

San Carlos Charter Learning Center

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.



Stacy Emory, Director

Principal, San Carlos Charter Learning Center

About Our School

The San Carlos Charter Learning Center was granted Charter No. 0001 in 1993. Although many aspects of our curriculum and instruction, community, and infrastructure have evolved since we opened our doors in 1994, we still hold true to the core tenets of our original vision and mission. We are committed to the belief that education should focus on learners' social, emotional, academic, cognitive, and physical development. We strive to nurture and support the learners' natural curiosity and innate desire to learn and encourage their active participation in their learning. Meaningful community involvement is a foundational part of our program and parents and other volunteers are integral to our success.

I am honored to be a founding educator and feel fortunate to still be part of this exceptional, dynamic school community.

Contact

*San Carlos Charter Learning Center
750 Dartmouth Ave.
San Carlos, CA 94070-3802*

*Phone: 650-508-7343
E-mail: semory@sccl.net*

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	San Carlos Elementary
Phone Number	(650) 508-7333
Superintendent	Craig Baker
E-mail Address	cbaker@scsdk8.org
Web Site	http://www.scsdk8.org/

School Contact Information - Most Recent Year	
School Name	San Carlos Charter Learning Center
Street	750 Dartmouth Ave.
City, State, Zip	San Carlos, Ca, 94070-3802
Phone Number	650-508-7343
Principal	Stacy Emory, Director
E-mail Address	semory@sccl.net
Web Site	www.sccl.net
County-District-School (CDS) Code	41690216112213

Last updated: 1/20/2016

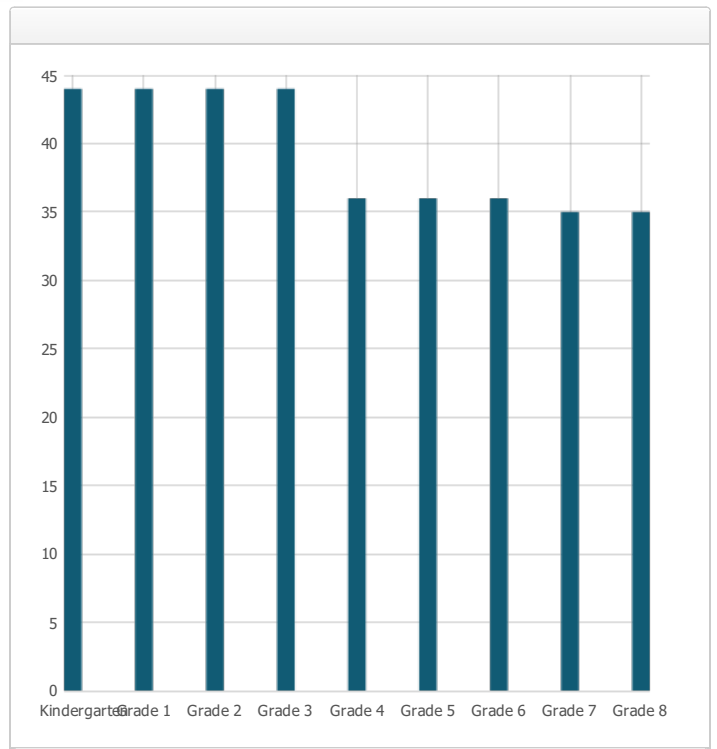
School Description and Mission Statement - Most Recent Year

The San Carlos Charter Learning Center is a collaborative public K - 8 school community that educates, nurtures, and inspires learners to be independent thinkers as well as socially and personally responsible citizens. We pursue academic excellence guided by research, innovation, and continuous review. Our staff is committed to implementing ideas from current research into how children learn and best teaching practices. Additionally SCCLC emphasizes curriculum and instruction informed by constructivist learning theory, multiple intelligences (as outlined by Howard Gardner), and a multi-age learning environment. Our educational focus is intended to provide a choice of educational opportunities for the general San Carlos population; it is not intended to focus on the educational needs of any particular category of students.

Last updated: 12/18/2015

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

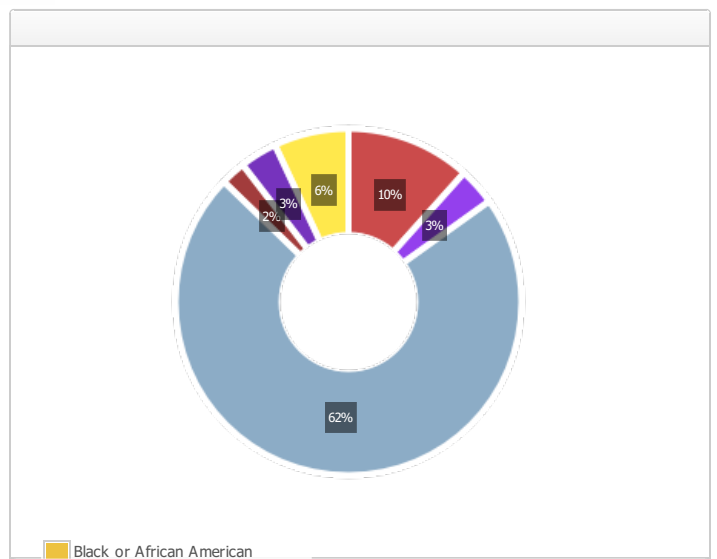
Grade Level	Number of Students
Kindergarten	44
Grade 1	44
Grade 2	44
Grade 3	44
Grade 4	36
Grade 5	36
Grade 6	36
Grade 7	35
Grade 8	35
Total Enrollment	352



Last updated: 1/20/2016

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

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	10.2 %
Filipino	0.3 %
Hispanic or Latino	3.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	62.2 %
Two or More Races	2.8 %
Socioeconomically Disadvantaged	0.6 %
English Learners	3.4 %
Students with Disabilities	6.3 %
Foster Youth	0.3 %



Last updated: 1/20/2016

A. Conditions of Learning

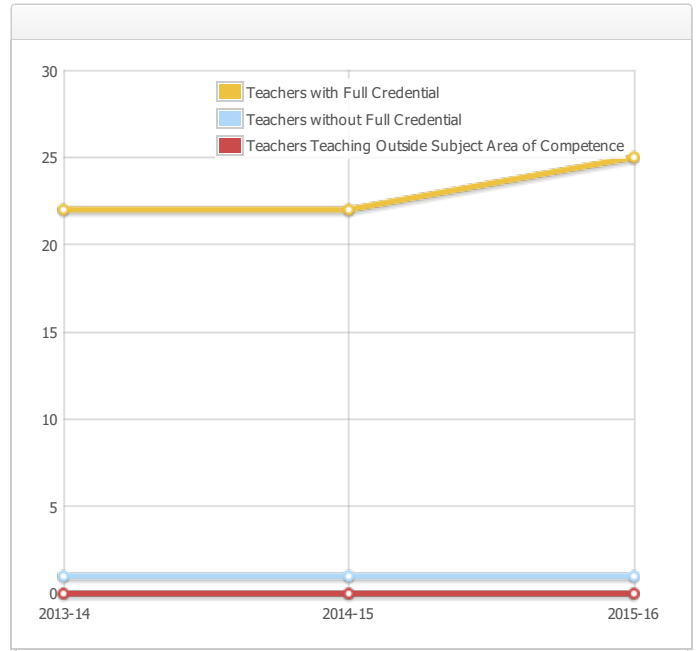
State Priority: Basic

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

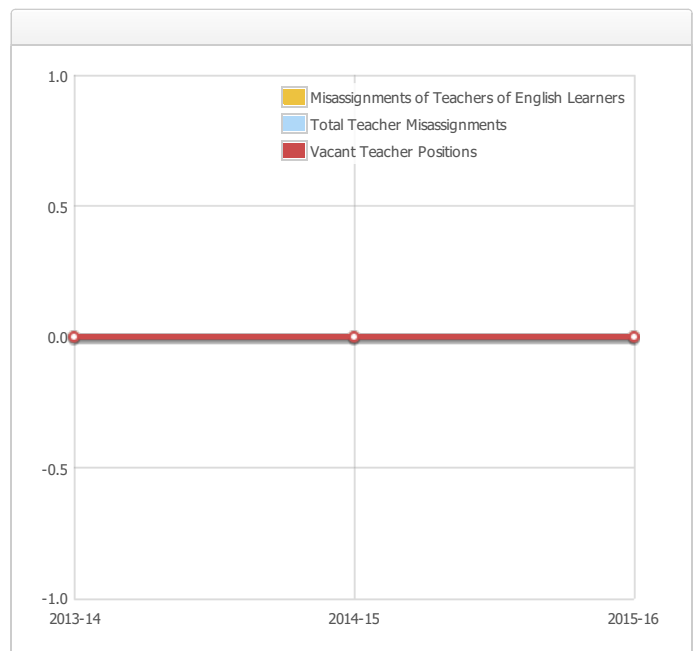
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	22	22	25	
Without Full Credential	1	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/21/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/21/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	94.0%	6.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	94.0%	6.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>As a charter school, SCCLC is not required to choose from the prescribed state-approved textbooks. SCCLC's curriculum is interdisciplinary, project-based and <i>is a resource-based program</i>. As such, <i>SCCLC does not use textbooks as part of our curriculum delivery</i>. Educators develop curriculum, referenced to the California State Standards (previously referred to as the Common Core State Standards). Educators use multiple resources to provide relevant materials to the learners in support of their instruction.</p> <p>We have a strong K-8 English Language Arts program. We use Readers' and Writers' workshop at all grade levels to encourage meaningful and authentic experiences in reading and writing. Learners read a variety of print materials—from leveled books to non-fiction and primary source material. Our instructional practices are designed to not just teach children to read and write, but to also foster a love for reading and writing. Their literacy experiences are a mix of direct instruction, guided experiences, exploration, and independent work. Phonics, spelling, grammar, and written conventions are embedded in instruction.</p>		0.0 %
Mathematics	<p>We invest a significant amount of time in the elementary grades building a strong sense of number and operation. We have a problem solving-based curriculum that is aligned with the Common Core Mathematics Practice and Content Standards. Emphasis is placed on teaching mathematics concepts for understanding, as opposed to memorization of procedures without context. Learners are expected to be able to explain their thinking, both in words and visually, using multiple representations. Instructional practices challenge children to think about and make sense of the mathematics they are exploring. We use a variety of resources in all of the grades and do not rely on textbooks as our primary content source.</p>		0.0 %
Science	<p>We teach science in Kindergarten - 8th grade and do not use textbooks in this subject area. Our science curriculum is presented in interdisciplinary units at all grade levels. Instruction is question- and inquiry-based and exploratory in nature. Children learn important scientific content as well as scientific methodology.</p>		0.0 %
History-Social Science	<p>We teach history- social science in Kindergarten - 8th grade and do not use textbooks in this subject area. Our social science curriculum is presented in interdisciplinary units at all grade levels. Instruction is question- and inquiry-based and exploratory in nature. Children learn important age-appropriate historical content as well as gain an understanding of perspective-taking and interpretation of primary documents.</p>		0.0 %
Foreign Language	<p>Learning a second language is a core value of our vision and the Spanish language is taught at all grade levels. The SCCLC Spanish program is focused on learners developing the ability to communicate (both orally and in written form) in meaningful and appropriate ways with speakers of the Spanish language. That is, we work to get learners to acquire the ability to know the "why", "when", and the "to whom" when they are communicating in Spanish. While functionality in the language is our primary focus, second language learners also need to know the "how" (grammar) to say "what" (vocabulary) to better understand the structure of the language and to minimize errors when speaking and writing. Our goal is to have all learners experience success in Spanish. To do this, we provide learners with a variety of modalities of comprehensible input, spoken and written.</p> <p>In kindergarten - 2nd grade, our program is exploratory in nature and the children learn basic vocabulary using the present tense. Instructional time increases in 3rd/4th grades and even more so once the learners get to the middle school level.</p>		0.0 %

Health	Health curriculum is integrated into physical education, science, and social and emotional learning curricula. We do not use textbooks for this subject area.	0.0 %
Visual and Performing Arts	The majority of our arts programming is experienced through our Enrichment Program, although visual and performing arts are also integrated throughout the core curricula. Enrichment classes (Specials or Arts Block) is an elective program that we run kindergarten - 8th grade. This program provides a variety of experiences to the learners in the areas of drama, music, fine arts, dance/movement, and other visual arts (e.g., Digital photography). Sessions of these classes run three to five times per year for different lengths of time (depending on the age level) and provide the opportunity for the learners to experience a wide range of activities. Our goal is that something they experience ignites a passion that they will pursue beyond the school environment.	0.0 %
Science Lab Eqpmt (Grades 9-12)		0.0 %

Last updated: 1/21/2016

School Facility Conditions and Planned Improvements - Most Recent Year

SCCLC shares a campus with a SCSD Middle School. Major structural and repair issues as well as facilities upgrades are taken care of by district facilities personnel. The district is responsive to emergency repairs and critical safety issues. As a school, we take great efforts to ensure that our facility is clean, safe, and functional. In addition to our 18 classrooms, we have a administration office and a room dedicated to our before- and after-school program. We also share library and gym facilities with the district middle school. We are solely responsible for the cleaning of our classroom space and contribute proportionally in the upkeep of the shared spaces.

Last updated: 1/21/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Thermostat system is being upgraded for energy efficiency purposes.
Interior: Interior Surfaces	Fair	A few cracked window panes need to be replaced in classrooms. Window shades have missing slats and some broken mechanisms so shades will not open/close.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Litter is a ongoing problem with so many students (and outside groups) sharing one campus. During warm weather we have an issue with ant infestations and yellow jackets.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Fair
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Last updated: 1/21/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	84.0%	73.0%	44.0%
Mathematics (grades 3-8 and 11)	68.0%	69.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/21/2016

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	46	43	93.5%	5.0%	16.0%	49.0%	30.0%
Male	46	17	37.0%	6.0%	12.0%	71.0%	12.0%
Female	46	26	56.5%	4.0%	19.0%	35.0%	42.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	46	6	13.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	46	1	2.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	46	33	71.7%	6.0%	18.0%	39.0%	36.0%
Two or More Races	46	1	2.2%	--	--	--	--
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	46	3	6.5%	--	--	--	--
Students with Disabilities	46	5	10.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Last updated: 1/21/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	35	34	97.1%	0.0%	6.0%	38.0%	56.0%
Male	35	22	62.9%	0.0%	9.0%	45.0%	45.0%
Female	35	12	34.3%	0.0%	0.0%	25.0%	75.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	35	5	14.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	35	2	5.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	35	23	65.7%	0.0%	0.0%	43.0%	57.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	35	2	5.7%	--	--	--	--
Students with Disabilities	35	1	2.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/21/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	38	36	94.7%	6.0%	11.0%	36.0%	47.0%
Male	38	15	39.5%	13.0%	13.0%	47.0%	27.0%
Female	38	21	55.3%	0.0%	10.0%	29.0%	62.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	38	5	13.2%	--	--	--	--
Filipino	38	1	2.6%	--	--	--	--
Hispanic or Latino	38	2	5.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	38	25	65.8%	8.0%	8.0%	32.0%	52.0%
Two or More Races	38	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	38	2	5.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/21/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	36	36	100.0%	3.0%	25.0%	33.0%	39.0%
Male	36	15	41.7%	0.0%	33.0%	20.0%	47.0%
Female	36	21	58.3%	5.0%	19.0%	43.0%	33.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	36	4	11.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	36	1	2.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	36	29	80.6%	3.0%	24.0%	38.0%	34.0%
Two or More Races	36	2	5.6%	--	--	--	--
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	36	5	13.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 4 = Standard exceeded

Last updated: 1/21/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	37	36	97.3%	3.0%	0.0%	42.0%	56.0%
Male	37	15	40.5%	7.0%	0.0%	53.0%	40.0%
Female	37	21	56.8%	0.0%	0.0%	33.0%	67.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	37	5	13.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	37	3	8.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	37	25	67.6%	4.0%	0.0%	48.0%	48.0%
Two or More Races	37	2	5.4%	--	--	--	--
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	37	2	5.4%	--	--	--	--
Students with Disabilities	37	1	2.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/21/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	41	34	82.9%	3.0%	15.0%	35.0%	47.0%
Male	41	19	46.3%	5.0%	21.0%	42.0%	32.0%
Female	41	15	36.6%	0.0%	7.0%	27.0%	67.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	41	1	2.4%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	41	3	7.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	41	29	70.7%	3.0%	17.0%	31.0%	48.0%
Two or More Races	41	1	2.4%	--	--	--	--
Socioeconomically Disadvantaged	41	1	2.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	41	3	7.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/21/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	46	43	93.5%	12.0%	28.0%	30.0%	30.0%
Male	46	17	37.0%	12.0%	18.0%	47.0%	24.0%
Female	46	26	56.5%	12.0%	35.0%	19.0%	35.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	46	6	13.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	46	1	2.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	46	33	71.7%	12.0%	30.0%	24.0%	33.0%
Two or More Races	46	1	2.2%	--	--	--	--
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	46	3	6.5%	--	--	--	--
Students with Disabilities	46	5	10.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Last updated: 1/21/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	35	35	100.0%	3.0%	26.0%	46.0%	23.0%
Male	35	23	65.7%	4.0%	22.0%	43.0%	30.0%
Female	35	12	34.3%	0.0%	33.0%	50.0%	8.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	35	5	14.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	35	2	5.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	35	23	65.7%	4.0%	22.0%	48.0%	22.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	35	2	5.7%	--	--	--	--
Students with Disabilities	35	1	2.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Last updated: 1/21/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	38	36	94.7%	6.0%	22.0%	25.0%	47.0%
Male	38	15	39.5%	7.0%	20.0%	27.0%	47.0%
Female	38	21	55.3%	5.0%	24.0%	24.0%	48.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	38	5	13.2%	--	--	--	--
Filipino	38	1	2.6%	--	--	--	--
Hispanic or Latino	38	2	5.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	38	25	65.8%	8.0%	24.0%	24.0%	44.0%
Two or More Races	38	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	38	2	5.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Last updated: 1/21/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	36	36	100.0%	6.0%	31.0%	36.0%	28.0%
Male	36	15	41.7%	0.0%	27.0%	27.0%	47.0%
Female	36	21	58.3%	10.0%	33.0%	43.0%	14.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	36	4	11.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	36	1	2.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	36	29	80.6%	7.0%	31.0%	45.0%	17.0%
Two or More Races	36	2	5.6%	--	--	--	--
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	36	5	13.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Last updated: 1/21/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	37	36	97.3%	3.0%	17.0%	17.0%	64.0%
Male	37	15	40.5%	0.0%	20.0%	13.0%	67.0%
Female	37	21	56.8%	5.0%	14.0%	19.0%	62.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	37	5	13.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	37	3	8.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	37	25	67.6%	4.0%	16.0%	20.0%	60.0%
Two or More Races	37	2	5.4%	--	--	--	--
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	37	2	5.4%	--	--	--	--
Students with Disabilities	37	1	2.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Last updated: 1/21/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	41	34	82.9%	18.0%	18.0%	24.0%	41.0%
Male	41	19	46.3%	21.0%	16.0%	26.0%	37.0%
Female	41	15	36.6%	13.0%	20.0%	20.0%	47.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	41	1	2.4%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	41	3	7.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	41	29	70.7%	17.0%	14.0%	24.0%	45.0%
Two or More Races	41	1	2.4%	--	--	--	--
Socioeconomically Disadvantaged	41	1	2.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	41	3	7.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 4 = Standard exceeded

Last updated: 1/21/2016

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	92.0%	87.0%	87.0%	87.0%	87.0%	86.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/21/2016

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

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	86.0%
All Students at the School	87.0%
Male	88.0%
Female	86.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	87.0%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/21/2016

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 areas of English, mathematics, and physical education

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0%	36.1%	16.7%
7	5.6%	36.1%	44.4%

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: 1/21/2016

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

The SCCLC community believes that our Learners' education is strengthened by a partnership of families, educators and administrators. This value that is placed on education by the entire community strengthens the learner's motivation to engage in their own education. The active participation of parents in the classroom allows for more individual attention and educational support. As a result of these beliefs, all SCCLC families are strongly encouraged to participate in volunteer activities for the school. We encourage families to volunteer 80 hours per school year, or 120 hours for two or more children. The Director of Educare and Volunteer Coordinator (Fiona Wainwright, 650.508.7343) assists them in finding positive ways to fulfill their volunteer hours and enhance the educational process at the school.

Opportunities for parent involvement:

- Learner assessment – parents, learners, and educators meet at least once per year (usually two months into the school year) to discuss an assessment of the learner's progress and plan for ways to enhance his/her learning experience throughout the academic year.
- Exhibition panels – parents are encouraged to volunteer to assess student work or assist educators and learners in the creation of the learner exhibitions.
- School functions – parents are encouraged to take a leadership role in school activities such as talent shows, the all school play, and other community events.
- School/Staff evaluation – parents/guardians are asked to complete a survey each year evaluating the effectiveness of the educators, administrators, and the schools educational program in general.
- Volunteer opportunities – a variety of volunteer opportunities are available at the school. Examples of volunteer opportunities include assisting in the classrooms, organizing or driving learners on field trips off campus, serving on parent committees, school governance, leading enrichment sessions, leading extra-curricular activities and assisting in Educare.

State Priority: Pupil Engagement

Last updated: 1/21/2016

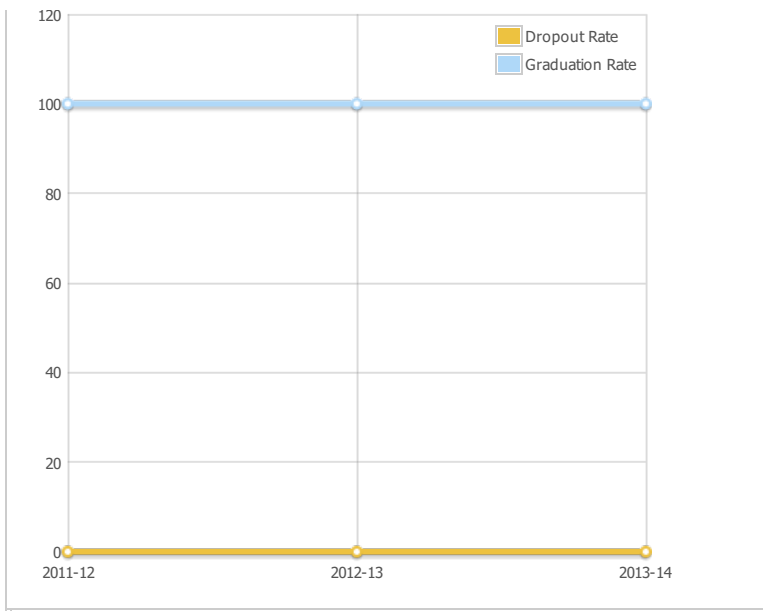
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	100.00	100.00	100.00				78.87	80.44	80.95

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



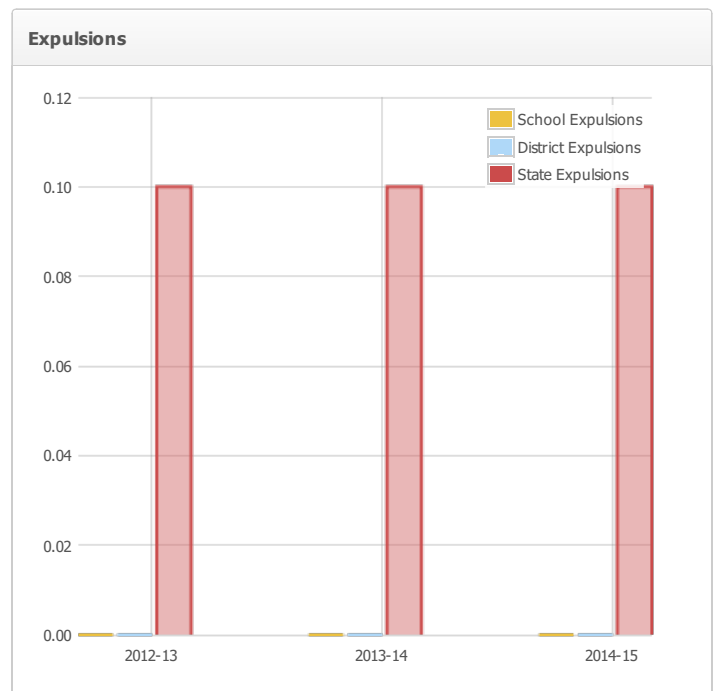
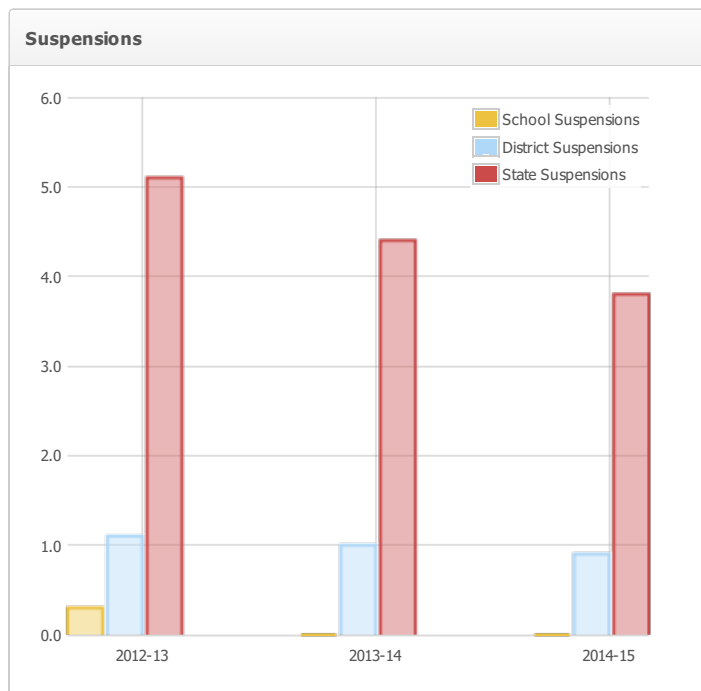
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.3	0.0	0.0	1.1	1.0	0.9	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/21/2016

School Safety Plan - Most Recent Year

During the 2013 - 2014 school year, the San Carlos School District updated all site Emergency Plans. SCCLC's plan is consistent and coordinated with these plans. Our plan is reviewed and updated with staff on an annual basis. The plan includes response scenarios for six major incidents: Fire, earthquake, security lock down, environmental lock down (shelter in place), prolonged power outage and school-wide evacuation. Two-way radios are in every classroom and are used to communicate during drills and emergencies. Each classroom has an "Emergency Backpack" with medical supplies, various tools and protective gear, and contact and medical information about students. Fire and earthquake drills are each held quarterly and security lock down drills are held twice a year. Once a year, a coordinated emergency drill is held. All SCSD schools (including CLC) participate in this drill as do local emergency response personnel.

Last updated: 1/21/2016

D. Other SARC Information

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

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

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

Last updated: 1/21/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 1/21/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	0	4	0	22.0	0	4	0	22.0	0	4	0
1	22.0	0	4	0	22.0	0	4	0	22.0	0	4	0
2	18.0	2	0	0	22.0	0	2	0	22.0	0	2	0
3	24.0	0	3	0	23.0	0	3	0	27.0	0	3	0
4	22.0	0	3	0	23.0	0	3	0	27.0	0	3	0
5	22.0	0	3	0	24.0	0	3	0	24.0	0	3	0
6	24.0	0	3	0	24.0	0	3	0	23.0	0	3	0
Other	24.0	0	3	0	24.0	0	3	0	24.0	0	3	0

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

Last updated: 1/21/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.0	6			24.0	6			23.0	6		
Mathematics	21.0	6			24.0	6			23.0	6		
Science	21.0	3			24.0	3			23.0	3		
Social Science	21.0	3			24.0	3			23.0	1	2	

* 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.

Last updated: 1/21/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)	0.6	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.9	N/A
Other	2.2	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: 1/21/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9878.0	\$587.0	\$9291.0	\$72798.0
District	N/A	N/A	\$0.0	\$74361.0
Percent Difference – School Site and District	N/A	N/A	--	-2.2%
State	N/A	N/A	\$5348.0	\$69086.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/26/2016

Types of Services Funded (Fiscal Year 2014-15)

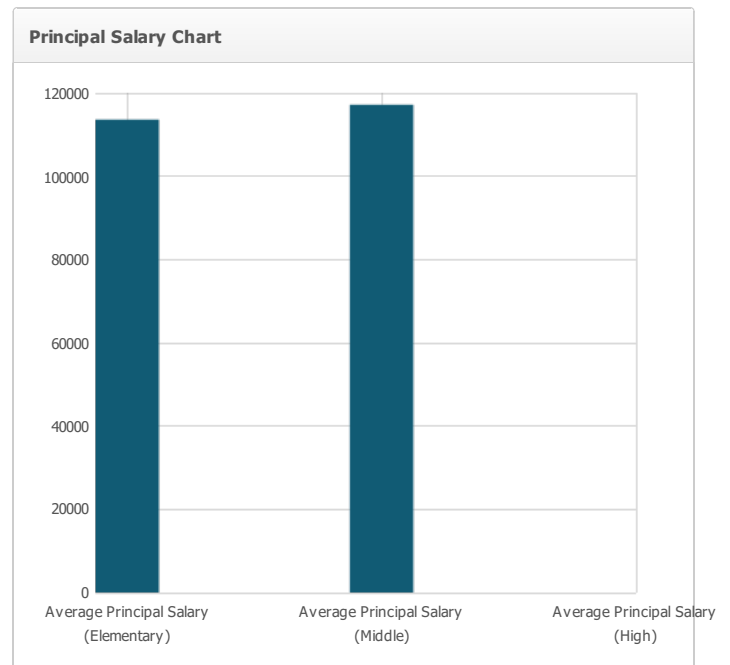
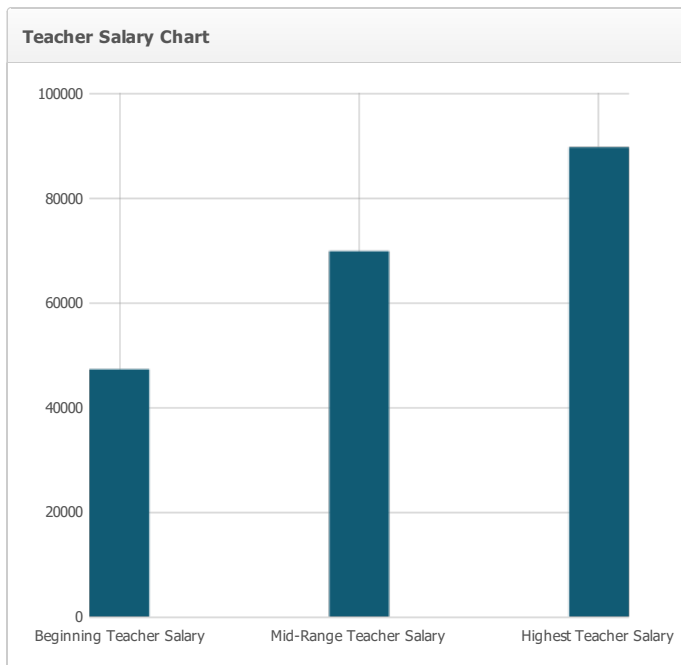
Our first level of support for learners is provided by the classroom educators. They are skilled at differentiating the curriculum to meet the needs of the learners in front of them. In addition, they readily make accommodations to help children access the curriculum. We have a full-time Literacy Specialist and part-time Numeracy Specialist who help support educators with materials and strategies or work with struggling learners directly. Our school Psychologist and School Counselor also provide educators with support by acting as resources or, in the case of the counselor, working with small groups or individual learners. We have the equivalent of 1.8 FTE Resource Specialists as well as SLP (0.4 FTE) and OT and behavior support as needed. We also have two Inclusion Specialists who move through classrooms supporting learners in accessing the general ed curriculum. One of the RSP educators supports learners (both general ed learners and those with IEP's) after school twice a week, where he provides homework and organizational support.

Last updated: 1/21/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,226	\$42,723
Mid-Range Teacher Salary	\$69,786	\$65,936
Highest Teacher Salary	\$89,655	\$84,545
Average Principal Salary (Elementary)	\$113,605	\$106,864
Average Principal Salary (Middle)	\$117,175	\$110,494
Average Principal Salary (High)	--	\$103,499
Superintendent Salary	\$166,668	\$159,133
Percent of Budget for Teacher Salaries	42.0%	40.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

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



Last updated: 1/26/2016

Professional Development – Most Recent Three Years

We have built in an early release day every Wednesday in order for educators to meet—either as an entire staff or in grade level or content area teams. We also have two professional developments days calendared during the school year. We have a staff-wide focus on curriculum mapping (started in 2011 - 2012 school year) and at least one of our weekly meetings/month is dedicated time to work on mapping. We have full staff buy-in on this initiative; it provides opportunity for important conversations about our curriculum and instruction and the articulation of content and skills across grades and content areas. Educators are also encouraged to apply for professional development funds from a local foundation that supports our school in this area. Our educators eagerly seek out professional development opportunities and we have established a culture of bringing back these experiences to share with the rest of the staff.

Last updated: 1/21/2016