

Calpella School

151 Moore St. • Ukiah, CA 95482-9547 • (707) 472-5630 • Grades K-4

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



Ukiah Unified School District

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District Governing Board

Megan Van Sant
Anne Molgaard
Gail Monpere
Beatriz "Bea" Arkin
Carolyn Barrett
Zoey Fernandez
Tyler Nelson

District Administration

Debra Kubin
Superintendent

School Description

Calpella is a preschool through fourth grade school that serves a diverse group of families. We have 20 regular classrooms and one State Preschool. The staff of 31 certificated, highly qualified personnel, including three reading resource teachers, a student success coordinator, a speech therapist, a social emotional counselor, a counselor to serve our Native American students, a school psychologist, a PBIS coordinator, and a state preschool teacher, dedicated to giving all students the opportunity to succeed. The 40 classified staff, which includes paraprofessionals, secretaries, custodians, and a gardener, are all very supportive in the pursuit of academic success. Over 76% of our students come from socio-economically disadvantaged families.

School Vision and Mission

Our mission at Calpella Elementary is to promote and maintain a safe supportive environment that encourages the success of the individual and involves the collaboration of the staff, family and community. Our staff cultivates a philosophy of learning as a life-long process. The school is committed to high academic expectations for all students while recognizing the necessity for safety nets to meet individual needs. The staff will teach and model universal principles that build character, encourage honor, and celebrate the diversity of individual.

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	107
Grade 1	96
Grade 2	96
Grade 3	76
Grade 4	84
Total Enrollment	459

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	9.6
Asian	0
Filipino	0
Hispanic or Latino	42.7
Native Hawaiian or Pacific Islander	0
White	44
Two or More Races	3.3
Socioeconomically Disadvantaged	77.8
English Learners	31.2
Students with Disabilities	7.2
Foster Youth	1.7

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			
Calpella School	15-16	16-17	17-18
With Full Credential	25	28	27
Without Full Credential	0	2	3
Teaching Outside Subject Area of Competence	0	0	0
Ukiah Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	311
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Calpella School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "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)

Instructional materials meet EC 60040-60045 as well as SBE guidelines.

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Excursions, Houghton Mifflin Harcourt School Publishers, Adopted 5/10/11 Literature, McDougal Littell, Adopted 4/10/12 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Mathematics	Bridges in Mathematics, 2nd Edition (The Math Learning Center), Adopted 4/14/16 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Science	California Science (MacMillan/McGraw -Hill), Adopted 8/12/08 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
History-Social Science	History-Social Science for California, Pearson Scott Foresman, Adopted 8/07/07 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

This school has 27 classrooms, a multipurpose room, a library, a science lab, a computer lab and an administration building. The main campus was built in 1954. The media center/Library, Multipurpose Room and East and West pods were constructed in 1975. South pod was built in 1977. An outdoor eating area was constructed in 1995. Four new Portable classrooms were installed in the summer of 2012. A complete field upgrade was done in 2015 with new soft fall mitigation with curbing, new asphalt play area, new irrigation, new play structures, new benches throughout the campus, new concrete pad with benches near the west pod and asphalt renovations throughout the campus.

Maintenance and Repair

The District's maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A web based work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. The principal and the Director of Maintenance and Operations works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Custodial staff work over the summer to deep clean the classrooms.

Technology Projects

Extensive WiFi updates have been made to accommodate technology in the classrooms.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/3/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 11/3/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Electrical: Electrical		X			Exposed fluorescent light tubes, some tubes out, 1 breaker off and open with exposed slot in breaker.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
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. 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	33	21	36	35	48	48
Math	35	35	23	24	36	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	158	155	98.1	21.29
Male	73	73	100	15.07
Female	85	82	96.47	26.83
Black or African American	--	--	--	--
American Indian or Alaska Native	20	19	95	21.05
Hispanic or Latino	62	61	98.39	14.75
White	68	68	100	26.47
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	124	123	99.19	17.89
English Learners	49	49	100	12.24
Students with Disabilities	17	16	94.12	12.5
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 (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	158	155	98.1	35.48
Male	73	73	100	38.36
Female	85	82	96.47	32.93
Black or African American	--	--	--	--
American Indian or Alaska Native	20	19	95	47.37
Hispanic or Latino	62	61	98.39	29.51
White	68	68	100	38.24
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	124	123	99.19	30.08
English Learners	49	49	100	26.53
Students with Disabilities	17	16	94.12	0
Students Receiving Migrant Education Services	--	--	--	--
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)

Parents are an integral part of our students' educational experience; therefore, many opportunities for parent involvement are available. The School Site Council is an advisory group of parent and school staff leaders, which meets regularly to provide input and assistance in making decisions that affect the entire school population. The English Language Advisory Committee focuses on the program and progress of our English language learners. Members of the ELAC group can also participate in the district level DELAC team. PTO is another active group that promotes and supports extracurricular activities. All parents are invited and encouraged via monthly newsletters and our website to attend School Site Council meetings, PTO meetings, Back to School Night, English Learners Advisory Committee (ELAC), Open House, Family Literacy Nights, and other school functions. Calpella School also encourages parent volunteers in the classrooms and on field trips. Parents are surveyed each year to find volunteers and to facilitate planning for parent education opportunities. To further encourage family involvement, we send all information home in English and Spanish. We have a parent passport program that provides positive incentives for students and parents to participate in school activities.

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

Our Safe School Plan includes the following elements: Annual Statistical Report, Child Abuse Reporting, Disaster procedures, Suspensions/Expulsions, Notification of Dangerous Pupils, Sexual Harassment Policy, Dress Code Prohibiting "Gang Related" Apparel, Student/Employee Safety to and From School, Safe/Orderly Environment, Discipline Rules and Procedures, and Crisis Plan. It is updated and reviewed annually.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	4.67	3.51	4.73
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	7.5	6.87	8.75
Expulsions Rate	0.39	0.28	0.25
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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	In PI
First Year of Program Improvement	2012-2013	2007-2008
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	73.3	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.80
Psychologist	0.2
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	0.0

* 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	23	25				5	5	5			
1	23	23	22				3	3	4			
2	23	23	25				4	4	3			
3	26	26	21			2	3	3	2			
4	28	28	28				4	4	3			

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

Professional Development provided for Teachers

Professional development activities are ongoing. They take place before school begins, during the school year through teacher release time, on collaborative Wednesdays and after school. Staff professional development is focused around Common Core implementation in the areas of ELA, Math, and student engagement strategies. In order to assist in this implementation, a group of Calpella teachers have chosen to participate in Ukiah Unified’s Leadership Network training and have agreed to help train the Calpella staff in key components of the Common Core implementation. Technology training has also received a lot of attention at Calpella. Each teacher has a laptop, a projector, and a document camera so they can infuse technology into standards-based learning. Teachers have received training in how to use these devices as well. Teachers received training in Professional Learning Communities to better understand and discuss the common assessments and how to use them to guide instruction. The past few years staff development was focused on our Site Implementation Plan and is guided by the needs for continued implementation of Common Core Standards especially in the area of close reads, collaborative conversations, and evidence based writing. There were training days for a cadre of teachers on writing in 2015-2016. These teachers received in-depth professional development and then presented what they learned to the whole staff. The district has implemented a newly adopted math curriculum and Calpella staff has been receiving training and support throughout the past 2 years. Last year, the Calpella staff dedicated a monthly PLC to share successes about the new math curriculum. The district continues to provide supplemental time and pay to teachers to support of the newly adopted math curriculum. This year the monthly PLC is dedicated to a book study using the book, Visible Learning for Literacy. Staff has also been using the Educator effectiveness monies to support them in attending grade level conferences. The district also provide on site retired teachers to mentor the new teachers on staff. The Student Success Coordinator provides in class coaching and helps facilitate on site learning rounds.

FY 2015-16 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,604	\$46,511
Mid-Range Teacher Salary	\$64,549	\$73,293
Highest Teacher Salary	\$88,440	\$92,082
Average Principal Salary (ES)	\$100,315	\$113,263
Average Principal Salary (MS)	\$107,423	\$120,172
Average Principal Salary (HS)	\$114,746	\$131,203
Superintendent Salary	\$176,945	\$213,732
Percent of District Budget		
Teacher Salaries	36%	36%
Administrative Salaries	7%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	\$7,624	\$1,751	\$5,873	\$68,877
District	♦	♦	\$4,698	\$66,898
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			25.0	3.0
Percent Difference: School Site/ State			-10.7	-7.5

* Cells with ♦ do not require data.

Types of Services Funded

All students are provided the core program in the areas of Reading, English-Language Arts, Mathematics, Science, Social Studies, Health, Visual and Performing Arts and Physical Education. In addition, identified students receive support services through categorical funds.

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.