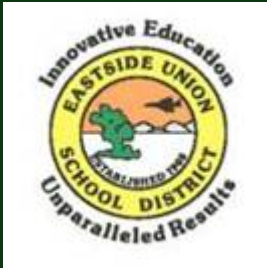


Enterprise Elementary School

3730 E. Ave J-4 • Lancaster, CA • (661) 946-6277 • Grades K-6

Mary Kruppe, Principal
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Eastside Union Elementary School District

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Lancaster, CA 93535
(661) 952-1200
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District Governing Board

Mrs. Peggy Foster
Mr. Joseph "Joe" Pincetich
Mrs. Donna Martinez
Ms. Doretta N. Thompson
Ms. Janette T. Crawford

District Administration

Dr. Joshua Lightle
Superintendent
Mr. David Howard
**Assistant Superintendent of
Human Resources**
Dr. Donna Smith
**Assistant Superintendent of Ed.
Services**
Mr. Scott Lathrop
Chief Business Officer
Ms. Margo Deal
**Director of Student Services &
Special Education**

School Description

Enterprise Elementary opened on August 11, 2014. It is the fifth school in Eastside Union School District.

Vision -

The Enterprise Elementary School Vision is to provide for all students to engage in the passion of learning while realizing personal success. In achieving this goal we take the following core concerns into consideration: Responsibility – We are responsible for a large part of the success of the students we teach; Relationship – We can not ensure personal and academic success in our students until we realize and achieve the need for positive adult relationships; Confidence – We have to build positive self-perceptions in order to grow students who can, and want to learn; Autonomy- We facilitate and guide students, but we understand that we must allow them to realize their own visions and work towards their individual envisioned futures.

Mission -

Enterprise Elementary School will accomplish the specific vision of through the provision of exceptional first instruction; working with and training an engaged student body along with families; providing for behavioral supports, as well as early intervention strategies.

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
Kindergarten	106
Grade 1	110
Grade 2	115
Grade 3	100
Grade 4	97
Grade 5	112
Grade 6	102
Total Enrollment	742

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	30.9
American Indian or Alaska Native	0.3
Asian	0.9
Filipino	1.8
Hispanic or Latino	53.4
Native Hawaiian or Pacific Islander	0.1
White	7.1
Two or More Races	5.5
Socioeconomically Disadvantaged	79
English Learners	20.1
Students with Disabilities	11.7
Foster Youth	3.8

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			
Enterprise Elementary School	15-16	16-17	17-18
With Full Credential	32	35	32
Without Full Credential	2	2	2
Teaching Outside Subject Area of Competence	0	0	0
Eastside Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	140
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Enterprise Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	2	0
Vacant Teacher Positions	2	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)

All students at Enterprise Elementary School have access to assigned textbooks for use in the classroom or to take home as deemed necessary. All instructional materials provided to students are aligned with state content standards and are selected from a state adoption list.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Journeys Houghton-Mifflin 2017 The textbooks listed are from most recent adoption: Yes
Mathematics	California Math Expressions Common Core, Houghton-Mifflin Harcourt 2015 The textbooks listed are from most recent adoption: Yes
Science	Holt, Rinehart, Winston 2007 The textbooks listed are from most recent adoption: Yes
History-Social Science	Scott Foresman 2006; Prentice Hall 2006 The textbooks listed are from most recent adoption: Yes
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Enterprise Elementary is a new school that opened on August 11, 2014. A School Facility visit has not occurred.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: N/A				
System Inspected	Repair Status			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 Rating	Exemplary	Good	Fair	Poor

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	19	22	23	23	48	48
Math	14	19	15	14	36	37

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	106	101	95.3	26.7
Male	63	58	92.1	32.8
Female	43	43	100.0	18.6
Black or African American	33	30	90.9	13.3
Hispanic or Latino	58	56	96.6	26.8
Socioeconomically Disadvantaged	94	91	96.8	23.1
English Learners	16	16	100.0	
Students with Disabilities	17	16	94.1	18.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

* 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	25	27	34	31	56	54

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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.8	7.4	8.3

* 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	421	415	98.57	21.93
Male	232	229	98.71	17.9
Female	189	186	98.41	26.88
Black or African American	135	133	98.52	10.53
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	218	216	99.08	24.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.06	36.36
Two or More Races	23	22	95.65	36.36
Socioeconomically Disadvantaged	345	339	98.26	17.4
English Learners	97	95	97.94	20
Students with Disabilities	79	78	98.73	1.28
Foster Youth	19	19	100	10.53

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	422	416	98.58	18.99
Male	233	230	98.71	16.96
Female	189	186	98.41	21.51
Black or African American	135	133	98.52	9.02
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	220	218	99.09	20.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.06	33.33
Two or More Races	22	21	95.45	28.57
Socioeconomically Disadvantaged	344	338	98.26	15.09
English Learners	97	95	97.94	20
Students with Disabilities	79	78	98.73	0
Foster Youth	18	18	100	11.11

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)

There will be increased parent involvement with Enterprise Elementary School. We will increase parent involvement through school sponsored functions, including family game nights, Family Literacy Night, computer classes (primarily for parents of English Language Learners), parenting classes, School Site Council meetings, English Language Acquisition Committee, African American Action Committee, and Semester assemblies. Our Parent Association will participate in various fundraisers and school functions.

Parents can become involved in Enterprise Elementary Schools various committees by contacting the Enterprise Elementary School office at (661) 946-6277, and asking for more information.

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

The school created and adopted a School Safety Plan for the 2016-2017 school year. Faculty began to develop and review the Safety Plan on 9/12/17. The School Safety Plan was approved by School Site Council on 10/28/17.

Enterprise Elementary School's Principal, Assistant Principal, and staff will maintain a commitment to a secure campus where students are free from both physical and psychological harm, allowing them to best realize their potential for academic success, and provide for a positive learning environment that allows students to explore alternative avenues towards student interpersonal relationships, violence prevention, and teaching strategies for student conduct and responsible behavior, while maintaining respect for others.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	6.1	6.3	5.8
Expulsions Rate	0.1	0.0	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	7.1	6.8	6.3
Expulsions Rate	0.1	0.1	0.1
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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		80

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist	1.5
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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
K	23	22	19	5	1	2	25	5	4			
1	20	21	22	30	1			4	5			
2	20	22	22	18	1		6	4	5			
3	23	18	19		5	5	24					
4	29	33	23	5		1	6	1	3	12	2	
5	27	28	26		1		24		4		3	
6	21	26	27	15	1	1	18	4	3			
Other	12		12	5		1						

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

Professional Development provided for Teachers

Enterprise Elementary School supports the Common Core State Standards and 21st century instruction through a carefully planned staff development schedule. Teachers are provided planning time to review student performance of common formative assessments, and align instruction via the PLC process.

Enterprise Elementary School uses general staff meetings, grade level meetings, monthly math workshops, and district PLC days to promote and support staff professional development. Teachers are granted the opportunity to learn about student engagement, breadth of knowledge, AVID strategies, leveled questioning, Depth of Knowledge and common formative assessments. Teachers are able to meet with their grade levels regularly throughout the month, where they are prompted to collaborate in professional learning communities to answer questions such as: What do we want our students to know? How are we going to know that they learned it? What are we going to do when they don't learn it adequately, and what are we going to do when they do learn it adequately? Furthermore, they utilize this time to analyze data from common formative assessments.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,053	\$47,034
Mid-Range Teacher Salary	\$70,450	\$73,126
Highest Teacher Salary	\$95,069	\$91,838
Average Principal Salary (ES)	\$112,178	\$116,119
Average Principal Salary (MS)	\$117,069	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$159,583	\$178,388
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	0	0	0	67759.35
District	♦	♦	0	\$75,720
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District				-4.3
Percent Difference: School Site/ State			-100.0	-1.9

* Cells with ♦ do not require data.