

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/fg/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, the county, and the state. 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.

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Ruth Perez
E-mail Address	RPerez@paramount.k12.ca.us
Web Site	www.paramount.k12.ca.us

School Contact Information - Most Recent Year	
School Name	Frank J. Zamboni
Street	15733 South Orange Ave.
City, State, Zip	Paramount, Ca, 90723-4378
Phone Number	562-602-8048
Principal	Elizabeth Salcido, Principal
E-mail Address	esalcido@paramount.k12.ca.us
County-District-School (CDS) Code	19648736114615

Last updated: 1/27/2016

School Description and Mission Statement - Most Recent Year

Mission Statement/Goals

All students have the right to a quality education in a positive and safe environment that promotes dignity, respect, high achievement, and responsible, productive citizens in a multi-cultural society.

1. Teachers believe that all students can learn.
2. The school addresses the individual student: intellectual, emotional, social, and physical.
3. Teachers hold high expectations for each student while acknowledging individual differences.
4. Developing positive self-esteem enhances respect and cooperation.
5. Pride in one's work is essential to achieving one's potential.
6. Promoting personal responsibility develops contributing members of society.
7. Learning is valued as a life-long process.
8. A positive, safe environment allows students to perform in a risk – free environment.

Collective Commitments

Curriculum, Instruction and Assessment

As a school staff we will...

- complete 10-step plans with a focus on the input, model, check cycle;
- incorporate Thinking Map strategies and graphic organizers;
- incorporate active participation strategies throughout the lesson;
- implement Common Core lessons
- implement SIOP strategies in all content areas;
- provide instruction that accommodates different learning modalities to ensure success;
- identify essential learning during STPT for all core content areas;
- develop and Implement Cycle of Inquiry;
- vary projects to include informal and formal assessments;
- provide interventions prior to retakes of assessments in all core content areas;
- collaborate to create common assessments;
- use Cycle of Inquiry to analyze common assessments to drive instruction;
- praise and post each students' exemplary work and
- post academic achievement of all students in the classrooms and throughout the school.

Focus on Students and Access for All

As a school staff we will...

- prioritize the needs of students over the needs of the system;
- provide students with proactive and systematic prevention strategies and interventions instead of waiting for failure;
- work together to take collective responsibility for all students;
- provide all students access to academic, career planning, behavioral, and emotional support services and
- encourage each student to participate in a variety of curricular and co-curricular programs;
- institute in Guidelines for Success, recognizing students good character.

Working as a Professional Learning Community

As a school staff we will...

- have high standards and expectations for student success;
- focus on developing high-performing collaborative teams;
- improve professional practices and
- support collaborative problem solving.

A Culture for Learning**As a school staff we will...**

- conduct ourselves in a professional manner;
- treat each other with mutual respect and consideration;
- implement tenets of Safe & Civil Schools and
- ensure collectively student learning and success.

Continuous Cycle of Improvement**As a school staff we will...**

- focus on student learning;
- engage in observing each other to refine best practices;
- openly share data among teachers who work collaboratively to improve student learning and
- provide students with on-going specific feedback and involve them in assessing their own learning.

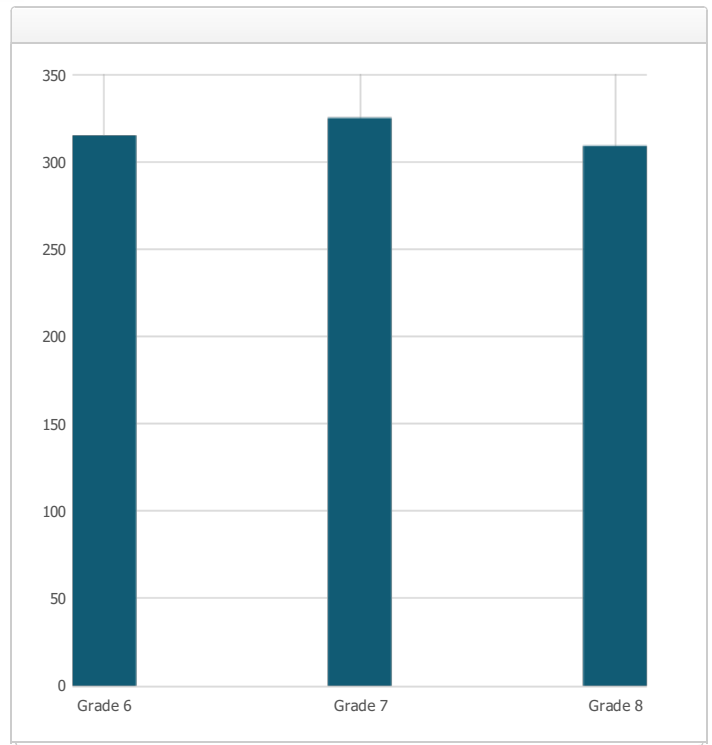
Community Engagement**As a school staff we will...**

- ensure parents play an active role in the education of their children;
- have open and frequent communication between all stakeholders and
- work collaboratively to provide a safe environment for learning.

Last updated: 1/27/2016

Student Enrollment by Grade Level (School Year 2014-15)

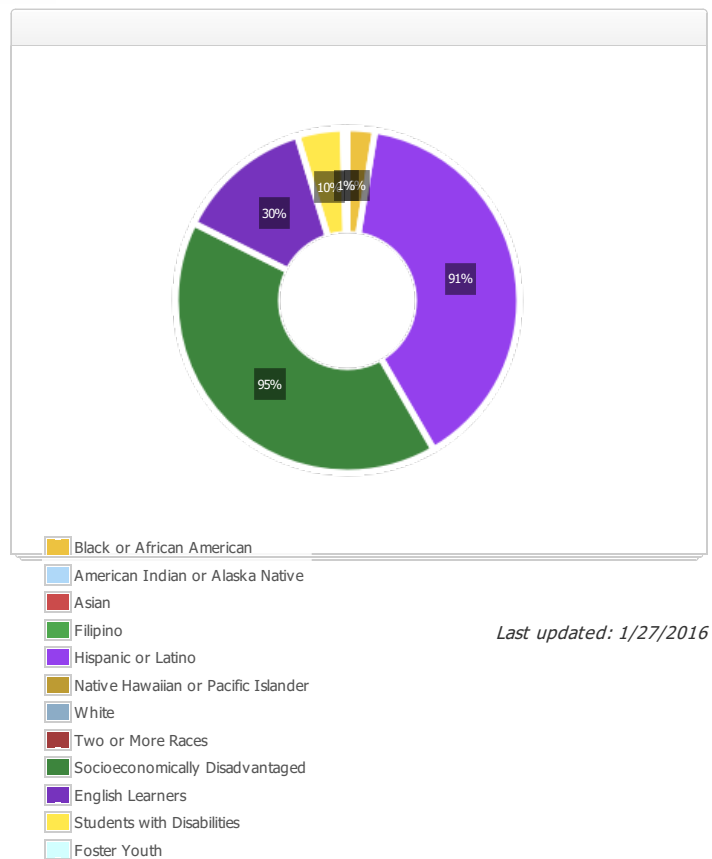
Grade Level	Number of Students
Grade 6	315
Grade 7	325
Grade 8	309
Total Enrollment	949



Last updated: 1/27/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6.2 %
American Indian or Alaska Native	0.0 %
Asian	0.2 %
Filipino	0.0 %
Hispanic or Latino	91.9 %
Native Hawaiian or Pacific Islander	0.2 %
White	0.6 %
Two or More Races	0.3 %
Socioeconomically Disadvantaged	95.9 %
English Learners	30.7 %
Students with Disabilities	10.9 %
Foster Youth	1.8 %



Last updated: 1/27/2016

A. Conditions of Learning

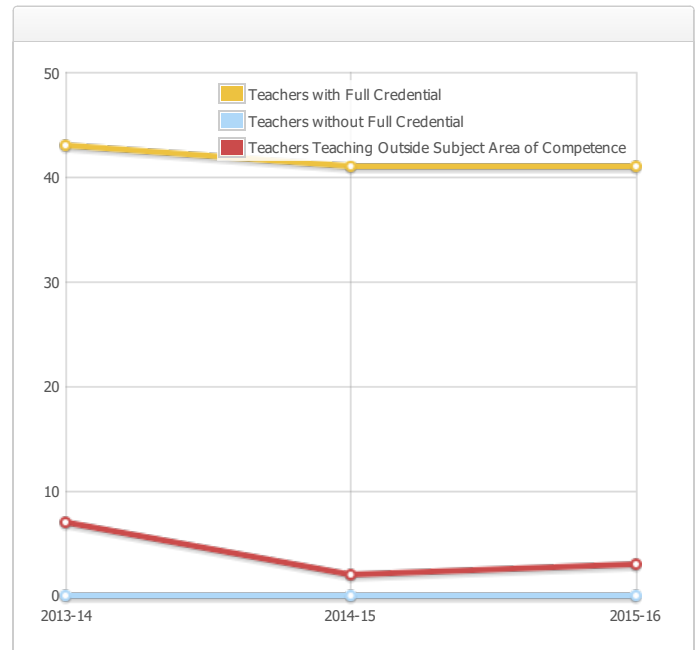
State Priority: Basic

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	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	43	41	41	616
Without Full Credential	0	0	0	14
Teachers Teaching Outside Subject Area of Competence (with full credential)	7	2	3	28



Last updated: 12/18/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 12/18/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Hampton-Brown) Grade 6-8 Inside the USA / 2011 (Hampton-Brown) Grade 6-8 Inside Phonics / 2011 (Hampton-Brown) Grade 6-8 Inside Level A-E / 2011 (Sopris West) Grade 6-8 Language! (Level A,B,C,D) / 2001 (Prentice Hall) Grade 6-8 Prentice Hall Literature: Timeless Voices Timeless Themes / 2003 (Prentice Hall) Grade 6-8 Prentice Hall Writing and Grammar / 2003 (Glencoe) Grade 6-8 Triumphs Levels 1-6 / 2009	Yes	0.0 %
Mathematics	(Glencoe/McGraw-Hill) Grade 6 Math Course 1 / 2014 (Glencoe/McGraw-Hill) Grade 7 Math Course 2 / 2014 (Glencoe/McGraw-Hill) Grade 8 Math Course 3 / 2014 (Agile Mind) Grade 8 8th Grade Common Core Math / 2013 (Pearson) Grade 8 Algebra 1 / 2015	Yes	0.0 %
Science	(Glenco/Mcgraw-Hill) Grade 6 Focus on Earth Science / 2007 (Glenco/Mcgraw-Hill) Grade 7 Focus on Life Science / 2007 (Glenco/Mcgraw-Hill) Grade 6-8 Teen Health / - - (Glenco/Mcgraw-Hill) Grade 8 Focus on Physical Science / 2007	Yes	0.0 %
History-Social Science	(Glenco/Mcgraw-Hill) Grade 6 Ancient Civilizations / 2006 (Glenco/Mcgraw-Hill) Grade 7 Medieval and Early Modern Times / 2006 (Glenco/Mcgraw-Hill) Grade 8 The American Journey to WWI / 2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

School Facility Conditions and Planned Improvements - Most Recent Year

Zamboni school is in very good condition for the cleanliness of all classrooms and restrooms.

Tree trimming has been completed and all safety lines have been repainted.

There are not any major maintenance repairs needed at this time.

There have been no major facilities projects this year.

Windows to main office were replaced with dual pane windows.

Last updated: 1/27/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected:

Overall Rating	Exemplary
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Last updated: 1/27/2016

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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	30.0%	35.0%	44.0%
Mathematics (grades 3-8 and 11)	18.0%	21.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/27/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	314	312	99.4%	41.0%	37.0%	20.0%	2.0%
Male	314	170	54.1%	44.0%	36.0%	18.0%	2.0%
Female	314	142	45.2%	37.0%	37.0%	23.0%	3.0%
Black or African American	314	14	4.5%	29.0%	29.0%	43.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	314	294	93.6%	41.0%	37.0%	19.0%	2.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	314	2	0.6%	--	--	--	--
Two or More Races	314	2	0.6%	--	--	--	--
Socioeconomically Disadvantaged	314	180	57.3%	43.0%	41.0%	14.0%	2.0%
English Learners	314	119	37.9%	68.0%	30.0%	2.0%	0.0%
Students with Disabilities	314	34	10.8%	82.0%	9.0%	9.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/27/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	339	333	98.2%	43.0%	27.0%	26.0%	4.0%
Male	339	170	50.1%	55.0%	21.0%	21.0%	3.0%
Female	339	163	48.1%	31.0%	33.0%	32.0%	4.0%
Black or African American	339	19	5.6%	53.0%	26.0%	21.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	339	307	90.6%	42.0%	27.0%	27.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	339	3	0.9%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	339	179	52.8%	51.0%	25.0%	22.0%	2.0%
English Learners	339	113	33.3%	76.0%	20.0%	3.0%	1.0%
Students with Disabilities	339	45	13.3%	87.0%	13.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/27/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	307	306	99.7%	26.0%	36.0%	33.0%	5.0%
Male	307	149	48.5%	39.0%	34.0%	26.0%	1.0%
Female	307	157	51.1%	13.0%	38.0%	39.0%	10.0%
Black or African American	307	21	6.8%	29.0%	48.0%	24.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	307	2	0.7%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	307	277	90.2%	26.0%	35.0%	33.0%	5.0%
Native Hawaiian or Pacific Islander	307	2	0.7%	--	--	--	--
White	307	3	1.0%	--	--	--	--
Two or More Races	307	1	0.3%	--	--	--	--
Socioeconomically Disadvantaged	307	172	56.0%	30.0%	39.0%	27.0%	5.0%
English Learners	307	66	21.5%	62.0%	33.0%	5.0%	0.0%
Students with Disabilities	307	21	6.8%	71.0%	24.0%	5.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 4 = Standard exceeded

Last updated: 1/27/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	314	312	99.4%	52.0%	36.0%	9.0%	4.0%
Male	314	170	54.1%	52.0%	37.0%	8.0%	4.0%
Female	314	142	45.2%	52.0%	34.0%	11.0%	4.0%
Black or African American	314	14	4.5%	50.0%	43.0%	7.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	314	294	93.6%	52.0%	35.0%	9.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	314	2	0.6%	--	--	--	--
Two or More Races	314	2	0.6%	--	--	--	--
Socioeconomically Disadvantaged	314	180	57.3%	58.0%	32.0%	7.0%	3.0%
English Learners	314	119	37.9%	76.0%	24.0%	1.0%	0.0%
Students with Disabilities	314	34	10.8%	85.0%	12.0%	3.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/27/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	339	333	98.2%	47.0%	34.0%	14.0%	4.0%
Male	339	170	50.1%	49.0%	34.0%	14.0%	4.0%
Female	339	163	48.1%	45.0%	34.0%	15.0%	5.0%
Black or African American	339	19	5.6%	68.0%	21.0%	11.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	339	307	90.6%	46.0%	35.0%	15.0%	5.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	339	3	0.9%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	339	179	52.8%	56.0%	31.0%	11.0%	3.0%
English Learners	339	113	33.3%	73.0%	25.0%	3.0%	0.0%
Students with Disabilities	339	45	13.3%	91.0%	9.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/27/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	307	305	99.3%	44.0%	34.0%	18.0%	4.0%
Male	307	148	48.2%	50.0%	32.0%	15.0%	3.0%
Female	307	157	51.1%	38.0%	36.0%	20.0%	5.0%
Black or African American	307	21	6.8%	43.0%	52.0%	5.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	307	2	0.7%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	307	276	89.9%	45.0%	33.0%	18.0%	5.0%
Native Hawaiian or Pacific Islander	307	2	0.7%	--	--	--	--
White	307	3	1.0%	--	--	--	--
Two or More Races	307	1	0.3%	--	--	--	--
Socioeconomically Disadvantaged	307	171	55.7%	50.0%	32.0%	14.0%	4.0%
English Learners	307	65	21.2%	80.0%	18.0%	2.0%	0.0%
Students with Disabilities	307	21	6.8%	81.0%	14.0%	5.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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Last updated: 1/27/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	64.0%	76.0%	72.0%	46.0%	50.0%	49.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/27/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49.0%
All Students at the School	72.0%
Male	73.0%
Female	73.0%
Black or African American	76.0%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	72.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	65.0%
English Learners	40.0%
Students with Disabilities	36.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/27/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	8.6%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	30.0%	24.8%	29.4%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2016

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 - Most Recent Year

Parents are encouraged to be a part of their student's education and are welcome to meet with staff members to improve the learning experiences for their students. Each year, the school surveys parents regarding the effectiveness of school programs and uses the parent responses to improve the educational program.

Parents may be actively involved in the school through the Parent Teacher Association (PTA), by being elected a School Site Council (SSC) member and attending the School Site Council meetings, or being elected to the English Language Advisory Committee (ELAC). The School Site Council and English Language Advisory Committees are parent advisory groups that assist the principal staff with the educational programs at the school. Parents are welcome to volunteer in their child's classroom assisting small groups of students, individual students and/or completing tasks the teacher assigns.

State Priority: Pupil Engagement

Last updated: 1/27/2016

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

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

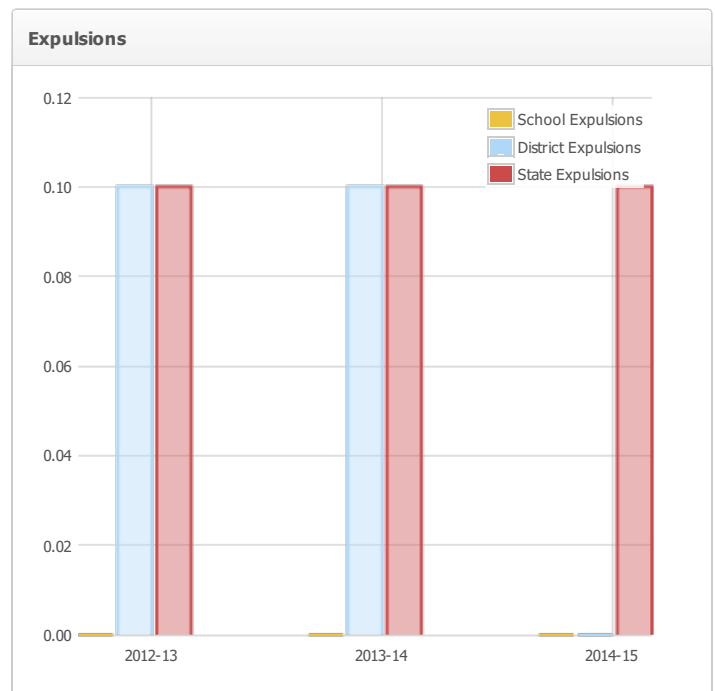
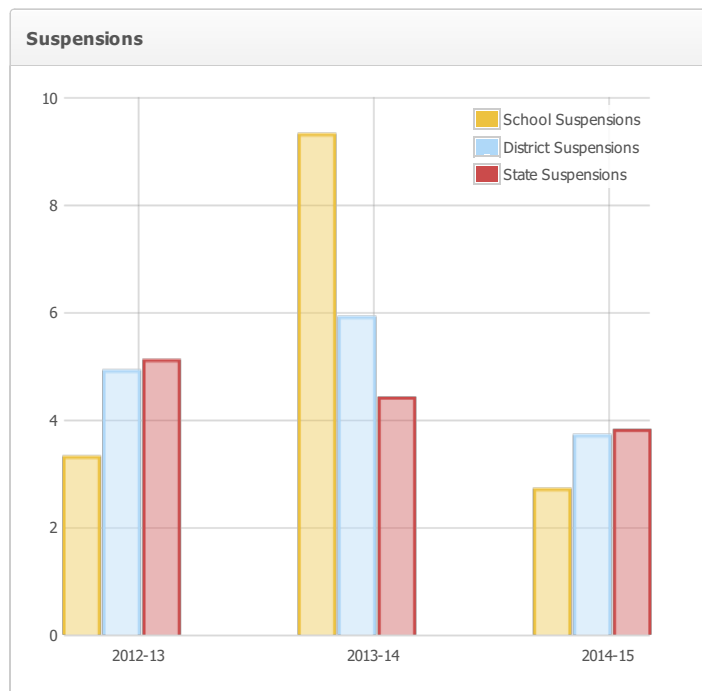
State Priority: School Climate

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

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.3	9.3	2.7	4.9	5.9	3.7	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1



Last updated: 1/27/2016

School Safety Plan - Most Recent Year

The safety committee devised the disaster plan with input from parents and teachers. Teachers and staff reviewed the plan in detail on August 20, 2014 and have continual monthly reviews. Both ELAC and SSC parent groups reviewed the plan on November 5, 2014. The committee meets regularly to review safety issues. Included in the comprehensive plan is: mandated cross-reporting, SB187 overview, child abuse reporting, orderly school environment procedures, policy statements, employee discipline measures, dress code, parent liability, sexual harassment, pupil discipline, and campus access. Within the school disaster plan are procedures on evacuation due to fire, earthquake procedures, bomb threat procedures and lockdown procedures. Monthly drills are scheduled in order to be best prepared for any of these situations. We at Zamboni know that we "play like we practice", so we take drills seriously. Student safety is paramount.

Last updated: 1/27/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

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

Last updated: 1/27/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	13
Percent of Schools Currently in Program Improvement	N/A	68.4%

Note: Cells with NA values do not require data.

Last updated: 1/27/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	18.0	37	9		22.0	14	26		21.0	21	16	
Mathematics	21.0	17	14		23.0	10	22		23.0	10	19	
Science	21.0	20	9		25.0	4	22		24.0	5	21	
Social Science	20.0	24	8		24.0	6	21		22.0	11	17	

* 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: 1/27/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	485.0
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	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	4.0	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: 12/18/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4342.0	\$164.0	\$4177.0	\$78253.0
District	N/A	N/A	\$1740.0	\$75970.0
Percent Difference – School Site and District	N/A	N/A	140.0%	3.0%
State	N/A	N/A	\$5348.0	\$71529.0
Percent Difference – School Site and State	N/A	N/A	-21.9%	9.4%

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

Last updated: 1/11/2016

Types of Services Funded (Fiscal Year 2014-15)

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II - A federal program designed to ensure teacher and principal quality.

Title III – A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.

Economic Impact Aid – Limited English Proficient –A state program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.

Gifted and Talented Education (GATE) – A state funded program within the Local Control Funding Formula (LCFF) designed to provide gifted and talented students with integrated and differentiated learning experiences within the regular school day.

Beginning Teacher Support and Assessment (BTSA) - A program designed as a system of support and professional growth for preliminary credentialed teachers.

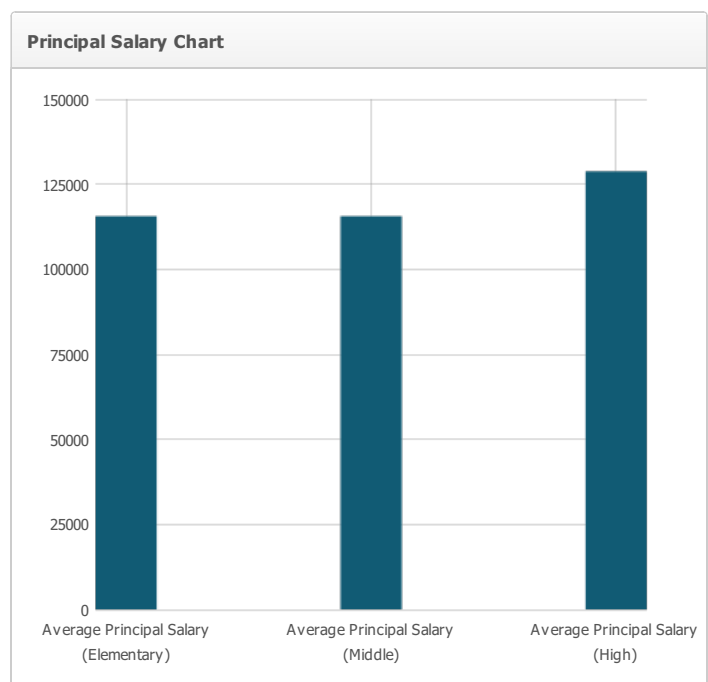
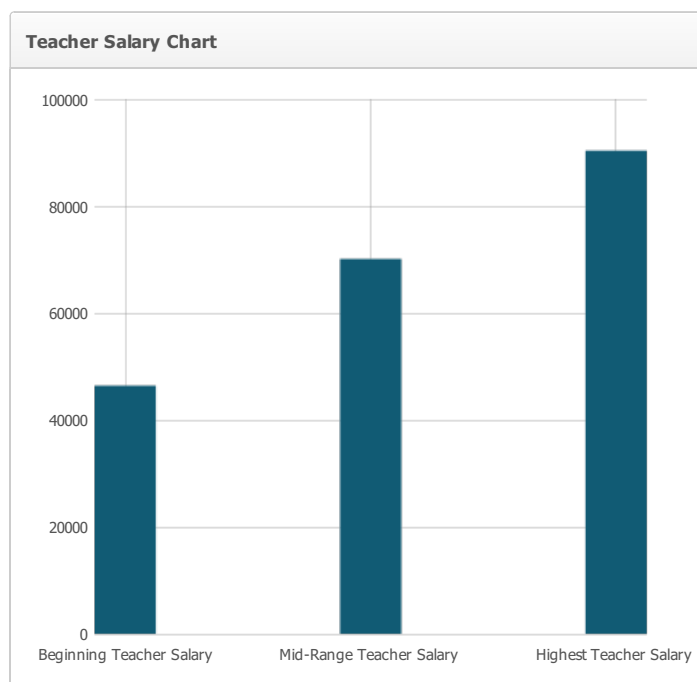
Supplemental Educational Services (SES) - Additional academic instruction provided outside of the regular school day designed to increase the academic achievement of students attending schools in Program Improvement Years 2 through 5. Eligible students include low-income, academically challenged students who attend Title I PI Years 2 through 5 schools.

Last updated: 1/29/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,421	\$43,062
Mid-Range Teacher Salary	\$70,119	\$67,927
Highest Teacher Salary	\$90,366	\$87,811
Average Principal Salary (Elementary)	\$115,592	\$110,136
Average Principal Salary (Middle)	\$115,592	\$115,946
Average Principal Salary (High)	\$128,779	\$124,865
Superintendent Salary	\$182,938	\$211,869
Percent of Budget for Teacher Salaries	39.0%	39.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/27/2016

Professional Development – Most Recent Three Years

In 2015-16, professional development has been driven by the implementation of Common Core State Standards. Student achievement data is analyzed to determine the specific needs for professional development. Professional development is provided in a variety of ways. Teachers are provided with substitute coverage during the school day, teachers attend after school workshops and academic coaches model lessons and provide teachers with individual mentoring and support. Teachers are also supported through collaboration meetings with teachers at their sites and district wide.

Training for K-12 teachers, coaches and principals has included Thinking Maps and Safe and Civil Leadership Teams. Teachers have had collaboration time to analyze writing and/or ELA constructed response questions and math constructed response questions. Professional development is also developed specifically for particular grade levels.

K-5 professional development activities have included Instructional Leadership Teams, Common Core Modules, Basic Math Facts, Math Curriculum and Development Teams, Spatial Temporal Math for grades 3-4, English Language Arts Curriculum and Development Teams, and Write from the Beginning and Beyond.

6-12 professional development activities have included Instructional Leadership Teams, Math Curriculum and Development Teams, English Language Arts Curriculum and Development Teams, Write from the Beginning and Beyond and Career Technical Education training.

The district further promotes structured professional development programs through the Beginning Teacher Support and Assessment Program and the Induction Program for General and Special Education teachers.

Last updated: 1/29/2016