

About This School

Contact Information (School Year 2018–19)

District Contact Information (School Year 2018–19)

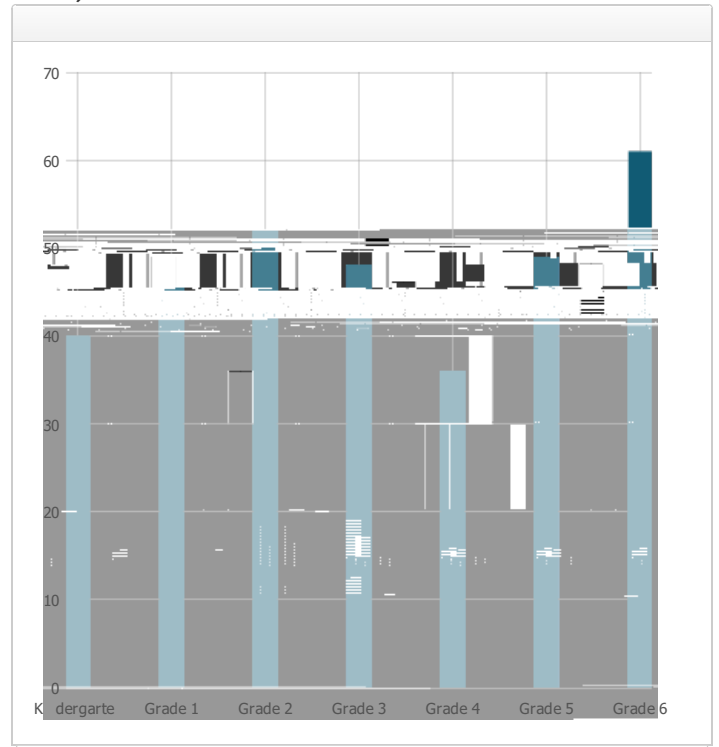
Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018–19)

Last updated: 1/8/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
K dergarten	40
Grade 1	46
Grade 2	52
Grade 3	48
Grade 4	36
Grade 5	49
Grade 6	61
Tota E ro me t	332



Last updated: 1/22/2019

Student Enrollment by Student Group (School Year 2017–18)

A. Conditions of Learning

State Priority: Basic

The SAF... format o... reeva t to the State prorty: Ba c (Prorty 1):

- D... appropriate y a g ed a d fu y crede t aed the subject area a d for the pup they are teach g;
- D... d... tructo a materia ; a d
- S... ear

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Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			

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

Last updated: 6/1/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SAR provide the following format of relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which include the Smarter Balanced Summative Assessment for students in the general education population and the Alternate Assessment [AA] for English Language Learners [ELA] and mathematics in grades three through eight and grade eleven. Only eligible students may participate in the administration of the AA. AA items are aligned with alternate achievement standards, which are linked with the common core State Standard [SS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed course that satisfy the requirement for entrance to the University of California and the California State University, or career technical education sequence or program 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

Note: EU

Last updated: 1/22/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Test Results in Mathematics

Data aggregated by Student Group, Grade Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Student	186	181	97.31%	27.62%
Male	92	90	97.83%	30.00%
Female	94	91	96.81%	25.27%
Black or African American	38	37	97.37%	5.41%
American Indian or Alaska Native				
Asian	28	28	100.00%	50.00%
Hispanic or Latino	25	24	96.00%	33.33%
Native Hawaiian or Pacific Islander				
White	26	25	96.15%	36.00%
Two or More Race	14	13	92.86%	30.77%
Socioeconomically Disadvantaged	128	124	96.88%	22.58%
English Learner	62	61	98.39%	27.87%
Student with Disability	27	27	100.00%	7.41%
Student Receiving Migrant Education Service				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the AA. 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 3–4) on the AA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested include a student 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 percentage. The achievement level percentages are calculated using only students who received a score.

Last updated: 1/22/2019

C. Engagement

State Priority: Parental Involvement

The SAR provide the following format of relevant to the State priority: Parental Involvement (Priority 3):

- Effort the school district make to seek parent participation in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018–19)

State Priority: Pupil Engagement

Last updated: 1/8/2019

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State Priority: School Climate

The SAR provide the following format of relevant to the State priority: School Climate (Priority 6):

- Suspension rate;
- Expulsion rate; and
- Other local measures to the extent of safety

Suspensions and Expulsions

Last updated: 1/22/2019

School Safety Plan (School Year 2018–19)

Last updated: 1/24/2019

D. Other SARC Information

The format of the information required to be included in the SAR is not included in the state report for LFF.

Note: cells with N/A value 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: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Note: cells with N/A value do not require data.

Last updated: 1/25/2019

Last updated: 1/8/2019