

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



Santa Rita Elementary

Address: 700 Los Altos Ave. Los Altos, CA 94022-1631

Principal: Gregory Land, Principal

Phone: (650) 559-1600

Email: gland@lasdschools.org

Web Site: www.santaritaschool.org

CDS Code: 43695186047492

Los Altos Elementary

Superintendent: Jeffrey Baier

Phone: (650) 947-1150

Email: jbaier@lasdschools.org

Web Site: www.lasdschools.org



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 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 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 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: Los Altos Elementary
Phone Number: (650) 947-1150
Superintendent: Jeffrey Baier
E-mail Address: jbaier@lasdschools.org
Web Site: www.lasdschools.org

School Contact Information Most Recent Year

School Name: Santa Rita Elementary
Street: 700 Los Altos Ave.
City, State, Zip: Los Altos, CA 94022-1631
Phone Number: (650) 559-1600
Principal: Gregory Land, Principal
E-mail Address: gland@lasdschools.org
Web Site: www.santaritaschool.org
County-District-School
(CDS) Code: 43695186047492

School Description and Mission Statement (School Year 2016–17)

At Santa Rita School we believe our primary mission is to create curious, motivated learners who will reach their highest potential in a supportive community. We envision our school as a learning place where each student develops the knowledge, skills, and self-esteem to understand, create, and communicate meaningful ideas and feelings.

We believe that many of the great ideas and emotional events of human history are the result of the creative powers of individuals who always gave their personal best. Santa Rita students must respect the individuality of others and accept their own uniqueness. They must develop self-reliance and a sense of personal responsibility.

We also believe in the value of individuals working together in groups guided by collective wisdom and cooperative learning. It is the power of people working effectively in groups, which makes great ideas meaningful and useful to others. Each person has the responsibility to care for others, and each of us is responsible to their family and a greater community. Santa Rita students must also develop an awareness and appreciation of the natural and social worlds around them, and acquire the skills necessary to become successful, contributing members of our democratic society.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	91
Grade 1	64
Grade 2	75
Grade 3	88
Grade 4	73
Grade 5	82
Grade 6	85
Total Enrollment	558

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.5%
American Indian or Alaska Native	0.7%
Asian	32.8%
Filipino	0.4%
Hispanic or Latino	11.8%
Native Hawaiian/Pacific Islander	0%
White	44.6%
Two or More Races	8.8%
Socioeconomically Disadvantaged	13.4%
English Learners	32.1%
Students with Disabilities	8.2%
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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential				
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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	100.00%	.00%
All Schools in District	100.00%	.00%
High-Poverty Schools in District	.00%	.00%
Low-Poverty Schools in District	100.00%	.00%

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 (School Year 2016–17)

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 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Excellent	Houghton Mifflin Medallion	0%
Mathematics	Excellent	Scott Foresman enVision	0%
Science	Excellent	FOSS CA	0%
History-Social Science	Excellent	Scott Foresman	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

A Long Range Facilities Master Plan was developed by the Los Altos School District, and the passage of a local school bond in 1998 for \$94.7 million insured that major building and renovations occurred in the next several years. Renovations at Almond, Blach, Egan, Covington, Loyola, Oak, Santa Rita and Springer are completed. Gardner Bullis was renovated in 2007/08 and reopened in 2008/09 after being closed since 2003 due to the economy. All schools have more than adequate space for teaching and learning. Locally, the PTA's, scouting groups, sports organizations and other community groups have worked to improve facilities. Efforts have included clean-up days, beautification projects and small building projects. Parents, students and community members take pride in our buildings and grounds. Vandalism has been minimal. Each school employs 1-2 custodians for a 350-575 school population. Restrooms, floors and wall structures are cleaned daily. A district crew of 4 maintenance workers conduct preventative maintenance and honor school work orders.

School Facility Good Repair Status

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 2017

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

Month and year in which data were collected: January 2017

	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) 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	81%	80%	87%	87%	44%	48%
Mathematics (grades 3-8 and 11)	84%	82%	85%	86%	34%	36%

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 Test Results in ELA by Student Group (ELA)
Grades Three through Eight and Eleven (School Year 2015–16)
ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	79	86.81%	63.29%
Male	43	38	88.37%	47.37%
Female	48	41	85.42%	78.05%
Black or African American	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	27	22	81.48%	86.36%
Filipino				
Hispanic or Latino	11	11	100.00%	27.27%
Native Hawaiian or Pacific Islander				
White	44	37	84.09%	56.76%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	19	15	78.95%	26.67%
English Learners	37	25	67.57%	44.00%
Students with Disabilities	12	12	100.00%	41.67%
Students Receiving Migrant Education Services				
Foster Youth	–	–	–	–

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	72	93.51%	80.56%
Male	43	40	93.02%	72.50%
Female	34	32	94.12%	90.63%
Black or African American				
American Indian or Alaska Native				
Asian	26	23	88.46%	91.30%
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	37	35	94.59%	77.14%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	17	12	70.59%	41.67%
Students with Disabilities	14	14	100.00%	35.71%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	78	90.70%	89.74%
Male	48	44	91.67%	90.91%
Female	38	34	89.47%	88.24%
Black or African American				
American Indian or Alaska Native				
Asian	27	25	92.59%	100.00%
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	43	37	86.05%	91.89%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	17	11	64.71%	36.36%
Students with Disabilities	15	13	86.67%	84.62%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	83	96.51%	85.54%
Male	36	36	100.00%	88.89%
Female	50	47	94.00%	82.98%
Black or African American	—	—	—	—
American Indian or Alaska Native				
Asian	26	26	100.00%	92.31%
Filipino				
Hispanic or Latino	—	—	—	—
Native Hawaiian or Pacific Islander				
White	39	37	94.87%	89.19%
Two or More Races	—	—	—	—
Socioeconomically Disadvantaged	11	11	100.00%	54.55%
English Learners	—	—	—	—
Students with Disabilities	—	—	—	—
Students Receiving Migrant Education Services				
Foster Youth	—	—	—	—

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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 Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	89	97.80%	78.65%
Male	43	42	97.67%	78.57%
Female	48	47	97.92%	78.72%
Black or African American	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	27	25	92.59%	100.00%
Filipino				
Hispanic or Latino	11	11	100.00%	27.27%
Native Hawaiian or Pacific Islander				
White	44	44	100.00%	77.27%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	19	18	94.74%	50.00%
English Learners	37	35	94.59%	68.57%
Students with Disabilities	12	12	100.00%	41.67%
Students Receiving Migrant Education Services				
Foster Youth	–	–	–	–

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	75	97.40%	78.67%
Male	43	43	100.00%	79.07%
Female	34	32	94.12%	78.13%
Black or African American				
American Indian or Alaska Native				
Asian	26	24	92.31%	87.50%
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	37	37	100.00%	75.68%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	17	15	88.24%	60.00%
Students with Disabilities	14	14	100.00%	57.14%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	83	96.51%	87.80%
Male	48	46	95.83%	89.13%
Female	38	37	97.37%	86.11%
Black or African American				
American Indian or Alaska Native				
Asian	27	27	100.00%	96.30%
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	43	40	93.02%	89.74%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	17	16	94.12%	46.67%
Students with Disabilities	15	13	86.67%	84.62%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	84	97.67%	83.33%
Male	36	36	100.00%	86.11%
Female	50	48	96.00%	81.25%
Black or African American	—	—	—	—
American Indian or Alaska Native				
Asian	26	26	100.00%	92.31%
Filipino				
Hispanic or Latino	—	—	—	—
Native Hawaiian or Pacific Islander				
White	39	38	97.44%	86.84%
Two or More Races	—	—	—	—
Socioeconomically Disadvantaged	11	11	100.00%	45.45%
English Learners	—	—	—	—
Students with Disabilities	—	—	—	—
Students Receiving Migrant Education Services				
Foster Youth	—	—	—	—

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90%	89%	83%	93%	92%	92%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	86	82	95.35%	82.93%
Male	48	46	95.83%	84.78%
Female	38	36	94.74%	80.56%
Black or African American				
American Indian or Alaska Native				
Asian	27	27	100.00%	88.89%
Filipino				
Hispanic or Latino	—	—	—	—
Native Hawaiian or Pacific Islander				
White	43	39	90.70%	84.62%
Two or More Races	—	—	—	—
Socioeconomically Disadvantaged	—	—	—	—
English Learners	17	16	94.12%	25.00%
Students with Disabilities	15	13	86.67%	84.62%
Students Receiving Migrant Education Services				
Foster Youth	—	—	—	—

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 2015-16)

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	14.30%	33.30%	47.60%

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 - (School Year 2016–17)

Santa Rita School is one of seven elementary schools in the Los Altos School District. The school is located approximately one mile from the downtown center of the City of Los Altos. The neighborhoods served by Santa Rita are located between Foothill and Central Expressways in the cities of Los Altos, Mountain View and Palo Alto. Twenty-four self-contained classrooms contain 564 students in grades kindergarten through six. Our student body reflects the rich diversity of our area and enriches the cultural life of our school and classrooms.

The Mission Statement of the Los Altos School District encompasses all schools within the district. The Los Altos School District inspires a passion for learning and prepares all K-8 students to thrive in our rapidly changing global community.

At Santa Rita School, we have a variety of ways. Santa Rita parents contribute in excess of 18,000 volunteer hours each year and it is this time commitment which enables our school to remain competitive nationwide, despite California budgetary constraints. We urge you to get involved, make some new friends and be part of the solution! Here are just some organized structures for parents to be involved at Santa Rita: ART DOCENTS

The Art Docent program is a district-wide program that teaches art appreciation and skills in conjunction with grade-level curriculum. The Los Altos Art Docents are a group of trained volunteers, who teach art in a manner which expands and motivates the development of creativity and curiosity in the children of the Los Altos School District. For more information, please refer to www.losaltosartdocents.org.

AUCTION PARTY

The Annual Auction Party is a fun adults-only party and fundraiser for Santa Rita! The Committee plans the party itself as well as organizing item for the auction, including class artwork, wine, vacations and more!

BOBCAT CHASE BACK TO SCHOOL PANCAKE BREAKFAST AND FUN RUN

The Bobcat Chase Fun Run began in 2007, the year the Santa Rita track was built. In addition to breakfast and running races for kindergarten through sixth graders, with a walk and a run for older kids and adults, the event offers lots of other fun activities.

BOOK FAIR

The Book Fair is an annual event at Santa Rita that turns our multi-purpose room into a book store. Book Fair week provides a wonderful opportunity to celebrate reading and promote literacy. The Fair lasts 5-7 days and is a key fundraiser for the library.

DIRECTORY

The Directory enables Santa Rita families to contact teaching staff and other Santa Rita families throughout the school year. Key responsibilities include: data processing, artwork and distribution.

ELAC MEETINGS

Several times during the year, parents of English Learners are invited to a Pizza Night and other evening meetings to build our community and connect our EL parents who may have difficulties due to language barriers. We provide important information and ways to understand how the school works and how to become connected to their child's classroom and school environment.

EMERGENCY PREPAREDNESS

Emergency Preparedness ensures that Santa Rita School is prepared for emergency situations such as earthquake, fire etc. Co-Chairs are responsible for making sure the classroom emergency boxes and emergency shed supplies are current and that Santa Rita is prepared with basic information and supplies in an emergency.

ENRICHMENT PROGRAMS

The Enrichment Program provides before-school, after-school and lunch time programs to the students at Santa Rita. The Chair selects, organizes and supervises the vendors who bring these programs to the school.

FAMILY NIGHT

A Santa Rita Family Night is an opportunity for the school community to have a fun night out together. Usually, one Family Night is planned per year. Previous Family Nights have included a celebration on the Blacktop with Food Trucks, Dancing, and Art.

HOSPITALITY

The Hospitality Committee Chairs coordinate and organize necessary food and coffee at various school events throughout the school year, including PTA meetings, PTA and Staff Luncheons, and Teacher Appreciation events.

HOT LUNCH

The Hot Lunch Chair manages the relationship between the hot lunch vendor and the PTA. In addition, the Hot Lunch Chair is responsible for determining session dates and working with the volunteer coordinator to staff hot lunch shifts.

HOT LUNCH VOLUNTEER COORDINATOR

Works to recruit and organize parent volunteers to serve hot lunch each school day.

INTERNATIONAL LIAISON

The goal of the International Liaison Volunteer Committee is to inform and involve all families at Santa Rita whose first language is not English. The International Liaison Committee exists as a service for the families whose first language is not English, and as a service for activities organized and sponsored by the PTA.

JUNIOR OLYMPICS

The Junior Olympics is a day long sports event designed for the 4th, 5th and 6th grade students of the Los Altos School District, where they participate in a variety of athletic events in a non-competitive environment. Junior Olympics (JO) Co-Chairs recruit volunteers, work with the physical education (PE) teachers to support training during PE, record time trials, order T-shirts, enter kids' event selections, recruit and coordinate parent relay coaches, attend monthly district meetings.

KINDERGARTEN LIAISON

The Kindergarten Liaison works to help welcome the new Kindergarten families to Santa Rita. This person organizes the Kindergarten summer play dates, Kinder social the day before school and makes sure that families are informed about PTA

activities and events at school.

LANDSCAPING/BEAUTIFICATION

The Landscaping/Beautification Chair identifies landscaping needs and oversees the landscaping for Santa Rita Elementary School. The Chair coordinates the landscaping activities with the Principal and Los Altos School District.

LIBRARY VOLUNTEERS

Each class visits the Santa Rita Library on a weekly basis. In addition to checking out books, the children hear a story read by the librarian or have a lesson related to library skills. Parent volunteers help work the check-out desk and assist with re-shelving.

LIVING CLASSROOM

The Living Classroom utilizes school gardens and outdoor areas and provides children with hands-on learning experiences. These docent-led lessons complement the existing curriculum and provide the opportunity for students to experience concepts taught in the classroom through exploration of the natural world.

LOS ALTOS EDUCATIONAL FOUNDATION (LAEF) PHONATHON VOLUNTEERS

The Los Altos Education Foundation Phonathon is a major fundraising effort for LAEF and these volunteers play a critical role in this fundraising effort. They also act as liaisons between the LAEF board and the Santa Rita community.

LOST AND FOUND

Lost and Found Chair is responsible for keeping the Lost and Found cubby in order. Several times per year the Committee Chair organizes a clear out of Lost and Found.

LUNCH TIME STRIDERS

The Bobcat Lunch Time Striders is a walk/run exercise program. The program is designed to promote exercise in a healthy, supportive and non-competitive manner.

MATH LAB VOLUNTEERS IN CLASSROOM

Reinforce Math Concepts taught in the classroom. For additional information, check with the individual teacher.

NEW FAMILIES

This person works to welcome new families across all grades to Santa Rita. The chair organizes buddy families and welcome coffees. The chair also serves as a resource of information to new families.

PROJECT CORNERSTONE

The Project Cornerstone committee works throughout the year to implement school-wide programs that support building identified developmental assets with our children both at our school and at home. Programs include: monthly reading programs, Expect Respect and Parent Education workshops.

ROOM REPRESENTATIVE

Room Representatives play a key role in supporting our faculty and children. Room Representatives work with teachers to support class events, parties and celebrations and coordinate drivers for field trips. They play an important role in our emergency procedures by helping to communicate information. In addition, they send email communications to the classroom parents related to classroom activities.

SCIENCE OLYMPIAD

The Science Olympiad at Santa Rita brings together students from 4th through 6th grade in the creation and display of science projects. This event provides a wonderful opportunity to encourage children to think of a problem and formulate a solution to a scientific problem.

SCHOOL SITE COUNCIL

School Site Councils were established by the State of California as a way to involve parents and teachers in important decisions regarding how their school functions. The School Site Council is the vehicle by which the school community can come together to chart a path toward continued growth and success.

SCHOOL SUPPLIES COORDINATOR

Santa Rita PTA purchases all of the school supplies for each classroom at the beginning of the school year. The School

Supplies Coordinator works with the teachers and staff to ensure that the correct supplies are purchased and is also responsible for distributing the supplies to the classroom.

SIXTH GRADE REPRESENTATIVE

The Sixth Grade Representative is the liaison between the 6th grade teachers and parents of 6th grade students. The Representative needs to maintain the 6th grade bank account, budget and fundraising and helps with many aspects of the Play, The Memory Book, The Cast and Pool Parties, as well as the coordinated "feasts" and field trips.

READATHON

The Readathon, one of the largest fundraisers at Santa Rita, is a fun event open to all students that creates quite a buzz around school while it's in progress. Readathon Co-Chairs organize the distribution of Readathon information to students; collection and tallying of money; selection and distribution of prizes.

SPIRIT WEAR

The Spirit Wear Committee Chair helps foster Santa Rita spirit by providing the students and their families with Santa Rita logo wear. The Chair's role is to create a new "look" (as necessary) as well as to provide the traditional Santa Rita logo wear. The Chair works with a logo wear vendor to create and continue the Santa Rita spirit wear collection.

TECHNOLOGY

The Technology Committee coordinates the maintenance and improvements of technology at Santa Rita School. There are three evening meetings a year and two work weekend parties to install equipment. Maintenance and troubleshooting are also supported via email.

TRACKSTERS

This is a fun, before-school running program for 4th, 5th, and 6th graders that meets at the Santa Rita track at least once per week, weather permitting.

WALK TO SCHOOL

This program promotes all types of kid-powered commuting to and from school year-round with a special emphasis on International Walk to School Day.

WEBMASTER, SANTA RITA WEBSITE

The role of the Webmaster is to ensure the school website reflects up to date information on Santa Rita as a service to existing and potential school families. The website plays an important role in school to home communication.

WITCHES' DELIGHT

Witches Delight is a long standing Santa Rita tradition – a fun carnival run by Santa Rita families and staff that gets everybody ready for Halloween! Witches' Delight includes the costume contest, the cake walk and some fun carnival games and activities.

STATE PRIORITY: SCHOOL CLIMATE

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

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

Suspensions and Expulsions

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.33	0.17	0.17	0.32	0.44	0.65	4.36	3.80	3.65
Expulsions	0.00	0.00		0.00	0.00		0.10	0.09	0.09

School Safety Plan – Most Recent Year

A safe campus and learning environment are of paramount importance to the Santa Rita staff and community. The plan is reviewed annually with staff as part of our regular emergency preparedness planning. At Santa Rita, we have a parent and staff group that help us maintain our emergency supplies and ensure that our teachers and staff understand their roles and responsibilities in the case of any type of emergency including fire, earthquake, shelter in place, and intruders on campus.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		
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	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		3		20	3	1				3	
1	24		3		20	3	1				3	
2	22		3		25		3				3	
3	17	3	2		19	1	3				3	
4	27		3		29		3				3	
5	29		3		28		3				3	
6	84	1	4	5	23	1	3				3	
Other												

* 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	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 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 2015-16)

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)		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 2014-15)

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		\$78615
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5677	\$71610
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 2015-16)

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49321	\$44507
Mid-Range Teacher Salary	\$76171	\$68910
Highest Teacher Salary	\$95446	\$88330
Average Principal Salary (Elementary)	\$128033	\$111481
Average Principal Salary (Middle)	\$141355	\$115435
Average Principal Salary (High)		\$113414
Superintendent Salary	\$234100	\$169821
Percent of Budget for Teacher Salaries	36%	39%
Percent of Budget for Administrative Salaries	6%	6%

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

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

Staff Development activities are planned to support Site and District Goals. Two Professional Development Days are designated as staff development days when students do not attend (one full day, two half days). Parent Education activities are also encouraged by the Site Council often in conjunction with the PTA, including the Parent Project Junior classes.

Mechanisms are in place to insure support of teachers, particularly teachers new to the profession or new to a grade level. Opportunities include District classes, staff Professional Development Days, mentors, BTSA, and District/Site Grade Level Meetings. There are also leadership opportunities that recognize the expertise of teachers: Site Facilitators, Mentors, and Grade Level Chairs.

Training for parents, volunteers, and paraprofessionals is also ongoing. Project Cornerstone has provided training on Developmental Assets to both parents and the paraprofessionals at school. Parent Project Jr. classes are held to teach parenting skills. Our Special Education team delivers monthly behavior management classes to parents within their program.