

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



Weir Preparatory Academy

Address: 1975 Pennsylvania Ave. Fairfield, CA 94533-3643

Principal: Jessica Reed, Principal

Phone: (707) 399-3300

Email: jessicare@fsusd.org

Web Site: www.fsusd.org

CDS Code: 48705400112664



Fairfield-Suisun Unified

Superintendent: Kris Corey

Phone: (707) 399-5000

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Web Site: www.fsusd.org



I DATA AND ACCESS

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Fairfield-Suisun Unified
 Phone Number: (707) 399-5000
 Superintendent: Kris Corey
 E-mail Address: krisc@fsusd.org
 Web Site: www.fsusd.org

School Contact Information Most Recent Year

School Name: Weir Preparatory Academy
 Street: 1975 Pennsylvania Ave.
 City, State, Zip: Fairfield, CA 94533-3643
 Phone Number: (707) 399-3300
 Principal: Jessica Reed, Principal
 E-mail Address: jessicare@fsusd.org
 Web Site: www.fsusd.org
 County-District-School
 (CDS) Code: 48705400112664

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

MISSION STATEMENT

David A. Weir Preparatory Academy will promote high academic student achievement for every child. Students will grow academically and socially in a safe learning environment. Positive relationships between staff, students, parents, and community members help build and sustain a positive school environment. We encourage, motivate, and challenge students to reach their personal goals, master academic content standards, and take ownership of their learning. Character building in our students will ensure their success as responsible citizens in the 21st century. All staff members embrace a "No Excuses" philosophy, doing everything possible to support and guide our students.

VISION STATEMENT

We believe that the most promising strategy for achieving the mission of David A. Weir Preparatory Academy is to develop our capacity to function as a Professional Learning Community. We envision a school in which:

- Research-based instructional strategies guide students' mastery of core curriculum standards.
- Differentiated interventions provided are based on common formative and summative assessments.
- Weekly collaboration to create standards based goals, analyze data, and discuss best instructional practices ensures student academic success.
- Technology is used daily as an instructional strategy to enhance students' learning as they access the core curriculum. In addition students will use technology to extend their learning this year.
- Positive relationships are established and maintained in a safe and challenging environment with high academic and behavioral expectations, including Character Traits education.
- Encouraging, motivating, and challenging each other to reach personal goals and develop the leadership skills of our students, staff, and parents that will contribute to our common goal of high student achievement.

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

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	112
Grade 1	77
Grade 2	83
Grade 3	75
Grade 4	97
Grade 5	103
Grade 6	99
Grade 7	75
Grade 8	71
Total Enrollment	792

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	22.3%
American Indian or Alaska Native	1%
Asian	1.8%
Filipino	3.5%
Hispanic or Latino	52%
Native Hawaiian/Pacific Islander	2.3%
White	11.2%
Two or More Races	5.8%
Socioeconomically Disadvantaged	87.6%
English Learners	28.7%
Students with Disabilities	14.1%
Foster Youth	0.3%

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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential		30	30	928
Without Full Credential		0	3	78
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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.

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	86.21%	13.79%
All Schools in District	88.33%	11.67%
High-Poverty Schools in District	86.67%	13.33%
Low-Poverty Schools in District	92.73%	7.27%

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 (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	<p>All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition. A listing of all textbooks that are locally adopted and used in all elementary schools is continuously updated for viewing and public download at:http://www.fsusd.org//Domain/837</p>	<p>For grades K-5: Macmillan McGraw-Hill CA Treasures, copyright date 2010, adopted by local governing agency spring 2010. For grades 6-8: Pearson Literature CA Reading and Language, copyright date 2010, adopted by local governing agency fall 2010. For Reading/Language Arts Intensive Intervention Core Replacement with embedded ELD in grades 4-6: Steck Vaughn Gateways, adopted by local governing agency spring 2009.</p>	0%
Mathematics	<p>All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition. A listing of all textbooks that are locally adopted and used in all elementary schools is continuously updated for viewing and public download at:http://www.fsusd.org//Domain/837</p>	<p>For grades K-5: Macmillan McGraw-Hill/Everyday Mathematics, copyright date 2016, adopted by local governing agency spring 2016. For grades 6-8: Houghton Mifflin Go Math, copyright date 2015, adopted by local governing agency spring 2015.</p>	0%
Science	<p>All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition. A listing of all textbooks that are locally adopted and used in all elementary schools is continuously updated for viewing and public download at:http://www.fsusd.org//Domain/837</p>	<p>For grades K-5: Macmillan McGraw-Hill CA Science, copyright date 2007, adopted by local governing agency spring 2007. For grades 6-8: Prentice Hall CA Science Explorer, copyright date 2008, adopted by local governing agency spring 2007.</p>	0%
	<p>All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete</p>	<p>For grades K-5: Harcourt Reflections, copyright date 2007, adopted by local</p>	

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
History-Social Science	required homework assignments. Textbooks are current and in good condition. A listing of all textbooks that are locally adopted and used in all elementary schools is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837	governing agency spring 2007. For grades 6-8: Holt CA Social Studies, copyright date 2006, adopted by local governing agency spring 2007.	0%
Foreign Language			0%
Health	All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition. A listing of all textbooks that are locally adopted and used in all elementary schools is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837	For grades K-5: Macmillan McGraw-Hill Health and Wellness, copyright date 2006, adopted by local governing agency spring 2006. For grades 6-8: McGraw-Hill Teen Health, copyright date 2009, adopted by local governing agency spring 2015.	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional for our high educational standards. David Weir was originally built in 1965 and closed in 1996. During the summer of 2006, the District invested \$7 million dollars to a renovation project to reopen as an elementary school which included significant code and safety upgrades. The District has adopted cleaning standards for all schools and works and the custodial staff use these standards to ensure a clean and safe school, along with the supervision of the site principal. No necessary improvements were identified on the Facility Inspection Tool (FIT) report.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2017

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

Overall Facility Rate

Month and year in which data were collected: January 2017

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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) 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)	28%	26%	43%	45%	44%	48%
Mathematics (grades 3-8 and 11)	16%	14%	29%	30%	34%	36%

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.

CAASPP Test Results in ELA by Student Group (ELA)
 Grades Three through Eight and Eleven (School Year 2015–16)
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	79	77	97.47%	16.88%
Male	42	41	97.62%	12.20%
Female	37	36	97.30%	22.22%
Black or African American	17	17	100.00%	29.41%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.62%	9.76%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	50	48	96.00%	12.50%
English Learners	22	22	100.00%	
Students with Disabilities	14	13	92.86%	
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.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	95	95.00%	28.42%
Male	51	49	96.08%	30.61%
Female	49	46	93.88%	26.09%
Black or African American	32	31	96.88%	22.58%
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	40	95.24%	25.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	56	98.25%	26.79%
English Learners	21	20	95.24%	10.00%
Students with Disabilities	15	15	100.00%	6.67%
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.

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	94	94.00%	35.11%
Male	50	46	92.00%	36.96%
Female	50	48	96.00%	33.33%
Black or African American	22	21	95.45%	14.29%
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	44	95.65%	36.36%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	15	88.24%	46.67%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	46	93.88%	30.43%
English Learners	--	--	--	--
Students with Disabilities	15	13	86.67%	7.69%
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.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	100	99.01%	16.00%
Male	58	57	98.28%	10.53%
Female	43	43	100.00%	23.26%
Black or African American	23	23	100.00%	13.04%
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	54	98.18%	16.67%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	9.09%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	57	98.28%	8.77%
English Learners	20	19	95.00%	15.79%
Students with Disabilities	23	23	100.00%	
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.

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	72	97.30%	27.78%
Male	42	42	100.00%	21.43%
Female	32	30	93.75%	36.67%
Black or African American	12	12	100.00%	
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	39	38	97.44%	31.58%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	11	91.67%	36.36%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	39	97.50%	28.21%
English Learners	--	--	--	--
Students with Disabilities	12	12	100.00%	8.33%
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.

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	74	98.67%	35.14%
Male	39	38	97.44%	21.05%
Female	36	36	100.00%	50.00%
Black or African American	18	18	100.00%	38.89%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	39	100.00%	33.33%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	38	97.44%	23.68%
English Learners	--	--	--	--
Students with Disabilities	12	11	91.67%	
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.

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	78	97.50%	17.95%
Male	42	41	97.62%	17.07%
Female	38	37	97.37%	18.92%
Black or African American	18	18	100.00%	16.67%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.62%	17.07%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	49	96.08%	12.24%
English Learners	22	22	100.00%	4.55%
Students with Disabilities	14	13	92.86%	
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.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	97	97.00%	13.40%
Male	51	50	98.04%	18.00%
Female	49	47	95.92%	8.51%
Black or African American	32	31	96.88%	9.68%
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.62%	14.63%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	56	98.25%	17.86%
English Learners	21	21	100.00%	4.76%
Students with Disabilities	15	15	100.00%	6.67%
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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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.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	93	93.94%	16.13%
Male	50	46	92.00%	19.57%
Female	49	47	95.92%	12.77%
Black or African American	22	21	95.45%	
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	45	43	95.56%	13.95%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	15	88.24%	20.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	48	45	93.75%	15.56%
English Learners	--	--	--	--
Students with Disabilities	15	13	86.67%	
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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Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	100	99.01%	11.00%
Male	58	57	98.28%	8.77%
Female	43	43	100.00%	13.95%
Black or African American	23	23	100.00%	
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	54	98.18%	11.11%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	18.18%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	57	98.28%	7.02%
English Learners	20	19	95.00%	10.53%
Students with Disabilities	23	23	100.00%	
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.

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	72	97.30%	11.11%
Male	42	42	100.00%	9.52%
Female	32	30	93.75%	13.33%
Black or African American	12	12	100.00%	8.33%
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	39	38	97.44%	15.79%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	11	91.67%	
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	39	97.50%	15.38%
English Learners	--	--	--	--
Students with Disabilities	12	12	100.00%	
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.

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	74	98.67%	16.44%
Male	39	38	97.44%	13.16%
Female	36	36	100.00%	20.00%
Black or African American	18	18	100.00%	5.88%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	39	100.00%	17.95%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	38	97.44%	10.81%
English Learners	--	--	--	--
Students with Disabilities	12	11	91.67%	
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.

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)	43%	33%	49%	57%	52%	52%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and 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	175	166	94.86%	48.80%
Male	89	84	94.38%	60.71%
Female	86	82	95.35%	36.59%
Black or African American	40	38	95.00%	36.84%
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	85	84	98.82%	47.62%
Native Hawaiian or Pacific Islander	–	–	–	–
White	27	23	85.19%	47.83%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	88	83	94.32%	45.78%
English Learners	14	14	100.00%	21.43%
Students with Disabilities	27	25	92.59%	28.00%
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

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 Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.10%	11.80%	10.80%
7	20.50%	12.30%	9.60%

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.

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 2016–17)

Parent Involvement has been a strong focus at David Weir for the past five years. This year, we have continued our goal of parent engagement by holding multiple meetings to review school rules, expectations, and our school focus. This year, our school is offering a GED Program for our parents, English language courses, and including parents in staff training opportunities. Family Literacy Night, Spelling Bee, Back to School Night, and I Love to Read Week are a few events that engage parents, students, and the community in literacy-based activities. We worked closely with all parents this year to provide multiple opportunities for attendance at parent -teacher conferences and school wide, we had over 95% participation at our November conferences. Two-way communication is important to ensure student success. All grade levels implement the weekly folder or planner system to provide communication. Students in grades 4th-8th utilize the agenda/planner, which allows parents and teachers to communicate daily. Parents may contact teachers via email at any time. Parental involvement is highly encouraged and parent volunteers are publicly recognized. The school continues to utilize the parent CAT CASH Program, which serves as a vehicle to encourage and recognize parent participation.

The school has a bilingual paraprofessional attend classes to translate for Spanish speaking students and parents and ensures that all outgoing information is also translated into Spanish. Our school website is updated on a weekly basis and voice messages are sent to parents to inform and invite them to school events. A representative for Migrant Education is on site weekly to assist parents. Parents are encouraged to volunteer and participate in their child's classroom as often as possible. Our partnership with community services established Kids Corner, a free after school program for 1st-6th grade students each day. Fun on the Run, Girls on the Run, and middle school sports offers activities for students and parents to further connect after school. This year, we have added additional family nights such as Trauma Informed Schools Night to educate our parents, develop partnerships, and provide academic support. Additionally, a weekly food program was instituted at the site to provide support and assistance for our parents, families, and community.

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	6.00	4.14	5.20	8.89	7.83	7.25	4.36	3.80	3.65
Expulsions	0.00	0.11	0.11	0.29	0.21	0.21	0.10	0.09	0.09

School Safety Plan – Most Recent Year

The Fairfield-Suisun Unified School District requires safety plans for each school: BP/AR 0450, Comprehensive Safety Plan; BP3515, Campus Security; BP/AR 3515.2, Disruptions; and BP/AR 3516, Disaster Regulations. The Governing Board insists that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches violence prevention and emphasizes high expectations for student achievement, responsible behavior and respect for others. Each school site develops a comprehensive school wide safety plan that includes violence prevention strategies and actions to be taken in the event of a crisis. Each plan is tailored to the specific conditions at the school. Each school plan takes into account the expertise, available resources and building design, along with factors unique to each site. A copy of the school's plan is available at the school site. The plan is updated and reviewed at the beginning of each school year by the principal with the complete faculty. School Safety Plans include the following elements: a positive school climate promoting respect for diversity, personal and social responsibility, effective interpersonal and communication skills, anger management and conflict resolution; disciplinary policies and procedures; prevention of and alternatives to violence; parent involvement strategies; prevention and intervention strategies related to the sale or use of alcohol and drugs; assessment of the school's physical environment and development of ground security; school-site crisis intervention strategies; staff training in violence prevention and intervention techniques.

At the beginning of the year, all staff review and discuss the Emergency Preparation Plan. The Safety Plan was reviewed on October 4, 2016 for the 2016-2017 school year. The plans consists of the policies and procedures for emergency communication, signals, and threats to site safety. The school conducts school wide fire and evacuation drill monthly and earthquake, bomb threat, and active shooter drills yearly. The Emergency Preparation Plan and first aid bag is located in every classroom and common area.

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	In PI	In PI
First Year of Program Improvement	2008-2009	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	75.0%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26	1	3		24	2	2		25	1	3	0
1	31		2		29		3		23	1	3	0
2	31		3		27		3		25	1	3	0
3	32		4		28		3		23	1	3	0
4	34			2	34			3	30	1	2	1
5	28	1	1	2	25	1	1	1	28	1	3	0
6	34			2	33		1	2	31	1	0	2
Other					7	1						

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	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.

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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non - teaching)		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.

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	\$5626.54	\$1090.16	\$4536.38	\$62102.14
District	N/A	N/A	\$4985.39	\$64876
Percent Difference – School Site and District	N/A	N/A	-9.01%	-4.28%
State	N/A	N/A	\$5677	\$75837
Percent Difference – School Site and State	N/A	N/A	-20.09%	-18.11%

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

Types of Services Funded (Fiscal Year 2015-16)

Our school receives funds from the district general fund, Title I, Economic Impact Aid, State Compensatory Education, School and L Lottery fund and donations. The funds from state and federal sources must be expended in accordance with policies and guidelines established for those programs.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40459	\$45092
Mid-Range Teacher Salary	\$64904	\$71627
Highest Teacher Salary	\$81377	\$93288
Average Principal Salary (Elementary)	\$108621	\$115631
Average Principal Salary (Middle)	\$111412	\$120915
Average Principal Salary (High)	\$120399	\$132029
Superintendent Salary	\$224411	\$249537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development

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

At the beginning of each year all certificated staff members participated in professional development directed at instructional strategies, behavior, and technology. DAW has a minimum of two hours a week of collaborative time where teachers plan in grade level teams. Teachers attend numerous after school workshops, conferences, and training on a monthly basis. The district offers multiple opportunities throughout the year for teachers to participate in professional development sessions based on need and interest. DAW staff also receive on site coaching from both outside organizations such as West Ed and teacher-principal coaching. In 2015-2016 there was a strong emphasis on professional development for the Common Core standards. This will provide our teachers the skills and strategies they will need to move toward greater focus and coherence.