

Executive Summary School Accountability Report Card, 2010–11

For Farallone View Elementary

Address:	1100 LeConte Ave. Montara, CA 94037	Phone:	(650) 712-7170
Principal:	Elizabeth Schuck, Principal	Grade Span:	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Farallone View Elementary School is located in Montara, CA, a small, pacific coastal community with access to San Francisco and the Silicon Valley. We provide approximately 400 students with a kindergarten through fifth grade education.

Student Enrollment

Group	Enrollment
Number of students	401
Black or African American	0.5%
American Indian or Alaska Native	0.0%
Asian	1.0%
Filipino	1.0%
Hispanic or Latino	39.9%
Native Hawaiian or Pacific Islander	0.2%
White	55.9%
Two or More Races	1.0%

Socioeconomically Disadvantaged	43.1%
English Learners	39.2%
Students with Disabilities	10.0%

Teachers

Indicator	Teachers
Teachers with full credential	18
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	59%
Mathematics	68%
Science	55%
History-Social Science	0%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	814
Statewide Rank (from 2010 Base API Report)	6
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 19 of 21

2011–12 Program Improvement Status (PI Year)

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

A recent site inspection of Farallone View found the school to be in good condition overall.

Repairs Needed

Asphalt repair is needed as well as renovation of existing grass play field.

Corrective Actions Taken or Planned

Asphalt repair scheduled for summer of 2012. Field on hold due to lack of funds.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,179
District	\$5,995
State	\$5,455

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT)* that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Farallone View Elementary	District Name	Cabrillo Unified
Street	1100 LeConte Ave.	Phone Number	(650) 712-7100
City, State, Zip	Montara, CA, 94037	Web Site	www.cabrillo.k12.ca.us
Phone Number	(650) 712-7170	Superintendent	Robert Gaskill
Principal	Elizabeth Schuck, Principal	E-mail Address	gaskillr@cabrillo.k12.ca.us
E-mail Address	schucke@cabrillo.k12.ca.us	CDS Code	41688906043632

School Description and Mission Statement (School Year 2010–11)

Farallone View Elementary School is located in Montara, CA, a small, pacific coastal community with access to San Francisco and the Silicon Valley. We provide approximately 400 students with a kindergarten through fifth grade education. Our mission is to ensure that all students acquire the knowledge and skills to excel in their next educational challenge, develop a love of learning as well as a respect for others and the environment. Together, in partnership with our families and caring community, we strive to provide all students with a rich, academically challenging and well rounded educational program.

Opportunities for Parental Involvement (School Year 2010–11)

Parents and members of our caring community donate hundreds of hours and generate thousands of dollars to ensure we provide our students with many outstanding programs over and above the basic curriculum provided by the state. Art, music, K-3 physical education, the school librarian and paraprofessional aides in all 4-5 classrooms are not funded by the district, state or federal government, but, cost the school almost \$150,000 a year. This community considers these programs and staff a priority invaluable to our students and continues to fund them each year. Parent and community donations of time and money allow these programs and staff to exist. Additionally, Farallone View's very dedicated staff continues to actively seek out increased opportunities for parents to be highly involved in their students' education through ELAC, as well as planning for programs such as PlayWorks and Reading Partners, which will both depend upon our families and communities in order to increase our capacity to serve our students.

There are many opportunities for parent to get involved. Please visit the "Friends of Farallone PTO" link on our website: www.cabrillo.k12.ca.us/faralloneview/

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	62	Grade 8	0
Grade 1	69	Ungraded Elementary	0
Grade 2	63	Grade 9	0
Grade 3	72	Grade 10	0

Grade 4	68	Grade 11	0
Grade 5	67	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	401

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0.5%
American Indian or Alaska Native	0.0%
Asian	1.0%
Filipino	1.0%
Hispanic or Latino	39.9%
Native Hawaiian or Pacific Islander	0.2%
White	55.9%
Two or More Races	1.0%
Socioeconomically Disadvantaged	43.1%
English Learners	39.2%
Students with Disabilities	10.0%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.3	4	0	0	19.8	3	0	0	18.8	4	0	0
1	20.0	4	0	0	19.5	4	0	0	19.0	3	0	0

2	19.3	3	0	0	19.8	4	0	0	20.0	4	0	0
3	20.0	4	0	0	19.9	3	0	0	18.7	3	0	0
4	27.0	1	0	1	32.3	0	2	1	34.0	0	0	2
5	33.0	0	0	2	31.1	0	2	0	33.5	0	0	2

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

III. School Climate

School Safety Plan (School Year 2010–11)

The school safety plan was last updated and reviewed in August 2011. Key elements of the plan include procedures during emergency situations, staff assignments during emergency situations, inventory of supplies and services, and evacuation to the high school if necessary.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	3.8	1.2	1.2		12.7	13.8
Expulsions	0	0	0		0.2	.002

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Asphalt repair scheduled for summer of 2012. Field on hold due to lack of funds.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces			X		

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	21	21	18	167
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

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	100.00%	0.00%
All Schools in District	99.00%	1.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	.5	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	.6	
Resource Specialist (non-teaching)	0	
Other	.625	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading – May 2004 Everyday	Yes	0
Mathematics	Mathematics Wright/McGraw-Hill 2008	Yes	0
Science	FOSS Science CA Ed. © 2007 Publisher: Delta Education.	Yes	0
History-Social Science	Scott Foresman – History– Social Science for CA – April 2007	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,223	\$3,044	\$6,179	\$70,808

District			\$5,995	\$63,285
Percent Difference – School Site and District			3.0	10.7
State			\$5,455	\$63,062
Percent Difference – School Site and State			11.8	11.0

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

EIA-LEP: English Language Learner Services

GATE: Gifted and Talented Education

In addition, Farallone View receives services in Speech and Language Therapy, Vision Therapy, Physical Therapy, Special Education and Counseling. Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education. Homework Center is an after school tutorial program, which is funded through a local and county grant.

Centralized Services are also provided to support the school's needs in business, personnel and curriculum development.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,294	\$39,074
Mid-Range Teacher Salary	\$63,026	\$60,172
Highest Teacher Salary	\$78,752	\$78,468

Average Principal Salary (Elementary)	\$96,274	\$95,926
Average Principal Salary (Middle)	\$103,852	\$99,356
Average Principal Salary (High)	\$118,546	\$107,041
Superintendent Salary	\$186,721	\$148,555
Percent of Budget for Teacher Salaries	37.00%	38.00%
Percent of Budget for Administrative Salaries	8.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	62%	59%	59%	54%	56%	57%	49%	52%	54%
Mathematics	71%	64%	68%	50%	51%	52%	46%	48%	50%
Science	54%	64%	55%	58%	54%	57%	50%	54%	57%
History-Social Science	0%	0%	0%	48%	51%	60%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	57%	52%	57%	60%
All Students at the School	59%	68%	55%	0%
Male	60%	70%	57%	0%
Female	58%	66%	52%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	31%	45%	5%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	78%	85%	74%	0%
Two or More Races	67%	67%	0%	0%

Socioeconomically Disadvantaged	29%	45%	14%	0%
English Learners	22%	39%	0%	0%
Students with Disabilities	28%	34%	0%	0%
Students Receiving Migrant Education Services	24%	32%	0%	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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.10%	28.80%	37.90%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten

schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	7	8	6
Similar Schools	7	7	1

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	19	-33	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	38	-57	15
Native Hawaiian or Pacific Islander			
White	16	-15	-3
Two or More Races	N/D		
Socioeconomically Disadvantaged	32	-94	54
English Learners	39	-71	22
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.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	264	814	2,454	796	4,683,676	778
Black or African American	1		19	729	317,856	696
American Indian or Alaska Native	0		4		33,774	733
Asian	3		58	903	398,869	898
Filipino	2		49	876	123,245	859
Hispanic or Latino	101	674	1,143	692	2,406,749	729
Native Hawaiian or Pacific Islander	1		6		26,953	764
White	137	908	1,099	886	1,258,831	845
Two or More Races	2		24	933	76,766	836
Socioeconomically Disadvantaged	106	680	1,068	691	2,731,843	726
English Learners	99	665	953	659	1,521,844	707
Students with Disabilities	29	545	251	539	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
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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	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation-N/A

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

- One full day and six early release staff development days during the school year.
- Grade level collaboration in reading, writing and math
- Full time, on site Literacy Coach
- Teachers' College Readers' Workshop Training

- Noyce Every Child a Reader and Writer Project including Lab Sites; Teachers are released to train with another teacher and literacy coach in the classroom environment

Farallone View Elementary

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Cabrillo Unified

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org