

# A. E. Arnold Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	A. E. Arnold Elementary School
<b>Street</b>	9281 Denni Street
<b>City, State, Zip</b>	Cypress CA, 90630
<b>Phone Number</b>	(714) 220-6965
<b>Principal</b>	Carol Erbe
<b>E-mail Address</b>	cerbe@cypsd.org
<b>Web Site</b>	ar.cypsd.org
<b>CDS Code</b>	30-66480-6027767

<b>District Contact Information</b>	
<b>District Name</b>	Cypress School District
<b>Phone Number</b>	(714) 220-6900
<b>Superintendent</b>	Anne Silavs
<b>E-mail Address</b>	asilavs@cypsd.org
<b>Web Site</b>	www.cypsd.org

### School Description and Mission Statement (School Year 2017-18)

The mission of A. E. Arnold School, in partnership with parents and our diverse community, is to empower students to reach their full potential as responsible, productive, contributing members of our global society by maintaining high expectations; by providing a powerful and innovative curriculum that emphasizes higher-level thinking and creative problem-solving skills and challenges students and staff to strive for excellence; and by providing a safe, risk-free learning environment that encourages mutual respect and responsibility.

### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	105
Grade 1	106
Grade 2	81
Grade 3	114
Grade 4	104
Grade 5	109
Grade 6	137
<b>Total Enrollment</b>	<b>756</b>

### Student Enrollment by Group (School Year 2016-17)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	5.4
American Indian or Alaska Native	0
Asian	29.1
Filipino	5.2
Hispanic or Latino	30.3
Native Hawaiian or Pacific Islander	0.8
White	25.7
Two or More Races	3.2
Socioeconomically Disadvantaged	36.1
English Learners	18.7
Students with Disabilities	7.8
Foster Youth	0.4

## 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
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	28	31	32	170
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2017-18)

Year and month in which data were collected: September 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill SRA Imagine It! (K-1st) - Adopted 2012 Houghton Mifflin Medallion (2nd-6th) - Adopted 2012	Yes	0
<b>Mathematics</b>	McGraw-Hill -Adopted 2015 My Math (K-5) Course 1 (6)	Yes	0
<b>Science</b>	Macmillan/McGraw Hill (K-5) - Adopted 2008 Holt(6th) - Adopted 2008	Yes	0
<b>History-Social Science</b>	Harcourt - Adopted 2008	Yes	0

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

The information is about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/10/2017				
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			

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

Year and month of the most recent FIT report: 7/10/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	68	66	68	66	48	48
Mathematics (grades 3-8 and 11)	62	64	60	63	36	37

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	473	460	97.25	65.65
Male	247	237	95.95	65.4
Female	226	223	98.67	65.92
Black or African American	23	23	100	52.17
Asian	159	152	95.6	76.32
Filipino	21	21	100	66.67
Hispanic or Latino	138	135	97.83	56.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	110	107	97.27	63.55
Two or More Races	16	16	100	75
Socioeconomically Disadvantaged	184	180	97.83	57.22
English Learners	163	155	95.09	63.23
Students with Disabilities	40	37	92.5	8.11
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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	474	467	98.52	64.45
Male	248	243	97.98	69.96
Female	226	224	99.12	58.48
Black or African American	23	23	100	52.17
Asian	159	157	98.74	77.07
Filipino	21	21	100	71.43
Hispanic or Latino	139	136	97.84	55.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	110	108	98.18	59.26
Two or More Races	16	16	100	62.5
Socioeconomically Disadvantaged	185	182	98.38	52.2
English Learners	164	162	98.78	66.05
Students with Disabilities	40	37	92.5	10.81
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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	71	75	76	72	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.3	21.8	22.7

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.

## 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 2017-18)

The School Site Council (SSC) is an advisory group that meets regularly to receive information, discuss school programs, and provides input toward school-based decision-making. The SSC is composed of the principal, three classroom teachers, one other school staff member, and five parents of students. A subcommittee of the SSC is the English Language Advisory Committee (ELAC). All meetings are open to the public.

The school actively seeks parent involvement for school programs in a variety of ways:

- \* The PTA supports the school program by encouraging and organizing parent involvement, promoting the self-esteem of students, and enriching the school program by providing special programs, services, and activities.
- \* A number of parents and community volunteers work in the classrooms assisting teachers and school staff in a variety of ways to effectively lower adult to student ratio.
- \* Parents participate at the district level on various district committees, such as the district's Local Control Accountability Plan (LCAP) Committee, District English Learner Advisory Committee (DELAC), and PTA Council.

### 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.1	0.5	0.4	0.2	0.4	0.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

The school has developed a disaster plan for use in an emergency situation. Staff members are trained and assigned responsibilities for plan implementation. There are monthly disaster drills for school-wide safety. The school and district also work in conjunction with the community-based School Community Alert Team (SCAT). School inspection reports rated the cleanliness, orderliness, and care of the school as satisfactory.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100

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

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

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		3		24		4		22	1	4	
1	32		3		25		3		26		4	
2	32		3		30		3		26		3	
3	29		3		30		4		32		3	
4	29		4		31		3		30		4	
5	32		3		30		4		30		3	
6	29	1	5		25	1	4		29		5	
Other	10	1			11	1			10	1		

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	-	
Counselor (Social/Behavioral or Career Development)	-	N/A
Library Media Teacher (Librarian)	-	N/A
Library Media Services Staff (Paraprofessional)	.49	N/A
Psychologist	.8	N/A
Social Worker	-	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	-	N/A
Other	1.0	N/A

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

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



### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	728		\$8,993	\$84,310
District	N/A	N/A	\$8,993	\$83,039
Percent Difference: School Site and District	N/A	N/A	0.0	1.5
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	36.8	13.6

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

### Types of Services Funded (Fiscal Year 2016-17)

- Lottery
- Special Education
- General Fund

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,850	\$47,034
Mid-Range Teacher Salary	\$84,014	\$73,126
Highest Teacher Salary	\$103,710	\$91,838
Average Principal Salary (Elementary)	\$125,208	\$116,119
Average Principal Salary (Middle)		\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$202,000	\$178,388
Percent of Budget for Teacher Salaries	39%	37%
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/>.

### Professional Development (Most Recent Three Years)

Staff development priority areas are based on the State Standards, district needs, and school-level data. District-wide staff development focused on Common Core State Standards, Thinking Maps, Writing, and NGSS/STEM. Staff development days, minimum days, and staff meetings were used to provide training and support. In addition, Arnold school teachers in grades K-3 participated in additional training/coaching in the area of Cognitively Guided Instruction. Teachers also collaborate with colleagues during weekly Professional Learning Community meetings. Where appropriate, staff members also attend conferences, workshops, and/or county office training in specific areas related to their assignment.

Classified employees are provided the opportunity to attend in-services relevant to their specific assignment. These are offered during their work day and/or on student-free days.