



2018–2019 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2018–2019 School Year

California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Linda Trousdale, Principal

- Principal, Cadman Elementary

About Our School

Welcome to our school. Cadman Elementary is "A small school where big things happen." The mission of Cadman Elementary School is to provide a rigorous, standards-based curriculum, while recognizing the individual needs of each scholar. We are committed to maintaining a school environment that consistently supports the academic, social and emotional growth of every scholar. Cadman is a California Distinguished School, is on the California Honor Roll for Academic Achievement and is a STAR Arts School.

At Cadman, we work collaboratively to provide each scholar an education in a safe environment promoting self-discipline, motivation and excellence in learning. Our mission is to work in partnership as a staff and with families, and community members to create opportunities that promote high academic achievement and social competence, wherein scholars become confident and successful members of a global society. Cadman continues to provide a well-rounded educational opportunity for all scholars.

As Eagle's, at Cadman we continue to SOAR every day. We promote strong character traits of Kindness, Caring, Trustworthiness, Fairness, Citizenship Respect and Responsibility. We continue to grow as learners and innovators.

Contact

Cadman Elementary
4370 Kamloop Ave.
San Diego, CA 92117-4543

Phone: 858-397-6500

Email: ltrousdale1@sandi.net

About This School

Contact Information (School Year 2019–2020)

District Contact Information (School Year 2019–2020)

District Name	San Diego Unified
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Phone Number	(619) 725-8000
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Superintendent	Cindy Marten
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Email Address cmarten@sandi.net

Website www.sandi.net

School Contact Information (School Year 2019–2020)

School Name Cadman Elementary

Street 4370 Kamloop Ave.

City, State, Zip San Diego, Ca, 92117-4543

Phone Number 858-397-6500

Principal Linda Trousdale, Principal

Email Address ltrousdale1@sandi.net

Website <http://www.sandiegounified.org/cadman>

County-District-School
(CDS) Code 37683386039309

Last updated: 1/24/2020

School Description and Mission Statement (School Year 2019–2020)

Business and Community Partners

Mission Federal Credit Union
Baseball Senior League
San Diego Library
Clairemont Hilltoppers
Boys and Girls Club of San Diego
Clairemont Town Council
San Diego Civic Youth Ballet

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Cadman Elementary School, a California Distinguished School and Clairemont's only Star Arts Elementary School is a small and growing TK–5 school in an established neighborhood in north Clairemont, above Mission Bay and Rose Canyon. A joint-use agreement with the City of San Diego provides access for the school and neighborhood to the recreation and sports facilities at Cadman Park. Four years ago, we opened a preschool for children 3 to 5 years old, which quickly reached full enrollment. The preschool curriculum is aligned with our kindergarten program, which makes for an easy and productive transition for these scholars. We offer a transitional kindergarten class which benefits our younger scholars.

The student population at Cadman averages around 225 scholars, including pre-school students. This small-school environment provides an excellent setting for identifying and supporting our scholar's individual academic and social emotional learning needs. It enables us to maintain close relationships with our scholars, parents, community, and staff members as we work together.

Many wonderful scholars come to our school through the neighborhood, the School Choice program, and our Specialized Academic Instruction program for students with moderate to severe disabilities. These programs provide our school with a very rich and diverse learning community. Many parents take advantage of before and after-school childcare through Harmonium's free PrimeTime Extended Day Program. The Boys and Girls Club provides an additional after school option for families.

The staff at Cadman take great pride in providing a rigorous, standards-based curriculum integrating the arts, gardening, and recognizing the individual needs of the scholars. We are committed to maintaining a school environment that constantly supports the academic, social, and emotional growth of every scholar.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for scholars needing additional assistance.

The instructional focus at Cadman is deepening the Balanced Literacy Framework to sharpen strong core reading and writing instruction. Teams are aligning schedules and determining the specific instructional areas of focus based on the learners. Teachers are using common pacing and assessments to maximize learning opportunities and growth.

Mathematics is an area that continues to be developed through Mathematical Practices and Habits of Mind that allow scholars to express their mathematical reasoning beyond solving a problem procedurally. All grade levels are deepening the mathematical work in the area of Word Problems. Staff are working collaboratively to create high quality problems that are rigorous and relevant.

The scholars have access to instructional resources to support additional practice in the areas of Literacy and Mathematics. This additional support is beneficial for the population of English Language Learners and students with disabilities.

The Clairemont Elementary Schools began to expand the work in the district pilot in the area of STEAM (Science, Technology, Engineering, Art, and Mathematics) in the Transitional Kindergarten through First Grade. Each year a new

grade level will be added until all grades have been given materials and professional development to build connections and alignment in these areas. The district is partnering with the Lego Corporation to provide high quality materials and supports.

Visual and Performing Arts

The Visual and Performing Arts (VAPA) course of study includes standards-based sequential TK-12 pathways in dance, music, theatre, and visual arts, guided by the San Diego Unified Board-approved Strategic Arts Education Plan. The California Education Code requires the arts as part of the course of study in grades 1-12, and the arts are listed among the core subjects of a well-rounded education as defined by the Every Student Succeeds Act (ESSA, 2015). The new California Arts Standards place emphasis on artistic literacy and mastery of 21st Century Skills – collaboration, critical thinking, creativity, and communication – essential areas for workplace success.

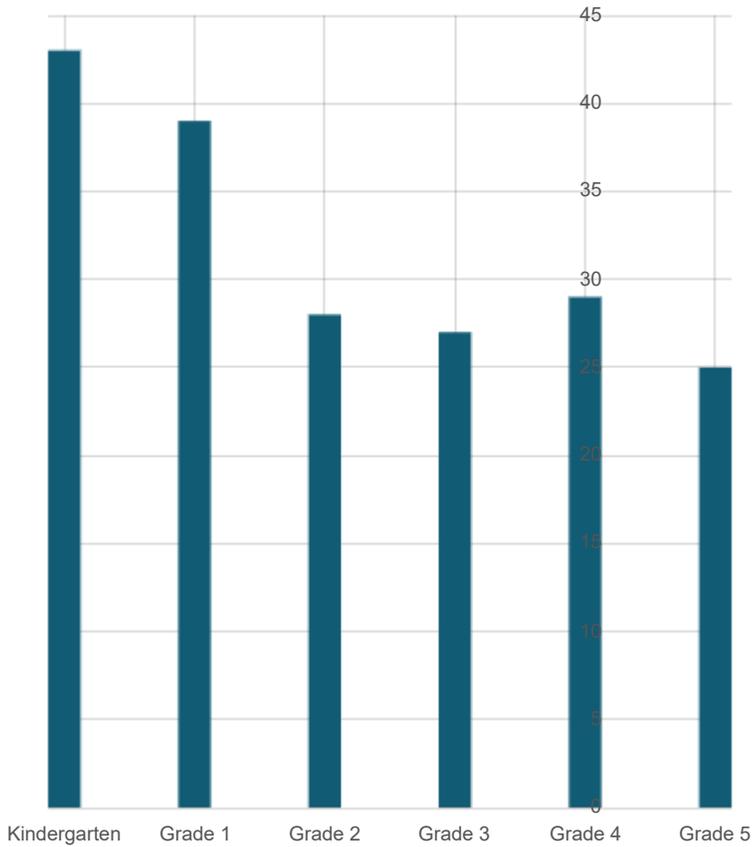
As a STAR Arts School Cadman has numerous opportunities for scholars to grow in the Visual And Performing Arts area. We perform 2 school-wide performances each year that includes dance and choir. The Winter performance was the Nutcracker's Four Realms. Each class has a dance routine at each performance. Scholars are able to have an after school opportunity to participate in choir and the choir performs at the performances and at other Cadman events such as end of the year Promotion. We are partnered with the San Diego Civic Youth Ballet and scholars in grades TK- 5th have an opportunity to have ballet lessons at school once a week and perform in Balboa Park in May. The Cadman PTA fund raises to provide 10 week sessions of Junior Theatre to every class during the school year. Our staff provide many opportunities to integrate the arts into the daily academic experiences at Cadman.

Last updated: 1/24/2020

Student Enrollment by Grade Level (School Year 2018–2019)

Most of the data in this SARC are from the 2017–18 school year or the two preceding years (2015–16 and 2016–17). Graduation, dropout, and fiscal data are from 2016–17. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2018–19 school year. When no year is specified, data are from the most recent year available. Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: www.cde.ca.gov/ta/ac/sa/.

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
Number of Students	43	39	28	27	29	25	191



Last updated: 1/24/2020

Student Enrollment by Student Group (School Year 2018–2019)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
Percent of Total Enrollment	2.10 %	0.50 %	3.70 %	2.10 %	38.70 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	56.00 %	16.20 %	13.60 %	%	
◀ ▶					

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

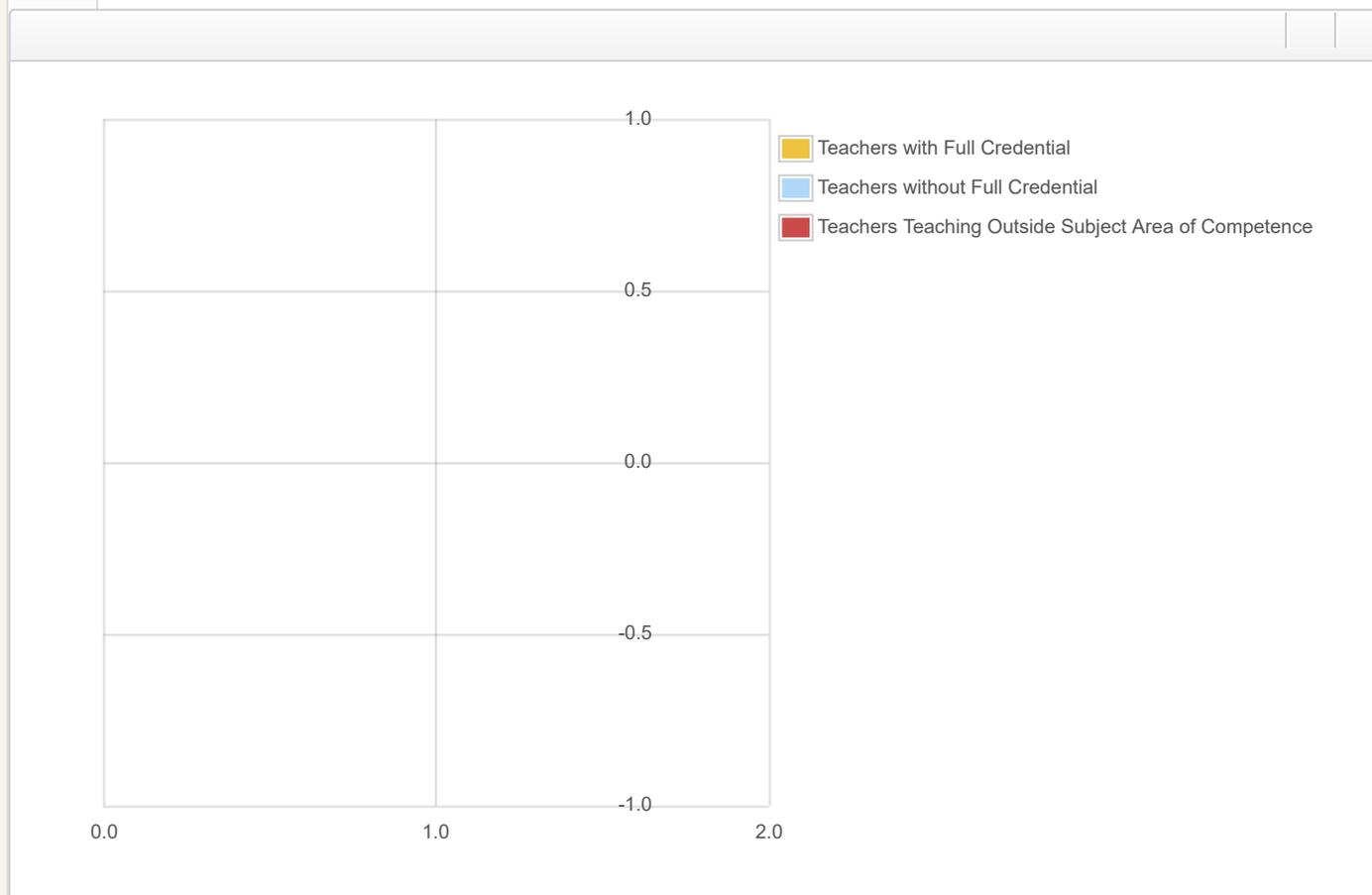
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed information about teachers' qualifications can be found on the CDE DataQuest website at dq.cde.ca.gov/dataquest/.

* This year's data were unavailable at the time of publication. For up-to-date information, contact the San Diego Unified School District's Human Resources Department: (619) 725-8089; www.sandiegounified.org/human-resources.

Teachers	School 2017– 2018	School 2018– 2019	School 2019– 2020	District 2019– 2020
With Full Credential				
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



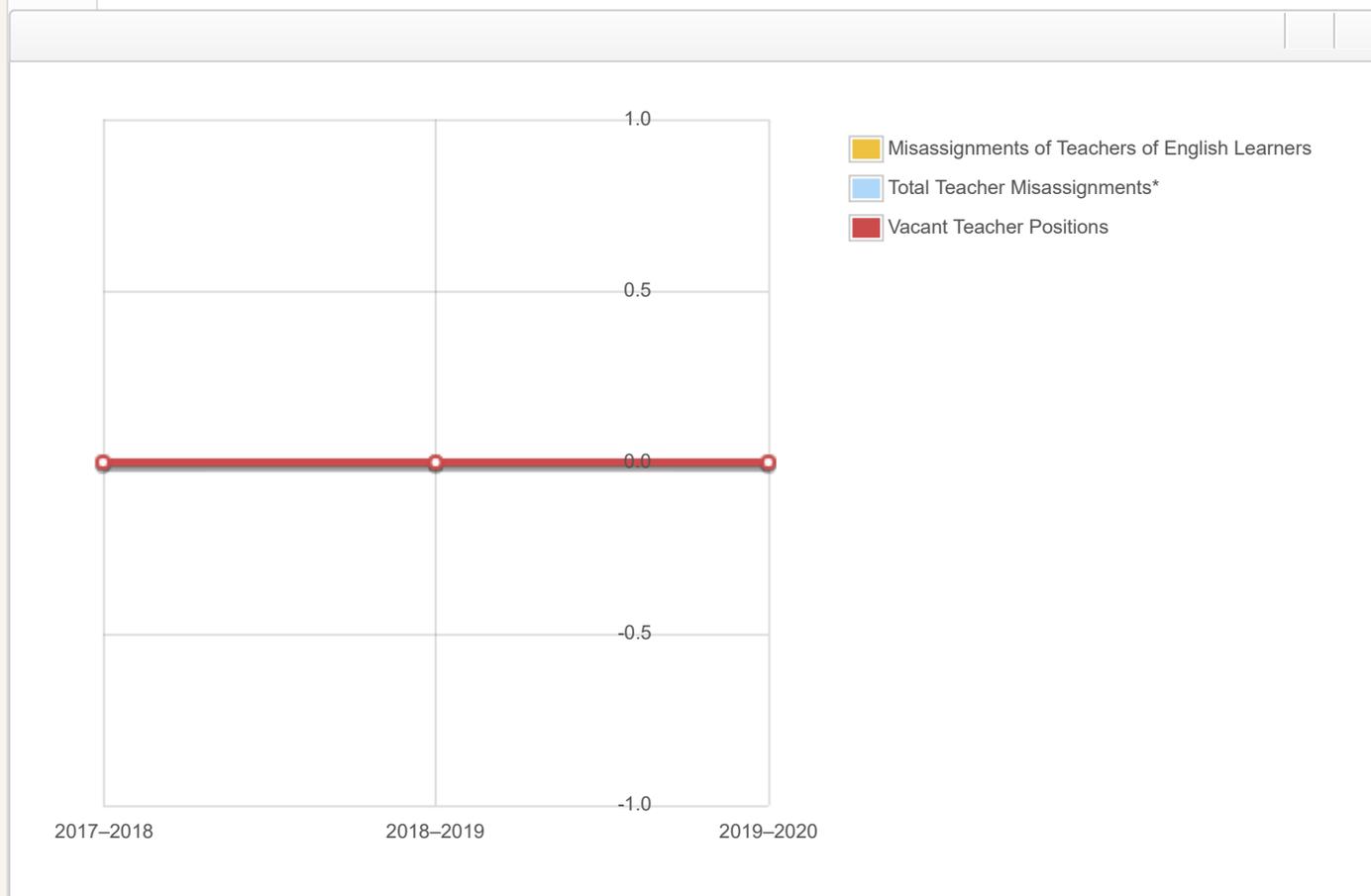
Last updated: 1/24/2020

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (i.e., teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth day of the school year or semester). Total teacher misassignments include the number of misassignments of teachers of English learners.

* This year's data were unavailable at the time of publication. For up-to-date information, contact the San Diego Unified School District's Human Resources Department: (619) 725-8089; www.sandiegounified.org/human-resources.

Indicator	2017–2018	2018–2019	2019–2020
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–2020)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school.

All textbooks and instructional materials come from state or district lists. Descriptions of the district's courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy, Houghton Mifflin	Yes	0.00 %
Mathematics	enVision MATH 2.0, Pearson	Yes	0.00 %
Science	Full Option Science System (FOSS), Delta Education, (Modified to NGSS by San Diego Unified in 2018-19)	Yes	0.00 %
History-Social Science	California Reflections, Harcourt	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/24/2020

School Facility Conditions and Planned Improvements

Cadman is a clean, attractive school, nestled in a quiet suburban neighborhood. Proposition MM funding provided our school with a new library building and lunch court shelter. Our school also underwent significant changes to make all areas handicapped-accessible according to the Americans with Disabilities Act guidelines. The exterior walls have been repainted and the community and staff members chose the color scheme.

Currently, the site is under construction to install a new Heating and Air Conditioning system (HVAC) school-wide. Completion is scheduled for the Spring of 2020.

Cadman's building services supervisor (BSS) cares for the day-to-day operation of the site. The BSS and the night custodian support staff and student needs by keeping the school clean and providing a well-managed supply room. They also ensure that the school is in good repair by immediately reporting any needed maintenance. The grounds are maintained by the district's Landscape Operations Department.

Our students and staff members also take an active part in maintaining our campus. "Cadman bucks" are given to students who go above and beyond in this process.

In September 2008, Volunteer San Diego coordinated one-hundred (100) Washington Mutual volunteers in numerous beautification projects at Cadman. We continue to receive grants from several companies to enhance our playground and physical plant. A new mural was painted on one of the outside walls of the library and a native garden was planted and decorated by Price Smart. We have had 150 volunteers from two different organizations who have helped to beautify our campus and our classrooms. We continue to receive donations and grants to beautify our campus. Home Depot donated carpeting to each classroom and our auditorium.

We continue to expand our gardens at our school. Each classroom has a garden with flowers and vegetables. We are beginning to work on larger areas by the library to provide a location for scholars to sit and enjoy nature during breaks during the school day. Our PTA is getting support through grants and other methods for this continued work.

Last updated: 1/24/2020

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	appliances plugged into power strips, elec panel blocked - in progress
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating

Good

Last updated: 1/24/2020

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

CAASPP scores are ranked according to four "performance levels": Level 1 indicates that the student has not met the standard tested; Level 2 indicates that the student has nearly met the standard; Level 3 indicates that the student has met the standard; Level 4 indicates that the student has exceeded the standard. Students scoring at Levels 3 and 4 have met state standards in that content area.

Note: In the tables that follow the number of students tested includes students who did not receive a valid test score; however, achievement-level percentages have been calculated using only those students who did receive valid scores.

Subject	School	School	District	District	State	State
	2017– 2018	2018– 2019	2017– 2018	2018– 2019	2017– 2018	2018– 2019
English Language Arts / Literacy (grades 3-8 and 11)	56.0%	68.0	55.0%	55.0	50.0%	50.0
Mathematics (grades 3-8 and 11)	54.0%	59.0	45.0%	46.0	38.0%	39.0

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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.

Note: ELA and 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.

Last updated: 1/24/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–2019)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	74	98.67%	1.33%	67.57%
Male	36	36	100.00%	0.00%	77.78%
Female	39	38	97.44%	2.56%	57.89%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	34	34	100.00%	0.00%	58.82%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	28	27	96.43%	3.57%	74.07%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	46	45	97.83%	2.17%	68.89%
English Learners	20	20	100.00%	0.00%	50.00%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–2019)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	74	98.67%	1.33%	59.46%
Male	36	36	100.00%	0.00%	75.00%
Female	39	38	97.44%	2.56%	44.74%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	34	34	100.00%	0.00%	47.06%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	28	27	96.43%	3.57%	62.96%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	46	45	97.83%	2.17%	53.33%
English Learners	20	20	100.00%	0.00%	45.00%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/24/2020

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018–2019)

The California Physical Fitness Test provides the outcomes in physical education and is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met the fitness standards for the most recent testing period. Data on students receiving migrant education services are not available. Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found at the CDE website at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.00%	14.30%	19.00%

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated: 1/30/2020

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–2020)

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child’s academic success. There are many opportunities to be involved at their children’s school site, including: governance committees, special events, fund raising events, parent organizations, and in classrooms, and at the district level by participating in cluster councils, district advisory councils/committees, Parent University, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

Parents, community members, and partners in education are active participants in our school planning and programs. Parents participate on our School Site Council, Site Governance Team, District Advisory Committee, District English Learner Advisory Committee, Parent Teacher Association (PTA), and as volunteers.

We have many additional opportunities for involvement, including monthly Family Fridays, Family STEAM nights, Principal’s gatherings, assemblies, and a daily opening ceremony that includes a flag salute, singing a patriotic song, and daily announcements. Many parents stay to participate in the opening.

The PTA sponsors numerous family activities and fund raising opportunities. Families also participate in the development of the classroom gardens and assist with art projects. Our partners in education include Mission Federal Credit Union, Senior Baseball League, Clairemont Hilltoppers, San Diego Library, Boys and Girls Club of San Diego, Clairemont Town Council, San Diego Civic Youth Ballet, and other local companies.

Last updated: 1/24/2020

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

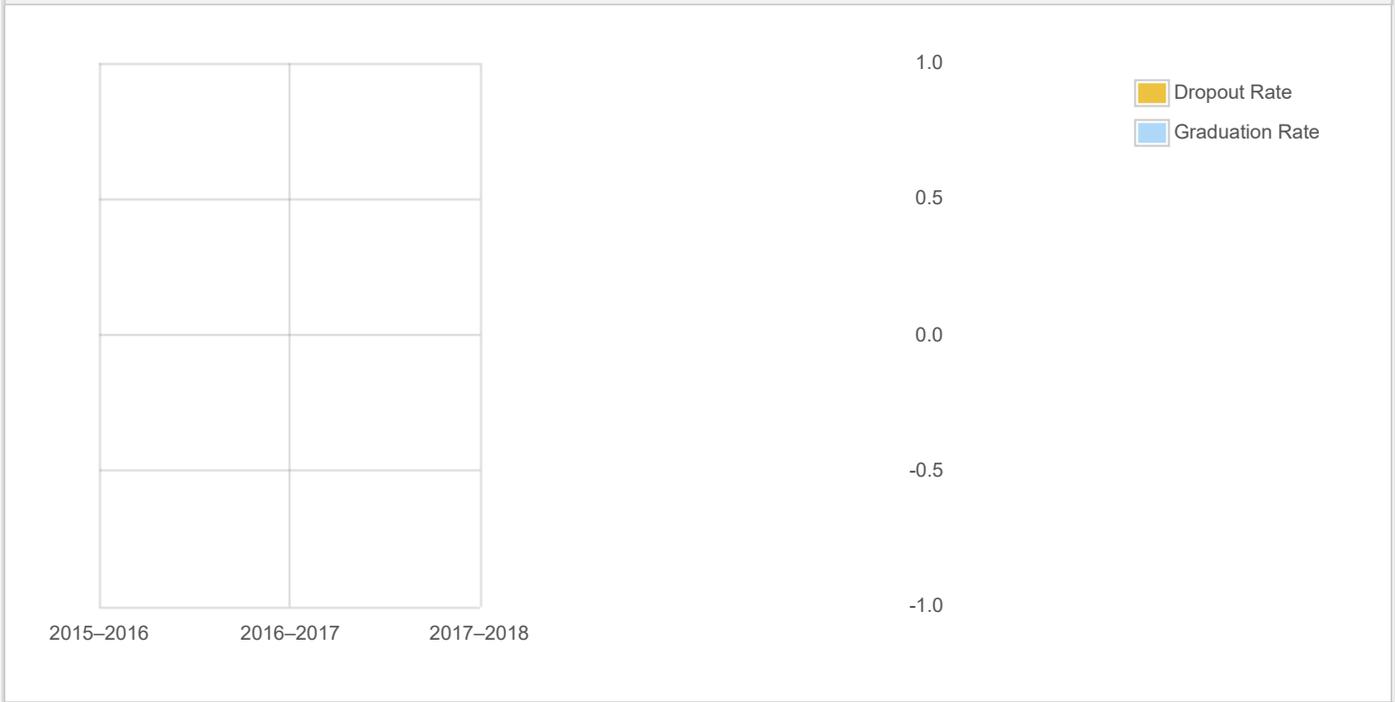
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

This table displays the school’s four-year “cohort” dropout rates and graduation rates for the most recent three-year period for which data are available. (A cohort is the group of first-time grade 9 students in a given school year, plus students who transfer in, less students who transfer out, emigrate, or die, during that and the following three school years. A graduate is a cohort member who earns a regular high school diploma by the end of the cohort’s fourth year.) For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest website at dq.cde.ca.gov/dataquest/.

Indicator	School 2015– 2016	School 2016– 2017	School 2017– 2018	District 2015– 2016	District 2016– 2017	District 2017– 2018	State 2015– 2016	State 2016– 2017	State 2017– 2018
Dropout Rate	--	--	--	3.30%	3.70%	4.10%	9.70%	9.10%	9.60%

Indicator	School 2015– 2016	School 2016– 2017	School 2017– 2018	District 2015– 2016	District 2016– 2017	District 2017– 2018	State 2015– 2016	State 2016– 2017	State 2017– 2018
Graduation Rate	--	--	--	91.30%	82.00%	83.10%	83.80%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/24/2020

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

The following table shows the rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates. District figures do not include charter schools.

Suspensions and Expulsions

Rate	Suspensions	Expulsions
School 2016–2017	1.90%	0.00%
School 2017–2018	1.40%	0.00%
School 2018–2019	1.50%	0.00%
District 2016–2017	3.30%	0.00%
District 2017–2018	3.50%	0.10%
District 2018–2019	3.60%	0.10%
District 2017–2018	3.60%	0.10%
District 2018–2019	3.50%	0.10%
District 2018–2019	3.50%	0.10%

**State
2016–2017**

**State
2017–2018**

**State
2018–2019**

Last updated: 1/24/2020

School Safety Plan (School Year 2019–2020)

Last Review/Update: September, 2019

Last Discussed with Staff: September, 2019

School safety is the district's top priority. District leadership, principals, teachers, support staff, school police services, and community partners collaborate to ensure a safe school environment, including efforts to mitigate, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual Comprehensive School Safety Plan, containing policies and procedures to address the safe school climate and emergency readiness to include a safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; substance abuse prevention programs; and, gang dress attire prohibition policy.

Adult supervision is provided in the classrooms and outside areas before, during, and after school hours. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Students are supervised before, during, and after school by assigned staff members. All visitors to our school are required to sign in at the office and obtain and wear an identification badge before proceeding to their destination. All gates are locked and the campus is secure during school hours.

All staff members have an emergency plan notebook, and a comprehensive emergency plan notebook is stored in the office. The majority of our staff members hold current CPR/first aid certifications.

Last updated: 1/24/2020

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016–2017)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	22.00	22.00	24.00	28.00	32.00	28.00		
Number of Classes * 1-20	1							
		1	2	1	1	1		
Number of Classes * 21-32	1							

Number of Classes * 33+ * Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	24.00	21.00	24.00	25.00	26.00	27.00		
Number of Classes * 1-20								
	2	1	1	2	1	1		
Number of Classes * 21-32								

Number of Classes * 33+ * Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	22.00	24.00	22.00	27.00	29.00	25.00		
Number of Classes * 1-20	2	1	2	1	1	1		
Number of Classes * 21-32								
Number of Classes * 33+								

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

** "Other" category is for multi-grade level classes.

Last updated: 1/24/2020

Ratio of Pupils to Academic Counselor (School Year 2018–2019)

Title	Ratio**
Counselor*	200

*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 Number of Pupils per Counselor

Last updated: 1/24/2020

Student Support Services Staff (School Year 2018–2019)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. The table also displays the average number of students for each academic counselor.

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.20
Psychologist	0.30
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	0.80
Other	

*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.

Last updated: 1/24/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–2018)

The following table displays this school's expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school's per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

Basic or unrestricted sources are funds that, except for general guidelines, are not controlled by law or by a donor. Supplemental or restricted sources are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education and Per-pupil Spending webpage: www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries and Benefits webpage: www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data website at: www.ed-data.org.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10565.00	\$2445.00	\$8121.00	\$78290.00
District	N/A	N/A	--	\$80624.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/3/2020

Types of Services Funded (Fiscal Year 2018–2019)

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Last updated: 1/24/2020

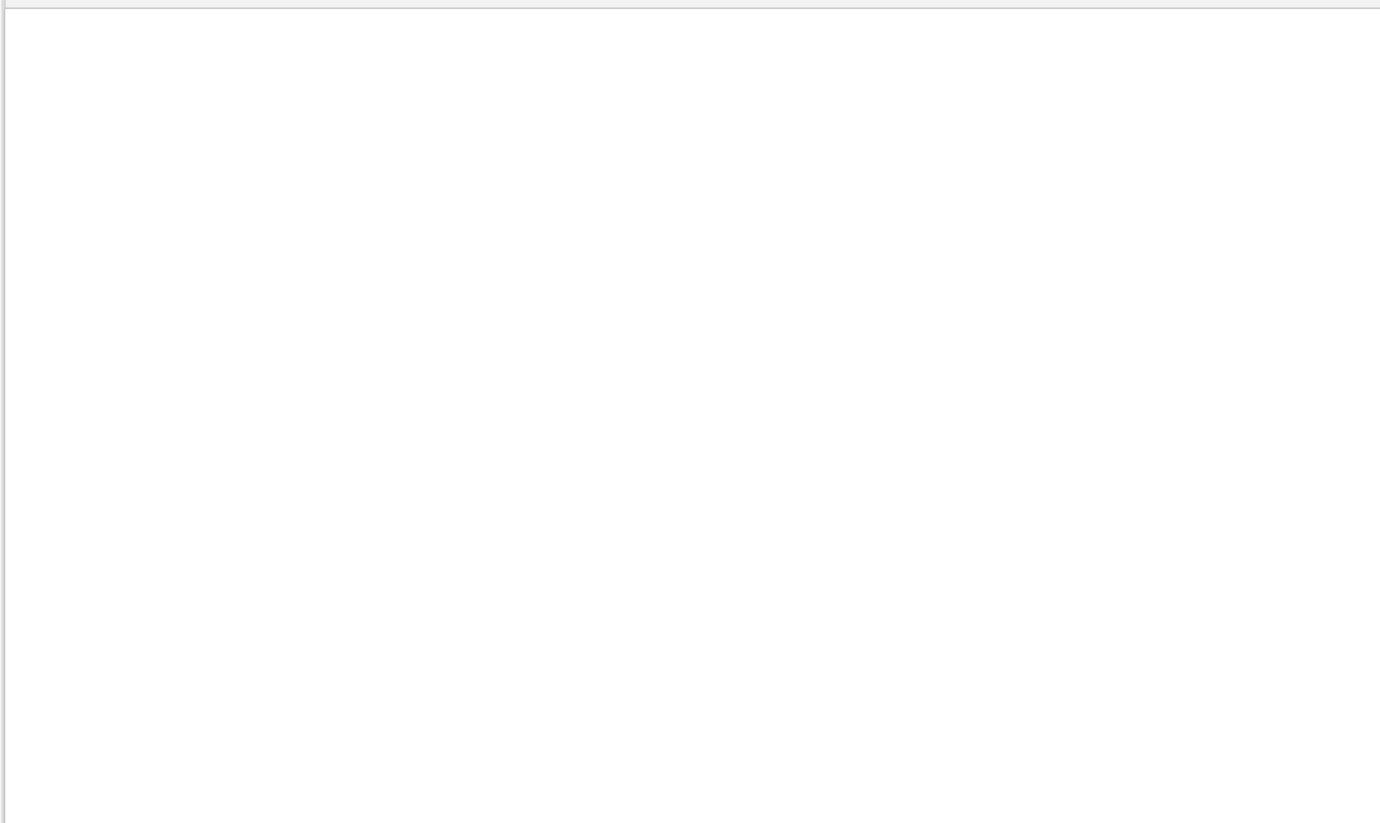
Teacher and Administrative Salaries (Fiscal Year 2017–2018)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,124	\$48,612
Mid-Range Teacher Salary	\$70,086	\$74,676
Highest Teacher Salary	\$95,262	\$99,791
Average Principal Salary (Elementary)	\$125,328	\$125,830
Average Principal Salary (Middle)	\$128,724	\$131,167
Average Principal Salary (High)	\$138,823	\$144,822
Superintendent Salary	\$259,600	\$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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

Teacher Salary Chart



Principal Salary Chart

Last updated: 1/24/2020

Professional Development

2017-2018:

12 full day sessions for Professional Learning Community Grade Level work

8 Partial sessions for site professional development

2018-19:

13 Full day sessions for STEAM pilot implementation - year 1

10 Full day sessions for Professional Learning Communities- Grade Level

5 Partial Sessions Math Cluster PD days

5 Partial Sessions Site Professional Development in Math and Science

2019-2020:

7 Full Day Sessions TK/K and First STEAM pilot Professional development sessions

15 Full Day Site Professional Learning Community sessions - Grade Level

7 Partial Sessions - Site Professional Development

2 Full days Science Capacity Builders

Measure	2017– 2018	2018–2019	2019–2020
Number of school days dedicated to Staff Development and Continuous Improvement	20	33	31

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

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