

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17

Miner (George) Elementary

Address: 5629 Lean Ave. San Jose, CA 95123-3620

Principal: Lisa Barlesi, Principal

Phone: (408) 225-2144

Email: lbarlesi@ogsd.net

Web Site:

CDS Code: 43696256048136

Oak Grove Elementary

Superintendent: José Manzo

Phone: (408) 227-8300

Email: jmanzo@ogsd.net

Web Site: www.ogsd.net



I DATA AND ACCESS

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 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 state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Oak Grove Elementary
 Phone Number: (408) 227-8300
 Superintendent: José Manzo
 E-mail Address: jmanzo@ogsd.net
 Web Site: www.ogsd.net

School Contact Information Most Recent Year

School Name: Miner (George) Elementary
 Street: 5629 Lean Ave.
 City, State, Zip: San Jose, CA 95123-3620
 Phone Number: (408) 225-2144
 Principal: Lisa Barlesi, Principal
 E-mail Address: lbarlesi@ogsd.net
 Web Site:
 County-District-School
 (CDS) Code: 43696256048136

School Description and Mission Statement (School Year 2016–17)

At Miner School in South San Jose’s Oak Grove School District, all stakeholders know that student success takes leadership, vision, a map, exemplary staff, quality teaching, supportive parents/community, and resources. Miner School is the core to our community. Our students may begin their day with breakfast at school. At morning announcements, one student from every class is publicly recognized for being respectful, responsible, safe, or kind. Throughout each day, students are explicitly told what is expected of them, and why they are learning what they are learning - be that in regard to academics or behavior.

In a shared leadership mode, the principal, staff, parents, and partners maintain a laser-sharp focus on their vision, follow a detailed map, and plan alternate routes to meet the needs of students. Decisions are based on the best interest of ALL students, with a focus on closing the achievement gap which exists between white/Asian students and African American/Hispanic students. Comprehensive assessment is the first step in mapping our journey, knowing that student performance data drives curriculum, instruction, professional development, and the allocation of resources. In accordance with the new Common Core Standards, students work around the Four C’s: Cooperation, Collaboration, Communication, and Creativity.

Students are held responsible for their learning and are provided opportunities to evaluate their work, based on standards-based rubrics. Teachers post focus skills and standards to inform students of their learning goals and give timely feedback to students. Regular, frequent communication is maintained with parents in a variety of ways. Parent education targets curriculum content, knowledge about standards, and strategies for helping their child(ren) at home. Gifted and high-achieving students are challenged with higher-level skills; students not proficient are provided appropriate safety nets during and beyond the school day. Many Miner students extend their school day with classes in reading, math, or dance, or with membership in the Boys and Girls Club on campus.

Continuous improvement is the mode at Miner School.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	86
Grade 1	52
Grade 2	78
Grade 3	59
Grade 4	63
Grade 5	59
Grade 6	77
Total Enrollment	474

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.5%
American Indian or Alaska Native	0.6%
Asian	8.2%
Filipino	5.1%
Hispanic or Latino	73.6%
Native Hawaiian/Pacific Islander	0.6%
White	6.1%
Two or More Races	3.2%
Socioeconomically Disadvantaged	73.4%
English Learners	46%
Students with Disabilities	5.3%
Foster Youth	0.2%

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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	22	22	21	466
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	100.00%	.00%
All Schools in District	99.86%	.14%
High-Poverty Schools in District	100.00%	.00%
Low-Poverty Schools in District	99.76%	.24%

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 (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: September 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Adopted in 2014/excellent quality/one per student	Engage New York	0%
Mathematics	Adopted in 2014/excellent quality/one per student	Engage New York at TK-6 College Preparatory Math at 7-8	0%
Science	Adopted in 2001/excellent quality/one per student	Harcourt School Publishers, Harcourt Science. Prentice Hall Publishers, Science Explorer.	0%
History-Social Science	Adopted in 1999/excellent quality/one per student	Mc Graw Hill, Adventures in Time and Place.	0%
Foreign Language			0%
Health		Harcourt Brace Jovanovich, HBJ Health	0%
Visual and Performing Arts		Silver Burdett & Ginn, World of Music	0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

As per the Williams’ settlement, all Oak Grove schools are maintained in a manner that assures a clean, safe, and functional site as determined by periodic evaluation.

Measure P: On November 4, 2014 the voters in Oak Grove School District approved the issuance of Measure P. Measure P authorized the issuance of \$89.8 million in bonds to benefit the Oak Grove School District. The funds are meant to be used to renovate, repair, acquire, construct and modernize classrooms and facilities, and increase student access to computers and technology.

After the successful completion of the Measure Q Bond program, the Oak Grove community approved Measure S in November 2008 that authorized an additional \$125 million General Obligation Bond to continue needed school modernization projects, construct two new intermediate school gymnasiums, and consider solar technology systems throughout the district. Combined with local Routine Repair funds and State Deferred Maintenance funds, future facility improvements will insure that critical services continue to be provided for our students for years to come.

School Facility Good Repair Status

Using the most recent 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

Month and year in which data were collected: January 2017

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

Overall Facility Rate

Month and year in which data were collected: January 2017

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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) 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8 and 11)	29%	29%	47%	50%	44%	48%
Mathematics (grades 3-8 and 11)	21%	24%	38%	42%	34%	36%

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.

CAASPP Test Results in ELA by Student Group (ELA)
Grades Three through Eight and Eleven (School Year 2015–16)
ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	56	93.33%	14.29%
Male	38	37	97.37%	10.81%
Female	22	19	86.36%	21.05%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	44	93.62%	11.36%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	41	91.11%	9.76%
English Learners	33	32	96.97%	3.13%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	60	100.00%	23.33%
Male	37	37	100.00%	13.51%
Female	23	23	100.00%	39.13%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	47	47	100.00%	21.28%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.00%	18.37%
English Learners	29	29	100.00%	6.90%
Students with Disabilities	11	11	100.00%	9.09%
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	56	53	94.64%	35.85%
Male	30	30	100.00%	33.33%
Female	26	23	88.46%	39.13%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	41	39	95.12%	33.33%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	45	42	93.33%	30.95%
English Learners	20	17	85.00%	23.53%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	73	97.33%	41.10%
Male	42	42	100.00%	38.10%
Female	33	31	93.94%	45.16%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	54	98.18%	40.74%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	53	98.15%	33.96%
English Learners	27	27	100.00%	22.22%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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 Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	57	95.00%	28.07%
Male	38	37	97.37%	29.73%
Female	22	20	90.91%	25.00%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	45	95.74%	22.22%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	42	93.33%	21.43%
English Learners	33	32	96.97%	12.50%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	60	100.00%	20.00%
Male	37	37	100.00%	16.22%
Female	23	23	100.00%	26.09%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	47	47	100.00%	10.64%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.00%	14.29%
English Learners	29	29	100.00%	10.34%
Students with Disabilities	11	11	100.00%	18.18%
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	56	56	100.00%	12.50%
Male	30	30	100.00%	13.33%
Female	26	26	100.00%	11.54%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	41	41	100.00%	12.20%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	45	45	100.00%	11.11%
English Learners	20	20	100.00%	
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	73	97.33%	31.51%
Male	42	42	100.00%	30.95%
Female	33	31	93.94%	32.26%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	54	98.18%	24.07%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	53	98.15%	26.42%
English Learners	27	27	100.00%	14.81%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	29%	24%	19%	60%	56%	55%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	56	53	94.64%	18.87%
Male	30	30	100.00%	20.00%
Female	26	23	88.46%	17.39%
Black or African American	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	41	39	95.12%	10.26%
Native Hawaiian or Pacific Islander	–	–	–	–
White	–	–	–	–
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	45	42	93.33%	14.29%
English Learners	20	17	85.00%	5.88%
Students with Disabilities	–	–	–	–
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

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 area of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.00%	26.80%	19.60%

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 2016–17)

Parents have many opportunities to participate in the educational programs at Miner School. We have many parents who choose to volunteer in their child’s classroom, working with individual students or doing copying and prep work for the teacher. Parents volunteer to attend field trips and to help with school events. Parents assist our Community Liaison in the preparation of materials for these activities.

Parents are invited into the classroom to attend Gallery Walks at the end of SEAL units in TK-3rd grade, and Project Presentations at the end of PBL units in grades 4-6.

Our Home and School Club has several fundraisers each year and volunteers are an important part of these activities. We meet on a monthly basis and plan activities such as the Miner Marathon and other fundraisers. At the beginning of each school year, we invite parents to join our School Site Council, which consists of parents and staff. We have several SELAC meetings each year for our second language parents to discuss the specific educational challenges their students face while learning English.

Parents are invited to attend classes/seminars throughout the year on topics related to parenting skills, navigating the school system, and how to read with and work with their children at home.

Our Action Team Partners group meets to continually create ways in which parents can become more engaged in the education of their children.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.17	0.00	2.19	4.05	1.75	2.64	4.36	3.80	3.65
Expulsions	0.00	0.00		0.05	0.00	0.01	0.10	0.09	0.09

School Safety Plan – Most Recent Year

Providing a safe school is a high priority for Miner School. To this end, there are continuous improvement processes and collaborative efforts that provide comprehensive health education and a strong academic foundation within a safe and secure learning environment that ensures success for all students.

Prevention education at Miner includes supplemental programs and policies including Second Steps, School-wide Positive Behavior Support System (PBIS), positive discipline, drug, alcohol, substance abuse, graffiti, tobacco prevention education, and the Wellness Policy including physical education and nutritional education.

Attendance is closely monitored and students with unexcused absences of 10% or more receive law/school district/partnership intervention. Truancy abatement is a common goal of the school/district and other agency collaborative partnerships. Currently Miner has instituted an Attendance Incentive Program, which is targeting attendance and tardies. We use EdConnect to notify parents daily of student absences.

In order to reduce the number of incidents of bullying and harassment among students and to ensure that students feel neither intimidated nor threatened by bullying or harassment, Miner has an ongoing program that specifically addresses issues of race, ethnicity, gender, sexual orientation, perceived sexual orientation, and perceptions which commonly surface in bullying/harassment incidences. All students and staff at Miner are trained in effective ways to deal with offensive behavior through Positive Behavior Intervention Strategies.

We also have ongoing classroom instruction and use social settings inside and outside the classroom to focus on the life skills of empathy, anger management, and problem solving.

Each year staff is educated, trained, and practices the concepts of the National Emergency Management System which includes fire drills, earthquake evacuation, first aid procedures, communicable disease action plan, and emergency evacuation maps.

We believe that students, once taught the desired school behaviors, will display those behaviors. We balance the school discipline plan with positive incentives, as well as appropriate alternative consequence plans. School-wide expectations are posted in each classroom, and in many locations throughout the school. Positive incentives are offered for positive behavior/attitude, good attendance, positive wellness, and practices, academics. Alternatives reviewed as options to positive discipline include campus clean-up, campus projects, incentives, community services, behavior plans/contracts, site or off-site group or individual counseling, and/or alternative placements.

We strive to improve the system of publications to students, staff, and community which will include or focus on student awards/recognition, rewards, school activities, achievements, acknowledgments, and announcements.

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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		4		26		3		19	2	1	
1	25		2		25		3		27		2	
2	26		2		26		2		24		1	
3	23		3		27		2		29		1	
4	36			2	30		2		31		1	
5	35			2	30		3		31		1	
6	32		2		29		2		29		2	
Other									27		4	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.2	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist (non - teaching)	1.0	N/A
Other		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 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$73229
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5677	\$75137
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

Programs funded by categorical or “extra student” funds include:

1. Extended Day and Year Programs
2. Remedial Services provided by teachers
3. Community Liaison and Mental Health Services
4. Coaching (mentoring for staff development)
5. Instructional supplies and technology
6. Visual/performing arts
7. Programs for high achievers and GATE students
8. Safe Schools Specialist who supports student attendance
9. Professional development workshops and visitations

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47730	\$44573
Mid-Range Teacher Salary	\$74704	\$72868
Highest Teacher Salary	\$91651	\$92972
Average Principal Salary (Elementary)	\$124357	\$116229
Average Principal Salary (Middle)	\$126593	\$119596
Average Principal Salary (High)		\$121883
Superintendent Salary	\$231099	\$201784
Percent of Budget for Teacher Salaries	38%	39%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Our school provides extensive training for teachers in the implementation of standards, development of effective assessment, and understanding the Closing the Achievement Gap Plan. There are numerous opportunities for participation in district in-services, out-of-district conferences, workshops, and committees. There are three AB 1579 days each year, when students do not attend school and teachers are involved in professional development. Additionally, one day each week students are dismissed early to allow teachers to work with their grade level teams, and/or participate in continued professional development. Currently, our TK-3rd grade teachers are receiving professional development through the Sobrato Early Language Learning (SEAL) initiative. This is ongoing, intensive training in understanding the ELA and ELD Common Core Standards and strategies through which to teach them. These strategies focus on high academic language, oral language engagement, reading and writing. Our 4th-6th grade teachers receive ongoing training in Project Based Learning. Staff have also been trained in providing Systematic English Language Development to students learning English, with continuing professional development. We have a leadership team/continuous improvement team that leads site staff development around analyzing student work, developing effective strategies for the classroom, and using grade level time to improve instruction. Teachers this year are participating in training using the Writers' Workshop model. Staff development is determined by looking at data and based on student needs.