



# Arroyo Upper Elementary School

1710 Arroyo Ave. • San Carlos, CA 94070 • 650-632-8300 • Grades 4-5

Marie Crawford, Principal  
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<http://arroyoschool.org/>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year

### San Carlos School District

1200 Industrial Ave. Suite 9  
San Carlos, CA 94070  
650-508-7333  
<http://www.scsdk8.org/>

### District Governing Board

Eirene Chen  
Michelle Nayfack  
Carol Elliott  
Kathleen Farley  
Neil Layton

### District Administration

Mary Jude Doeringhaus  
**Superintendent**  
Allison Liner  
**Interim Assistant Superintendent  
of Educational Services**  
Robert Porter  
**Chief Operations Officer**

### Vision of the San Carlos School District

The San Carlos School District shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the 21st Century, as evidenced by:

1. Reaching their highest academic, social, emotional, intellectual, and physical potential; and
2. Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators; and
3. Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide

### Principal's Message

Welcome to Arroyo School! Our team of teachers, staff, parents and administration have worked hard to create a wonderful learning experience that highlights the SCSD Habits of Mind for 21st Century Learners (Ownership, Communication, Collaboration, Creativity, Critical Thinking and Citizenship/Stewardship) and deeper learning through PBL (Project Based Learning). We have designed a school that will encourage and support risk taking, play and the pursuit of individual passions, while fostering intrinsic motivation to learn and discover the world around us. We have also developed ways to extend the learning beyond the classroom walls through a strong garden program, creative maker space, robust after school offerings and flexible learning environments to best meet all of our students' needs. We are very excited to welcome students and families to our wonderful school!

Marie Crawford, Principal

### Arroyo School Mission Statement

The mission of Arroyo School is to inspire our 21st Century learners to achieve their highest academic, social, emotional, intellectual and physical potential, while developing a strong sense of character, community, and stewardship. We aspire to amplify each child's natural curiosity and love of learning so they can become caring and enthusiastic lifelong learners.

**We believe:**

- Project Based Learning (PBL) experiences, developed from Common Core State Standards (CCSS), promote learning through authentic experiences that encourage critical thinking, collaboration, communication, and social responsibility.
- Personalized learning, designed to adapt to student learning styles and academic needs, can ignite student passions while leading to targeted student growth and ownership over one's own learning.
- Small teams of 4th and 5th grade classes cultivate a safe environment for individual learning and self-discovery, while also building a deep sense of belonging.
- High expectations for character and behavior create a school culture exemplified by physical and emotional safety, integrity, compassion, and respect.
- Shared school traditions and celebrations support personal growth, collaboration, and a strong sense of school community.
- Multiple means of assessment, including portfolios and student-led conferences, along with academic reports, hold students accountable for the highest quality of work.
- Multicultural and world language studies instill tolerance and broad world views while fostering an appreciation for local and global diversity.
- Physical fitness, outdoor activities, and visual and performing arts are an integral part of students' daily lives.

Across the school day our students will:

- strengthen their collaboration skills
- take personal risks (that do not endanger anyone)
- participate in a variety of activities and projects
- learn to communicate effectively and resolve conflicts peacefully
- strengthen their questioning, conversation and argumentation skills
- share their findings in evidence-based ways
- deepen their understanding of what it takes to become well-rounded citizens and stewards of our environment
- listen to and speaks kindly to others
- look for ways to include and help others
- celebrate differences
- work toward their personal best, socially and academically

We welcome you to visit our school. It is a special space because of the strong teaching staff, supportive parent community and engaged student body.

**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 <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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 4	161
Grade 5	173
<b>Total Enrollment</b>	<b>334</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0
Asian	7.2
Filipino	1.8
Hispanic or Latino	13.8
Native Hawaiian or Pacific Islander	0
White	65.9
Two or More Races	10.8
Socioeconomically Disadvantaged	3
English Learners	6.3
Students with Disabilities	11.4
Foster Youth	0

## 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			
Arroyo Upper Elementary School	15-16	16-17	17-18
With Full Credential	n/a	23	15
Without Full Credential	n/a	1	1
Teaching Outside Subject Area of Competence	n/a	0	0
San Carlos School District	15-16	16-17	17-18
With Full Credential	♦	♦	162
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Arroyo Upper Elementary School	15-16	16-17	17-18
Teachers of English Learners	n/a	0	0
Total Teacher Misassignments	n/a	0	0
Vacant Teacher Positions	n/a	0	0

\* "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 2017-18)

The school district held a public hearing on September 14, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual instructional materials in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education and in alignment with the development of State Standards and Frameworks, making the textbooks and materials used in the school the most currently available. As part of the adoption process, materials are piloted and selected by a selection committee composed of teachers and administrators. When materials are being recommended for adoption, they are made available for parent examination at the district office prior to adoption and/or parents are invited to provide input via other means. Recommendations from the committee are then brought to the Board for adoption.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 14, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Lucy Calkins Writing Units of Study Adopted in 2013  Lucy Calkins Reading Units of Study Adopted 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Houghton Mifflin Harcourt: Math in Focus Adopted in 2016 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Delta Education: Foss Adopted in 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Harcourt Adopted in 2002 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: September 14, 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Middlebury (pilot in 2016-2017)
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

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

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/19/16**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces	X				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Windows are old and need replacement. This was not done during 2016 renovation.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA		76		77		48
Math		69		72		37

\* 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.

School Year 2016-17 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	339	335	98.82	75.52
Male	173	171	98.84	72.51
Female	166	164	98.8	78.66
Black or African American	--	--	--	--
Asian	26	26	100	92.31
Filipino	--	--	--	--
Hispanic or Latino	48	47	97.92	57.45
White	222	220	99.1	78.64
Two or More Races	36	36	100	69.44
Socioeconomically Disadvantaged	11	11	100	18.18
English Learners	28	26	92.86	42.31
Students with Disabilities	43	42	97.67	16.67
Foster Youth	--	--	--	--

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 2016-17 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	339	337	99.41	69.14
Male	173	172	99.42	75
Female	166	165	99.4	63.03
Black or African American	--	--	--	--
Asian	26	26	100	92.31
Filipino	--	--	--	--
Hispanic or Latino	48	47	97.92	53.19
White	222	222	100	70.27
Two or More Races	36	36	100	69.44
Socioeconomically Disadvantaged	11	11	100	36.36
English Learners	28	28	100	35.71
Students with Disabilities	43	42	97.67	16.67
Foster Youth	--	--	--	--

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

#### Parent/Community Engagement

One of Arroyo's goals is to make school inextricably connected to community. To accomplish this, we need parents/guardians and other community members to become actively involved in our school. Our programs rely on the assistance, participation, and ideas of our entire school community. Depending on your availability, skills, talents, and interests, there are many ways to support our learning community:

- Administrative: data entry, copying/printing/gathering/making instructional materials
- Classroom: tutoring, reading groups, math centers, activity centers
- Fieldwork: driving, chaperoning, preparing(making calls, gathering materials)
- "Experts": giving presentations on topics of study/interest (local issues, content knowledge, craft skills, etc.) at school
- PTA (Parent Teacher Association): getting involved and helping with events, fundraising, communication and more
- School Site Council (SSC) Participating on the SSC to help identify and monitor goals for the school.
- Library: organizing materials, re-shelving books, supporting library time
- School Day: yard duty/supervision, caring for garden plants, organizing materials/play equipment, supporting hot lunch program
- Maker Space: supporting lunchtime or class time 'maker' activities
- Garden: Teaching a monthly gardening lesson or assisting in the garden.
- Project Cornerstone: Teaching a monthly Social Emotional Learning lesson or assisting with the lesson.
- Art in Action: Facilitating a monthly art lesson or assisting with the lesson

Parents also provide critical support for essential district program such as the DELAC (District English Language Advisory Committee), the SEDAC (Special Education District Advisory Committee) as well as by participating in SCEF (San Carlos Education Foundation). We are very fortunate to have such active and supportive parents!

#### 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

School Safety Plan:

Safety of students is a primary concern of Arroyo Upper Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan was written, reviewed and updated in August, based on the feedback of the school staff. All revisions to the original plan were communicated to all members of the Arroyo School staff including the certificated and classified staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the year and are coordinated with Central Middle School, the other school that is co-located on the same campus. Lockdown drills are held periodically as well. Students are supervised by staff before school, during lunch and recess and after school. Once school begins, the gates are locked and all visitors must check in at the office to be on campus. There are also designated and well supervised areas for student drop off and pick up on the campus.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate			2.0
Expulsions Rate			0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.9	0.8	1.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist	1.5
Other	n/a
Average Number of Students per Staff Member	
Academic Counselor	n/a

\* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
4			27						12			
5			32			2			13			7

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

### Professional Development provided for Teachers

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers two staff development day annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Common Core Standards, Project Based Learning, Readers Workshop, Writers Workshop, Math in Focus and technology infused instruction are being integrated into the curriculum. Teachers also review student data, make timely decisions based in data, and share practical tips and strategies with each other, during their collaborative prep and meeting time. This year, we added coaching and collaboration sessions for teachers during the school day. Areas of focus are determined by our Strategic Plan and LCAP, as well as input from staff on annual professional development surveys.

#### FY 2015-16 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,627	\$42,598
Mid-Range Teacher Salary	\$73,345	\$62,232
Highest Teacher Salary	\$94,231	\$80,964
Average Principal Salary (ES)	\$120,892	\$102,366
Average Principal Salary (MS)	\$125,466	\$104,982
Average Principal Salary (HS)		
Superintendent Salary	\$187,675	\$117,868
Percent of District Budget		
Teacher Salaries	38%	32%
Administrative Salaries	7%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	n/a	n/a	n/a	n/a
District	♦	♦	n/a	\$78,867
State	♦	♦	\$6,574	\$61,939
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

\* Cells with ♦ do not require data.

### Types of Services Funded

Our school supports the varying educational needs of students through a variety of means. Student needs are often identified through teacher referrals and the Student Study Team (SST) process on campus. Based upon identified needs, varying levels of differentiation, accommodations, supports, models and programming are implemented including Response to Intervention (RTI) supports, English Language Learner supports and services, as well as accommodations and services through section 504 plans and Special Education. Services range from collaboration and consultation with specialists, to co-teaching and team teaching models, as well as direct intervention services.

### 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 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.