

Plymouth Elementary

School Accountability Report Card Reported Using Data from the 2017—18 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

Joseph Horacek

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10601 Sherwood
Plymouth, CA 95669
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Contact

*Plymouth Elementary
10601 Sherwood
Plymouth, CA 95669*

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About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Amador County Unified
Phone Number	(209) 223-1750
Superintendent	Amy Slavensky
E-mail Address	aslavensky@acUSD.org
Web Site	http://www.amadorcoe.org

School Contact Information (School Year 2018—19)	
School Name	Plymouth Elementary
Street	10601 Sherwood
City, State, Zip	Plymouth, Ca, 95669
Phone Number	209-257-7800
Principal	Mr. Joseph Horacek, Principal
E-mail Address	joseph.horacek@acUSD.org
Web Site	https://plymouthel.amadorcoe.org/
County-District-School (CDS) Code	03739816002869

Last updated: 1/11/2019

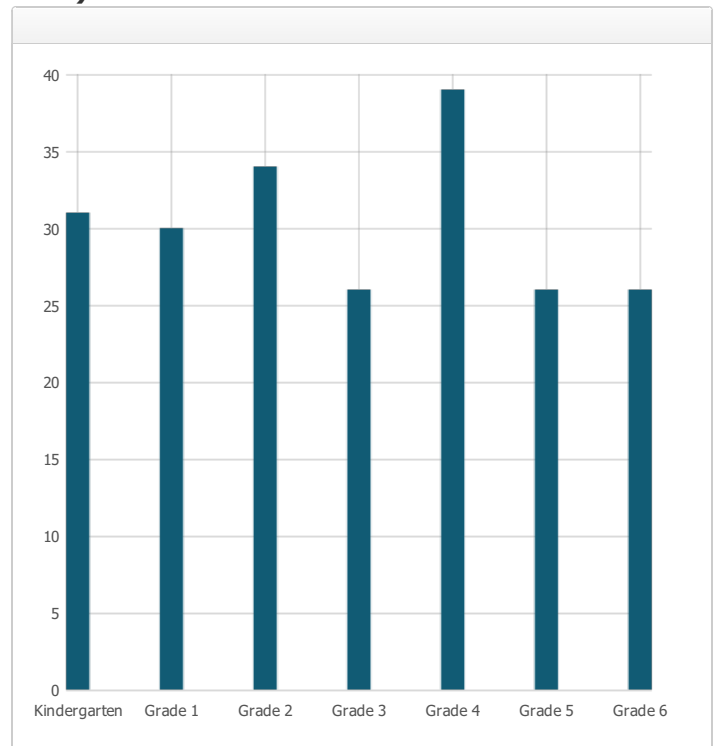
School Description and Mission Statement (School Year 2018—19)

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: 1/11/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	31
Grade 1	30
Grade 2	34
Grade 3	26
Grade 4	39
Grade 5	26
Grade 6	26
Total Enrollment	212



Last updated: 1/11/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	2.8 %
Asian	%
Filipino	%
Hispanic or Latino	34.4 %
Native Hawaiian or Pacific Islander	%
White	57.1 %
Two or More Races	2.8 %
Other	2.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	63.2 %
English Learners	17.5 %
Students with Disabilities	11.3 %
Foster Youth	%

A. Conditions of Learning

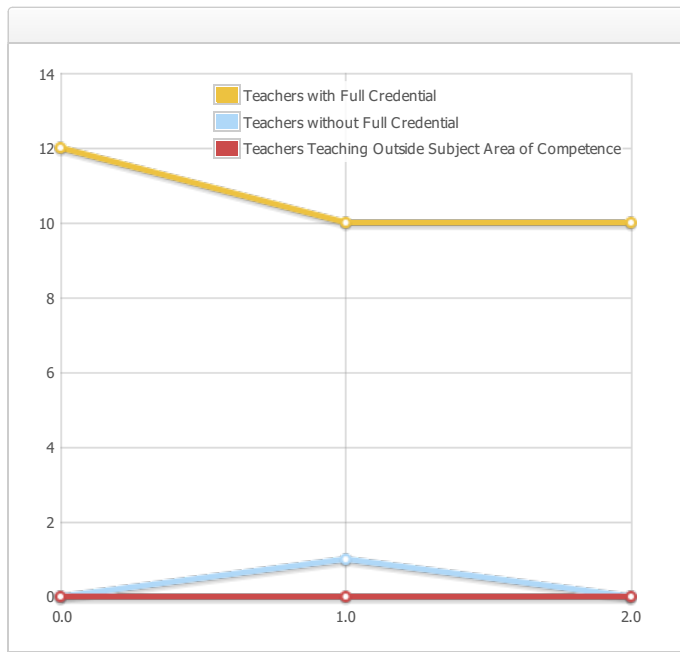
State Priority: Basic

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

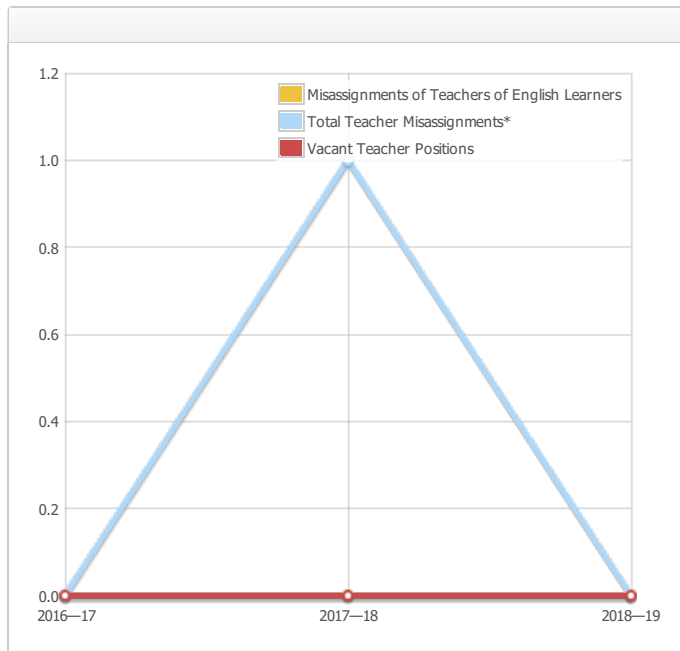
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	12	10	10	206
Without Full Credential	0	1	0	14
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	11



Last updated: 1/11/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	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: 1/11/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced: Benchmark Education	Yes	0.0 %
Mathematics	McGraw Hill: My Math	Yes	0.0 %
Science	MacMillan/McGraw Hill: California Science	No	0.0 %
History-Social Science	Harcourt: Reflections (Grades K-5)	No	0.0 %
Foreign Language			0.0 %
Health			0.0 %
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: 1/16/2019

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.

Work will begin in 2019 on a new special education classroom funded 100% through proposition 51.

Last updated: 1/16/2019

School Facility Good Repair Status

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

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 2018

Overall Rating	Good
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Last updated: 1/16/2019

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 by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	108	108	100.00%	53.70%
Male	46	46	100.00%	30.43%
Female	62	62	100.00%	70.97%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	38	38	100.00%	50.00%
Native Hawaiian or Pacific Islander				
White	62	62	100.00%	56.45%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	63	63	100.00%	39.68%
English Learners	27	27	100.00%	40.74%
Students with Disabilities	14	14	100.00%	14.29%
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 (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: 1/11/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	108	108	100.00%	36.11%
Male	46	46	100.00%	32.61%
Female	62	62	100.00%	38.71%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	38	38	100.00%	28.95%
Native Hawaiian or Pacific Islander				
White	62	62	100.00%	38.71%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	63	63	100.00%	23.81%
English Learners	27	27	100.00%	18.52%
Students with Disabilities	14	14	100.00%	14.29%
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 (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: 1/11/2019

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 2017—18)

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
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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: 1/11/2019

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 2018—19)

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

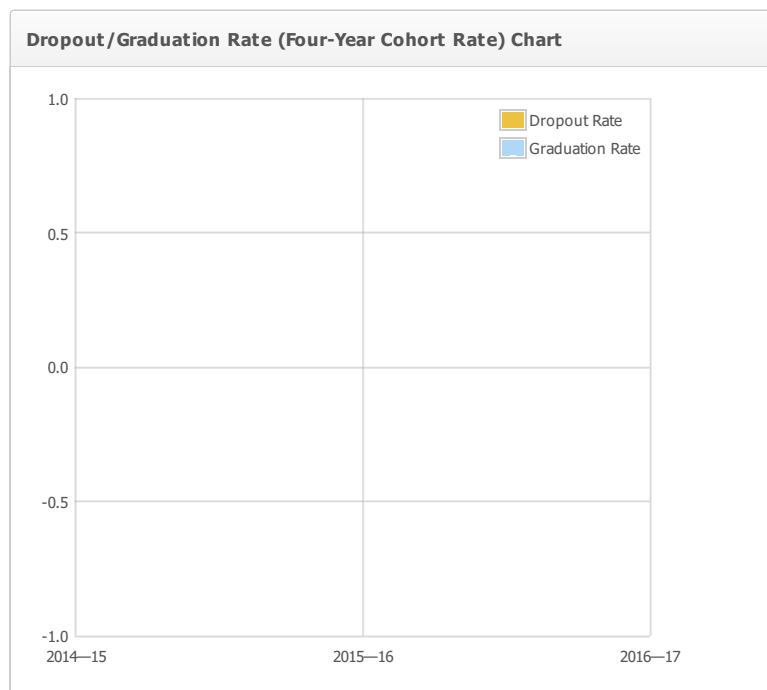
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	8.9%	10.3%	10.7%	9.7%
Graduation Rate	--	--	90.5%	89.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	9.1%	9.1%
Graduation Rate	--	87.9%	82.7%



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

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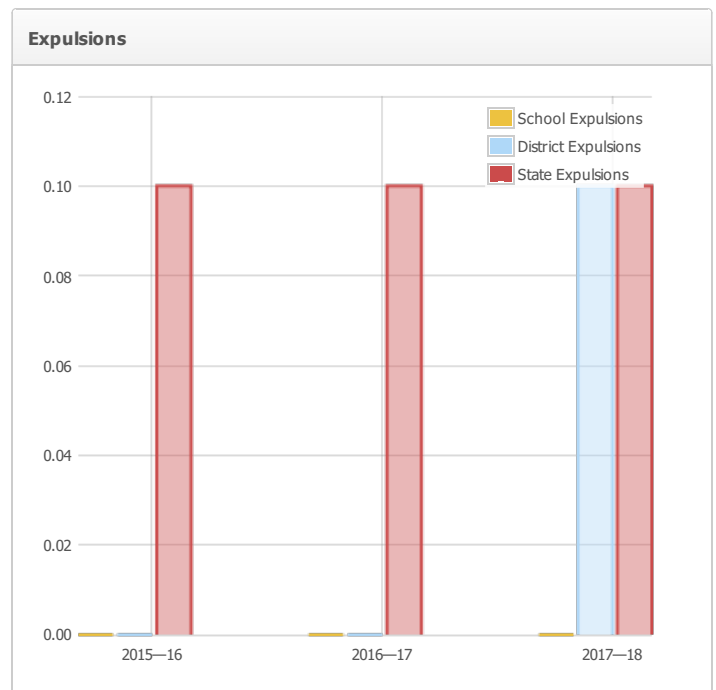
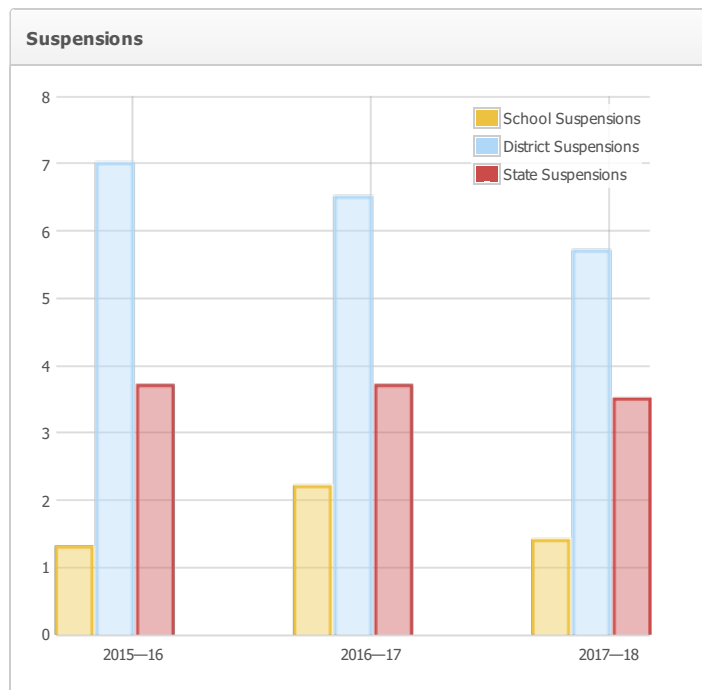
State Priority: School Climate

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	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.3%	2.2%	1.4%	7.0%	6.5%	5.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/11/2019

School Safety Plan (School Year 2018—19)

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: 1/11/2019

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	27.0		1	
1	21.0		1	
2	22.0		2	
3	23.0		1	
4	19.0	1		
5	27.0		2	
6	29.0		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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	2		
1	21.0		1	
2	20.0	1		
3	21.0	1	1	
4	29.0		1	
5	26.0		1	
6	22.0		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	20.0	1	1	
1				
2	33.0		1	1
3	22.0		1	
4	27.0		2	
5	26.0		1	
6	25.0		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.

Last updated: 1/11/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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)	0.2	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.2	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: 1/11/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6699.6	\$924.1	\$5775.5	\$63485.1
District	N/A	N/A	\$4505.0	\$69005.0
Percent Difference – School Site and District	N/A	N/A	0.2%	-0.1%
State	N/A	N/A	\$6574.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	-0.1%	-0.1%

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

Last updated: 1/11/2019

Types of Services Funded (Fiscal Year 2017—18)

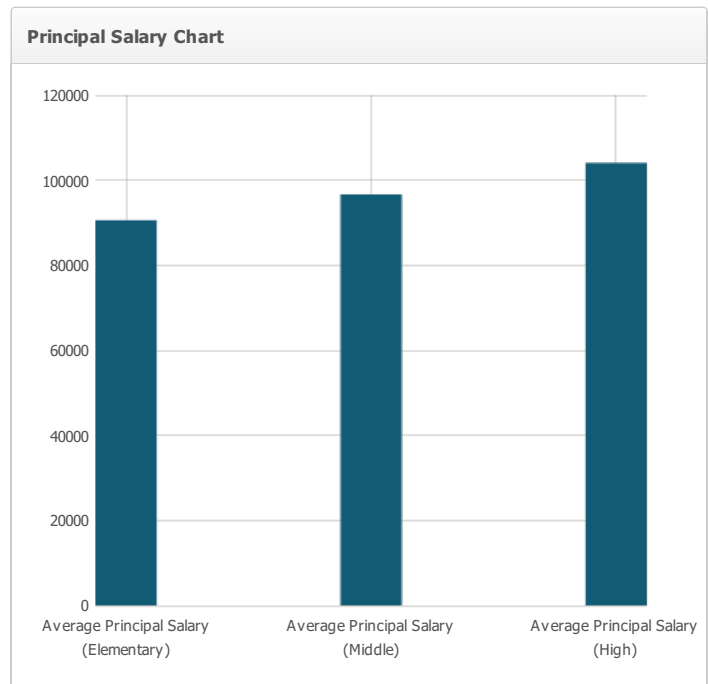
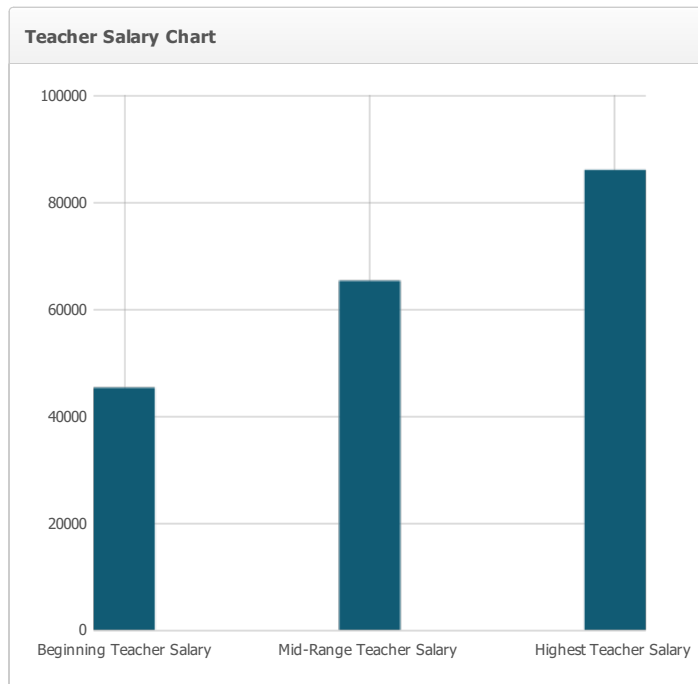
We are working through the LCAP process to offer a rich array of programs for our students, from the arts to STEM. We integrate technology and 21st Century learning throughout the curriculum. We support and assist students through diversity and school culture programs. Our students participate in Sean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

Last updated: 1/11/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,312	\$45,681
Mid-Range Teacher Salary	\$65,303	\$70,601
Highest Teacher Salary	\$86,020	\$89,337
Average Principal Salary (Elementary)	\$90,581	\$110,053
Average Principal Salary (Middle)	\$96,661	\$115,224
Average Principal Salary (High)	\$104,062	\$124,876
Superintendent Salary	\$160,000	\$182,466
Percent of Budget for Teacher Salaries	32.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/11/2019

Professional Development

16/17: 4.5 days
 17/18 4.5 days
 18/19 4.5 day

In the 17/18 school year, we had a total of 4.5 days in the Amador County Schools calendar set aside for professional development and continuous professional

growth. The areas of focus for these 4.5 days were selected using student achievement data, teacher surveys, needs determined by our Single Plans for Student Achievement, the new Common Core Standards, our instructional leadership team feedback, and implementation strategies thereof, as well as results from Response to Intervention classwork.

Professional development is delivered via after-school workshops, summer institutes, release days and conference attendance – along with individual teacher mentoring. Teachers are supported through these processes with in-class coaching, teacher/principal coaching, and discussions with a focus on our project-based minimum days. Our district has a current focus on math, NGSS, literacy, and using high-leverage strategies.

Last updated: 1/16/2019