

Plymouth Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://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.

Mr. Joseph Horacek, Principal

Principal, Plymouth Elementary

About Our School

I was raised in a small town in Massachusetts and got my BA in Dramatic Literature from Tufts University. I also studied Biology and Chemistry with hopes of attending Veterinary School. During my junior year, I studied abroad in Chiang Mai, Thailand.

I am married with 4 children. Our daughter is a senior in high school, staying in the Bay Area to finish her last year. My three sons attend Los Medanos Community College, San Jose State University, and University of California Irvine and the two oldest will graduate in May 2019. When not working, I enjoy gardening, tending to my animals, and cooking.

I am a lifetime member of the American Rabbit Breeders Association (ARBA), and successfully presented two new varieties of Lionhead rabbit for acceptance to the ARBA Standards of Perfection. I am currently working on presenting a third.

I am conversational in Spanish and enjoy any opportunity to practice and improve my fluency.

I earned my Bilingual Multi-Subject Teaching Credential from California State University East Bay and worked in Antioch Unified School District for 13 years. I was a 3rd and 4th grade teacher, taught Theatre Arts at a middle school, and was an instructional coach for other teachers in the district for several years before becoming the Vice Principal of a Linked Learning and NAF certified healthcare pathway high school.

I am very excited to have been chosen to serve Plymouth Elementary School. Working in Plymouth moves me closer to my 'farm' in FairPlay, where I dream of one day retiring.

I am honored to have the opportunity to join the passionate team of teachers at Plymouth Elementary. The parent group (PEP) is incredibly engaged in working with the larger community to improve students' experience of the first 8 years of their education. Together, the faculty, staff, and parents will prepare Plymouth Elementary students for secondary school, college, and careers in the 21st century.

Contact

Plymouth Elementary
10601 Sherwood
Plymouth, CA 95669

Phone: 209-257-7800

Email: joseph.horacek@acUSD.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Amador County Unified
Phone Number	(209) 223-1750
Superintendent	Amy Slavensky
Email Address	aslavensky@amadorcoe.k12.ca.us
Website	http://www.amadorcoe.org

School Contact Information (School Year 2019—20)	
School Name	Plymouth Elementary
Street	10601 Sherwood
City, State, Zip	Plymouth, Ca, 95669
Phone Number	209-257-7800
Principal	Mr. Joseph Horacek, Principal
Email Address	joseph.horacek@acusd.org
County-District-School (CDS) Code	03739816002869

Last updated: 1/8/2020

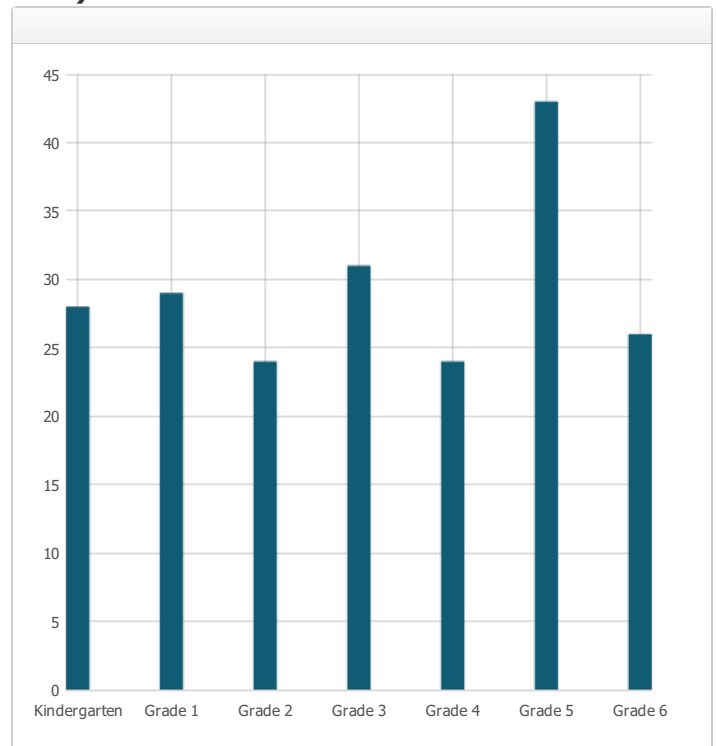
School Description and Mission Statement (School Year 2019—20)

It is the mission of Plymouth Elementary School to encourage and assist all students in the establishment of high academic standards and positive character traits. All students are expected to do their best to make academic growth each year in school and in all of their core subjects. Students are expected to maintain a high degree of personal integrity and to take care of themselves, others and their school. The faculty and staff at Plymouth Elementary realize they must enlist the support and help of the parents and community if they are to be truly successful in helping students reach their full potential.

Last updated: 1/8/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	28
Grade 1	29
Grade 2	24
Grade 3	31
Grade 4	24
Grade 5	43
Grade 6	26
Total Enrollment	205



Last updated: 1/8/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.50 %
American Indian or Alaska Native	2.40 %
Asian	%
Filipino	%
Hispanic or Latino	36.10 %
Native Hawaiian or Pacific Islander	%
White	55.10 %
Two or More Races	3.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	56.60 %
English Learners	19.00 %
Students with Disabilities	15.10 %
Foster Youth	%
Homeless	1.50 %

A. Conditions of Learning

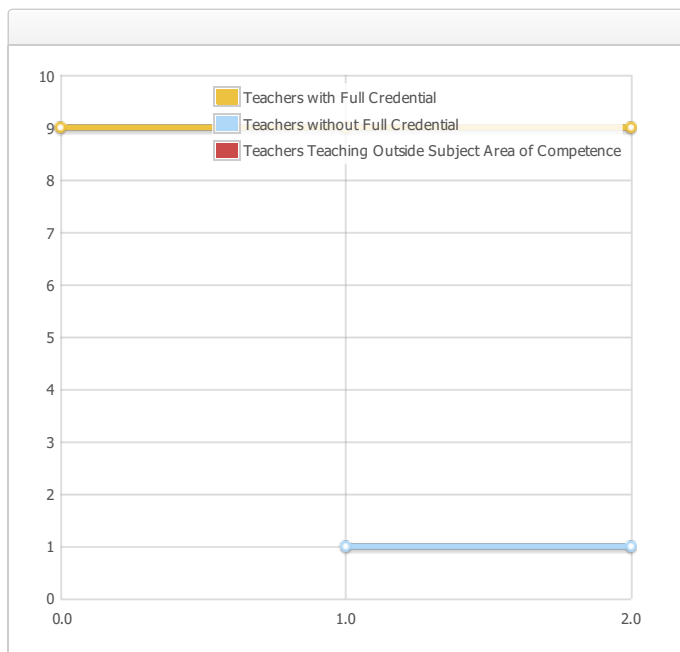
State Priority: Basic

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

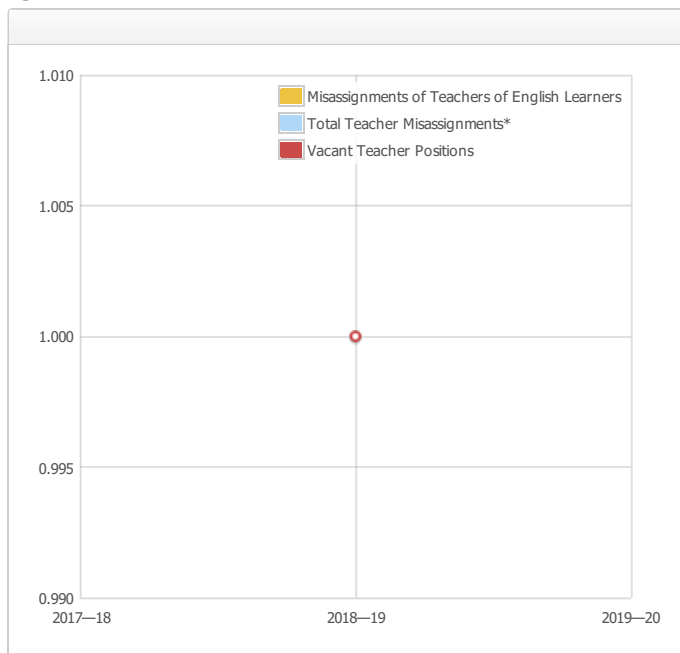
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	9	9	9	172
Without Full Credential		1	1	8
Teachers Teaching Outside Subject Area of Competence (with full credential)				2



Last updated: 1/15/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions		1	



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: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced: Benchmark Education	Yes	0.00 %
Mathematics	McGraw Hill: My Math	Yes	0.00 %
Science	MacMillan/McGraw Hill: California Science	Yes	0.00 %
History-Social Science	Harcourt: Reflections (Grades K-5)	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/8/2020

School Facility Conditions and Planned Improvements

Plymouth Elementary School's buildings and 14 classrooms are cleaned and maintained on a regular basis by the school's custodians and the district maintenance department. The custodians and Principal walk through the restrooms during the day to assure that they are sanitary and in proper working condition. The principal walks the site daily to look for hazards and, if found, they are addressed immediately

Last updated: 1/8/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

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	Good	
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

Year and month of the most recent FIT report: October 2019

Overall Rating	Good
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Last updated: 1/15/2020

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	54.0%	55.0%	45.0%	47.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	36.0%	38.0%	29.0%	32.0%	38.0%	39.0%

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.

Note: ELA and 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.

Last updated: 1/8/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	121	118	97.52%	2.48%	55.08%
Male	51	50	98.04%	1.96%	34.00%
Female	70	68	97.14%	2.86%	70.59%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	44	41	93.18%	6.82%	43.90%
Native Hawaiian or Pacific Islander					
White	66	66	100.00%	0.00%	62.12%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	72	71	98.61%	1.39%	46.48%
English Learners	19	19	100.00%	0.00%	31.58%
Students with Disabilities	21	21	100.00%	0.00%	19.05%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

Last updated: 1/8/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	121	118	97.52%	2.48%	38.14%
Male	51	50	98.04%	1.96%	30.00%
Female	70	68	97.14%	2.86%	44.12%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	44	41	93.18%	6.82%	29.27%
Native Hawaiian or Pacific Islander					
White	66	66	100.00%	0.00%	43.94%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	72	71	98.61%	1.39%	25.35%
English Learners	19	19	100.00%	0.00%	31.58%
Students with Disabilities	21	21	100.00%	0.00%	19.05%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

Last updated: 1/8/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/8/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/8/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	52.50%	37.50%	10.00%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/7/2020

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 school site

Opportunities for Parental Involvement (School Year 2019—20)

The School Site Council (SSC) approves our Annual Single Plan for Student Achievement budget. The SSC always includes volunteer parent members and we endeavor to ensure all student groups, special education, bilingual, etc., are represented. Our parent/teacher organization (PEP Club) has a solid core of very organized parents who rely on volunteers to carry out many projects that benefit our school. Various fundraisers throughout the year earn money for field trips, special assemblies and grounds and building improvements. Volunteer parents and community members work in our classrooms and on special grade level projects. We always welcome parent and community volunteers and interested parties may contact the school principal to volunteer. We have a full Title 1 parent involvement program.

State Priority: Pupil Engagement

Last updated: 1/8/2020

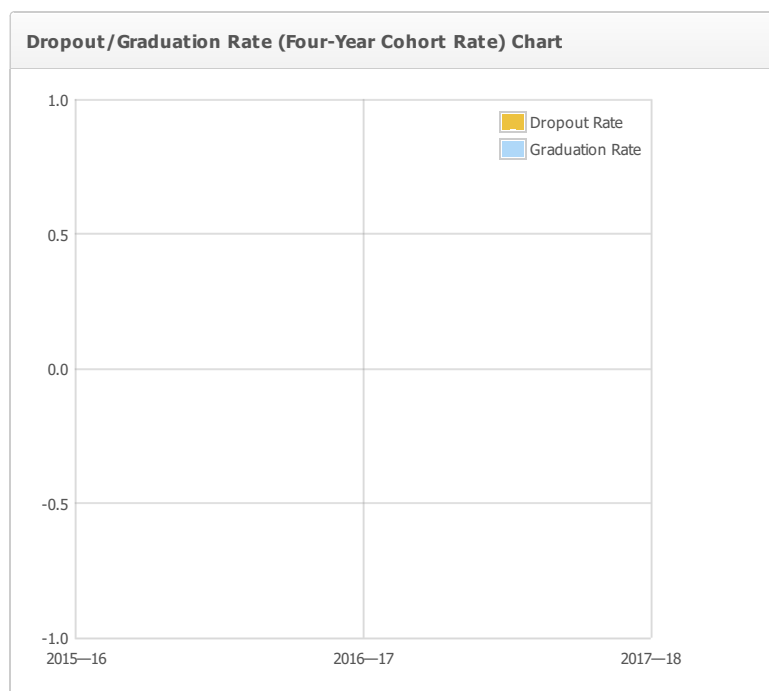
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	10.30%	9.70%
Graduation Rate	--	89.70%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	9.10%	3.90%	9.10%	9.60%
Graduation Rate	--	--	87.90%	89.90%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/8/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.10%	1.30%	0.50%	6.50%	5.70%	5.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/8/2020

School Safety Plan (School Year 2019—20)

Plymouth Elementary is a safe school. Due to the fundraising efforts of our parents, we were able to completely replace our aging playground equipment with equipment that meets current State guidelines. The custodians inspect our playground equipment every week and promptly replace any damaged parts. We routinely go over playground safety rules with students and we practice fire and earthquake drills monthly.

Our Comprehensive School Safety Plan is updated in September each year and approved by the School Site Council.

Last updated: 1/8/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	2		
1	21.00		1	
2	20.00	1		
3	21.00	1	1	
4	29.00		1	
5	26.00		1	
6	22.00		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	1	1	
1				
2	33.00		1	1
3	22.00		1	
4	27.00		2	
5	26.00		1	
6	25.00		1	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	12.00	3		
1	20.00	1		
2	20.00	1		
3	23.00		1	
4				
5	28.00		2	
6	26.00		1	
Other**	25.00		1	

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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: 1/8/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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 Number of Pupils per Counselor

Last updated: 1/8/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.80
Psychologist	0.20
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	
Other	0.20

*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: 1/8/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5656.13	\$24.65	\$5631.48	\$72255.23
District	N/A	N/A	--	\$71860.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$72949.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/8/2020

Types of Services Funded (Fiscal Year 2018—19)

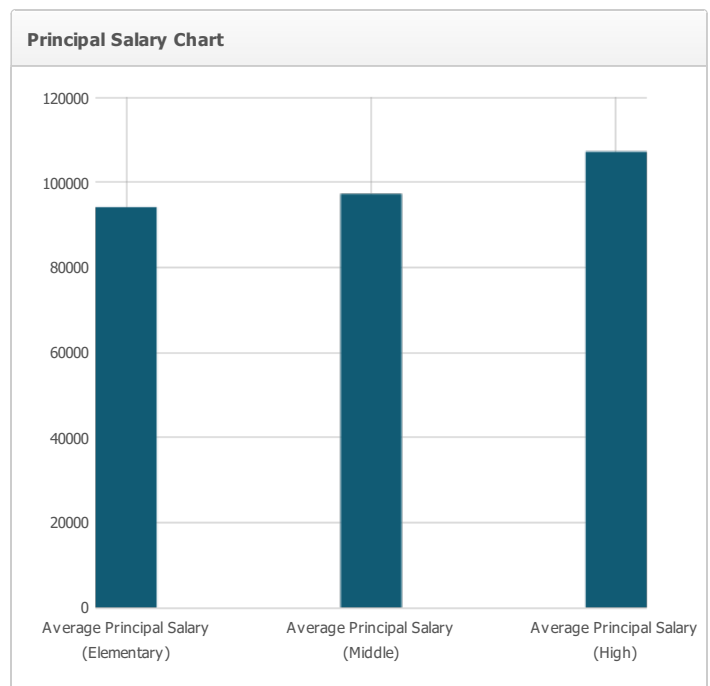
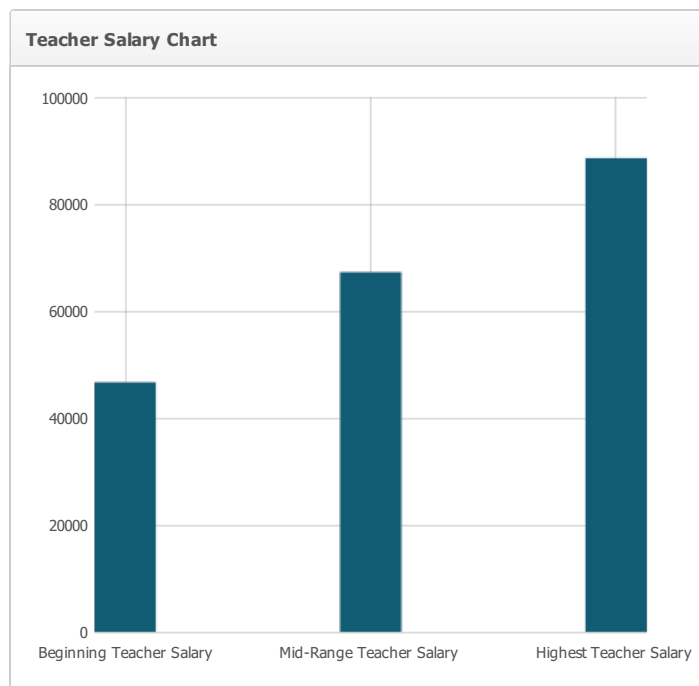
We are working through the LCAP process to offer a rich array of programs for our students, from the arts to STEM. We integrate technology and 21st Century learning throughout the curriculum. We support and assist students through diversity and school culture programs. Our students participate in Sean Covey's "7 Habits of Happy Kids". We offer after school tutoring as well as programs for our gifted and talented.

Last updated: 1/8/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,671	\$46,208
Mid-Range Teacher Salary	\$67,262	\$72,218
Highest Teacher Salary	\$88,601	\$92,742
Average Principal Salary (Elementary)	\$94,141	\$134,864
Average Principal Salary (Middle)	\$97,278	\$118,220
Average Principal Salary (High)	\$107,184	\$127,356
Superintendent Salary	\$164,800	\$186,823
Percent of Budget for Teacher Salaries	30.00%	33.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Last updated: 1/8/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/8/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5

Last updated: 1/8/2020