

# Tremont Elementary

## 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.

## Donna Marshall, Principal

Principal, Tremont Elementary

### About Our School

The Tremont family is founded on collaboration with all community stakeholders and acts in the best interest of all students and families.

This year Tremont is poised to accomplish amazing things. We welcome the opportunity and the challenge of supporting all students as we transition to Common Core State Standards (CCSS). We also look forward to providing students with challenging, innovative instructional opportunities. With the hard work of all teachers, students, parents, and community partners we will continue to reach incredible heights.

### Contact

*Tremont Elementary*  
355 Pheasant Run Dr.  
Dixon, CA 95620-4219

Phone: 707-693-6320  
E-mail: [donna.marshall@dixonusd.org](mailto:donna.marshall@dixonusd.org)

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Dixon Unified
<b>Phone Number</b>	(707) 693-6300
<b>Superintendent</b>	Brian Dolan
<b>E-mail Address</b>	<a href="mailto:bdolan@dixonusd.org">bdolan@dixonusd.org</a>
<b>Web Site</b>	<a href="http://www.dixonusd.org">http://www.dixonusd.org</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Tremont Elementary
<b>Street</b>	355 Pheasant Run Dr.
<b>City, State, Zip</b>	Dixon, Ca, 95620-4219
<b>Phone Number</b>	707-693-6320
<b>Principal</b>	Donna Marshall, Principal
<b>E-mail Address</b>	<a href="mailto:donna.marshall@dixonusd.org">donna.marshall@dixonusd.org</a>
<b>Web Site</b>	<a href="http://www.dixonusd.org/tre">www.dixonusd.org/tre</a>
<b>County-District-School (CDS) Code</b>	48705326110282

*Last updated: 1/8/2016*

### School Description and Mission Statement - Most Recent Year

#### Description

Dixon Unified School District is comprised of 3 Elementary Schools, 1 Middle Schools, 1 High School an Alternative High School.

Tremont's population is approximately 540 students kindergarten through 6th grade.

Our emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with the California Common Core Standards. To support students in their acquisition of the Standards, we are using the latest research and best practices to ensure students are actively engaged in the lesson and provided opportunities for practice and show their understanding of the relative concepts. Intervention is offered during the school day for students who are performing below grade level. All classrooms have 10 netbooks aswell as a computer lab with 35 stations and there is internet access throughout the campus.

#### Staff

members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teamsinclude School Site Council (SSC), Site Based Decision Making (SBDM), and English Learner Advisory Council (ELAC) and Local Control Accountability Plan (LCAP).

The climate of our school is one of respect and safety. Our goal is to help guide students and parents through these exciting and challenging years ensuring that our students are prepared for middle school. . Elementary school is a special time when students learn more about themselves, their relationships with others, and ways to deal with their feelings and emotions. It is also the time to set the foundation for educational success for their future.

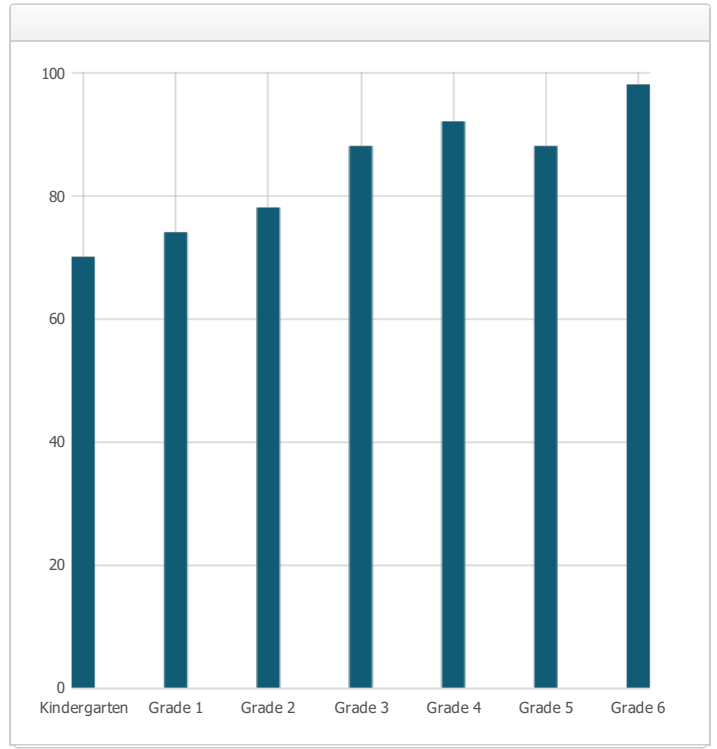
**Mission Statement**

Tremont School is a place where every child learns and every adult makes a difference.

*Last updated: 1/8/2016*

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

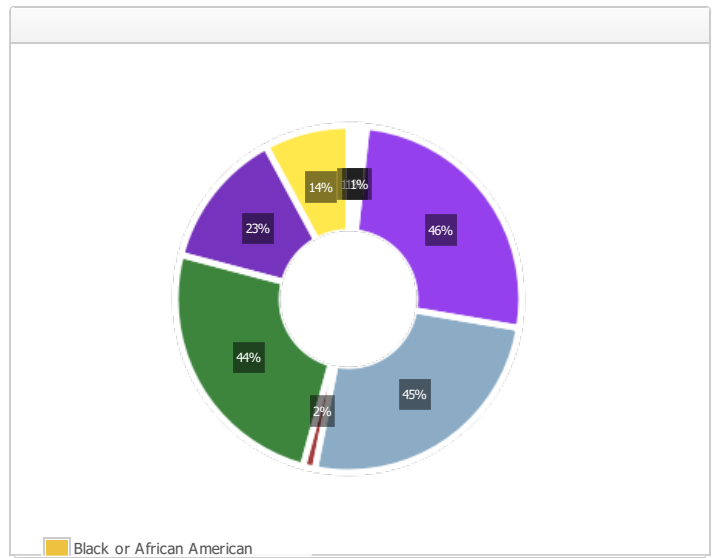
Grade Level	Number of Students
Kindergarten	70
Grade 1	74
Grade 2	78
Grade 3	88
Grade 4	92
Grade 5	88
Grade 6	98
<b>Total Enrollment</b>	<b>598</b>



Last updated: 1/8/2016

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

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	0.3 %
Asian	1.3 %
Filipino	1.3 %
Hispanic or Latino	46.7 %
Native Hawaiian or Pacific Islander	0.2 %
White	45.2 %
Two or More Races	2.5 %
Socioeconomically Disadvantaged	44.3 %
English Learners	23.1 %
Students with Disabilities	14.7 %
Foster Youth	0.2 %



- 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
- Foster Youth

Last updated: 1/8/2016

## A. Conditions of Learning

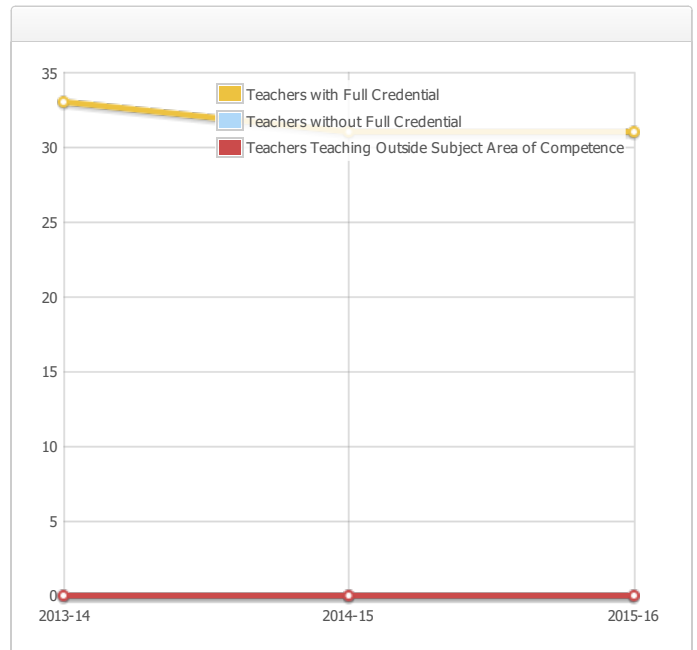
### State Priority: Basic

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

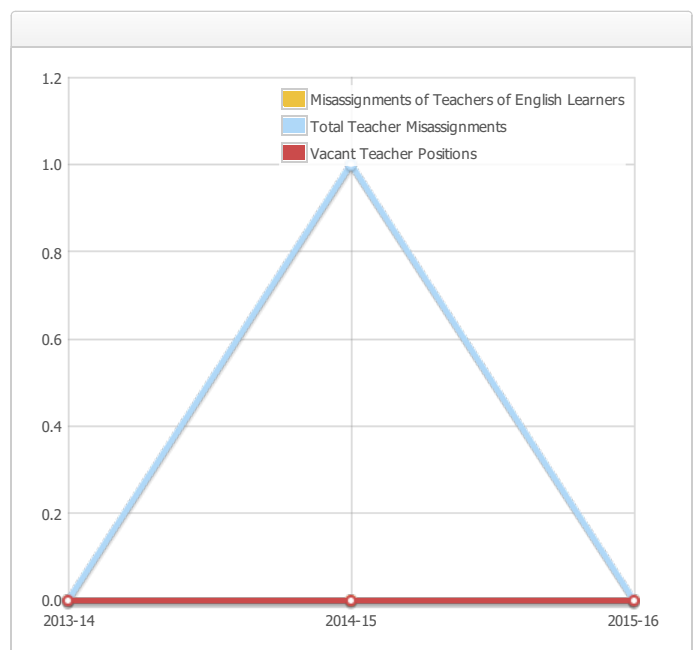
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	33	31	31	178
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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	1	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)**

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	91.0%	9.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	94.0%	6.0%
Low-Poverty Schools in District	79.0%	21.0%

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:

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	MacMillan/McGraw	Yes	0.0 %
Mathematics	GO Math-Houghton Mifflin Hartcourt	Yes	0.0 %
Science	Holt	Yes	0.0 %
History-Social Science	Harcourt	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		0.0 %

*Last updated: 1/5/2016*

## School Facility Conditions and Planned Improvements - Most Recent Year

Tremont is a 22 year old school that meets all state requirements for school facilities. The Dixon Unified School District along with North Bay Insurance, performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. Above and beyond the daily cleaning maintenance performed by custodial staff, the district schedules thorough cleaning of classrooms on a regular basis. All classrooms/spaces have Internet access and phones.

*Last updated: 1/4/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: July 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	School district is currently on contract with a firm that is performing a facilities master plan. This will drive the decision/feasibility to repair/modernize/replace.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected: July 2015

Overall Rating	Fair
----------------	------

*Last updated: 1/4/2016*

## 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)	34.0%	32.0%	44.0%
Mathematics (grades 3-8 and 11)	31.0%	30.0%	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: 1/8/2016*



**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	90	88	97.8%	40.0%	30.0%	16.0%	15.0%
Male	90	42	46.7%	45.0%	26.0%	14.0%	14.0%
Female	90	46	51.1%	35.0%	33.0%	17.0%	15.0%
Black or African American	90	2	2.2%	--	--	--	--
American Indian or Alaska Native	90	1	1.1%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	90	2	2.2%	--	--	--	--
Hispanic or Latino	90	40	44.4%	48.0%	38.0%	8.0%	8.0%
Native Hawaiian or Pacific Islander	90	1	1.1%	--	--	--	--
White	90	40	44.4%	28.0%	23.0%	25.0%	25.0%
Two or More Races	90	2	2.2%	--	--	--	--
Socioeconomically Disadvantaged	90	40	44.4%	60.0%	28.0%	5.0%	8.0%
English Learners	90	25	27.8%	60.0%	32.0%	0.0%	8.0%
Students with Disabilities	90	15	16.7%	80.0%	13.0%	0.0%	7.0%
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: 1/8/2016*

## 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	90	90	100.0%	36.0%	34.0%	23.0%	7.0%
Male	90	50	55.6%	34.0%	42.0%	18.0%	6.0%
Female	90	40	44.4%	38.0%	25.0%	30.0%	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	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	90	41	45.6%	54.0%	34.0%	10.0%	2.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	90	45	50.0%	20.0%	38.0%	31.0%	11.0%
Two or More Races	90	2	2.2%	--	--	--	--
Socioeconomically Disadvantaged	90	40	44.4%	55.0%	25.0%	15.0%	5.0%
English Learners	90	20	22.2%	75.0%	25.0%	0.0%	0.0%
Students with Disabilities	90	18	20.0%	67.0%	28.0%	6.0%	0.0%
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: 1/8/2016

## 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	89	87	97.8%	41.0%	17.0%	25.0%	16.0%
Male	89	49	55.1%	59.0%	16.0%	16.0%	8.0%
Female	89	38	42.7%	18.0%	18.0%	37.0%	26.0%
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	89	4	4.5%	--	--	--	--
Filipino	89	1	1.1%	--	--	--	--
Hispanic or Latino	89	36	40.4%	53.0%	22.0%	17.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	89	44	49.4%	36.0%	11.0%	32.0%	20.0%
Two or More Races	89	2	2.2%	--	--	--	--
Socioeconomically Disadvantaged	89	41	46.1%	63.0%	15.0%	20.0%	2.0%
English Learners	89	14	15.7%	79.0%	14.0%	7.0%	0.0%
Students with Disabilities	89	14	15.7%	79.0%	14.0%	0.0%	7.0%
Students Receiving Migrant Education Services	89	1	1.1%	--	--	--	--
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: 1/8/2016

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	98	97	99.0%	26.0%	39.0%	29.0%	6.0%
Male	98	46	46.9%	33.0%	37.0%	26.0%	4.0%
Female	98	51	52.0%	20.0%	41.0%	31.0%	8.0%
Black or African American	98	1	1.0%	--	--	--	--
American Indian or Alaska Native	98	1	1.0%	--	--	--	--
Asian	98	1	1.0%	--	--	--	--
Filipino	98	4	4.1%	--	--	--	--
Hispanic or Latino	98	45	45.9%	31.0%	38.0%	27.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	98	41	41.8%	24.0%	39.0%	27.0%	10.0%
Two or More Races	98	3	3.1%	--	--	--	--
Socioeconomically Disadvantaged	98	42	42.9%	36.0%	43.0%	19.0%	2.0%
English Learners	98	12	12.2%	58.0%	42.0%	0.0%	0.0%
Students with Disabilities	98	8	8.2%	--	--	--	--
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: 1/8/2016*

**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	90	88	97.8%	41.0%	23.0%	31.0%	6.0%
Male	90	42	46.7%	40.0%	19.0%	36.0%	5.0%
Female	90	46	51.1%	41.0%	26.0%	26.0%	7.0%
Black or African American	90	2	2.2%	--	--	--	--
American Indian or Alaska Native	90	1	1.1%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	90	2	2.2%	--	--	--	--
Hispanic or Latino	90	40	44.4%	53.0%	28.0%	20.0%	0.0%
Native Hawaiian or Pacific Islander	90	1	1.1%	--	--	--	--
White	90	40	44.4%	25.0%	20.0%	43.0%	13.0%
Two or More Races	90	2	2.2%	--	--	--	--
Socioeconomically Disadvantaged	90	40	44.4%	55.0%	30.0%	15.0%	0.0%
English Learners	90	25	27.8%	60.0%	20.0%	20.0%	0.0%
Students with Disabilities	90	15	16.7%	73.0%	13.0%	13.0%	0.0%
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: 1/4/2016*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	90	90	100.0%	31.0%	41.0%	22.0%	6.0%
Male	90	50	55.6%	32.0%	36.0%	26.0%	6.0%
Female	90	40	44.4%	30.0%	48.0%	18.0%	5.0%
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	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	90	41	45.6%	44.0%	41.0%	15.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	90	45	50.0%	20.0%	40.0%	29.0%	11.0%
Two or More Races	90	2	2.2%	--	--	--	--
Socioeconomically Disadvantaged	90	40	44.4%	45.0%	43.0%	13.0%	0.0%
English Learners	90	20	22.2%	65.0%	35.0%	0.0%	0.0%
Students with Disabilities	90	18	20.0%	56.0%	33.0%	11.0%	0.0%
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: 1/4/2016*

**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	89	88	98.9%	39.0%	39.0%	17.0%	6.0%
Male	89	49	55.1%	47.0%	35.0%	14.0%	4.0%
Female	89	39	43.8%	28.0%	44.0%	21.0%	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	89	4	4.5%	--	--	--	--
Filipino	89	1	1.1%	--	--	--	--
Hispanic or Latino	89	37	41.6%	57.0%	30.0%	14.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	89	44	49.4%	27.0%	48.0%	16.0%	9.0%
Two or More Races	89	2	2.2%	--	--	--	--
Socioeconomically Disadvantaged	89	42	47.2%	55.0%	36.0%	10.0%	0.0%
English Learners	89	14	15.7%	86.0%	14.0%	0.0%	0.0%
Students with Disabilities	89	14	15.7%	86.0%	7.0%	0.0%	7.0%
Students Receiving Migrant Education Services	89	1	1.1%	--	--	--	--
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: 1/4/2016*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	98	97	99.0%	32.0%	31.0%	26.0%	11.0%
Male	98	46	46.9%	35.0%	33.0%	17.0%	15.0%
Female	98	51	52.0%	29.0%	29.0%	33.0%	8.0%
Black or African American	98	1	1.0%	--	--	--	--
American Indian or Alaska Native	98	1	1.0%	--	--	--	--
Asian	98	1	1.0%	--	--	--	--
Filipino	98	4	4.1%	--	--	--	--
Hispanic or Latino	98	45	45.9%	49.0%	18.0%	24.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	98	41	41.8%	17.0%	41.0%	29.0%	12.0%
Two or More Races	98	3	3.1%	--	--	--	--
Socioeconomically Disadvantaged	98	42	42.9%	48.0%	29.0%	17.0%	7.0%
English Learners	98	12	12.2%	83.0%	17.0%	0.0%	0.0%
Students with Disabilities	98	8	8.2%	--	--	--	--
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: 1/4/2016*



## 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)	33.0%	39.0%	34.0%	48.0%	51.0%	42.0%	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: 1/4/2016

## 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	42.0%
All Students at the School	34.0%
Male	28.0%
Female	42.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	19.0%
Native Hawaiian or Pacific Islander	--
White	47.0%
Two or More Races	--
Socioeconomically Disadvantaged	19.0%
English Learners	0.0%
Students with Disabilities	21.0%
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: 1/4/2016

# 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	25.8%	22.5%	31.5%

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: 1/4/2016*

## 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

Tremont values and includes all stakeholders in the educational process. At school, parent participation is active and a key component of our culture. Family members contribute to the Tremont community in many ways, including volunteering in the classroom attending parent education classes, organizing and assisting in daily school activities, and participating in committees. The Tremont Site Council and Parents' Association invite parent/guardian involvement in school planning and activities. The Site Council helps to plan and evaluate the overall school program and approves yearly budget expenditures. The English Language Advisory Committee assists in assessing the needs of and offering support to English Learners. The Parents' Association raises thousands of dollars for school use each year. Family volunteers staff other school-wide events such as book fairs, fun nights, festivals, and school beautification efforts. Monthly Coffee with the Principal events and weekly newsletters home ensure that parents/guardians are informed about curriculum, activities, and functions at Tremont.

### State Priority: Pupil Engagement

*Last updated: 1/8/2016*

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

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

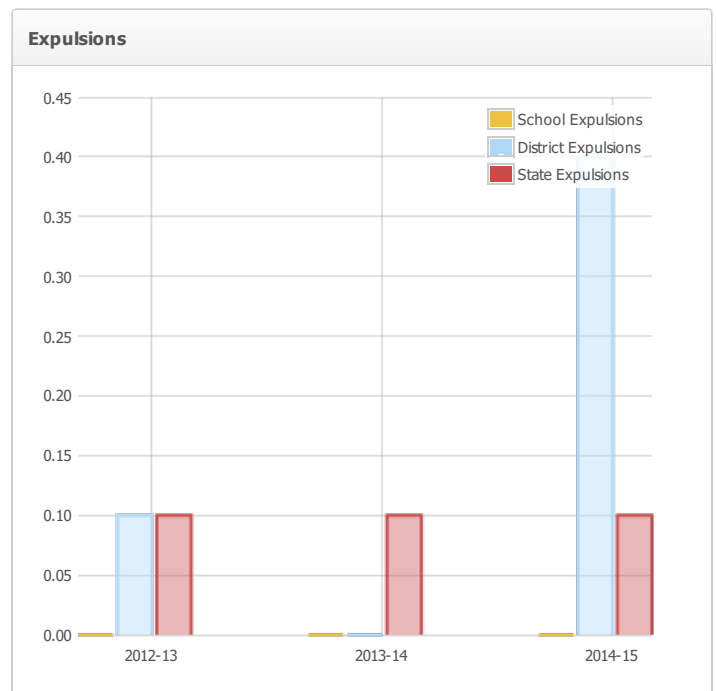
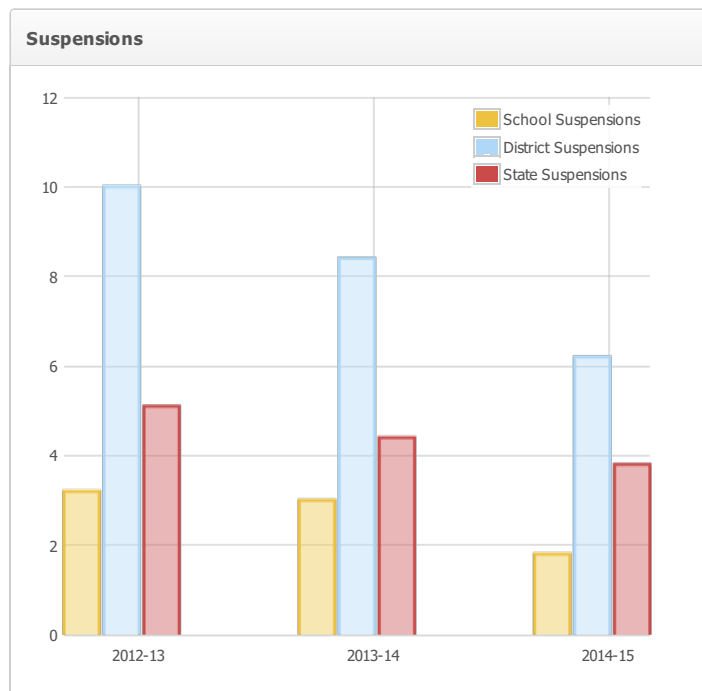
# State Priority: School Climate

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	3.2	3.0	1.8	10.0	8.4	6.2	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.0	0.4	0.1	0.1	0.1



Last updated: 1/4/2016

## School Safety Plan - Most Recent Year

Maintaining the safety and security of students and staff at Tremont Elementary School is a priority in our daily operations and long-term planning. When family members, volunteers, or representatives from outside agencies visit the campus, they first report to the office where they sign in and acquire a visitor badge. This protocol is encouraged with signage and reinforced by staff members. Students are supervised during all parts of their day. Certificated staff provides instruction and oversight during class time while classified staff supervises students during recess and lunch periods. When an emergency arises, all members of the school must be prepared to respond in accordance with safety plans and protocols. All school staff are trained in implementation of the school's emergency response plan. Further, all staff work with students to practice safety procedures such as shelter in place and evacuation through regularly scheduled drills. Parents are informed at the start of each school year about the school's plan for care of students in a crisis situation. Should such a situation arise, school staff will remain on duty to ensure the welfare of all Tremont students until it is feasible and appropriate for parents and guardians to pick them up. The school maintains necessary first aid supplies in designated locations and these are inventoried and replaced each year.

Last updated: 1/8/2016

## 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	No	No	
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		Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 1/4/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60.0%

Note: Cells with NA values do not require data.

Last updated: 1/4/2016

### 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
K	29.0	3		25.0	3		21.0	1	3	
1	32.0	2		21.0	2	2	24.0		3	
2	29.0	3		23.0	4		25.0		3	
3	29.0	3		27.0	3		22.0	1	3	
4	31.0	3		29.0	3		30.0		3	
5	33.0		3	31.0	3		23.0	1	3	
6	31.0	3		32.0	2	1	33.0		1	2
Other	18.0	1	1	6.0	1					

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

Last updated: 1/4/2016

### 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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.2	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

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

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

*Last updated: 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	\$4408.0	\$209.0	\$4199.0	\$69760.0
District	N/A	N/A	\$5346.0	\$61447.0
Percent Difference – School Site and District	N/A	N/A	-21.5%	13.5%
State	N/A	N/A	\$5348.0	\$65267.0
Percent Difference – School Site and State	N/A	N/A	-10.5%	10.7%

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

*Last updated: 1/21/2016*

## Types of Services Funded (Fiscal Year 2014-15)

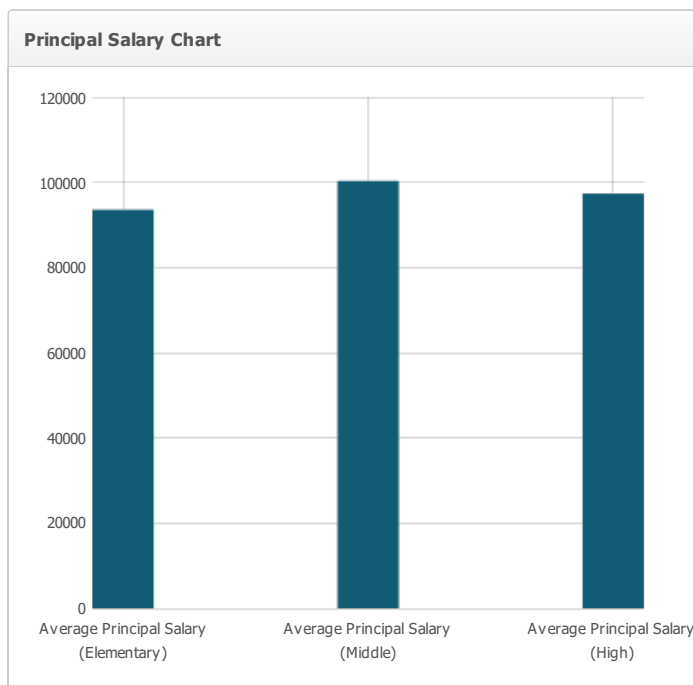
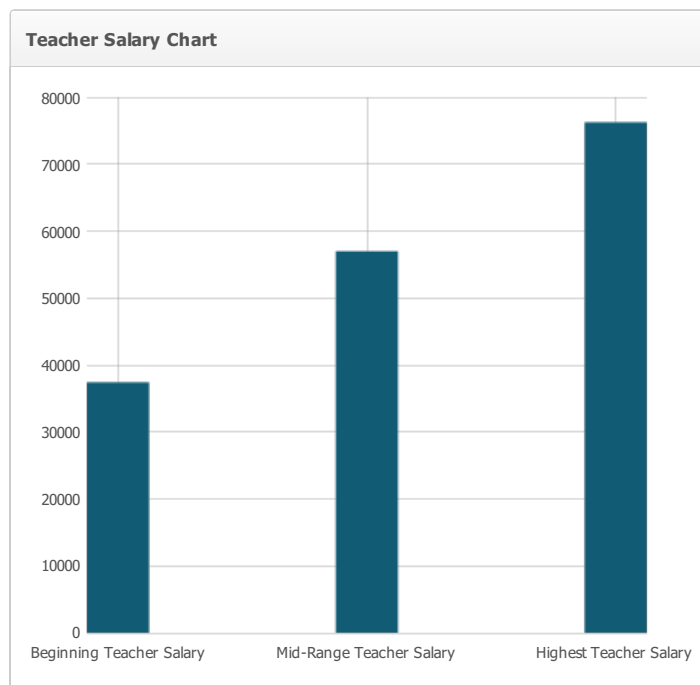
Tremont tailors its programs and services to meet the unique needs of its students. Tremont offers a reading intervention program for struggling readers. Students identified for this program receive small group instruction and participate in specialized reading groups that address their individual literacy deficits. Students who are not making adequate academic progress are provided before or after school intervention with standards-based materials to help them achieve proficiency. Programs are adaptable to meet the needs of each child and student enrollment shifts as students achieve learning goals and others are identified to receive assistance.

*Last updated: 1/8/2016*

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,407	\$40,379
Mid-Range Teacher Salary	\$56,983	\$62,323
Highest Teacher Salary	\$76,236	\$81,127
Average Principal Salary (Elementary)	\$93,563	\$99,192
Average Principal Salary (Middle)	\$100,325	\$91,287
Average Principal Salary (High)	\$97,331	\$112,088
Superintendent Salary	\$169,125	\$159,821
Percent of Budget for Teacher Salaries	40.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



*Last updated: 1/21/2016*

## Professional Development – Most Recent Three Years

Staff development, or Common Planning Time (CPT), occurs each week on early-release Wednesdays. During this time, teachers collaborate in grade-level, site, or district groups to reflect upon student progress and plan for continued student learning. The areas of focus for collaboration at the elementary level include engagement strategies, differentiation through small group instruction, and implementation of English Language Development strategies. These areas were identified through the collaborative LCAP process in 2014 with a common purpose of aligning curriculum and instruction with the Common Core State Standards. Professional development conducted during CPT is augmented by the support of an Instructional Coach at each elementary site. Tremont's Instructional Coach works closely with classroom teachers to model and facilitate the use of research-based teaching strategies, research and provide resources on innovative

practices, and analyze and reflect upon student achievement data.

*Last updated: 1/8/2016*