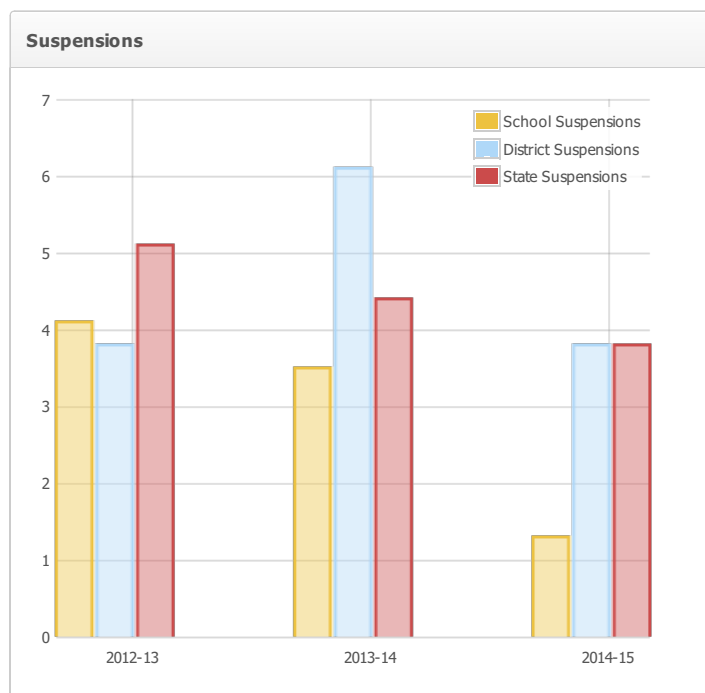
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.1	3.5	1.3	3.8	6.1	3.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 12/31/2015

## School Safety Plan - Most Recent Year

Current site Comprehensive School Safety Plans (CSSP) are received by the District each year and are approved by the La Mesa-Spring Valley School Board of Educations. Each site’s plan outlines systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and cessation. Each site has one teacher appointed as the school’s Health and Safety Officer. This person and the site principal presented their School Safety Plans to their respective School Site Counsel for review and acceptance prior to submission to the Board of Education.

CSSP was presented to School Site Council in October 2015.

Last updated: 12/31/2015

## 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	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	N/A	

Last updated: 12/31/2015

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement	Year 4	Year 5
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	72.7%

Note: Cells with NA values do not require data.

Last updated: 12/31/2015

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	1	2		22.0	2		25.0	1	3		
1	13.0	1	1		30.0	1		32.0		1		
2	29.0		2		28.0	2		28.0		2		
3	32.0		1	1	32.0	1		32.0		1		
4	30.0		2		30.0	2		33.0		1	1	
5	27.0		1		28.0	1		34.0			1	
6	29.0		2		32.0	2		25.0	1	1	1	
Other	11.0	1			11.0	2						

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

Last updated: 12/31/2015

### 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	0.0
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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.

*Last updated: 12/31/2015*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5,299	\$287	\$5,012	\$72,273
District	N/A	N/A	\$5,427	\$76,712
Percent Difference – School Site and District	N/A	N/A	-7.7%	-5.8%
State	N/A	N/A	\$5,348	\$72,993
Percent Difference – School Site and State	N/A	N/A	-6.3%	22.1%

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

*Last updated: 12/31/2015*

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

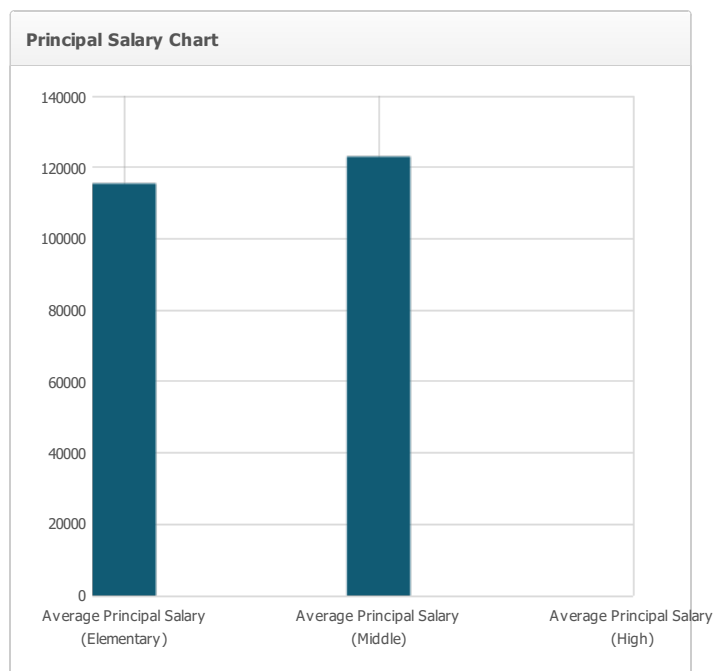
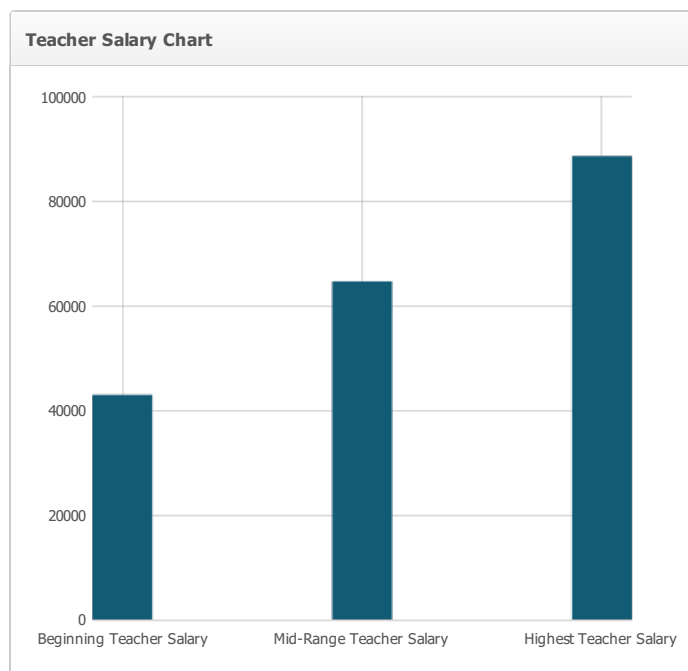
- Title I - Basic Grant
- Special Education
- ASES - After School Education and Safety
- Title II Part A - Improving Teacher Quality
- Title III - Immigration Education
- Title III Part A - Limited English
- Lottery - Instructional Materials

*Last updated: 12/31/2015*

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,929	\$43,091
Mid-Range Teacher Salary	\$64,590	\$70,247
Highest Teacher Salary	\$88,522	\$89,152
Average Principal Salary (Elementary)	\$115,485	\$112,492
Average Principal Salary (Middle)	\$123,035	\$116,021
Average Principal Salary (High)	--	\$117,511
Superintendent Salary	\$187,150	\$192,072
Percent of Budget for Teacher Salaries	40%	41%
Percent of Budget for Administrative Salaries	5%	6%

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



*Last updated: 12/31/2015*

### Professional Development – Most Recent Three Years



Professional Development is not a one-time event in La Mesa-Spring Valley. During the most recent three years, all teachers participated in 1.5 days of staff development on days when school was not in session. Professional development is also offered during student breaks and summer, in which many teachers participate. Specific professional development takes place over 100 of the days students are in school. Professional development is delivered through full-day and after school workshops, coaches modeling and observing classroom lessons, and conference attendance. Professional learning communities of teachers at the same grade level and content area work collaboratively every Tuesday afternoon (modified student days) focusing on improving student learning. This includes analyzing student assessment data, writing SMART Goals and Learning Targets, and planning interventions and enrichment for students. New teachers are supported by the Beginning Teacher Support and Assessment (BTSA)/Induction program through support providers. The Peer Assistance and Review program supports teachers experiencing difficulty. Classified staff, including clerical and custodial, are given training and workshops related to the needs of their jobs. Areas of focus for professional development are selected balancing district needs and staff requests.

For the most recent three years almost all professional development has focused on the content and implementation of the new State Standards, including increasing rigor through an understanding of Depth of Knowledge, and the use of new technology (iPads) in classrooms for both teachers and students.

The District staff development is focused on the Implementation of Common Core State Standards.

1. English Language Arts
  - A. Reading and Content Area Literacy
    1. Close Reading
    2. Academic Vocabulary
    3. Text-based Questions/Answers
    4. Increase Reading of Information Texts
  - B. Writing
    1. Opinion/Arguments
  - C. Speaking and Listening
    1. Collaborative Conversations/Accountable Talk
2. Mathematics
  - A. Math Tasks
  - B. Mathematical Practice Standards
  - C. Newly adopted math textbooks aligned to CCSS.
3. Strategic Use of Technology: How does the technology impact or increase the learning?
  - A. SAMR Model
    1. Substitution
    2. Augmentation
    3. Modification
    4. Augmentation
4. Depth of Knowledge to increase rigor in student tasks. A balance of DOK levels in student tasks.
  - A. DOK 1: Recall and reproduction
  - B. DOK 2: Basic application of skills and concepts
  - C. DOK 3: Strategic thinking
  - D. DOK 4: Extended thinking

Students with disabilities: Intervention materials for students two or more years below grade level have been adopted for both special education and general education students. Teachers providing interventions (both general education and special education) receive training in the use of these materials. Special education paraprofessionals are also trained in the new materials in order to allow them to support students in their learning. Principals are trained in each of these programs as well.

*Last updated: 12/31/2015*