



# Dorothea Lange Elementary School

1661 Via Alta Mesa • Nipomo, CA 93444 • (805) 474-3670 • Grades K-6

Michael Flushman, Principal

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<https://sites.google.com/a/lmusd.org/lange-elementary/>

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Lucia Mar Unified School District

602 Orchard St.

Arroyo Grande, CA 93420

(805) 474-3000

[www.luciamarschools.org](http://www.luciamarschools.org)

#### District Governing Board

Chad Robertson, President

Colleen Martin, Vice President

Don Stewart, Clerk

Vern Dahl, Member

Vicki Meagher, Member

Mark Millis, Member

Dee Santos, Member

#### District Administration

Raynee J. Daley, Ed.D

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Andy Stenson

**Assistant Superintendent, Business**

Charles Fiorentino

**Assistant Superintendent, Human Resources**

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**Assistant Superintendent, Curriculum, Instruction & Assessment**

Linda Pierce

**Director, Student Services**

Paul Fawcett

**Director, Special Education**

### School Description

Lange Elementary School is a neighborhood school located in the hills of beautiful Nipomo, CA. Our highly qualified teachers serve approximately 560 students in Kindergarten through 6th Grade.

The staff at Lange works extremely hard to provide our students with a rigorous, research-based, and meaningful curriculum that is fostered through the positive relationships and connections that our staff makes with our students. Our staff and parents work closely together to support all efforts to help our students learn 21st century skills that will help them on their journey to becoming college and/or career ready.

Lange prides itself in creating a safe and positive environment. We teach character education and expect our students to do their very best as well as being kind and thoughtful citizens.

This past year, under the guidance of the previous principal, Ms. Debbie Schimandle, and the hard work of the Lange staff, students and community, Dorothea Lange was awarded the prestigious CA Gold Ribbon Award. Lange ES earned this award for its unique and successful implementation of literacy instruction K-6. We at Lange are very proud of this award and are going to work towards continued success.

These are exciting times for Lange students, families and staff as we build on successes and move into the 21st Century and full implementation of the CA Common Core State Standards. We hope you join us on our journey to continue to improve the educational environment for all our Bobcats.

We at Lange look forward each day to working with you and we welcome you to our website and school. It is our hope that this website will provide you with both information and assistance. Please feel free to contact us at (805) 474-3670 for more information.

Dorothea Lange Elementary School's Vision and Mission Statements state that we are committed to ENGAGE. CHALLENGE. and INSPIRE our students. Our mission is to serve our community by providing a high quality education, inspiring lifelong learners, and instilling a strong value for self and others.

Dorothea Lange Elementary School Goals in the 2016-2017 school year are:

#### I. STUDENT ACHIEVEMENT

##### 1a) Reading

By June 2017, 88% of K-6 students will demonstrate grade-level proficiency or above as measured by Fountas & Pinnell Benchmark Assessment System (BAS).

By June 2017, 54% of students in each grade level 3rd through 6th will demonstrate grade-level proficiency or above in English Language Arts as measured by the CAASPP state assessment.

In addition, 93% of K-2 students will make at least one year's growth or more as measured by F&P.

##### 1b) Writing

By June 2017, the school-wide average score (grades 4-6) on the District Writing Assessment (DWA) will be at least a 7.5.

1c) Math

By June 2017, 50% of students in each grade level (1st-6th) will reach or exceed projected growth goals in mathematics as measured by fall to spring grade-level Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessments.

By June 2017, 50% of students in each grade level 3rd through 6th will demonstrate grade-level proficiency or above in Math as measured by the CAASPP state assessment.

1d) English Learners

By June 2017, the number of on grade level EL readers will increase from 18 out of 109 students to 64 out of 109 students. (Increase of 46 students; 17% to 59%)

**II. SCHOOL CLIMATE**

2a) Character Education

By June 2017, Lange students will receive character education through effective school wide programs and activities in an effort to increase student safety and engagement.

2b) Parent Education & Involvement

By June 2017, Lange school will provide effective and regular communication to our parents and community about district/site events and offer parent education events based on site-specific needs.

2c) After-school Programs

By June 2017, Lange school will design and implement quality before- or after-school opportunities to provide both academic support and/or enrichment for all learners.

**III. FUTURE READY EDUCATION**

1) By June 2017, Lange school will provide professional development opportunities and increased technology access to promote future-ready education for all learners.

**IV. ORGANIZATIONAL EXCELLENCE**

1) By June 2017, Lange school will increase stakeholder communication and involvement.

## 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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	71
Grade 1	76
Grade 2	67
Grade 3	81
Grade 4	76
Grade 5	88
Grade 6	98
<b>Total Enrollment</b>	<b>557</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.7
Asian	0.5
Filipino	0.9
Hispanic or Latino	55.3
Native Hawaiian or Pacific Islander	0.2
White	39.7
Two or More Races	2
Socioeconomically Disadvantaged	60.9
English Learners	15.6
Students with Disabilities	10.8
Foster Youth	1.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Dorothea Lange Elementary School	14-15	15-16	16-17
<b>With Full Credential</b>	28	28	29
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Lucia Mar Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	572
<b>Without Full Credential</b>	♦	♦	14
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Dorothea Lange Elementary	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	100.0	0.0

\* 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)**

Lucia Mar Unified School District held a public hearing Sept. 20, 2016, and determined each school within the District has sufficient and good-quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English Learners, are given their own individual Standard aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Lucia Mar Unified School District follows the State’s seven-year adoption cycle. Auxiliary materials, such as math manipulatives, trade books, and science kits, are also purchased to support the textbook adoption.

<b>Textbooks and Instructional Materials</b> <b>Year and month in which data were collected: 2015-2016</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	<p>McGraw-Hill - Reading Wonders (Grades K-6) Adopted in 2014</p> <p>Houghton Mifflin Harcourt - California Collections (Grades 7-12) Adopted in 2016</p> <p>BFW - Advanced Language and Composition (Grades PreAP 9-10) Adopted in 2016</p> <p>BFW - Advanced Literature and Composition (Grade 11) Adopted in 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>McGraw-Hill - My Math (Grades K-5) Adopted in 2009</p> <p>Houghton Mifflin Harcourt - Big Ideas Math (Grades 6-11) Adopted in 2014/15</p> <p>Glencoe - Advanced Mathematical Concepts - Precalculus with Applications (Grades 11-12) Adopted in 2008</p> <p>Wiley - Calculus Early Transcendentals Part AB (Grades AP 11-12) Adopted in 2014</p> <p>Pearson Prentice Hall - Calculus Graphical, Numerical, Algebraic Part CD (Grades AP 11-12) Adopted in 2008</p> <p>BFW - The Practice of Statistics (Grades AP 11-12) Adopted in 2016</p> <p>BFW - Statistical Reasoning in Sports (Grades 11-12) Adopted in 2016</p> <p>Cenage - Understanding Basic Statistics (Grades 11-12) Adopted in 2013</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2015-2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Macmillan/McGraw-Hill - California Science (Grades K-6) Adopted in 2008</p> <p>Holt - California Life Science (Grade 7) Adopted in 2007</p> <p>Holt/Houghton Mifflin Harcourt - California Physical Science (Grade 8) Adopted in 2007</p> <p>Glencoe - Life Science (Grade 9) Adopted in 2004</p> <p>Prentice Hall - Earth Science (Grade 9) Adopted in 2008</p> <p>Prentice Hall - Biology (Grade 9) Adopted in 2001</p> <p>Holt - Chemistry (Grade 10) Adopted in 2004</p> <p>Prentice Hall - Conceptual Physics (Grades 10-11) Adopted in 2002</p> <p>Houghton Mifflin - AP Chemistry (Grades 11-12) Adopted in 2002</p> <p>Pearson - AP Environmental Science (Grades 11-12) Adopted in 2008</p> <p>John Wiley &amp; Sons - AP Physics (Grades 10-12) Adopted in 2006</p> <p>Pearson - AP Physics (Grades 10-12) Adopted in 2005</p> <p>Pearson - AP Biology (Grades 11-12) Adopted in 2011</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2015-2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	<p>Harcourt - Reflections (Grades K-6) Adopted in 2007</p> <p>Holt/Houghton Mifflin Harcourt - World History, Medieval to Early Modern Times (Grade 7) Adopted in 2006</p> <p>Holt-Houghton Mifflin Harcourt - United States History Independence to 1914 (Grade 8) Adopted in 2006</p> <p>McDougal Littell - Modern World History (Grade 10) Adopted in 2005</p> <p>McGraw-Hill - Traditions and Encounters (Grades AP 10-11) Adopted in 1999</p> <p>Houghton Mifflin - The American Pageant (Grade AP 11) Adopted in 2006</p> <p>Houghton Mifflin - History of Western Society (Grade AP 11) Adopted in 2005</p> <p>McDougal Littell - The Americans (Grade 11) Adopted in 2005</p> <p>Pearson - Government in America-People, Politics, and Policy (Grade AP 12) Adopted in 2007</p> <p>Pearson - Practical Research Planning and Designing (Grade AP 12) Adopted in 2014</p> <p>Prentice Hall - Economics Principles in Action (Grade 12) Adopted in 2005</p> <p>TCi - Econ Alive! The Power to Choose (Grade 12) Adopted in 2010</p> <p>Glencoe - Government Democracy in Action (Grade 12) Adopted in 2003</p> <p>Prentice Hall - The Cultural Landscape-Intro to Human Geography (Grades 10-12) Adopted in 2010</p> <p>Worth Publishers - Psychology in Modules (Grades AP 11-12) Adopted in 2004</p> <p>Holt - Psychology Principles in Practice (Grades 9-12) Adopted in 2015</p> <p>Glencoe - Sociology and You (Grades 9-12) Adopted in 2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2015-2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Foreign Language</b>	McDougal Littell (Grades 9-12) Adopted in 2004  EMC Paradigm (Grades 9-11) Adopted in 2000  Dawn Sign Press - Signing Naturally (Grades 9-12) Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	McGraw-Hill/Glencoe - Teen Health (Grade 7) Adopted in 2000  Prentice Hall - Health (Grades 9-12) Adopted in 2009  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

Dorothea Lange Elementary School provides a safe environment for learning. Built in 2005 Dorothea Lange Elementary is situated on fourteen acres. The school buildings span 44,977 square feet consisting of twenty-four classrooms, multipurpose room, library, computer lab, and administrative offices. Lange Elementary School is a closed campus. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check-in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, adults supervise students and school grounds, such as the cafeteria and recreation area, to ensure a safe and orderly environment. Safety concerns are the No. 1 priority of maintenance and operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100 percent of all toilets on school grounds are in working order. A team of custodians ensures classrooms, campus grounds, and restrooms are kept clean and safe. A scheduled maintenance program is administered by Lucia Mar Unified School District to ensure that all classrooms and facilities are well maintained and provide a suitable learning environment. A summary of these standards is available at the school office or at the District office.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 1/7/2006**

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			Room 405: Stained ceiling tiles Room 503: ceiling tiles stained Room 604: Hole & cracked ceiling tile; Stain ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Room 404: Fire Exit door blocked; Excessive Items on cabinets
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/7/2006					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Room 401: Fire X door blocked Room 402: Fire X door blocked Room 404: Fire Exit door blocked; Excessive Items on cabinets	
<b>Structural:</b> Structural Damage, Roofs	X			Room 601: stain ceiling tile Room 602: stain ceiling tile Room 604: Hole & cracked ceiling tile; Stain ceiling tile	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	42	48	45	50	44	48
<b>Math</b>	35	38	33	37	34	36

\* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	64	48	45	60	53	55	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	23.9	31.5	15.2

\* 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.



**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
<b>All Students</b>	91	88	96.7	45.5
<b>Male</b>	45	44	97.8	36.4
<b>Female</b>	46	44	95.7	54.6
<b>Hispanic or Latino</b>	50	49	98.0	36.7
<b>White</b>	36	34	94.4	58.8
<b>Socioeconomically Disadvantaged</b>	59	57	96.6	31.6
<b>English Learners</b>	14	14	100.0	21.4

\* 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	80	79	98.8	32.9
	<b>4</b>	79	79	100.0	41.8
	<b>5</b>	92	86	93.5	54.6
	<b>6</b>	98	96	98.0	60.4
<b>Male</b>	<b>3</b>	43	43	100.0	32.6
	<b>4</b>	49	49	100.0	40.8
	<b>5</b>	46	42	91.3	40.5
	<b>6</b>	47	45	95.7	51.1
<b>Female</b>	<b>3</b>	37	36	97.3	33.3
	<b>4</b>	30	30	100.0	43.3
	<b>5</b>	46	44	95.7	68.2
	<b>6</b>	51	51	100.0	68.6
<b>Hispanic or Latino</b>	<b>3</b>	43	43	100.0	23.3
	<b>4</b>	51	51	100.0	35.3
	<b>5</b>	51	48	94.1	45.8
	<b>6</b>	53	51	96.2	52.9
<b>White</b>	<b>3</b>	34	33	97.1	45.5
	<b>4</b>	26	26	100.0	57.7
	<b>5</b>	36	34	94.4	67.7
	<b>6</b>	38	38	100.0	68.4
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	49	49	100.0	24.5
	<b>4</b>	55	55	100.0	32.7
	<b>5</b>	60	55	91.7	41.8
	<b>6</b>	64	62	96.9	51.6

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	13	13	100.0	
	4	16	16	100.0	18.8
	5	14	13	92.9	15.4
Students with Disabilities	4	13	13	100.0	7.7
	6	19	19	100.0	36.8

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. 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 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	80	79	98.8	41.8
	4	79	79	100.0	31.6
	5	92	88	95.7	35.2
	6	98	96	98.0	42.7
Male	3	43	43	100.0	44.2
	4	49	49	100.0	36.7
	5	46	44	95.7	29.6
	6	47	45	95.7	42.2
Female	3	37	36	97.3	38.9
	4	30	30	100.0	23.3
	5	46	44	95.7	40.9
	6	51	51	100.0	43.1
Hispanic or Latino	3	43	43	100.0	25.6
	4	51	51	100.0	25.5
	5	51	49	96.1	26.5
	6	53	51	96.2	25.5
White	3	34	33	97.1	63.6
	4	26	26	100.0	46.1
	5	36	34	94.4	47.1
	6	38	38	100.0	60.5
Socioeconomically Disadvantaged	3	49	49	100.0	32.6
	4	55	55	100.0	23.6
	5	60	57	95.0	22.8
	6	64	62	96.9	33.9

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	13	13	100.0	
	4	16	16	100.0	
	5	14	14	100.0	14.3
Students with Disabilities	4	13	13	100.0	7.7
	6	19	19	100.0	26.3

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 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. 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 Parental Involvement State Priority (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 2016-17)

We encourage parents to partner with the Lange staff as we educate and celebrate your children. There is much research that indicates the higher degree to which parents are involved and interested in school, the more their students will achieve.

We welcome volunteers at Dorothea Lange. Parents and community members who wish to volunteer are provided with a short training. All volunteers must have fingerprints on file with Lucia Mar. We also have an active Parent-Teacher Organization (PTO) which raises money for field trips, assemblies, school equipment, and more. For more information on how to become involved, contact PTO President Jennifer Philson at (805) 474-3670 extension 8600 or [dlangepto@gmail.com](mailto:dlangepto@gmail.com).

Parents are welcome to become involved in decision-making committees such as the School Site Council (SSC) and English Learner Advisory Committee (ELAC).

There are also family events planned each month and families are encouraged to participate. These include our Family Carnival, Family Picnic Night, Family Reading Night, Science & Math Night, Wax Museum Night, Winter Performance, Grandparents' Day, Back-to-School Night, and Open House. These events and others are designed to involve parents in students' learning, build community, and celebrate student successes. Be sure to review the calendar of events on the school website or check out Lange Elementary School on social media (Facebook, Twitter and Instagram).

#### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### School Safety Plan

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The Plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their Safe School Plans: current status of school crime; child abuse reporting procedures; disaster procedures, both routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. The Injury, Illness & Prevention Plan was last updated and reviewed with school staff in October 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	2.6	2.9	1.6
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.8	3.3	3.3
Expulsions Rate	0.2	0.2	0.2
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2010-2011
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	85.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	.6
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	22	24	24	1			3	3	3			
1	28	23	23				3	3	3			
2	27	21	21		2	2	2	2	2			
3	26	25	25				4	3	3			
4	29	29	29				3	3	3			
5	30	31	31				2	3	3			
6	145	28	28				3	9	9	1		

#### Professional Development provided for Teachers

Lucia Mar invests time and resources to ongoing, district-wide staff development in key initiative areas aligned to district goals to increase student achievement and support school improvement.

School Goals are derived in a variety of ways. Teachers generally review data from the previous school year including state test results, district benchmarks, and local assessments. This data is the springboard for determining site goals. Our goals are also a product of the priorities and goals outlined by the Lucia Mar Unified Board of Education; subsequently, Lange Elementary School's goals are aligned to district goals, and our professional development focus supports and reinforces our school goals. After consulting with our site colleagues, Langes's goals are selected by the Lange Instructional Leadership Team. In addition to the principal, the professional development coordinator, the Instructional Leadership team is comprised of one K-1 teacher, one 2-3 teacher, two 4-6 teachers, two intervention teachers, and our resource teacher.

During the 2014-15 school year, our professional development focused on implementing the Thinking Maps program and developing common core curriculum by using the principles espoused in Understanding By Design (e.g. Backwards Design, Big Ideas, Essential Questions, Transfer of Learning). During the 2015-16 school year, we continued to emphasize effective implementation of the Common Core Standards using inquiry and investigative approaches. We implemented the Thinking Maps Writing program to help develop students as critical thinkers and effective communicators. During the 16-17 school year, we continued to refine writing instruction with Thinking Maps, moving into the Expository genre, while also embedding integrated/designated ELD learning, and a focus on math. Professional Development occurs weekly on Mondays for 60 minutes. During each professional development session, teachers receive "new learning." After ideas, strategies, and techniques are shared and modeled, teacher have "development time" to work with grade level colleagues on practical approaches for implementing the new learning.

District-initiated professional development occurs during the school day, and teachers are provided substitutes. Most teachers will receive a minimum of three days of training during the school year.

New teachers receive support as part of the district's "Teacher Induction" program. Staff often seek feedback from our "intervention teacher/professional development coordinator, and the principal conducts "walk-through" visits and informal and formal observations. Teachers are also supported with goal-setting conferences at the outset and at the conclusion of each school year. Each teacher, in addition to embracing the school-wide goals, has the opportunity to set a personal goal and to focus on one of California Standards for the Teaching Profession

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,946	\$44,958
Mid-Range Teacher Salary	\$61,512	\$70,581
Highest Teacher Salary	\$83,409	\$91,469
Average Principal Salary (ES)	\$102,900	\$113,994
Average Principal Salary (MS)	\$101,255	\$120,075
Average Principal Salary (HS)	\$114,543	\$130,249
Superintendent Salary	\$175,069	\$218,315
Percent of District Budget		
Teacher Salaries	41%	38%
Administrative Salaries	6%	5%

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

### Types of Services Funded

Lucia Mar offers a comprehensive range of programs and services to support student learning. A strong core curriculum is taught by highly qualified teachers. Student learning is monitored closely. Proficient and advanced students are challenged to master skills at the highest levels. Students not yet proficient are supported with additional time and instructional support. Academic support is provided during the school day and after school. Social and emotional support is provided to eliminate barriers to academic success.

#### Academic support services:

- Standards-based instructional materials
- New teacher support
- Staff development
- Intervention programs
- Intensive instructional services
- English language development
- Title I, Response to Intervention
- Students with disabilities
- After school programs

#### Social and emotional support services:

- Counseling support
- Intensive counseling services
- Mental Health early prevention
- Safe Schools
- Referrals to Community Agencies

Comprehensive academic and social support services enable Lucia Mar students to achieve at high levels in school and life.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	3890.66	362.30	3528.37	\$58,512
District	♦	♦	75	\$63,452
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			4604.5	-7.8
Percent Difference: School Site/ State			-37.8	-21.2

\* Cells with ♦ do not require data.

**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.