

Tremont Elementary

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.

Tori Halcon, 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 with the Common Core State Standards (CCSS). We also look forward to providing students with challenging, innovative instructional opportunities. With the hard work of all teachers, students, parents, and community partners we will continue to reach incredible heights.

Contact

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

*Phone: 707-693-6320
E-mail: tori.halcon@dixonusd.org*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Dixon Unified
Phone Number	(707) 693-6300
Superintendent	Brian Dolan
E-mail Address	bdolan@dixonusd.org
Web Site	http://www.dixonusd.org

School Contact Information (School Year 2016-17)	
School Name	Tremont Elementary
Street	355 Pheasant Run Dr.
City, State, Zip	Dixon, Ca, 95620-4219
Phone Number	707-693-6320
Principal	Tori Halcon, Principal
E-mail Address	tori.halcon@dixonusd.org
Web Site	www.dixonusd.org/tre
County-District-School (CDS) Code	48705326110282

Last updated: 1/3/2017

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

Description

Dixon Unified School District is comprised of 3 Elementary Schools, 1 Middle Schools, 1 High School an Alternative High School. Tremont's population is approximately 550 students kindergarten through 6th grade. Tremont Elementary School promotes high academic success through high expectations and rigorous academic instruction. Tremont encourages active student engagement by providing each student a diverse education in a safe, supportive, nurturing environment that promotes self-discipline, motivation, and excellence in learning. The Tremont team joins the parents and community to assist the students in developing 21st century skills to become independent and self-sufficient life-long learners who will succeed and contribute responsibly to the global market.

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

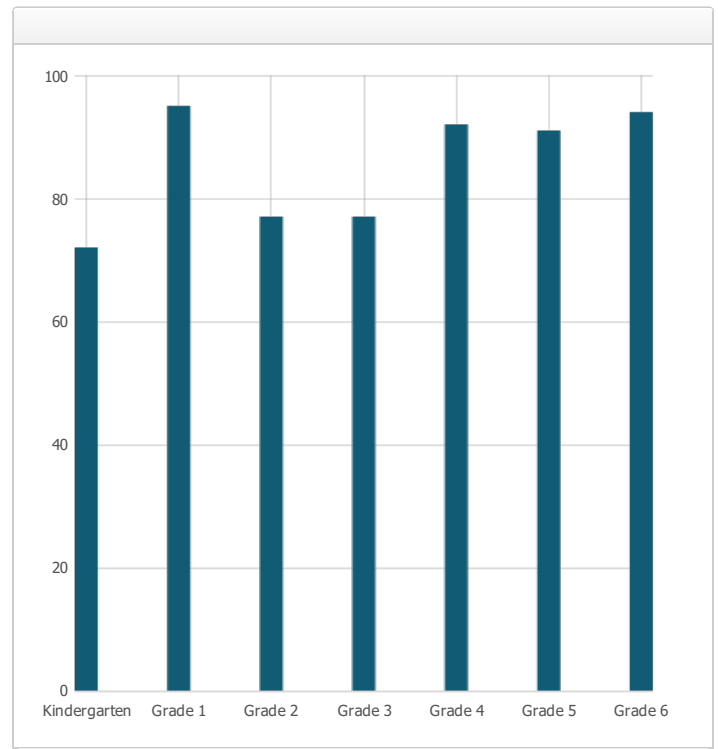
Mission Statement

We strive to meet the needs of each of our students by adhering to the District's core beliefs and vision, which serve as guiding principles for site level planning. The guiding core vision is: Plan and act to meet our students' needs first, engage students in learning through innovative and effective instruction, invest in the growth and development of our staff, support learning through modern technology and safe facilities, and ensure on-going, measurable improvement through collaborations. All of these are the foundation of the district vision of: To close the achievement gap by preparing all students for college and career readiness and success in a global society.

Last updated: 1/3/2017

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

Grade Level	Number of Students
Kindergarten	72
Grade 1	95
Grade 2	77
Grade 3	77
Grade 4	92
Grade 5	91
Grade 6	94
Total Enrollment	598

*Last updated: 1/2/2017***Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	1.8 %
American Indian or Alaska Native	0.5 %
Asian	1.5 %
Filipino	1.5 %
Hispanic or Latino	45.0 %
Native Hawaiian or Pacific Islander	0.2 %
White	45.0 %
Two or More Races	3.2 %
Other	1.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	45.2 %
English Learners	20.6 %
Students with Disabilities	13.4 %
Foster Youth	0.8 %

Last updated: 1/23/2017

A. Conditions of Learning

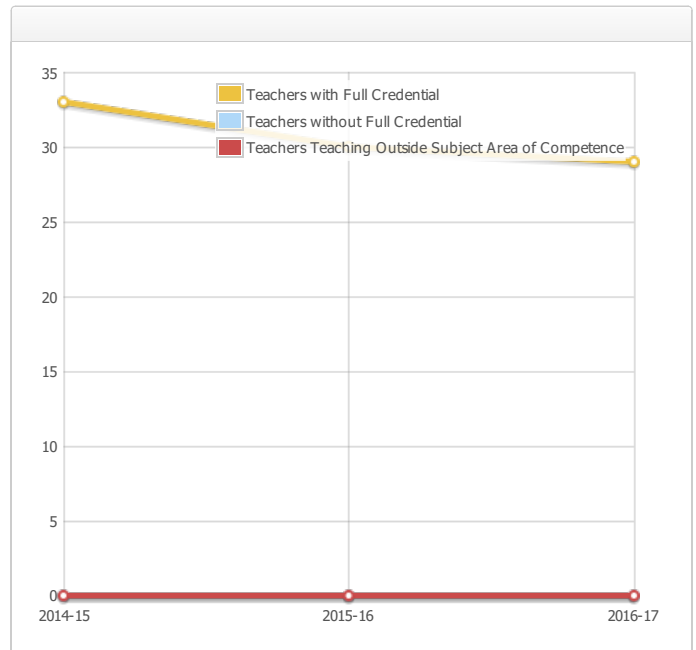
State Priority: Basic

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

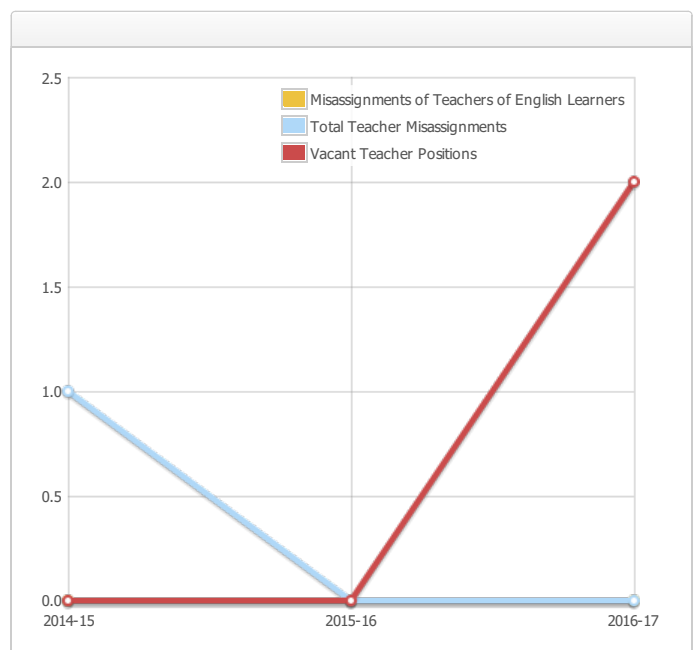
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	33	30	29	171
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2017

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*	1	0	0
Vacant Teacher Positions	0	0	2



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: 1/30/2017

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	91.0%	9.0%
All Schools in District	93.0%	8.0%
High-Poverty Schools in District	92.0%	8.0%
Low-Poverty Schools in District	94.0%	6.0%

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: 1/23/2017

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	California National Geographic Reach for Reading (Kindergarten - 1st grade) Benchmark Advance (2nd - 5th grade) McMillan McGraw-Hill Education - Treasures (6th grade)	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt - California Go Math (Kindergarten - 5th grade) Houghton Mifflin Harcourt - Big Ideas Math Course 1 (6th grade)	Yes	0.0 %
Science	Harcourt - California Science (Kindergarten - 5th grade) Pearson Prentice Hall - Focus on California Earth Science (6th grade)	Yes	0.0 %
History-Social Science	Pearson Scott Foresman - History Social Science For California (Kindergarten - 5th grade) Holt - California Social Studies World History Ancient Civilizations (6th grade)	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	Hal Leonard Corporation - Essential Elements for Band (5th - 6th grade)		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

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: 1/23/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	The District has completed a Facilities Needs Assessment, and has passed A General Obligation Facility Improvement Bond. Over the next few years the District will be engaged in several modernization projects.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	The District has completed a Facilities Needs Assessment, and has passed A General Obligation Facility Improvement Bond. Over the next few years the District will be engaged in several modernization projects.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	
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: August 2018

Overall Rating	Fair
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Last updated: 1/17/2017

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)	34.0%	39.0%	33.0%	41.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	31.0%	32.0%	30.0%	32.0%	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: 1/23/2017

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	80	76	95.0%	28.0%
Male	42	40	95.2%	15.4%
Female	38	36	94.7%	41.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	35	92.1%	11.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.8%	40.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	35	33	94.3%	15.2%
English Learners	12	11	91.7%	9.1%
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: 1/23/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	92	87	94.6%	41.4%
Male	45	41	91.1%	36.6%
Female	47	46	97.9%	45.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	43	39	90.7%	28.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	39	100.0%	53.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	42	93.3%	31.0%
English Learners	17	15	88.2%	--
Students with Disabilities	15	12	80.0%	8.3%
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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Last updated: 1/23/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	84	93.3%	39.3%
Male	49	44	89.8%	31.8%
Female	41	40	97.6%	47.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	35	94.6%	14.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	42	91.3%	54.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	33	89.2%	21.2%
English Learners	11	9	81.8%	--
Students with Disabilities	16	11	68.8%	18.2%
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: 1/23/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	95	89	93.7%	43.8%
Male	51	47	92.2%	29.8%
Female	44	42	95.5%	59.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	38	100.0%	23.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	44	91.7%	56.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	43	95.6%	23.3%
English Learners	--	--	--	--
Students with Disabilities	14	10	71.4%	10.0%
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: 1/23/2017

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	80	76	95.0%	40.0%
Male	42	40	95.2%	25.6%
Female	38	36	94.7%	55.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	35	92.1%	26.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.8%	53.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	35	33	94.3%	24.2%
English Learners	12	11	91.7%	9.1%
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: 1/23/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	92	87	94.6%	27.6%
Male	45	41	91.1%	31.7%
Female	47	46	97.9%	23.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	43	39	90.7%	20.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	39	100.0%	35.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	42	93.3%	19.1%
English Learners	17	15	88.2%	6.7%
Students with Disabilities	15	12	80.0%	16.7%
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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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: 1/23/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	84	93.3%	27.4%
Male	49	44	89.8%	31.8%
Female	41	40	97.6%	22.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	35	94.6%	14.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	42	91.3%	38.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	33	89.2%	12.1%
English Learners	11	9	81.8%	--
Students with Disabilities	16	11	68.8%	--
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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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: 1/23/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	95	89	93.7%	34.1%
Male	51	47	92.2%	31.9%
Female	44	42	95.5%	36.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	38	100.0%	15.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	44	91.7%	43.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	43	95.6%	16.3%
English Learners	--	--	--	--
Students with Disabilities	14	10	71.4%	10.0%
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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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: 1/23/2017

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)	39.0%	34.0%	53.0%	51.0%	42.0%	43.0%	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: 1/23/2017

**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	90	85	94.4%	52.9%
Male	49	45	91.8%	55.6%
Female	41	40	97.6%	50.0%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	35	94.6%	31.4%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	46	43	93.5%	69.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	33	89.2%	33.3%
English Learners	11	9	81.8%	0.0%
Students with Disabilities	16	12	75.0%	41.7%
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: 1/30/2017

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	16.1%	16.1%	52.9%

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: 1/23/2017

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)

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. Weekly newsletters ensure that parents/guardians are informed about curriculum, activities, and functions at Tremont.

State Priority: Pupil Engagement

Last updated: 1/3/2017

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

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

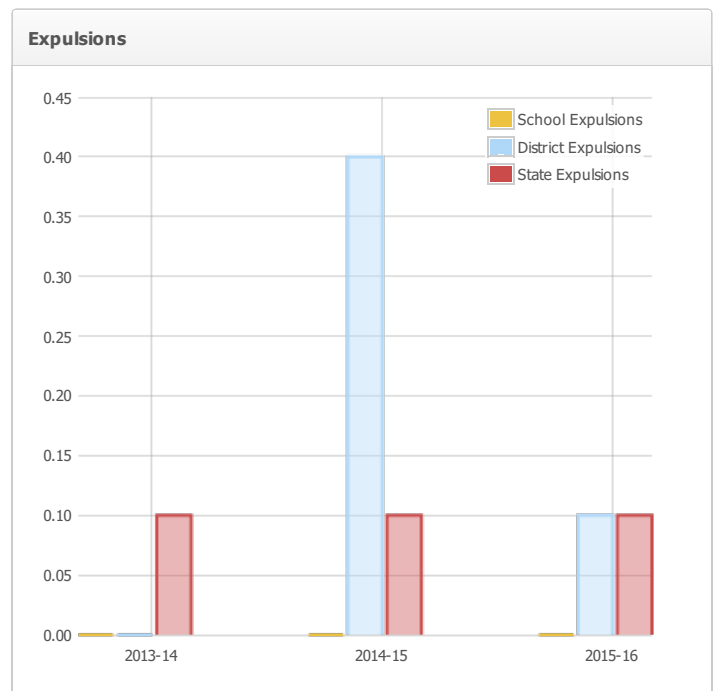
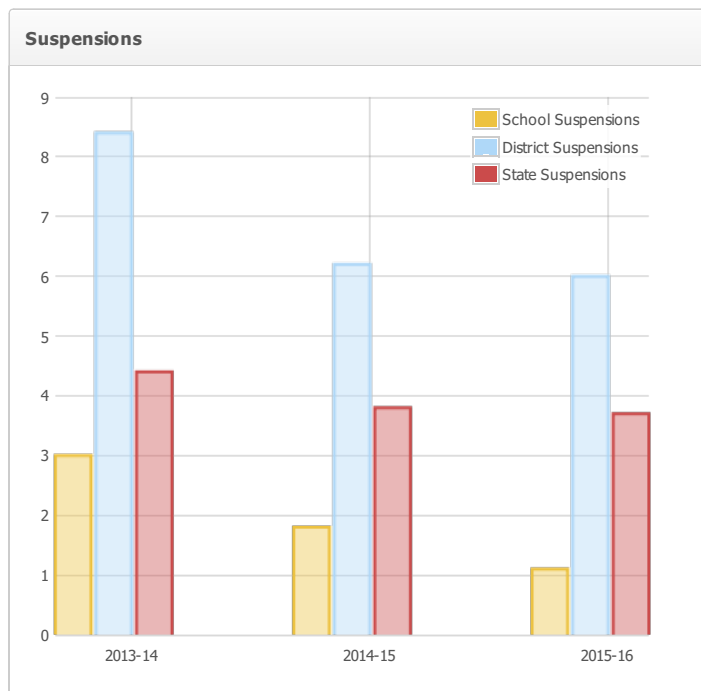
State Priority: School Climate

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	3.0	1.8	1.1	8.4	6.2	6.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.4	0.1	0.1	0.1	0.1



Last updated: 2/1/2017

School Safety Plan (School Year 2016-17)

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. The Comprehensive School Safety Plan is in compliance with Senate Bill 187. Yearly, the committee meets to review materials. In addition to an Incident Command structure, this document outlines responses to fires, floods, earthquakes, toxic spills and campus intrusions. Specific instructions for staff and student response are outlined in the plan. All staff and students practice fire drills monthly and lock down drills at least twice a year to reinforce the procedures outlined in our Safety plan. 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: 1/3/2017

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	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

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	25.0	0	3	0	21.0	1	3	0				
1	21.0	2	2	0	24.0	0	3	0				
2	23.0	0	4	0	25.0	0	3	0				
3	27.0	0	3	0	22.0	1	3	0				
4	29.0	0	3	0	30.0	0	3	0				
5	31.0	0	3	0	23.0	1	3	0				
6	32.0	0	2	1	33.0	0	1	2				
Other	6.0	1	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: 1/23/2017

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	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.2	N/A
Psychologist	0.4	N/A
Social Worker	0.5	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	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: 1/30/2017

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	\$4709.0	\$89.0	\$4619.0	\$74601.0
District	N/A	N/A	\$6664.0	\$65325.0
Percent Difference – School Site and District	--	--	-30.7%	14.2%
State	N/A	N/A	\$5677.0	\$67348.0
Percent Difference – School Site and State	--	--	-18.6%	10.8%

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

Last updated: 1/17/2017

Types of Services Funded (Fiscal Year 2015-16)

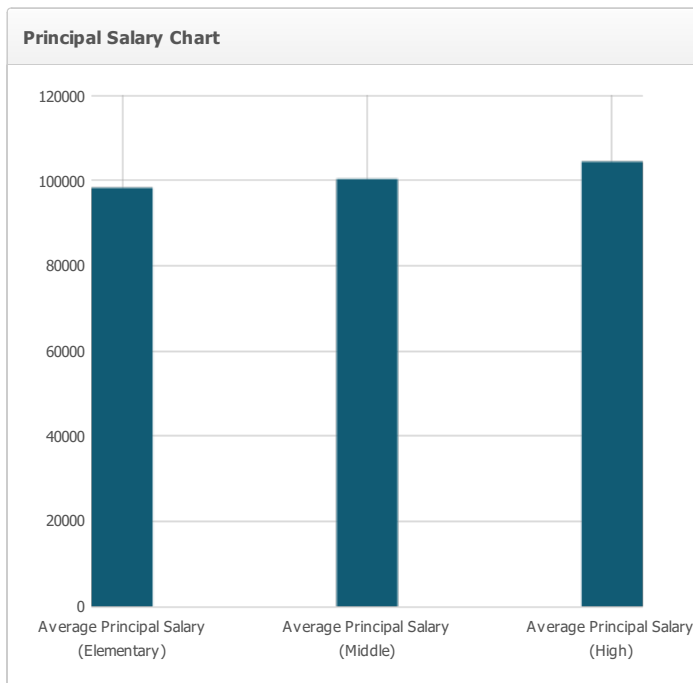
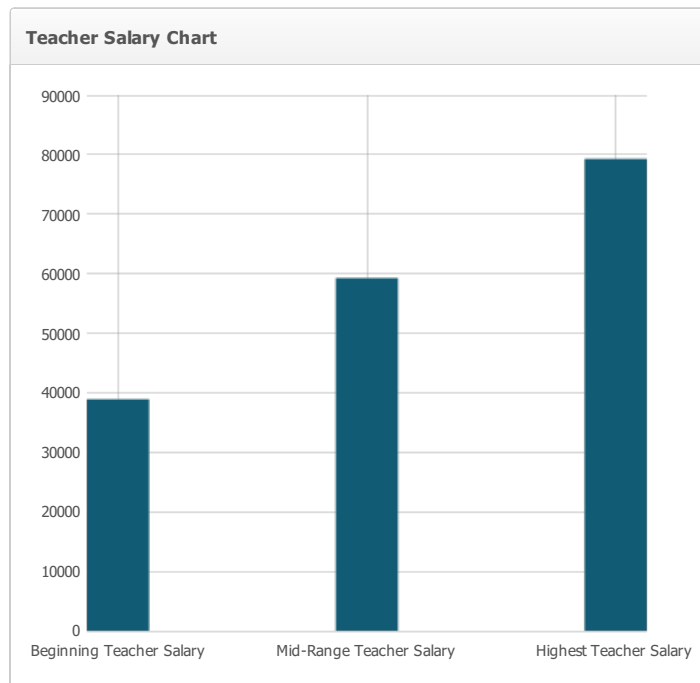
Tremont tailors its programs and services to meet the unique needs of its students. Tremont offers a reading intervention program for struggling readers. Students identified for this program receive small group instruction and participate in specialized reading groups that address their individual literacy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

Last updated: 1/23/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,903	\$42,063
Mid-Range Teacher Salary	\$59,262	\$64,823
Highest Teacher Salary	\$79,285	\$84,821
Average Principal Salary (Elementary)	\$98,259	\$101,849
Average Principal Salary (Middle)	\$100,325	\$107,678
Average Principal Salary (High)	\$104,397	\$115,589
Superintendent Salary	\$175,890	\$169,152
Percent of Budget for Teacher Salaries	41.0%	35.0%
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: 1/23/2017

Professional Development

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: 1/23/2017