

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

Roberts Ferry Union Elementary

Address: 101 Roberts Ferry Rd. Waterford, CA 95386-9501

Principal: Mr. Bob Loretelli, Principal

Phone: (209) 874-2331

Email: bloretelli@robertsferry.k12.ca.us

Web Site:

CDS Code: 50712336053011

Roberts Ferry Union Elementary

Superintendent: Mr. Bob Loretelli

Phone: (209) 874-2331

Email: bloretelli@robertsferry.k12.ca.us

Web Site: www.robertsferry.k12.ca.us



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 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, the county, 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: Roberts Ferry Union Elementary
 Phone Number: (209) 874-2331
 Superintendent: Mr. Bob Loretelli
 E-mail Address: bloretelli@robertsferry.k12.ca.us
 Web Site: www.robertsferry.k12.ca.us

School Contact Information Most Recent Year

School Name: Roberts Ferry Union Elementary
 Street: 101 Roberts Ferry Rd.
 City, State, Zip: Waterford, CA 95386-9501
 Phone Number: (209) 874-2331
 Principal: Mr. Bob Loretelli, Principal
 E-mail Address: bloretelli@robertsferry.k12.ca.us
 Web Site:
 County-District-School
 (CDS) Code: 50712336053011

School Description and Mission Statement – Most Recent Year

Roberts Ferry School has distinguished itself for its nurturing and supportive environment and academic achievement. This small, rural school has a tradition of pride in serving the “total” student and their families. Challenges in the coming year include maintaining and improving upon this tradition of student learning in a supportive environment. A charter school has been established in the district in an attempt to expand your student’s educational options. A facilities modernization has been completed. The district has completed a major new growth project that includes a library, additional classroom space, new playground equipment and landing surface, as well as new paving on its playground and parking lot.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	14
Grade 1	7
Grade 2	14
Grade 3	11
Grade 4	7
Grade 5	14
Grade 6	18
Grade 7	9
Grade 8	0
Total Enrollment	94

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	35.1%
Native Hawaiian/Pacific Islander	0%
White	57.4%
Two or More Races	7.4%
Socioeconomically Disadvantaged	42.6%
English Learners	22.3%
Students with Disabilities	6.4%
Foster Youth	0%

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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	6	6		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

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 2014-15)

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%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

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 – Most Recent Year

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: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	McDougal Littell 2010		
Mathematics	Eureka 2014		
Science	Prentice Hall 2008		
History-Social Science	Pearson 2014		
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements – Most Recent Year

The district makes a great effort to ensure our school is clean, safe and functional. To assist in the effort, the district uses a facility survey instrument developed by the State of California Office of Public School construction, in keeping with the Williams Legislation of 2004. This instrument provides specific information on the condition of the school and the efforts made to ensure our students are provided with a clean, safe, and functional learning environment.

On a quarterly basis, the district submits a Williams Settlement Uniform Complaint Report to the County Office of Education. To this date, no facilities complaint has ever been filed with the district. Roberts Ferry School has six classrooms, a multipurpose room, library, cafeteria and administrative office. The school opened in 1919 in a schoolhouse that was replaced with a new building in 1976. An additional building was constructed in 1986. Two portable classrooms were constructed in 1996. In 2012 a major new building project was completed and includes a new library and three added classrooms and storage. District maintenance staff ensures the 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 emergency repairs are given the highest priority. The principal works with the custodian to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. These facilities were brought up-to-date in 2011.

Architectural planning and construction of a new building was completed in 2012-2013. The building consists of a library, auxiliary classroom, and storage area.

School Facility Good Repair Status – Most Recent Year

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 2016

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 – Most Recent Year

Month and year in which data were collected: January 2016

	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); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	42%	35%	44%
Mathematics (grades 3-8 and 11)	30%	23%	33%

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 Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)
ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	13	13	100%	23%	54%	8%	15%
Male	13	8	61.5%	--	--	--	--
Female	13	5	38.5%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	13	4	30.8%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	13	8	61.5%	--	--	--	--
Two or More Races	13	1	7.7%	--	--	--	--
Socioeconomically Disadvantaged	13	4	30.8%	--	--	--	--
English Learners	13	4	30.8%	--	--	--	--
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	8	8	100%	--	--	--	--
Male	8	3	37.5%	--	--	--	--
Female	8	5	62.5%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	8	4	50%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	8	4	50%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	8	6	75%	--	--	--	--
English Learners	8	3	37.5%	--	--	--	--
Students with Disabilities	8	2	25%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	12	12	100%	17%	8%	42%	33%
Male	12	4	33.3%	--	--	--	--
Female	12	8	66.7%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	12	3	25%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	12	7	58.3%	--	--	--	--
Two or More Races	12	2	16.7%	--	--	--	--
Socioeconomically Disadvantaged	12	4	33.3%	--	--	--	--
English Learners	12	3	25%	--	--	--	--
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	19	19	100%	42%	26%	26%	0%
Male	19	8	42.1%	--	--	--	--
Female	19	11	57.9%	18%	36%	45%	0%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	19	6	31.6%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	19	12	63.2%	33%	25%	33%	0%
Two or More Races	19	1	5.3%	--	--	--	--
Socioeconomically Disadvantaged	19	9	47.4%	--	--	--	--
English Learners	19	2	10.5%	--	--	--	--
Students with Disabilities	19	3	15.8%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	8	8	100%	--	--	--	--
Male	8	5	62.5%	--	--	--	--
Female	8	3	37.5%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	8	3	37.5%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	8	4	50%	--	--	--	--
Two or More Races	8	1	12.5%	--	--	--	--
Socioeconomically Disadvantaged	8	3	37.5%	--	--	--	--
English Learners	8	2	25%	--	--	--	--
Students with Disabilities	8	1	12.5%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	13	13	100%	62%	8%	31%	0%
Male	13	8	61.5%	--	--	--	--
Female	13	5	38.5%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	13	4	30.8%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	13	8	61.5%	--	--	--	--
Two or More Races	13	1	7.7%	--	--	--	--
Socioeconomically Disadvantaged	13	4	30.8%	--	--	--	--
English Learners	13	4	30.8%	--	--	--	--
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	8	8	100%	--	--	--	--
Male	8	3	37.5%	--	--	--	--
Female	8	5	62.5%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	8	4	50%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	8	4	50%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	8	6	75%	--	--	--	--
English Learners	8	3	37.5%	--	--	--	--
Students with Disabilities	8	2	25%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	12	12	100%	33%	17%	25%	25%
Male	12	4	33.3%	--	--	--	--
Female	12	8	66.7%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	12	3	25%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	12	7	58.3%	--	--	--	--
Two or More Races	12	2	16.7%	--	--	--	--
Socioeconomically Disadvantaged	12	4	33.3%	--	--	--	--
English Learners	12	3	25%	--	--	--	--
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	19	19	100%	47%	32%	5%	11%
Male	19	8	42.1%	--	--	--	--
Female	19	11	57.9%	36%	36%	9%	18%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	19	6	31.6%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	19	12	63.2%	42%	42%	8%	8%
Two or More Races	19	1	5.3%	--	--	--	--
Socioeconomically Disadvantaged	19	9	47.4%	--	--	--	--
English Learners	19	2	10.5%	--	--	--	--
Students with Disabilities	19	3	15.8%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	8	8	100%	--	--	--	--
Male	8	5	62.5%	--	--	--	--
Female	8	3	37.5%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	8	3	37.5%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	8	4	50%	--	--	--	--
Two or More Races	8	1	12.5%	--	--	--	--
Socioeconomically Disadvantaged	8	3	37.5%	--	--	--	--
English Learners	8	2	25%	--	--	--	--
Students with Disabilities	8	1	12.5%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	64%	60%	50%	56%	51%	45%	59%	60%	56%

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	45%	Native Hawaiian or Pacific Islander	
All Students at the School	50%	White	--
Male	--	Two or More Races	--
Female	--	Socioeconomically Disadvantaged	--
Black or African American		English Learners	--
American Indian or Alaska Native		Students with Disabilities	
Asian		Students Receiving Migrant Education Services	
Filipino		Foster Youth	--
Hispanic or Latino	--		

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.

STATE PRIORITY: OTHER PUPIL OUTCOME

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	25%	8.3%	50%
7			
9			

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 - Most Recent Year

Roberts Ferry School benefits from the many supportive parents that participate in school wide events. The school has a strong base of parent volunteers that assist in their children’s classrooms. Parents are also welcome to join the Parent/Teacher Club and School Site Council. For information about getting involved at Roberts Ferry School, please contact George Johnson, district superintendent/principal, at (209) 874-2331.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1	1	1	4	4	4	5.07	4.36	3.8
Expulsions	0	0	0	0	0	0	0.13	0.1	0.09

School Safety Plan – Most Recent Year

Roberts Ferry School is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is reviewed on a regular basis by the School Safety Committee and will be updated by the School Site Council each year. All revisions are communicated to the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school by certificated staff and by classified staff during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are to check in at the school office.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	11	1			13	1			13	1		
1	9	1			11	1						
2	10	1							14	1		
3	15	1			8	1			11	1		
4	13	1			15	1			7	1		
5	14	1			16	1			14	1		
6	13	1			12	1			18	1		
Other					12	1			8	1		

* 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	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 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 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)	1	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 2013-14)

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		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$59,180
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 2014-15)

Federal Title I funds pay for our remedial language arts and math programs for students whose skills are below grade level. We used Title III funding to hire a bilingual classroom assistant and buy supplemental materials for our English Learners.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$39,948
Mid-Range Teacher Salary		\$57,401
Highest Teacher Salary		\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary		\$112,657
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	3%	7%

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 - Most Recent Three Years

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