

Tremont Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Adriane Laughter, 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.

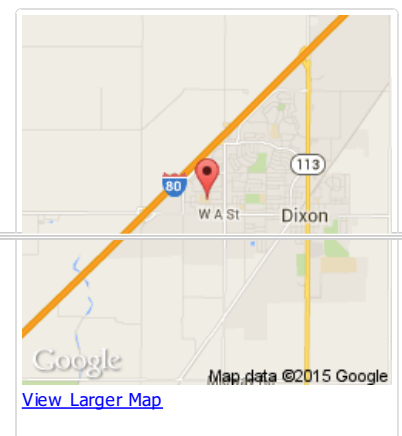
Adriane Laughter, Principal

Contact

355 Pheasant Run Dr.
Dixon, CA 95620-4219

Phone: 707-693-6320

E-mail: adriane.laughter@dixonusd.org



About This School

Contact Information - Most Recent Year

School		District	
School Name	Tremont Elementary	District Name	Dixon Unified
Street	355 Pheasant Run Dr.	Phone Number	(707) 693-6300
City, State, Zip	Dixon, Ca, 95620-4219	Web Site	http://www.dixonusd.org
Phone Number	707-693-6320	Superintendent First Name	Brian
Principal	Adriane Laughter, Principal	Superintendent Last Name	Dolan
E-mail Address	adriane.laughter@dixonusd.org	E-mail Address	bdolan@dixonusd.org
Web Site	http://www.dixonusd.org		
County-District-School (CDS) Code	48705326110282		

Last updated: 1/28/2015

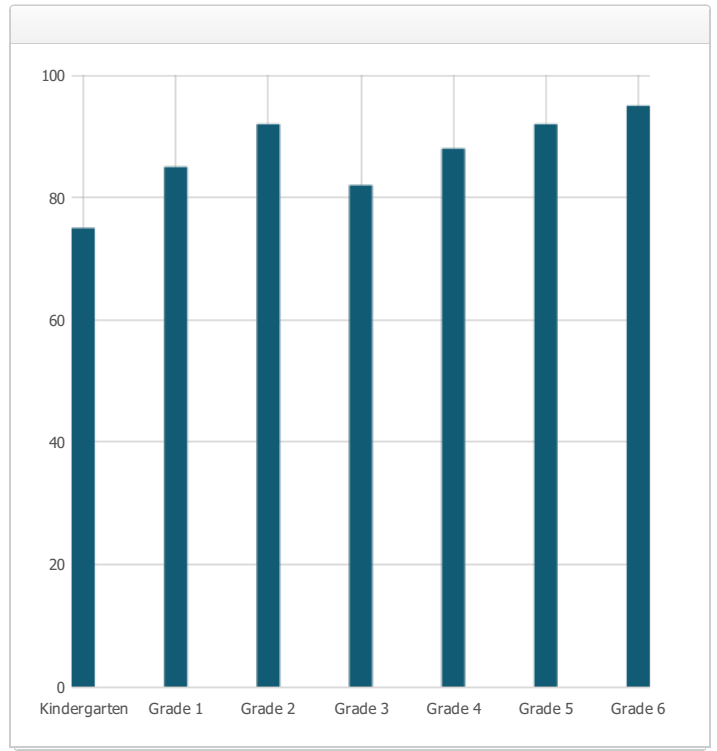
School Description and Mission Statement (Most Recent Year)

<p>Mission Statement</p> <p>Tremont School is a place where every child learns and every adult makes a difference.</p>

Last updated: 2/2/2015

Student Enrollment by Grade Level (School Year 2013-14)

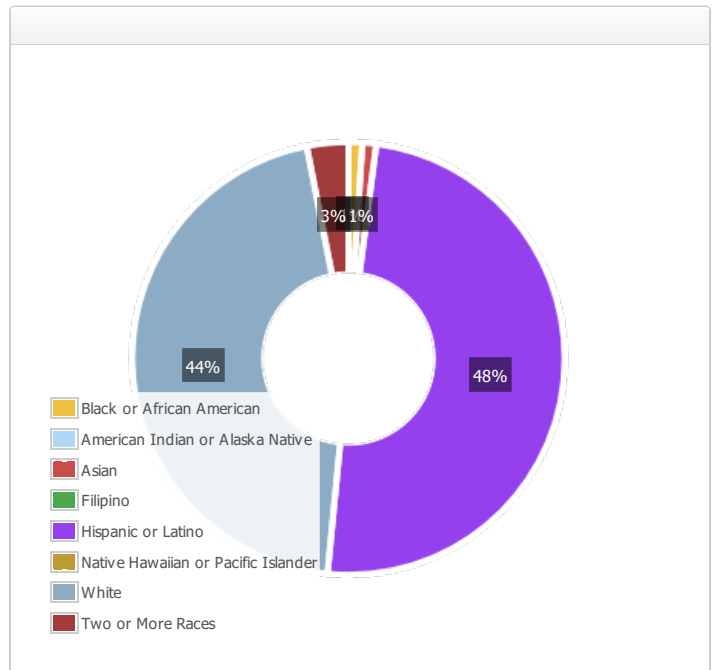
Grade Level	Number of Students
Kindergarten	75
Grade 1	85
Grade 2	92
Grade 3	82
Grade 4	88
Grade 5	92
Grade 6	95
Total Enrollment	609



Last updated: 1/28/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.5
Asian	1.1
Filipino	0.8
Hispanic or Latino	48.3
Native Hawaiian or Pacific Islander	0.2
White	44.0
Two or More Races	3.0
Socioeconomically Disadvantaged	44.8
English Learners	25.3
Students with Disabilities	12.2



Last updated: 1/28/2015

A. Conditions of Learning

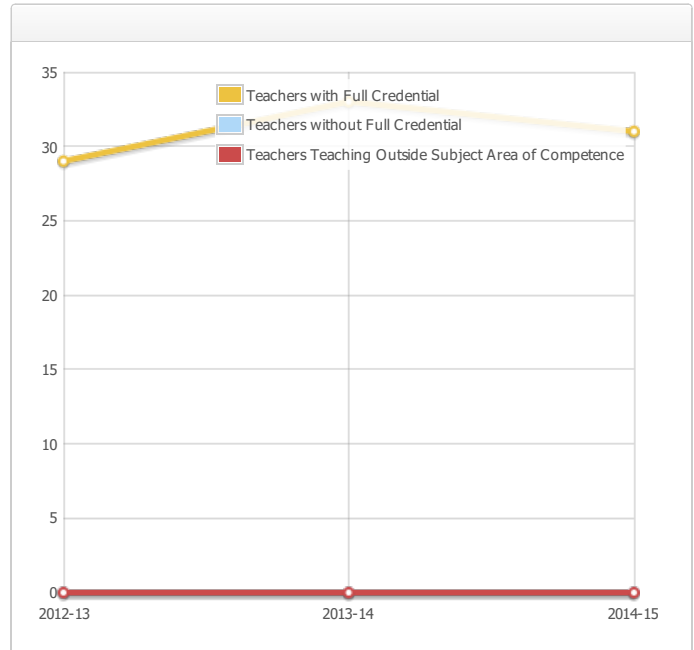
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

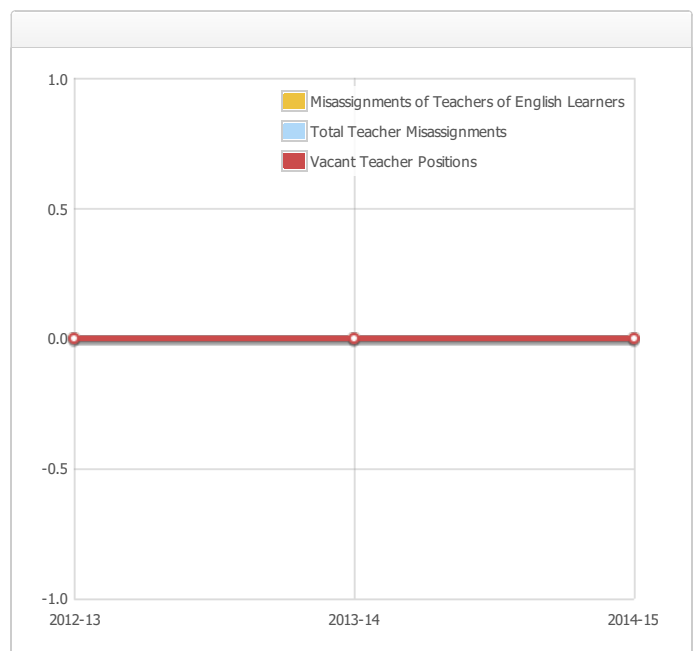
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	29	33	31	178
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/28/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/28/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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	96	4
All Schools in District	95	5
High-Poverty Schools in District	97	4
Low-Poverty Schools in District	93	7

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: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/McGraw (adopted 11-12)	Yes	0.0
Mathematics	Houghton Mifflin, McDougal (adopted 03-04)	Yes	0.0
Science	Holt (adopted 07-08)	Yes	0.0
History-Social Science	Harcourt (adopted 06-07)	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(9-12)	N/A		0.0

Last updated: 1/28/2015

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: 1/28/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Fair
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/28/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	44	34	40	53	49	51	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 1/28/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	51
All Students at the School	40
Male	32
Female	49
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	
White	50
Two or More Races	
Socioeconomically Disadvantaged	25
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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: 1/28/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	53%	56%	57%	49%	49%	47%	54%	56%	55%
Mathematics	61%	59%	61%	44%	45%	43%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	42%	46%	43%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/28/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	5	5	5
Similar Schools	1	2	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/28/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	14	12	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	3	15	5
Native Hawaiian or Pacific Islander			
White	25	5	-6
Two or More Races			
Socioeconomically Disadvantaged	19	17	18
English Learners	-9	26	16
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/28/2015

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.2%	17.6%	41.8%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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: 1/28/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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: 1/28/2015

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

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

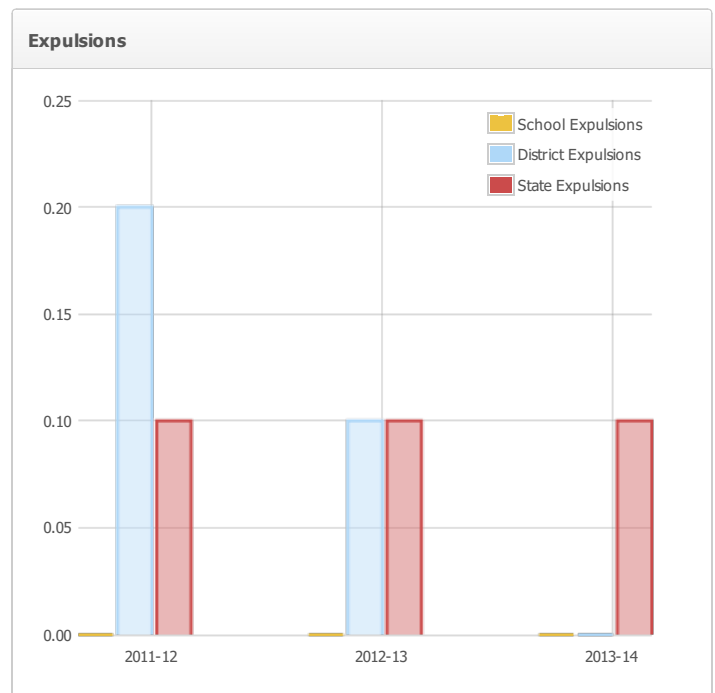
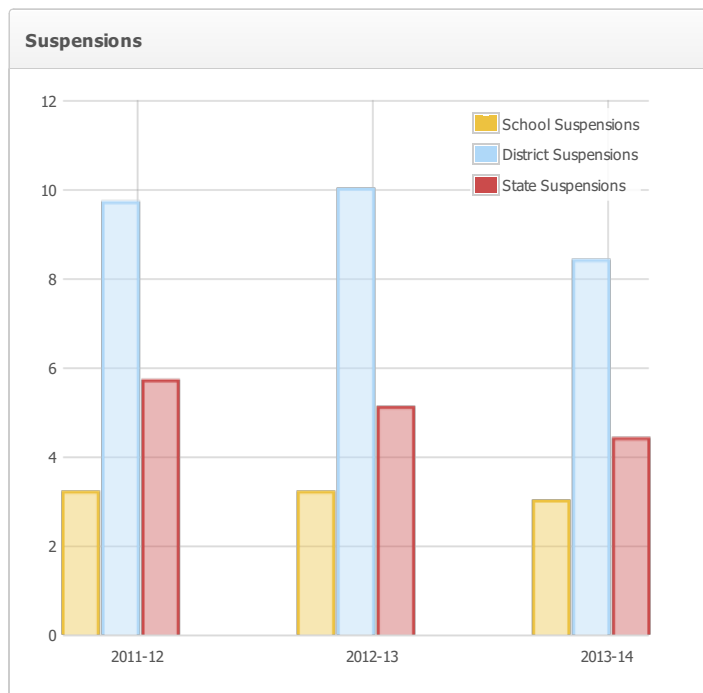
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.20	3.20	3.00	9.70	10.00	8.40	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.20	0.10	0.00	0.10	0.10	0.10



Last updated: 2/2/2015

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: 1/28/2015

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 2013-14)

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

Last updated: 1/28/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement *		Year 5
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	0.5%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 2/2/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	31.0	0	3	0	18.0	2	3		19.0	1	3	
1	23.0	1	3	0	31.0		3		17.0	3	2	
2	29.8	0	4	0	23.0	1	3		23.0		4	
3	32.0	0	3	0	29.0		3		21.0	1	3	
4	31.5	0	4	0	23.0	1	3		29.0		3	
5	31.7	0	3	0	33.0		1	2	31.0		3	
6	29.8	0	4	0	31.0		3		32.0		2	1
Other	0.0	1	0	0								

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

Last updated: 1/28/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

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)	0.3	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		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: 1/28/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$3,676	\$126	\$3,550	\$69,441
District	N/A	N/A	\$5,195	\$62,071
Percent Difference – School Site and District	N/A	N/A	-31.70%	11.90%
State	N/A	N/A	\$5,537	\$63,037
Percent Difference – School Site and State	N/A	N/A	-35.90%	10.20%

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

Last updated: 1/28/2015

Types of Services Funded (Fiscal Year 2013-14)

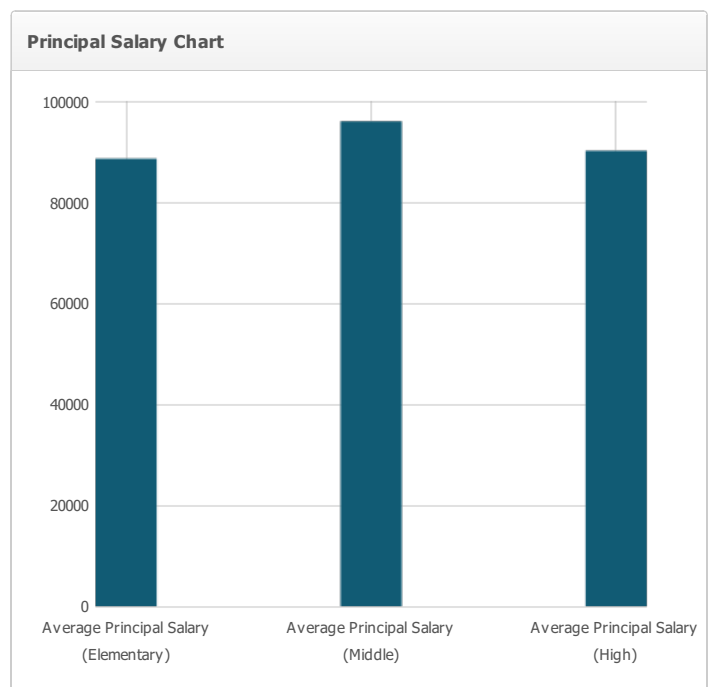
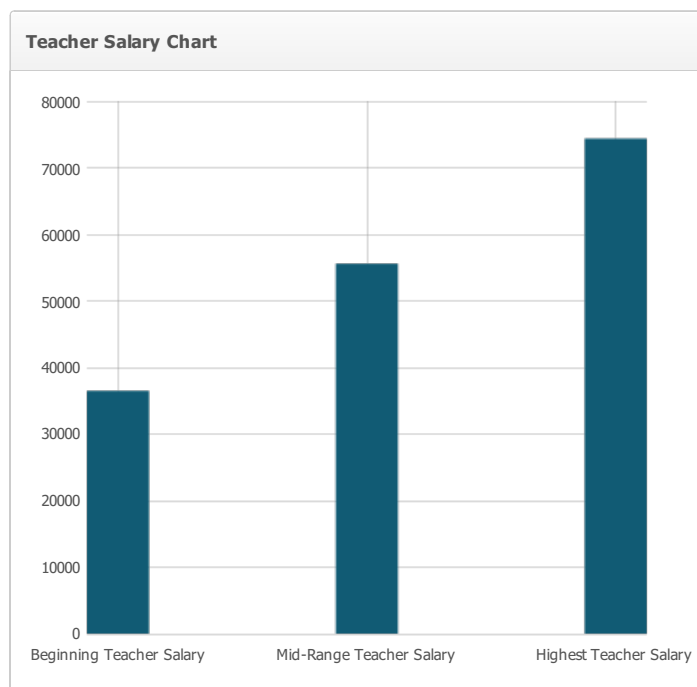
Tremont tailors its programs and services to meet the unique needs of its students. Tremont offers a reading intervention program to shelter core instruction for struggling readers. Students identified for this program receive small group instruction and participate in specialized reading groups that 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. After school enrichment programs are also offered to students at the end of each six-week intervention cycle. All of these 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: 1/30/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,495	\$38,920
Mid-Range Teacher Salary	\$55,593	\$59,803
Highest Teacher Salary	\$74,377	\$78,096
Average Principal Salary (Elementary)	\$88,609	\$95,836
Average Principal Salary (Middle)	\$96,015	\$99,849
Average Principal Salary (High)	\$90,184	\$107,599
Superintendent Salary	\$161,706	\$151,912
Percent of Budget for Teacher Salaries	40.0%	37.0%
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: 1/28/2015

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: 1/28/2015