

DeLaveaga Elementary School

1145 Morrissey Blvd. • Santa Cruz, CA 95065-1498 • (831) 429-3807 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Santa Cruz City Schools

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School Description

DeLaveaga Elementary School is located on the east side of Santa Cruz near DeLaveaga City Park. The highly skilled teaching staff has many years of professional experience. We celebrate a diverse world in which children's languages, cultures, talents and dreams, are fostered and valued. We support a strong, standards-based educational program supplemented by the arts and science, which enables all children to reach their potential.

DeLaveaga hosts a K-5 Spanish Two Way Immersion program (Dos Alas). This academically rigorous program supports all students in achieving high levels of bilingual proficiency and literacy. Students in our program develop the language skills and cultural competence necessary to fully engage in the local community and in the greater multicultural world.

DeLaveaga uses Eureka Math, a curriculum that is well aligned with the Common Core State Standards. In addition to our continued implementation of a school-wide research-based Positive Behavior Intervention and Supports (PBIS) program, we have introduced students to our new WITS program which assists students in solving both behavioral and academic issues. We are also focusing our social-emotional work on increasing student and staff optimism and promoting a growth mindset! While continuing to implement Walk To Read, a school-wide reading program that supports students with targeted intervention and enrichment opportunities, we piloted 3 different ELA programs. At the end of the year, Benchmark Workshop was adopted by the district for use at all elementary schools. Because we have expanded our technology capacity, our students are accessing web-based support and reinforcement using our Google Chromebooks.

Major Achievements

DeLaveaga students consistently score well on state-level testing. Student scores in English Language Arts and Mathematics are at or above the state average. Our school has also received the Gold Ribbon Award from the State of California Department of Education for our Response to Intervention Program that supports students in both English and Spanish.

DeLaveaga's has an active Parent Teacher Club (PTC) that raises more than \$90,000 annually to support classroom learning. The PTC provides additional music/dance instruction for kindergarten through third grade as well as stipends for our teachers to facilitate a student council. All students receive weekly art instruction funded by a district parcel tax. Students in third through fifth grade receive music instruction weekly through the district's program.

The Biliteracy Award, which recognizes language proficiency in both Spanish and English, is awarded to a number of our 5th graders each year.

Focus for Improvement

Classroom teachers evaluate students' literacy and mathematics skills regularly. This information helps identify which students require additional services during the school day or after school (Homework and Intervention Support). English Learners received extra support toward developing proficiency in reading, writing, listening and speaking (LISTOS program).

Students in grades three through five also take the State SBAC test. This assessment provides a statewide measure of school progress. DeLaveaga students consistently perform well on state standardized tests and on local measures of student achievement.

Our focus is on supporting students' proficiency in writing and math as we implement the Common Core State Standards.

Leadership

This is Robert Greenlee's second year as DeLaveaga's principal. Prior to coming to DeLaveaga, Mr. Greenlee was the Principal at Martin Luther King Jr. Elementary School for four years and has over 17 years of administrative experience and 28 years as an educator.

DeLaveaga's teacher leadership team meets monthly to plan professional development and support grade level team collaboration. Grade level teams meet regularly (up to once a week) to analyze student data and make recommendations for best practices that are aligned with the district goals for student achievement. The School Site Council (SSC), Parent Teacher Club, and our English Language Advisory Committee (ELAC) play key roles in shaping our students' educational experience.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	86
Grade 2	79
Grade 3	72
Grade 4	100
Grade 5	76
Total Enrollment	528

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.4
Asian	3
Filipino	0.4
Hispanic or Latino	38.6
Native Hawaiian or Pacific Islander	0.4
White	51.9
Two or More Races	3.2
Socioeconomically Disadvantaged	36.6
English Learners	21.4
Students with Disabilities	12.5
Foster Youth	0.4
Homeless	1.5

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 for DeLaveaga Elementary	17-18	18-19	19-20
With Full Credential	31	26	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Santa Cruz City Schools	17-18	18-19	19-20
With Full Credential	♦	♦	319
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at DeLaveaga Elementary School

Indicator	17-18	18-19	19-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Workshop - Benchmark Education Company Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka Math Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	FOSS - Delta Education Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History & Social Science - Pearson Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

De Laveaga Elementary School was originally built in 1969 and sits on nearly 10 acres. The campus expanded the parking lot using bond money. Upcoming projects for the campus using bond money include adding shade structures, replacing the HVAC system, improving the technological infrastructure, and removing portable classrooms.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/30/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	PORTABLE 30: BLACK METAL CABINET NEEDS TO BE ANCHORED DOWN SHARED SPACE 13-18: SIX BOOKSHELVES AND METAL CABINET NEEDS TO BE ANCHORED DOWN RM 18: TALL METAL CABINET NEEDS TO BE ANCHORED DOWN BILINGUAL COORDINATOR RM: GREY METAL CABINET AND WOODEN BOOKSHELF NEED TO BE ANCHORED DOWN RM 36: CUBBY, TWO BOOKSHELVES NEED TO BE ANCHORED DOWN, NO BLINDS RM 37: BOOKCASE NEEDS TO BE ANCHORED DOWN, NO BLINDS RM 38: NO BLINDS RM 39: NO BLINDS RM 40: NO BLINDS RM 41: NO BLINDS
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	RM 5: NO PHONE IN THE ROOM RM 38: NO PHONE IN THE ROOM RM 40: NO PHONE IN THE ROOM
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	GIRLS LOWER RESTROOM: SEAT IN HANDICAP STALL LOOSE RM 19: FOUNTAIN PRESSURE TOO HIGH, SPRAYS WATER ALL OVER SINK RM 20: FOUNTAIN DOES NOT WORK SHARED SPACE 4,5,6: FOUNTAIN DOES NOT WORK SHARED SPACE 1,2,3: FOUNTAIN DOES NOT WORK
Safety: Fire Safety, Hazardous Materials	Poor	PORTABLE 33: FIRE EXTINGUISHER NEEDS TO BE SIGNED PORTABLE 26: FIRE EXTINGUISHER NEEDS TO BE SIGNED PORTABLE 27: FIRE EXTINGUISHER NEEDS TO BE SIGNED PORTABLE 23: NO FIRE EXTINGUISHER PORTABLE 28: FIRE EXTINGUISHER NEEDS TO BE SIGNED PORTABLE 29: FIRE EXTINGUISHER NEEDS TO BE SIGNED PORTABLE 30: FIRE EXTINGUISHER NEEDS TO BE SIGNED MPR: FIRE EXTINGUISHER NEEDS TO BE SIGNED

		<p>SHARED SPACE 13-18: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 17: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 16: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>LIBRARY: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RESOURCE CENTER: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 8: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 9: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 19: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 20: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>SHARED SPACE 21-22: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 22: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 21: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>SHARED SPACE 19-20: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>LITTLE THEATER: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 6: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 5: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 3: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 2: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 1: FIRE EXTINGUISHER EMPTY</p> <p>RM 36: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 37: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 38: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 39: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 40: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 41: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 25: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 12: FIRE EXTINGUISHER OUT OF DATE</p> <p>RM 11 : FIRE EXTINGUISHER NEEDS TO BE SIGNED</p>
Structural: Structural Damage, Roofs	Good	GIRLS RESTROOM: PARTITION NEEDS TO BE RE-ANCHORED TO THE FLOOR
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	BOYS LOWER RESTROOM: THE DOOR DOES NOT HAVE A KICK STOP RM 25: RAMP NEEDS TO BE REPAIRED RM 39: CEILING TILES MISSING
Overall Rating	Fair	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	52	55	50	53	50	50
Math	42	46	42	46	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.0	12.0	21.3

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	246	242	98.37	54.55
Male	127	125	98.43	52.80
Female	119	117	98.32	56.41
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	94	94	100.00	32.98
Native Hawaiian or Pacific Islander	--	--	--	--
White	133	129	96.99	69.77
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	85	84	98.82	34.52
English Learners	63	63	100.00	23.81
Students with Disabilities	43	42	97.67	45.24
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	246	242	98.37	45.87
Male	127	125	98.43	52.00
Female	119	117	98.32	39.32
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	94	94	100.00	27.66
Native Hawaiian or Pacific Islander	--	--	--	--
White	133	129	96.99	59.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	85	84	98.82	25.00
English Learners	63	63	100.00	17.46
Students with Disabilities	43	42	97.67	40.48
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.

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 2019-20)

DeLaveaga parents are very involved as volunteers in classroom activities and field trips. Our School Site Council approves the school's annual plan and budget. Parents also participate on the English Learner Advisory Committee, which supports our English Learners, and the Parent Teacher Club which helps plan for different enrichment and intervention opportunities for our students and provides funding. We are currently revisiting our School Vision and Values, and hope to have them completed by the fall of 2020. All of these stakeholder groups are involved in this important process.

To become more involved, please call or visit the school office at (831) 429-3807.

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.

School Safety Plan

Accident rates on campus are very low. The staff works together to ensure that the site is safe, clean, and orderly. We hold monthly safety meetings, and provide safety information at our staff meetings. In addition, we work with our School Resource Officer to train staff on safety procedures, such as lockdown and evacuation drills. All gates are locked during the school day, and all visitors are expected to check in/sign-in with the office and wear a name tag while on campus.

With the direction of our School Safety Committee and input from all parent groups, the Comprehensive Safe School Plan is revised annually. In March of 2018, the School Site Council approved our current Safe School Plan, which includes emergency procedures. In addition, key members of the Safety Committee, and Incident Command Team attend annual district-wide training in Emergency Response Guidelines and Disaster Procedures.

Key elements of the Comprehensive School Safety Plan are:

- * Goals for creating a Caring and Connected Community, and a place where All Students and Staff Safe
- * DeLaveaga staff and students understand and consistently follow the school-wide behavioral expectations in the classroom as outlined in PBIS - "The Dragon Way."
- * Implement and monitor the PBIS behavior expectations and consequences with staff, students, and parents to support more engagement and safe interactions on the playground at recess and lunch.
- * Disaster Procedures and Emergency Response Guidelines
- * Established Incident Command System

The full Comprehensive School Safety Plan can be viewed on the school and SCCS District Websites.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.7	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.8	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	528.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.1
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	3.5
Other	1.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		5		22	1	4		23		5	
1	22	1	3		21	2	2		22	2	2	
2	23		5		21	2	2		22		3	
3	22		4		22		4		21	1	3	
4	30		1		21		1		31		1	
5	28		6		27		6		29		5	
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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5-6	5-6

For the years 2017-2020, teachers participate in monthly after school staff development activities in Integrated ELD and Science, to improve instruction and student performance. Professional development activities are planned and implemented by the teacher leadership team (SCIL). The focus for 2017-18 was math, in 2018-19 it was Integrated ELD and Content Area Conversations, and for the 2019-2020 school year, we are focusing on our newly adopted ELA program, along with science. These are all site and district PD activities.

In past years, teachers have attended full release day professional development days that were sponsored by our County Office of Education, as well as other professional organizations. All teachers participated in science (FOSS) PD in 2018-2019. In addition, grade level representatives attended a 4-day training on teaching Spanish Language Arts. In 2018-19, a team of teachers attend the CABE Conference in Long Beach. In 2019-2020 all teachers have participated in ELA implementation PD, and K-2 teachers were trained in F&P Assessment protocols.

We have provided SEH professional development to both classified and certificated staff. The various training sessions include, but are not limited to: Problem-solving Strategies (WITS), Calming Spaces, Zones of Regulation, Growth Mindset, Mindfulness, and a training in Handle with Care.

Finally, teachers conduct ongoing parent-teacher conferences 3 times per year, to communicate and collaborate with parents to better support their children at school and at home.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (ES)	\$137,997	\$129,221
Average Principal Salary (MS)	\$136,875	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	36%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Our school uses specialized funding to provide extra instruction for students with specific needs. We use state and federal funds to provide additional reading support for students (SIPPS, Lexia, IStation). Revenue from the local parcel tax funds teachers for our art and music programs. Our generous parent community also provides funding for learning assistants, music and dance teachers, a Garden Coordinator, and after school enrichment classes.

We also fund Learning Assistants that support our school-wide Walk To Read (WTR) program, where students are grouped by reading levels and provided targeted instruction at their level.

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

Rate for DeLaveaga Elementary School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for Santa Cruz City Schools	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,229	\$2,194	\$7,035	\$71,010
District	N/A	N/A	\$6,663	\$85,451
State	N/A	N/A	\$7,506.64	\$82,663

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.4	-18.5
School Site/ State	-6.5	-15.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

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.