Santa Rita Elementary

School Accountability Report Card
Reported Using Data from the 2017—18 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).

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.

Gregory Land, Principal

📍 Principal, Santa Rita Elementary

About Our School

Our students and community at Santa Rita School have benefited from our incredible staff, parent and community volunteers, and our district's support of our programs. We offer a wonderful comprehensive program that is unique and dedicated to the whole child.

Here are just some of the programs and events that we have each year to enhance the learning environment at Santa Rita:

     STEM - STEM Expo, Science Olympiad, Robotics, Coding K-6 using Beebots, Scratch, Makey Makey, PTA Community - Grandfriend's Day, Witches' Delight, International Week and Auction
a.   Performing and Visual Arts - Musical each year, CSMA Art program, Art Docents, District Music Program (instruments 4-6 grade)
b.   All District - Junior Olympics, Living Classroom,
c.   Empowering Students - Tech Team, Ball Shack Group, Language Ambassadors, Conflict Managers, Student Council Redesigning Learning Spaces - Maker Fair, Maker Space,   d.   Design Thinking, Project and Problem Based Learning Focus on Literacy - Leveled Book Room, Reader's Writer's Workshop, Literacy Teacher, English Learner Specialist

To learn more, visit our website: santaritaschool.org

Warm Regards,
Gregory Land Principal

Principal's Comment

Gregory Land

Contact

Santa Rita Elementary
700 Los Altos Ave.
Los Altos, CA 94022-1631

Phone: 650-559-1600
E-mail: gland@lasdschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
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 (School Year 2018—19)	
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

Last updated: 2/1/2019

School Description and Mission Statement (School Year 2018—19)

Santa Rita's Mission to: Create curious, motivated learners who will reach their highest potential in a supportive community.
Our Vision: We believe that the most promising strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community in order to create a school in which we:
Collaborate successfully.
Develop and internalize a growth mindset by setting goals, accepting and honoring mistakes, and reflecting as part of the learning journey.
Value continued learning and growth for all students, teachers, staff and parents.
Create a community where every member is respected and trusted and will demonstrate empathy toward others

Santa Rita is an elementary school located on the north side of the district, 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 Expressway in the cities of Los Altos, Mountain View and Palo Alto. Santa Rita students feed into Egan Intermediate School for seventh and eighth grades.
Santa Rita School was chosen as one of a select group of National Blue Ribbon School of Excellence, an honor reflected every day in every classroom. The student body of the school reflects the rich diversity of our area and enriches the cultural life of the school and classrooms. Santa Rita has exemplary teaching and support staff that are dedicated, hard working and professional; active, involved parents and a strong community sense that education is a priority.

Last updated: 2/1/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	89
Grade 1	75
Grade 2	75
Grade 3	71
Grade 4	84
Grade 5	72
Grade 6	80
Total Enrollment	546
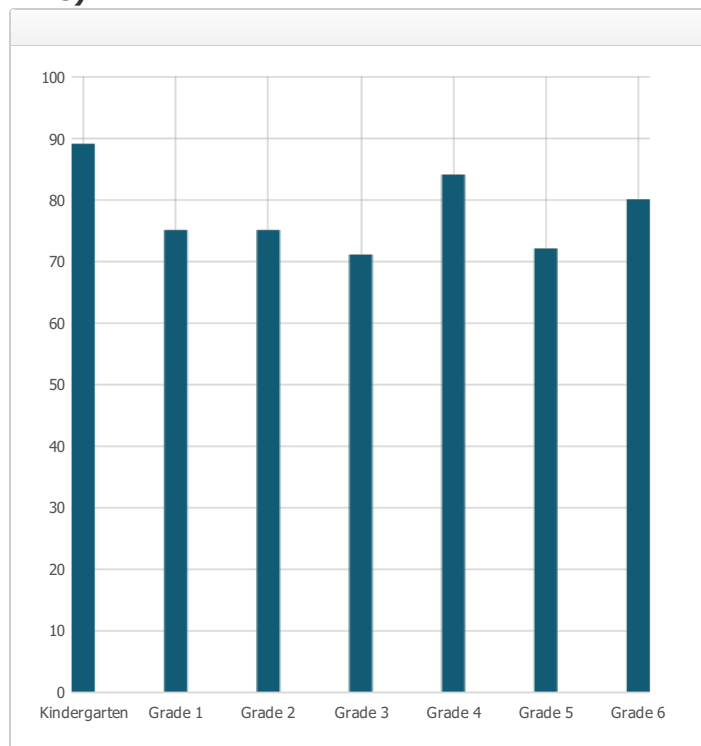
Last updated: 2/1/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	0.7 %
Asian	32.1 %
Filipino	0.2 %
Hispanic or Latino	11.7 %
Native Hawaiian or Pacific Islander	%
White	44.9 %
Two or More Races	9.0 %
Other	1.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	14.8 %
English Learners	38.6 %
Students with Disabilities	9.9 %
Foster Youth	0.2 %

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	25	24	27	231
Without Full Credential	0	1	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	3
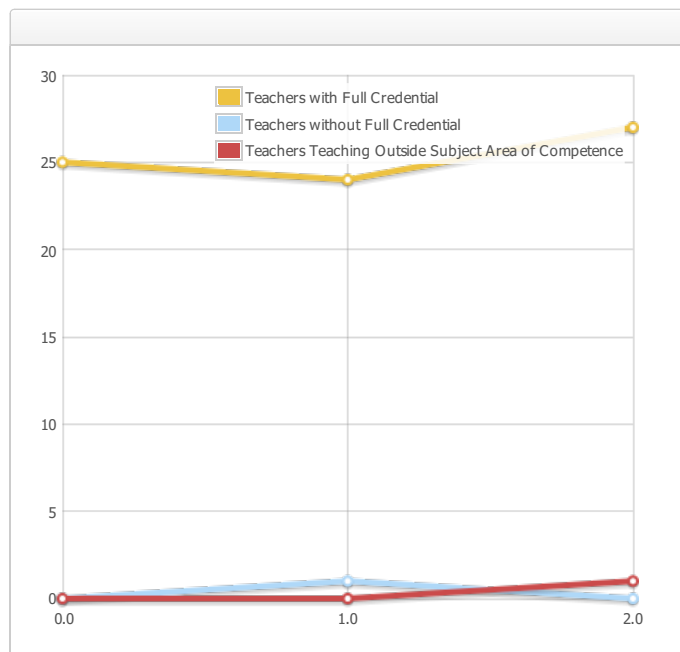
Last updated: 2/1/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
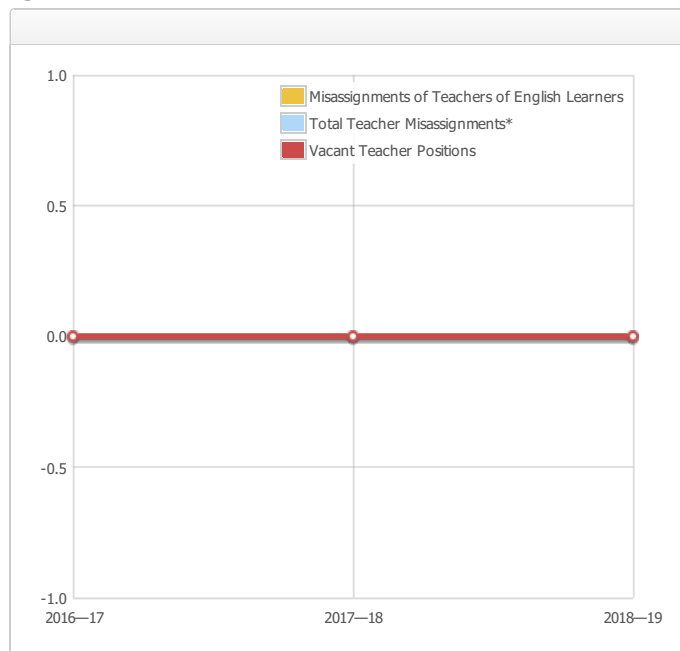
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/1/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	LASD has adopted The Units of Study in Reading and Writing for K-8. These materials are not from the state-approved list, but went through an extensive vetting process in LASD by a selection committee composed of teachers and administrators. All recommended materials were available for parent examination at the district office prior to adoption. The vetting process included common core standards-alignment and ELA/ELD framework alignment. We believe that these instructional materials can best meet the needs of students in LASD.	Yes	0.0 %
Mathematics	K-5 students use the Scott Foresman EnVision curriculum. 6th - 8th grade students use Math in Focus/Singapore Math curriculum. Both textbooks and instructional materials are from the state-approved list.	Yes	0.0 %
Science	We are in a year of transition, moving from state science standards to the next generation science standards (NGSS). State-approved materials are not yet available to school districts. Our current materials, FOSS, in K-5 are adopted from the older state science standards textbook adoption list. 6th - 8th graders have access to state standard aligned textbooks, but are working in teacher-designed NGSS units of instruction.	No	0.0 %
History-Social Science	K-5 students use Scott Foresman History textbooks and 6th graders use History Alive textbooks. 7th and 8th grade students use Holt, Rinehart and Winston, 2006. All textbooks are aligned to the state standards.	No	0.0 %
Foreign Language	Descubre for Spanish, Bien Dit for French, Mandarin All textbooks are aligned to the state standards.	No	0.0 %
Health	Health class is taught through physical education classes and includes components of healthy living, first aid, nutrition, alcohol and drug education, mental, emotional, and social health, as well as sexual health and development. All instruction is state standards aligned with locally developed curriculum.	Yes	0.0 %
Visual and Performing Arts	Visual and performing arts electives, including drama, music, and the arts, are all taught in a hands-on manner with locally designed curriculum that is state standards aligned.	Yes	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: 2/1/2019

School Facility Conditions and Planned Improvements

A safe campus and learning environment are of paramount importance to the school staff and community. All of our school facilities are in good repair, including our classrooms, multi purpose building, library, specialty rooms, and office. Maintenance and Repair: LEA maintenance staff ensures that 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 that emergency repairs are given the highest priority. Cleaning Process and Schedule: The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 2/1/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: 2018

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	Good	
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: 2018

Overall Rating	Good

Last updated: 2/1/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	82.0%	82.0%	87.0%	87.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	81.0%	80.0%	85.0%	86.0%	37.0%	38.0%

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: 2/1/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	315	301	95.56%	81.73%
Male	171	161	94.15%	75.16%
Female	144	140	97.22%	89.29%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	99	92	92.93%	90.22%
Filipino	--	--	--	
Hispanic or Latino	34	33	97.06%	48.48%
Native Hawaiian or Pacific Islander				
White	148	142	95.95%	85.21%
Two or More Races	27	27	100.00%	81.48%
Socioeconomically Disadvantaged	37	34	91.89%	41.18%
English Learners	125	112	89.60%	69.64%
Students with Disabilities	41	40	97.56%	55.00%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	315	312	99.05%	80.06%
Male	171	169	98.83%	82.25%
Female	144	143	99.31%	77.46%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	99	98	98.99%	90.82%
Filipino	--	--	--	
Hispanic or Latino	34	34	100.00%	41.18%
Native Hawaiian or Pacific Islander				
White	148	146	98.65%	82.19%
Two or More Races	27	27	100.00%	84.62%
Socioeconomically Disadvantaged	37	37	100.00%	40.54%
English Learners	125	123	98.40%	70.73%
Students with Disabilities	41	40	97.56%	42.50%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2019

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 2017—18)

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	9.5%	28.4%	60.8%

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.

Last updated: 2/1/2019

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 2018—19)

There are so many opportunities for parents to get involved at Santa Rita School. This presentation outlines the many ways parents can get involved: https://docs.google.com/presentation/d/1cnccp6hBZEwZULANH7NO9rZH3HiRgMj7KQKFT6Ttit0/edit?usp=sharing

We have a series of major events that families and parents can participate and volunteer to be a part of. Here is a small list of them:

Bobcat Chase - August 26, 2017
BTS Night/Open House - August 31, 2017
Grand-Friends' Day - September 8, 2017
Witches' Delight - October 27, 2017
Book Fair - December 1-8, 2017
School Musical - December 8-9, 2017
Read-a-thon - January 19-28, 2018
STEM Expo - March 2018

International Day
Potluck - March 22, 2018
Dances - March 23, 2018

Auction Party - March 23 2018

Family Fun Night - April 19, 2018

LASD Junior Olympics - Spring 2018

Science Olympiad - May 2018

Open House - May 2018

Here are some of the committees and areas that they can join.

PTA

ELAC

School Site Council

Room Representatives

Library Helper

Hot Lunch Team

Yard Duty

Project Cornerstone Readers

Striders Team

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

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 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	0.2%	0.3%	0.3%	0.7%	0.3%	0.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
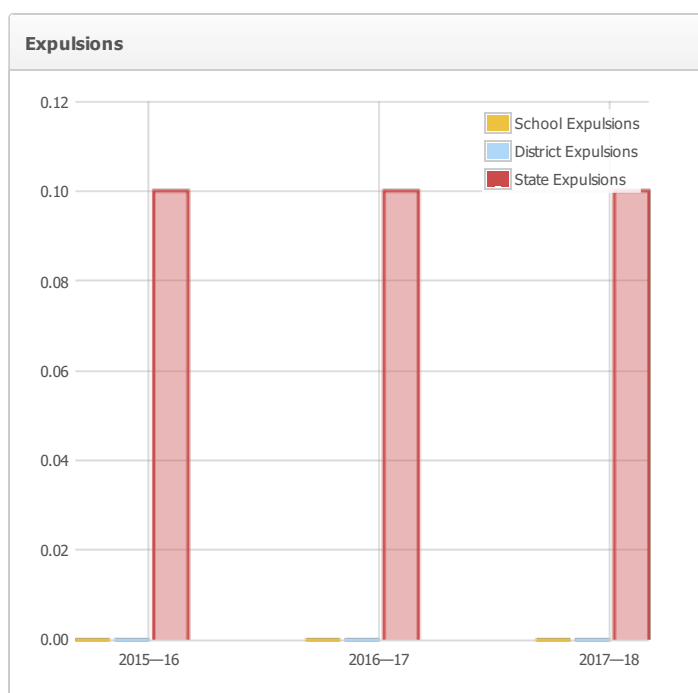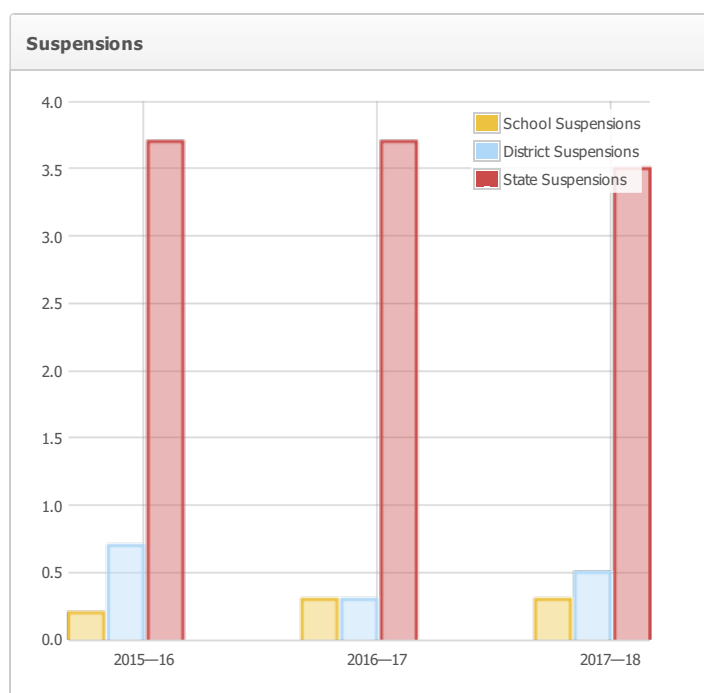
School Safety Plan (School Year 2018—19)

Our school is equipped with a comprehensive safety plan that includes procedures in case of fire, earthquake, or lockdown. The school safety plan is reviewed and updated each year by administration and parent representatives. Classrooms are equipped with backpacks that contain safety and first aid supplies. An Emergency Storage shed is on site and is equipped with first aid, food and water, and search and rescue supplies.

Fire drills are conducted frequently throughout the school year. The school, in coordination with the district and local agencies, participates in a comprehensive earthquake drill each year- usually in October.

Staff is annually trained on procedures for fire and earthquake emergencies. Staff is also given updated training on procedures to use in case of a lockdown situation where danger may be on or near campus.

The comprehensive safety plan includes procedures for student check-out in case of emergency.

The safety plan for our school is available in the office for public viewing.

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	2	3	
1	21.0	1	2	
2	25.0		3	
3	22.0		4	
4	24.0		3	
5	22.0	1	3	
6	28.0		3	
Other**				

* 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		4	
1	24.0		3	
2	22.0		3	
3	24.0		3	
4	25.0		3	
5	25.0		3	
6	22.0	1	3	
Other**	6.0	1		

* 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—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	3	
1	25.0		3	
2	25.0		3	
3	18.0	1	3	
4	28.0		3	
5	24.0		3	
6	20.0	1	3	
Other**				

* 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: 2/1/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	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.

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

Currently, we have an afterschool assistance program on Mondays, Tuesdays and Thursdays. Previously called our "Homework Club," we now use this time to focus on not just tutoring on current assignments but also spend time reviewing writing and reading foundational skills to help our students in our TLC or The Learning Center.

We have a dedicated English Learner Specialist who works with students who are just learning English and need intense language support.

Last updated: 2/1/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54,035	$48,064
Mid-Range Teacher Salary	$82,396	$75,417
Highest Teacher Salary	$103,044	$94,006
Average Principal Salary (Elementary)	$149,762	$119,037
Average Principal Salary (Middle)	$149,179	$123,140
Average Principal Salary (High)	$	$135,974
Superintendent Salary	$241,124	$183,692
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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
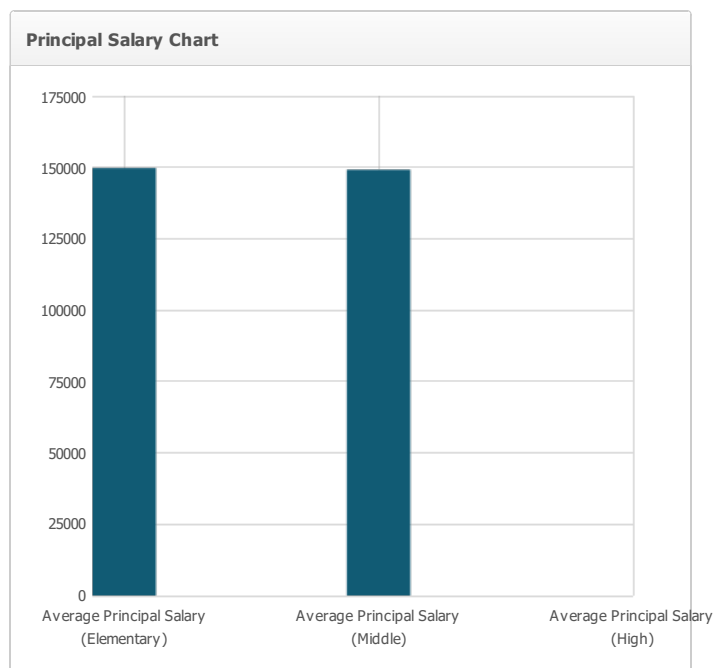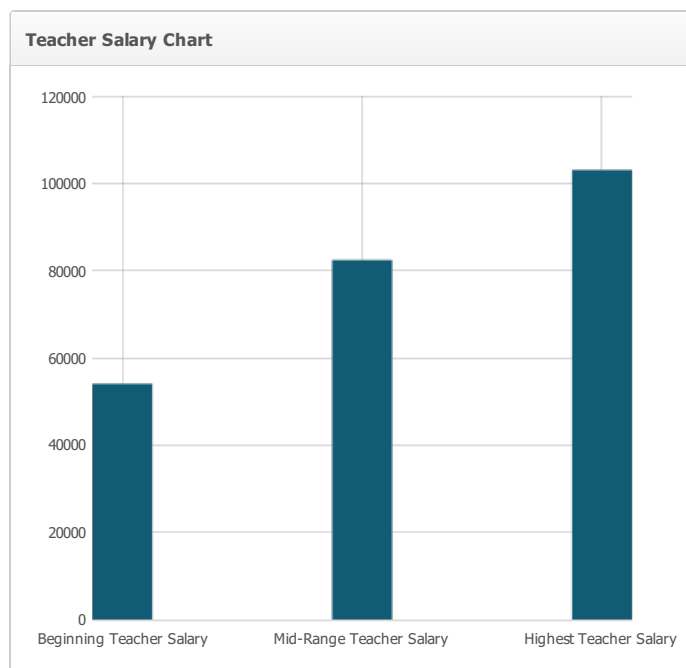
Last updated: 2/1/2019

Professional Development

Staff development is offered through a variety of opportunities: during staff meetings, after school classes, grade level release days, individual or school team release days, and in-service days. In addition, our elementary teachers utilize an early release Thursday afternoon for focused collaboration. Junior high schools have a late start Wednesday that is used for teacher collaboration. All of these opportunities are designed to meet district goals and teacher needs around improving student learning outcomes. Student achievement data is used to focus the work. Teachers have on-site literacy and STEM coaches, as well as traveling new teacher induction mentors for support. Staff development this year has focused on literacy, math, and Next Generation Science Standards. In addition to early release/late start, teachers can take 3 personal learning days and participate in 2 full day in-service trainings, as well as two additional minimum days dedicated to grade level collaboration.

Last updated: 2/1/2019