

# Roberts Ferry Elementary School

101 Roberts Ferry Rd. • Waterford, CA 95386-9501 • (209) 874-2331 • Grades K-8

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year

### Roberts Ferry Union Elementary School District

101 Roberts Ferry Rd.  
Waterford, CA 95386-9501  
(209) 874-2331  
www.robertsferry.k12.ca.us

#### District Governing Board

Mrs Jaime Burroughs  
Mr Brent Stout  
Mr Paul Ichord  
Mrs Marlene Erickson  
Mrs Pat Rodgers

#### District Administration

Mr. Bob Loretelli  
Superintendent

### School Description

Roberts Ferry Elementary School has distinguished itself for its nurturing and supportive environment and academic achievement. This small, rural school has a tradition of pride in serving the “total” student and their families.

Challenges in the coming year include maintaining and improving upon this tradition of student learning in a supportive environment. A charter school has been established in the district in an attempt to expand your student’s educational options. A facilities modernization has been completed. The district has completed a major new growth project that includes a library, additional classroom space, new playground equipment and landing surface, as well as new paving on its playground and parking lot.

## About the SARC

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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	9
Grade 1	18
Grade 2	16
Grade 3	10
Grade 4	15
Grade 5	20
<b>Total Enrollment</b>	<b>88</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	43.2
Native Hawaiian or Pacific Islander	0
White	47.7
Two or More Races	6.8
Socioeconomically Disadvantaged	62.5
English Learners	27.3
Students with Disabilities	10.2
Foster Youth	1.1

## 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			
Roberts Ferry Elementary School	15-16	16-17	17-18
With Full Credential	3	4	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Roberts Ferry Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Roberts Ferry Elementary School	15-16	16-17	17-18
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

\* "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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: January 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Assessment 2016 The textbooks listed are from most recent adoption: Yes
Mathematics	Eureka 2015 The textbooks listed are from most recent adoption: Yes
Science	Prentice Hall 2008 The textbooks listed are from most recent adoption: No
History-Social Science	Pearson 2014 The textbooks listed are from most recent adoption: Yes
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district makes a great effort to ensure our school is clean, safe and functional. To assist in the effort, the district uses a facility survey instrument developed by the State of California Office of Public School construction, in keeping with the Williams Legislation of 2004. This instrument provides specific information on the condition of the school and the efforts made to ensure our students are provided with a clean, safe, and functional learning environment.

On a quarterly basis, the district submits a Williams Settlement Uniform Complaint Report to the County Office of Education. To this date, no facilities complaint has ever been filed with the district. Roberts Ferry School has six classrooms, a multipurpose room, library, cafeteria and administrative office. The school opened in 1919 in a schoolhouse that was replaced with a new building in 1976. An additional building was constructed in 1986. Two portable classrooms were constructed in 1996. In 2012 a major new building project was completed and includes a new library and three added classrooms and storage. District maintenance staff ensures the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. The principal works with the custodian to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. These facilities were brought up-to-date in 2011.

Architectural planning and construction of a new building was completed in 2012-2013. The building consists of a library, auxiliary classroom, and storage area.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: February 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: February 2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	X				

**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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	50	73	45	67	56	54

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	49	57	43	52	48	48
<b>Math</b>	34	40	28	34	36	37

\* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	15	30	40

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
<b>All Students</b>	11	11	100.0	72.7

\* 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. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	47	100	57.45
Male	19	19	100	42.11
Female	28	28	100	67.86
Hispanic or Latino	17	17	100	58.82
White	24	24	100	58.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	27	27	100	51.85
English Learners	14	14	100	57.14
Students with Disabilities	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	47	100	40.43
Male	19	19	100	42.11
Female	28	28	100	39.29
Hispanic or Latino	17	17	100	29.41
White	24	24	100	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	27	27	100	37.04
English Learners	14	14	100	28.57
Students with Disabilities	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

### 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 2017-18)

Roberts Ferry School benefits from the many supportive parents that participate in school wide events. The school has a strong base of parent volunteers that assist in their children's classrooms. Parents are also welcome to join the Parent/Teacher Club and School Site Council. For information about getting involved at Roberts Ferry School, please contact Bob Loretelli, District Superintendent/Principal, at (209) 874-2331.

**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.

**School Safety Plan**

Roberts Ferry School is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is reviewed on a regular basis by the School Safety Committee and will be updated by the School Site Council each year. All revisions are communicated to the classified and certificated staff. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held each month. Students are supervised before and after school by certificated staff and by classified staff during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are to check in at the school office.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	3.2	1.9
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.0	7.7	4.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

**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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	13	17	27	1	1				1			
1		15			1							
2	14	10		1	1							
3	11	13	26	1	1				1			
4	7	17		1	1							
5	14	10	35	1	1							5
6	18			1								
Other	8			1								

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

**Professional Development provided for Teachers**

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,840	\$42,598
Mid-Range Teacher Salary	\$57,635	\$62,232
Highest Teacher Salary	\$80,555	\$80,964
Average Principal Salary (ES)		\$102,366
Average Principal Salary (MS)		\$104,982
Average Principal Salary (HS)		
Superintendent Salary	\$100,000	\$117,868
Percent of District Budget		
Teacher Salaries	33%	32%
Administrative Salaries	7%	7%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site				
District	♦	♦		\$72,544
State	♦	♦	\$6,674	\$61,939
Percent Difference: School Site/District			0.0	7.4
Percent Difference: School Site/ State			66.1	12.2

\* Cells with ♦ do not require data.

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

Federal Title I funds pay for our remedial language arts and math programs for students whose skills are below grade level. We also use the Title 1 funds for a part-time reading specialist. We used Title III funding to hire a bilingual classroom assistant and buy supplemental materials for our English Learners

**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 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.