

# Cali Calmecac Language Academy

## 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.



### Jeanne Acuña, Principal

Principal, Cali Calmecac Language Academy

#### About Our School

Cali Calmecac Language Academy brings together Spanish and English speaking students to help them become bilingual and bi-literate while promoting cross-cultural understanding and academic excellence. Programs such as intensive, small-group reading instruction, paraprofessionals, after-school programs, carefully leveled ELD classes for English learners, and cross-age tutoring provide extra support for students who are not thriving at grade-level.

Our students in grades K-8 benefit from programs that promote positive social interaction and personal development such as Second Step, Safe School Ambassadors and Challenge Day. A gardening and nutrition program has enriched students' health and our curricula with project-based learning activities. The gardens themselves help beautify our campus year-round. We constantly strive to create a school wide, college-going culture. Students are publicly rewarded for their scholastic progress and achievement both on State and school-based measures. Our graduates are strongly encouraged to continue their language education as they enter high school and are provided the opportunity at the local high school to apply for The Seal of Biliteracy, recognizing their bilingual achievements and alerting future employers to the extent of their abilities.

Parents are a vital part of our school community and are always welcome. We recognize parents as their children's first and most important teacher. Therefore, the Cali Calmecac Language Academy staff encourages active participation and frequent communication between school and home.

#### Contact

*Cali Calmecac Language Academy  
9491 Starr Rd.  
Windsor, CA 95492-9460*

*Phone: 707-837-7747  
E-mail: [jacuna@wusd.org](mailto:jacuna@wusd.org)*

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Windsor Unified
<b>Phone Number</b>	(707) 837-7701
<b>Superintendent</b>	Steven Jorgensen
<b>E-mail Address</b>	<a href="mailto:sjorgensen@wusd.org">sjorgensen@wusd.org</a>
<b>Web Site</b>	<a href="http://www.wusd.org">http://www.wusd.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Cali Calmecac Language Academy
<b>Street</b>	9491 Starr Rd.
<b>City, State, Zip</b>	Windsor, Ca, 95492-9460
<b>Phone Number</b>	707-837-7747
<b>Principal</b>	Jeanne Acuña, Principal
<b>E-mail Address</b>	<a href="mailto:jacuna@wusd.org">jacuna@wusd.org</a>
<b>Web Site</b>	<a href="http://www.wusd.org">http://www.wusd.org</a>
<b>County-District-School (CDS) Code</b>	49753586052369

*Last updated: 1/13/2017*

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

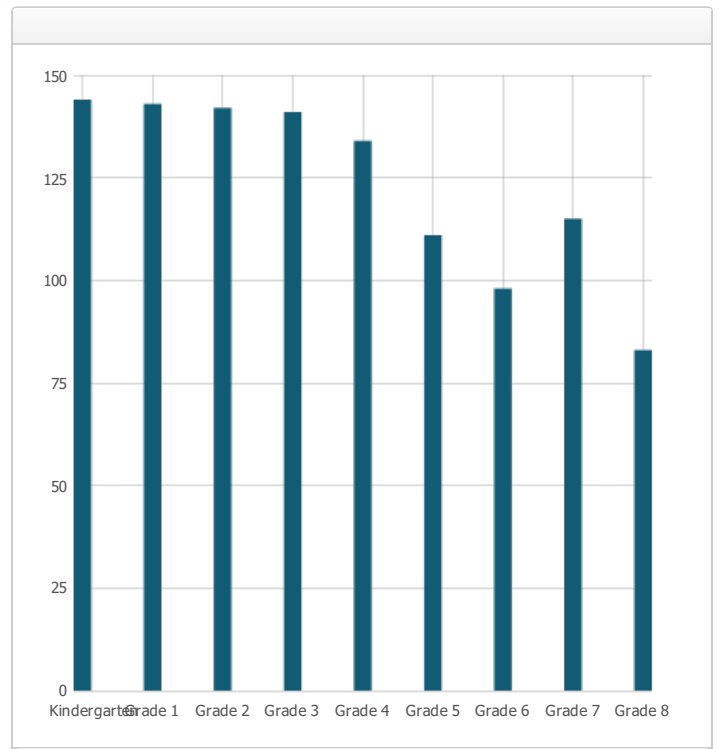
Cali Calmecac Language Academy is a wonderful school established in 1986, that serves students in grades K-8 providing intensive second language instruction by way of a 90:10, two-way, bilingual immersion instructional model. The school serves Spanish-speaking English learners and English-speaking Spanish learners through a carefully sequenced, nine-year instructional program, designed in such a way that students will be fully bilingual and bi-literate by the end of eighth grade.

The instructional model recognizes that children best learn a second language when the instructional strategies incorporate natural language acquisition with sequential teaching of language structures. Natural language acquisition is most effective when there are frequent opportunities to interact with peers who are fluent in that language and when status relations between languages are equal.

*Last updated: 1/13/2017*

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

Grade Level	Number of Students
Kindergarten	144
Grade 1	143
Grade 2	142
Grade 3	141
Grade 4	134
Grade 5	111
Grade 6	98
Grade 7	115
Grade 8	83
<b>Total Enrollment</b>	<b>1111</b>



Last updated: 2/2/2017

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

Student Group	Percent of Total Enrollment
Black or African American	0.1 %
American Indian or Alaska Native	0.3 %
Asian	1.5 %
Filipino	0.1 %
Hispanic or Latino	72.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	25.4 %
Two or More Races	0.6 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	51.2 %
English Learners	42.6 %
Students with Disabilities	9.5 %
Foster Youth	0.1 %

Last updated: 1/13/2017

## A. Conditions of Learning

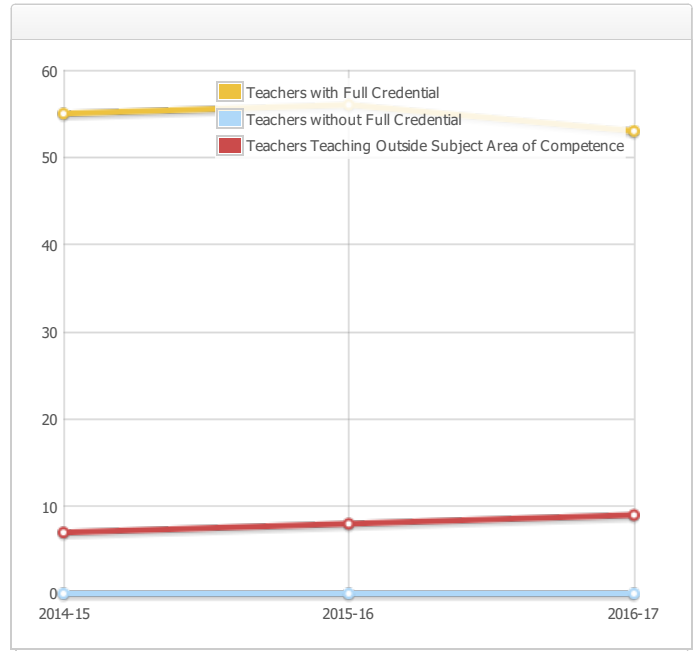
### State Priority: Basic

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

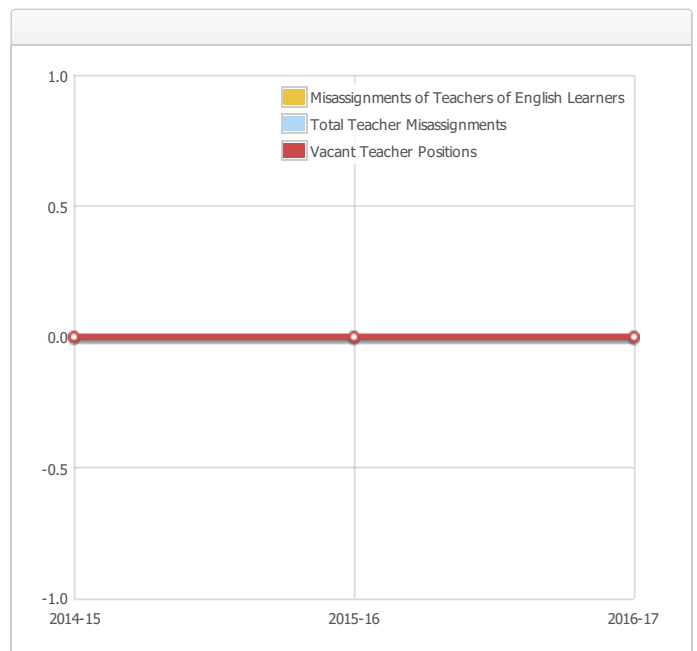
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	55	56	53	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	7	8	9	



Last updated: 2/3/2017

#### 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: 2/1/2017

**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	92.0%	8.0%
High-Poverty Schools in District	82.0%	19.0%
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: 1/22/2017*

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

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Avance for K-7	Yes	0.0 %
Mathematics	Eureka Math K-6	Yes	0.0 %
Science		No	0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/22/2017*

## School Facility Conditions and Planned Improvements

Restrooms need deep cleaning and fresh paint.

*Last updated: 1/12/2017*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	4' Cabinets need to be secured, TV's to be secured, Unclutter Classrooms
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Deep cleaning needed
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

Overall Rating	Fair
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*Last updated: 1/12/2017*

## 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)	50.0%	53.0%	42.0%	44.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	34.0%	35.0%	28.0%	30.0%	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: 1/22/2017*

**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	139	138	99.3%	43.5%
Male	64	64	100.0%	35.9%
Female	75	74	98.7%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	109	108	99.1%	36.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.0%	71.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	74	73	98.7%	28.8%
English Learners	71	70	98.6%	24.3%
Students with Disabilities	15	15	100.0%	13.3%
Students Receiving Migrant Education Services	11	11	100.0%	27.3%
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: 1/22/2017*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	113	113	100.0%	46.0%
Male	54	54	100.0%	40.7%
Female	59	59	100.0%	50.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	85	85	100.0%	36.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.0%	71.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.0%	22.2%
English Learners	51	51	100.0%	19.6%
Students with Disabilities	11	11	100.0%	9.1%
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: 1/22/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	102	102	100.0%	50.0%
Male	55	55	100.0%	45.5%
Female	47	47	100.0%	55.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	77	77	100.0%	42.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.0%	73.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	53	100.0%	34.0%
English Learners	49	49	100.0%	28.6%
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: 1/22/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	116	115	99.1%	53.0%
Male	50	50	100.0%	52.0%
Female	66	65	98.5%	53.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	78	78	100.0%	39.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	36	97.3%	80.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	51	98.1%	31.4%
English Learners	35	35	100.0%	8.6%
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: 1/22/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	83	82	98.8%	53.7%
Male	38	38	100.0%	42.1%
Female	45	44	97.8%	63.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	48	98.0%	47.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.0%	70.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	37	97.4%	40.5%
English Learners	13	12	92.3%	16.7%
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: 1/22/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	93	91	97.9%	76.9%
Male	43	43	100.0%	69.8%
Female	50	48	96.0%	83.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	64	64	100.0%	68.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	27	93.1%	96.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.0%	70.4%
English Learners	11	11	100.0%	18.2%
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: 1/22/2017*

**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	139	138	99.3%	41.3%
Male	64	64	100.0%	35.9%
Female	75	74	98.7%	46.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	109	108	99.1%	34.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.0%	67.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	74	73	98.7%	26.0%
English Learners	71	70	98.6%	22.9%
Students with Disabilities	15	15	100.0%	6.7%
Students Receiving Migrant Education Services	11	11	100.0%	36.4%
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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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: 1/22/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	113	113	100.0%	26.6%
Male	54	54	100.0%	29.6%
Female	59	59	100.0%	23.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	85	85	100.0%	18.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.0%	52.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.0%	9.3%
English Learners	51	51	100.0%	5.9%
Students with Disabilities	11	11	100.0%	--
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: 1/22/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	102	102	100.0%	17.7%
Male	55	55	100.0%	23.6%
Female	47	47	100.0%	10.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	77	77	100.0%	6.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.0%	52.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	53	100.0%	3.8%
English Learners	49	49	100.0%	2.0%
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: 1/22/2017*



**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	116	115	99.1%	33.0%
Male	50	50	100.0%	38.0%
Female	66	65	98.5%	29.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	78	78	100.0%	21.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	36	97.3%	58.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	51	98.1%	25.5%
English Learners	35	35	100.0%	--
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: 1/22/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	83	83	100.0%	37.8%
Male	38	38	100.0%	36.8%
Female	45	45	100.0%	38.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	49	100.0%	29.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.0%	56.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.0%	21.6%
English Learners	13	13	100.0%	--
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: 1/22/2017*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	93	92	98.9%	52.2%
Male	43	43	100.0%	55.8%
Female	50	49	98.0%	49.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	64	64	100.0%	39.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	28	96.6%	82.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.0%	35.2%
English Learners	11	11	100.0%	18.2%
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: 1/22/2017*

**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)	67.0%	61.0%	59.0%	58.0%	58.0%	53.0%	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: 1/22/2017

**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	195	194	99.5%	59.3%
Male	98	98	100.0%	63.3%
Female	97	96	99.0%	55.2%
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	141	141	100.0%	49.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	52	51	98.1%	86.3%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	107	107	100.0%	46.7%
English Learners	60	60	100.0%	26.7%
Students with Disabilities	19	19	100.0%	36.8%
Students Receiving Migrant Education Services	--	--	--	--
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: 1/22/2017

# 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	20.6%	18.6%	13.7%
7	11.0%	27.4%	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: 1/22/2017*

## 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)

Parent participation and home-school collaboration are integral components of the school. Parent involvement includes a range of opportunities, such as attending orientation meetings and parent conferences, volunteering in the classroom, preparing materials, fund raising, serving on advisory councils, attending parent workshops and classes, participating in the PTA, coordinating book fairs and family events, and serving on the governing council. Cali Calmecac Language Academy employs a bilingual volunteer coordinator, who recruits and trains parent and community volunteers. We encourage all parents to donate a minimum of 12 hours of parent involvement per family per year. For more information on how to become involved at the school, please contact Principal Jeanne Acuña at (707) 837-7747.

### State Priority: Pupil Engagement

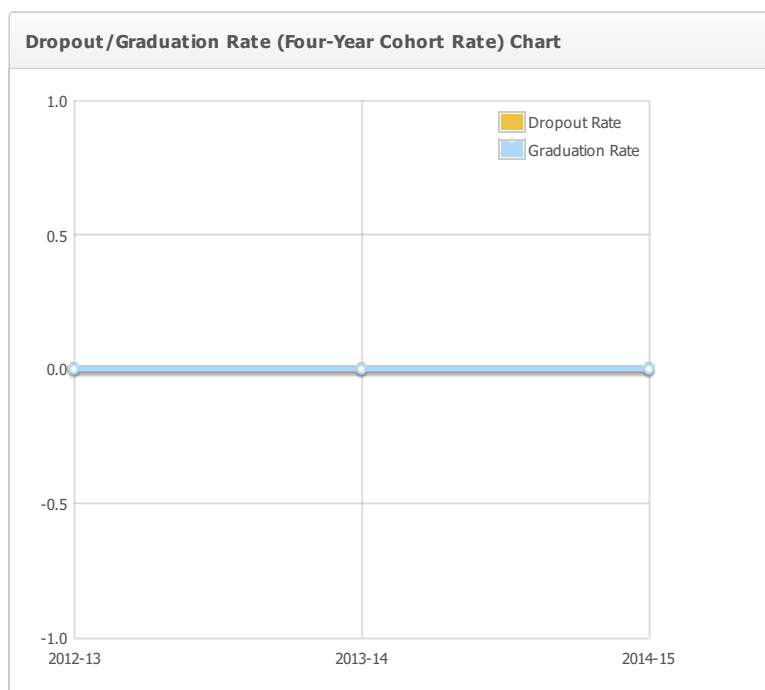
*Last updated: 1/22/2017*

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	89.30	90.00	89.40	80.44	80.95	82.27



*Last updated: 1/22/2017*

**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	94	85
Black or African American	--	86	77
American Indian or Alaska Native	--	50	75
Asian	--	100	99
Filipino	--	100	97
Hispanic or Latino	--	90	84
Native Hawaiian or Pacific Islander	--	100	85
White	--	98	87
Two or More Races	--	100	91
Socioeconomically Disadvantaged	--	49	77
English Learners	--	83	51
Students with Disabilities	--	94	68
Foster Youth	--	--	--

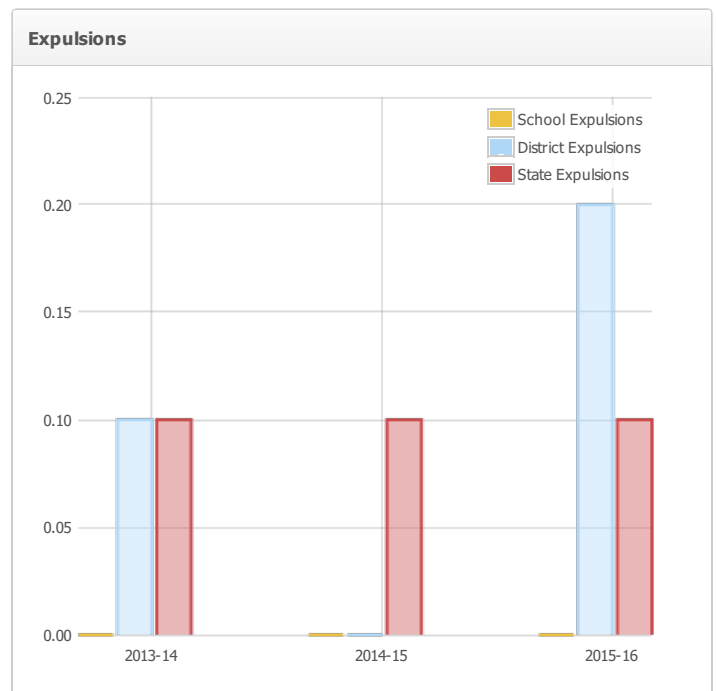
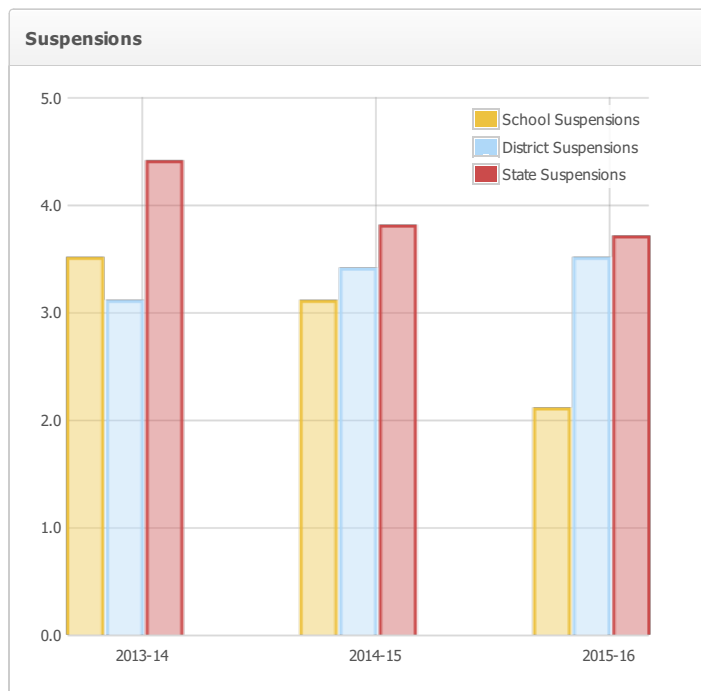
# State Priority: School Climate

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	3.5	3.1	2.1	3.1	3.4	3.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.2	0.1	0.1	0.1



Last updated: 1/22/2017

## School Safety Plan (School Year 2016-17)

Our Safe School Plan ensures a safe, supportive school environment and is revised yearly. The governing council writes, monitors, and updates the plan each year. We have adopted the slogan "Be Safe, Be Respectful, Be Responsible," and we align behavioral expectations with our commitment to a safe and positive school climate. We enforce appropriate discipline policies and rules. Detailed emergency plans and periodic schoolwide drills prepare staff and students for emergencies. The School Safety Plan was last reviewed, updated, and discussed with the school faculty and was adopted by the school Governing Council in January 2016.

Last updated: 1/22/2017



## 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	In PI	In PI
First Year of Program Improvement	2003-2004	2011-2012
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	40.0%

Note: Cells with NA values do not require data.

Last updated: 1/23/2017

### 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	24.0	0	6	0	21.0	3	4	0	24.0	0	6	0
1	25.0	0	6	0	20.0	7	0	0	23.6	0	6	0
2	25.0	0	5	0	20.0	5	2	0	23.6	0	6	0
3	22.0	2	8	0	24.0	0	10	0	22.6	0	6	0
4	28.0	0	20	0	25.0	1	20	0	27.0	0	4	0
5	31.0	0	12	5	27.0	2	16	0	25.3	0	4	0
6	32.0	0	7	10	28.0	1	12	5	28.0	0	4	0
Other	4.0	1	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: 2/2/2017

**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	29.0	1	5	0	20.0	5	5	0	21.0	5	4	0
Mathematics	22.0	4	4	0	19.0	4	3	0	20.3	4	4	0
Science	29.0	1	4	1	25.0	1	5	1	24.6	4	3	0
Social Science	31.0	0	6	0	27.0	1	5	1	24.4	2	5	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: 2/2/2017

**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	1.0	1082.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist (non-teaching)	1.0	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: 1/22/2017

**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	--	--	--	--
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$67348.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/23/2017

### Types of Services Funded (Fiscal Year 2015-16)

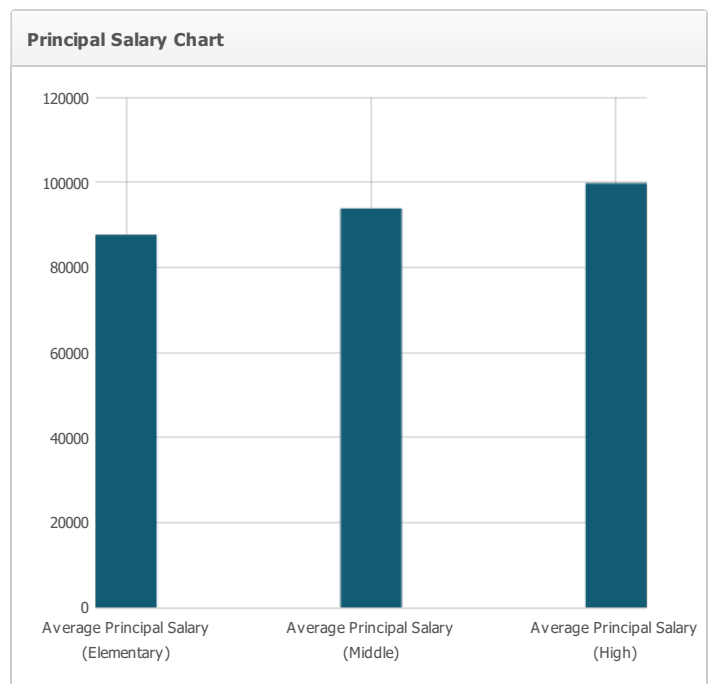
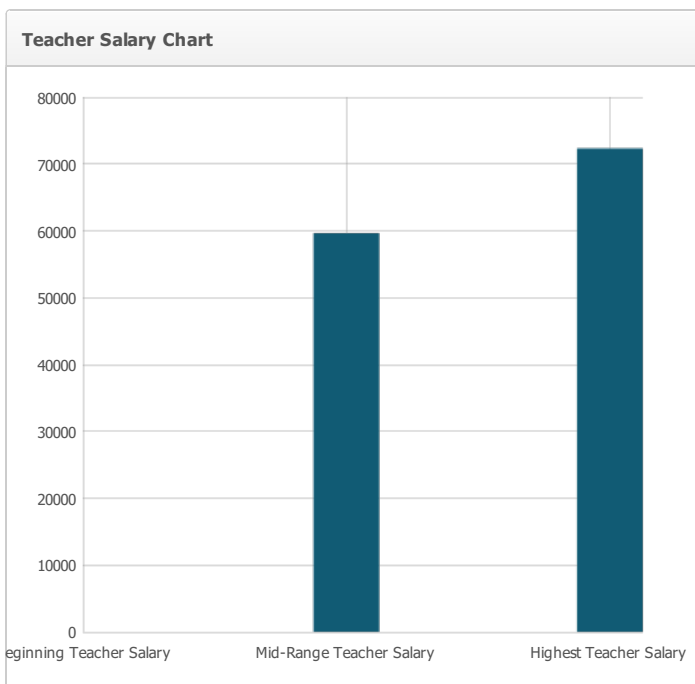
Reading Intervention K-8
ELD
Math Shadow classes 7/8

Last updated: 1/22/2017

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$42,063
Mid-Range Teacher Salary	\$59,654	\$64,823
Highest Teacher Salary	\$72,332	\$84,821
Average Principal Salary (Elementary)	\$87,622	\$101,849
Average Principal Salary (Middle)	\$93,816	\$107,678
Average Principal Salary (High)	\$99,753	\$115,589
Superintendent Salary	\$169,000	\$169,152
Percent of Budget for Teacher Salaries	33.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	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: 2/1/2017

## Professional Development

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The majority of PD provided was ELA/SLA and Math instruction as related to the Common Core Standards and the California Frameworks. teachers took advantage of professional development opportunities at the Sonoma County Office of Education as well as that provided by our site Curriculum Specialist, Jennifer Martinez. The districtt offered an all day technology conference, attended by all teachers and staff.

*Last updated: 1/23/2017*