

San Carlos Charter Learning Center

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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 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.



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 (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	San Carlos Elementary
Phone Number	(650) 508-7333
Superintendent	Craig Baker
E-mail Address	cbaker@scsdk8.org
Web Site	http://www.sancarlos.k12.ca.us

School Contact Information (School Year 2016-17)	
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: 1/18/2017

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

The San Carlos Charter Learning Center is a collaborative public K - 8 charter school community. CLC fosters an inclusive, learner-centric environment that draws from the whole community to support all our children as learners and people. The core components of our approach:

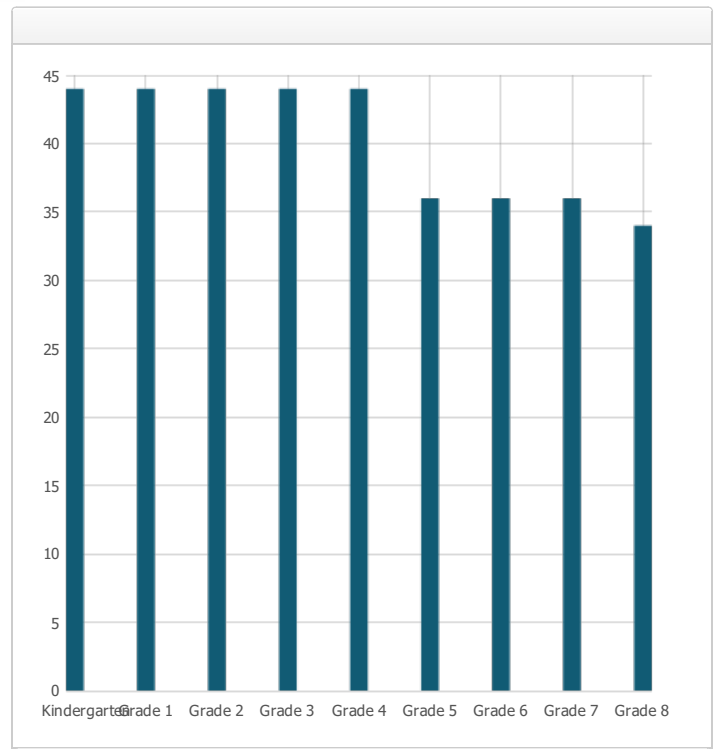
- Expose and support learners to solve real-world problems
- Encourage collaboration
- Emphasize social emotional learning
- Promote relection and continuous growth
- Inspire advocacy for self and others

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: 1/18/2017

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

Grade Level	Number of Students
Kindergarten	44
Grade 1	44
Grade 2	44
Grade 3	44
Grade 4	44
Grade 5	36
Grade 6	36
Grade 7	36
Grade 8	34
Total Enrollment	362



Last updated: 1/18/2017

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

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	9.4 %
Filipino	0.3 %
Hispanic or Latino	3.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	49.7 %
Two or More Races	2.8 %
Other	34.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	0.3 %
English Learners	2.2 %
Students with Disabilities	10.8 %
Foster Youth	0.0 %

Last updated: 1/18/2017

A. Conditions of Learning

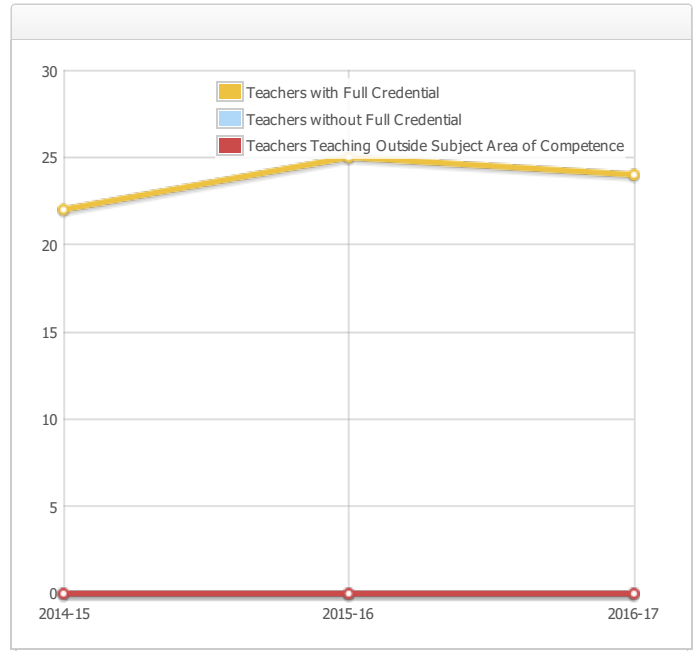
State Priority: Basic

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	25	24	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/18/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/18/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	96.0%	4.0%

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.

Last updated: 1/18/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 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 text books. SCCLC's curriculum is interdisciplinary, project-based and is a resource-based program. As such, <i>SCCLC does not use textbooks as part of our curriculum delivery</i>. Educators develop curriculum, referenced to the CA state standards. Educators use multiple resources to provide relevant materials to the learners to support instruction.</p> <p>We have a strong K-8 English Language Arts program. We use Lucy Caulkin's Readers' and Writers' workshop as a core at all grade levels to encourage meaningful and authentic experiences in reading and writing. Learners read a variety of print materials—from leveled fiction books to non-fiction and primary source material. Our instructional practices are designed to not just teach children to read and write, but to foster a love a 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>	Yes	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 to CA state 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 symbolically, 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 so not rely on textbooks as our primary content source.</p>	Yes	0.0 %
Science	<p>We teach science Kindergarten - 8th grade and do not use textbooks in this content 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 age-appropriate scientific content as well and scientific methodology.</p>	Yes	0.0 %
History-Social Science	<p>We teach history-social science Kindergarten - 8th grade and do not use textbooks in this content area. Our history-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 source documents.</p>	Yes	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, our goal is 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 their Spanish communication. 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 and complexity increases in 3rd/4th grade and even more so once the learners get</p>	Yes	0.0 %

to the middle school level.			
Health	Health curriculum is integrated into the physical education, science, and social and emotional learning curricula. We do not use textbooks for this subject area.	Yes	0.0 %
Visual and Performing Arts	The majority of our arts programming is experienced through our Seminar program, although visual and performing arts are also integrated throughout the core curricula. Seminars 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, movement/dance, and other visual arts (e.g., digital photography). Sessions of these classes run three to six 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 they experience something that ignites a passion that they will pursue beyond the school environment.	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: 1/18/2017

School Facility Conditions and Planned Improvements

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: 1/18/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

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	Fair	Occasional mouse/rat occurrences but district personnel locate access points, seal, and trap any rodents that have made it inside the building.
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	Fair	Some cracked windows that will be replaced with remodeled planned next year.

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good
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Last updated: 1/18/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	84.0%	81.0%	74.0%	77.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	68.0%	64.0%	69.0%	73.0%	34.0%	36.0%

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.

Last updated: 1/18/2017

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	42	91.3%	64.3%
Male	22	20	90.9%	60.0%
Female	24	22	91.7%	68.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	30	88.2%	60.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/18/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	41	95.4%	63.4%
Male	17	15	88.2%	60.0%
Female	26	26	100.0%	65.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	29	93.6%	75.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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: 1/18/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	36	100.0%	83.3%
Male	25	25	100.0%	80.0%
Female	11	11	100.0%	90.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.0%	91.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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: 1/18/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	35	97.2%	88.6%
Male	17	17	100.0%	76.5%
Female	19	18	94.7%	100.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.0%	90.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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: 1/18/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	35	100.0%	91.4%
Male	15	15	100.0%	86.7%
Female	20	20	100.0%	95.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	92.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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Last updated: 1/18/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	34	100.0%	100.0%
Male	15	15	100.0%	100.0%
Female	19	19	100.0%	100.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.0%	100.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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: 1/18/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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Last updated: 1/18/2017

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	42	91.3%	57.1%
Male	22	20	90.9%	65.0%
Female	24	22	91.7%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	30	88.2%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/18/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	41	95.4%	46.3%
Male	17	15	88.2%	46.7%
Female	26	26	100.0%	46.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	29	93.6%	48.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/18/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	36	100.0%	72.2%
Male	25	25	100.0%	72.0%
Female	11	11	100.0%	72.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.0%	78.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/18/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	35	97.2%	62.9%
Male	17	17	100.0%	58.8%
Female	19	18	94.7%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.0%	68.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/18/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	35	100.0%	82.9%
Male	15	15	100.0%	86.7%
Female	20	20	100.0%	80.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	80.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/18/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	34	100.0%	67.7%
Male	15	15	100.0%	66.7%
Female	19	19	100.0%	68.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.0%	62.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/18/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/18/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	87.0%	87.0%	86.0%	87.0%	86.0%	89.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 1/18/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	70	70	100.0%	85.7%
Male	40	40	100.0%	82.5%
Female	30	30	100.0%	90.0%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	47	47	100.0%	87.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/18/2017

Career Technical Education Programs (School Year 2015-16)

Not applicable

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.2%	44.4%	22.2%
7	14.3%	28.6%	40.0%

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.

Last updated: 1/18/2017

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 (School Year 2016-17)

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 learners' 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 Volunteer Coordinator (Melissa May, 650.508.7343) assists them in finding positive ways to engage in meaningful volunteer activities 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: 1/18/2017

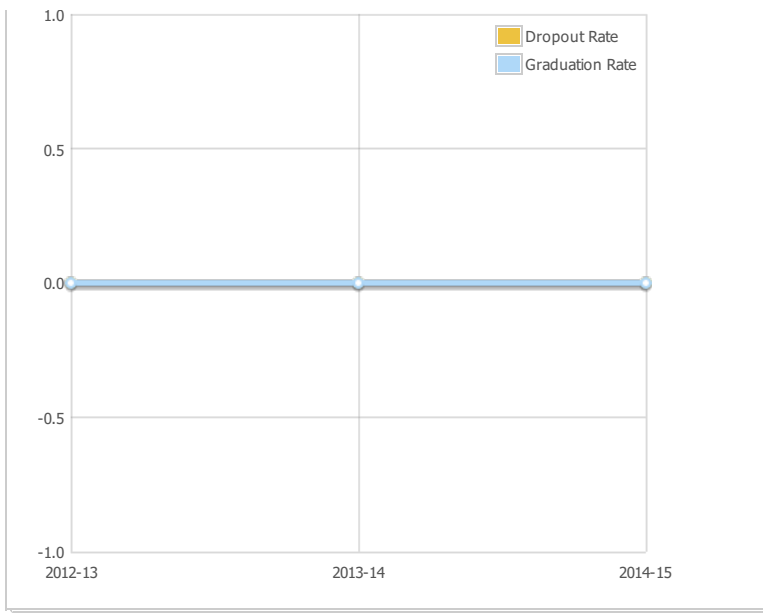
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00				80.44	80.95	82.27

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



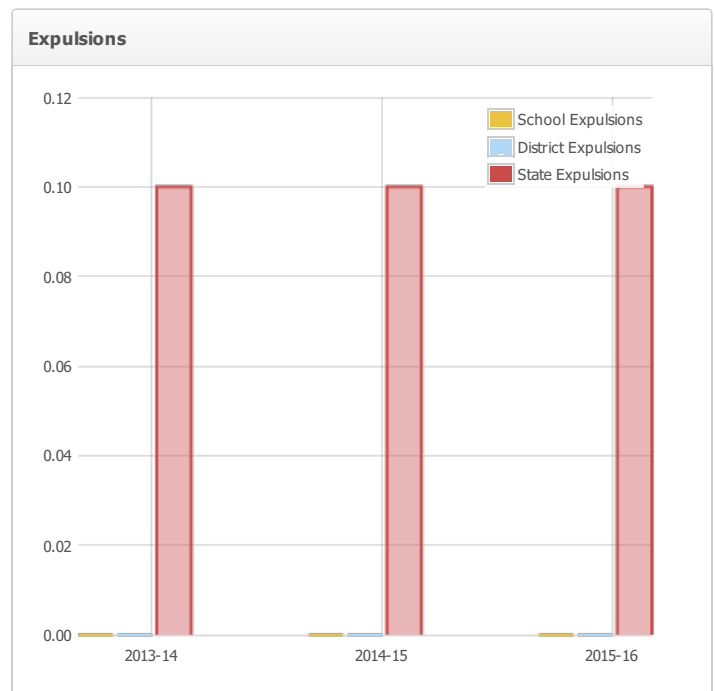
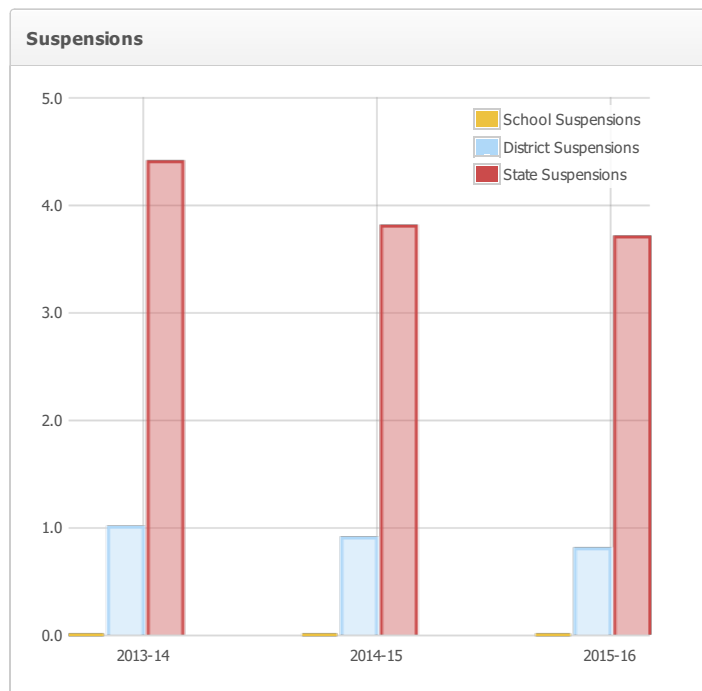
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	1.0	0.9	0.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/18/2017

School Safety Plan (School Year 2016-17)

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: 1/18/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	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: 1/18/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	2	0	22.0	0	2	0	22.0	0	2	
1	22.0	0	2	0	22.0	0	2	0	22.0	0	2	
2	22.0	0	2	0	22.0	0	2	0	22.0	0	2	
3	24.0	0	2	0	27.0	0	2	0	22.0	0	2	
4	24.0	0	2	0	27.0	0	2	0	22.0	0	2	
5	24.0	0	2	0	24.0	0	2	0	24.0	0	2	
6	24.0	0	2	0	23.0	0	2	0	24.0	0	2	
Other	0.0	0	0	0	0.0	0	0	0				

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

Last updated: 1/18/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	24.0	0	6	0	23.0	0	6	0	24.0	0	6	0
Mathematics	24.0	0	6	0	23.0	0	6	0	24.0	0	6	0
Science	24.0	0	6	0	23.0	0	6	0	24.0	0	6	0
Social Science	24.0	0	6	0	23.0	1	6	0	24.0	0	6	0

* 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: 1/18/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	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)	1.7	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: 1/19/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9894.0	\$639.0	\$9255.0	\$69710.0
District	N/A	N/A	\$0.0	\$76469.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/19/2017

Types of Services Funded (Fiscal Year 2015-16)

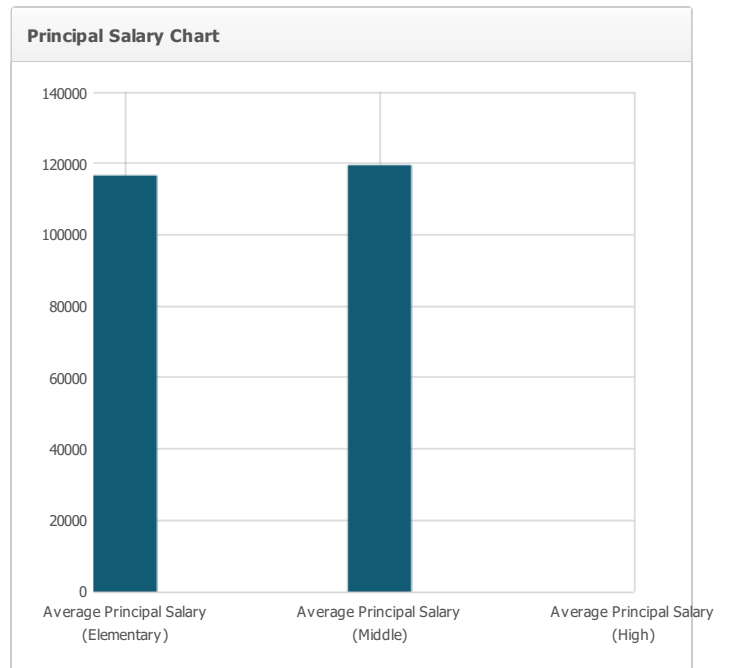
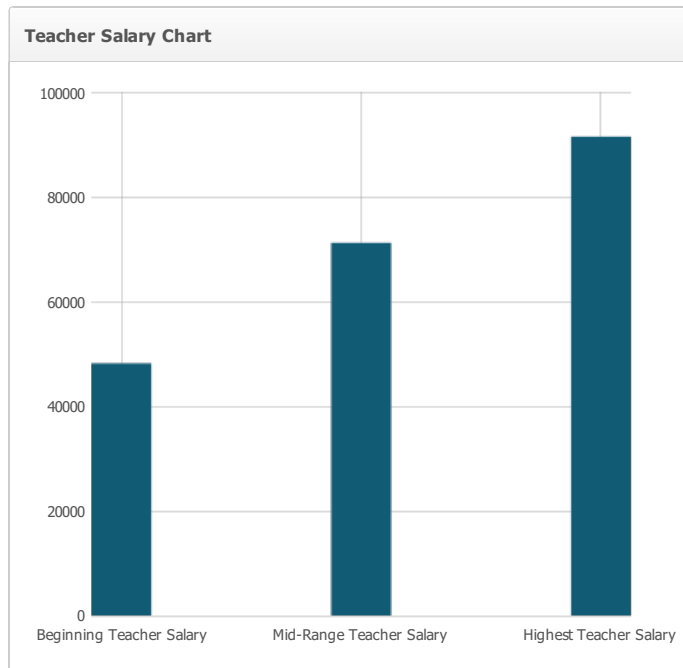
Our first level of support for learners is provided by the classroom educators. They are skilled at differentiating the curriculum to meet the needs of the learners in front of them. In addition, they readily make accommodations to help children access the curriculum. We have a full-time Literacy Specialist 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 full-time Inclusion Specialists who move through classrooms supporting learners in accessing the general ed curriculum.

Last updated: 1/19/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,171	\$44,507
Mid-Range Teacher Salary	\$71,191	\$68,910
Highest Teacher Salary	\$91,462	\$88,330
Average Principal Salary (Elementary)	\$116,603	\$111,481
Average Principal Salary (Middle)	\$119,529	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$171,666	\$169,821
Percent of Budget for Teacher Salaries	41.0%	39.0%
Percent of Budget for Administrative Salaries	7.0%	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: 1/19/2017

Professional Development

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 development 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: 1/18/2017