

RIVER DELTA UNIFIED SCHOOL DISTRICT

Notice of a Special Meeting of the Board of Trustees

By Order of the President of the Board of Trustees, this is a Call for the Special Meeting of the Board of Trustees of the River Delta Unified School District to be held:

Important Notice

Please note, the

Tuesday, March 23, 2021

River Delta Unified School District Board meeting will be held as a teleconference (Webinar) at the River Delta USD District Office and will be closed to the public. Please see River Delta USD Meeting Logistics section below for options to view and participate in the meeting.

River Delta USD Board Meeting Logistics Meeting will be held remotely.

The RDUSD uses a Zoom Webinar application for its meetings. To join the meeting, Zoom, not River Delta USD, requires attendees to register with a name and email address. The email address does not need to be authenticated and the name does not need to be the attendee's legal name. Initials, "Supportive Staff", "Caring Citizen", etc. are all acceptable entries. The same requirements are used to address the Board. See the Public Comment section to address the Board or comment on the Agenda or non-agendized items. If your comment exceeds the time limit, it will be summarized.

<https://rdusd-org.zoom.us/j/96489304498?pwd=SXZ6TTk4OSsxL0JIR1UwRmpUbUJRUT09>

A copy of the full agenda (with backup documents but without confidential closed session items) is available for public review at the District Office, 445 Montezuma St., Rio Vista, California, at least 24 hours prior to the announced meeting of the Board of Trustees or online at <http://riverdelta.org> under the heading: Board of Trustees

SPECIAL MEETING AGENDA

1. Call the Open Session to Order (@ 5:30 pm)
2. Roll Call
3. Review Closed Session Agenda (see attached agenda)
 - 3.1 Announce Closed Session Agenda
 - 3.2 Public Comment on Closed Session Agenda Items Only
4. Approve Closed Session Agenda and Adjourn to the **Closed Session** (@5:32 pm)

Motioned: _____ Second: _____

Roll Call Vote:

Member Mahoney __; Member Riley __; Member Casillas __; Member Lamera __; Member Apel __; Member Jelly __; Member Stone __

5. Reconvene to Open Session (@ approx. 6:30 pm) Time: _____

- 5.1 Retake Roll Call

Member Mahoney __; Member Riley __; Member Casillas __; Member Lamera __;

Member Apel __; Member Jelly __; Member Stone __

- 5.2 Pledge of Allegiance

6. Report of Action taken, if any, during the Closed Session (Government Code Section 54957.1) – Board President Stone

7. Review and Approve the **Open Session** Agenda

Motioned: _____ Second: _____

Roll Call Vote:

Member Mahoney __; Member Riley __; Member Casillas __; Member Lamera __; Member Apel __; Member Jelly __; Member Stone __

8. **Public Comment:** As the result of the Coronavirus Pandemic (COVID-19), on March 12, 2020, Governor Gavin Newsom issued Executive Order N-25-20. This order includes directives canceling large gatherings. The Executive Order also allows local legislative bodies to hold meetings via conference calls while still satisfying state transparency requirements. The Governor has also issued Executive Order N-33-20, prohibiting people from leaving their homes or places of residence except to access necessary supplies and

services or to engage in specified critical infrastructure employment. The health and well-being of our students, staff and community members are the top priority for the Board of Trustee of River Delta Unified School District. To facilitate this process, the meeting of the Board of Trustees will be available via a Zoom Webinar.

We have modified the meeting procedures while the Shelter in Place for Coronavirus Pandemic (COVID 19) is in place.

To address the Board during Public Comment or on any item listed on the Agenda, please follow these instructions:

- 1) Using the link “Public Comment Card”, complete the Google form and submit. The form must be submitted prior to Open Session. Once filled out and submitted, your comments will be read during Agenda Item 8: Public Comment.
- 2) If you have a comment or complaint regarding a specific employee, please refrain from making a public comment and contact the employee’s supervisor for resolution.

9. Presentation and discussion on data analysis collected regarding school closures – Katherine Wright, Superintendent

10. Request the Board to schedule the dates and times for Town Hall Meetings in Courtland, Walnut Grove, and Rio Vista to receive feedback from said communities regarding possible school closures – Katherine Wright, Superintendent

Motioned: _____ Second: _____

Roll Call Vote:

Member Mahoney __; Member Riley __; Member Casillas __; Member Lamera __; Member Apel __; Member Jelly __; Member Stone __

11. Re-Adjourn to continue Closed Session, if needed

12. Report of Action taken, if any, during continued Closed Session (Government Code Section 54957.1) - Board President Stone

13. Adjournment

Motioned: _____ Second: _____

Roll Call Vote:

Member Mahoney __; Member Riley __; Member Casillas __; Member Lamera __; Member Apel __; Member Jelly __; Member Stone __ Time: _____

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Americans with Disabilities Act Compliance: Any and all requests for “...any disability-related modification or accommodation, including auxiliary aids or services...” needed to access our agendas or to participate in the public meetings, must be received in writing by the Superintendent’s Office at 445 Montezuma Street, Rio Vista, CA 94571 at least annually before July 1 of each year -- or at least 5 calendar days prior to the individual meeting in question. All inquiries may be directed to the Superintendent’s Office c/o Jennifer Gaston at (707) 374-1711.

AFFIDAVIT OF NOTICING AND POSTING:

I, Jennifer Gaston, Executive Assistant to the Board of Trustees, declare that a copy of this Special Meeting Agenda/Notice was posted in the bulletin board in front of the District Office, District administrative offices and that the Board of Trustees Members, school sites, and the community libraries were provided notice or caused to be provided notice via fax, e-mail and/or hand delivery on Monday, March 22, 2021 by or before 5:30 p.m.

By: Jennifer Gaston Jennifer Gaston, Executive Assistant, to the Superintendent.

ATTACHMENT

RIVER DELTA UNIFIED SCHOOL DISTRICT

Notice of a Special Meeting of the Board of Trustees

By Order of the President of the Board of Trustees, this is a Call for the Special Meeting of the Board of Trustees of the River Delta Unified School District to be held:

Tuesday, March 23, 2021

CLOSED SESSION

As provided by Government Code Section 54957, the Board is requested to meet in closed session for consideration of **personnel appointment, employment, discipline, complaint, evaluation or dismissal** [Government Code Section 54957], **possible or pending litigation** [Government Code 54956.9(a)(b)(c)], **student discipline** [Education Code Sections 49070 (c) and 76232 (c)], **employee/employer negotiations** [Government Code Section 3549.1 and 54957.6], **or real property transactions** [Government Code Section 54956.8].

A Closed Session will be held beginning at 5:32 p.m. on March 23, 2021, via teleconference (which is prior to the full Open Session). Any formal action taken by the Board will be reported in the Open Session of this special meeting of the Board of Trustees [Government Code Section 54957.1]. As needed, this Closed Session may be reconvened following the full Open Session. Any formal action taken by the Board will be reported in Open Session prior to adjournment.

4. CLOSED SESSION

- 4.1 **Student Discipline** [Education Code Sections 49070 (c) and 76232 (c)]. - None
- 4.2 **Possible or Pending Litigation** [Government Code 54956.9(a)(b)(c)]
Following Conference with Legal Counsel Following Conference with Legal Counsel (Parker & Covert, LLC; Girard, Edwards, Stevens & Tucker LLP) – Pending or Anticipated Litigation/Potential Case(s) Update(s)
 - 4.2.1 Name(s) unspecified as disclosure would jeopardize the service of process and/or existing/possible settlement negotiations
- 4.3 **Personnel Evaluation, Searches, Appointment, Employment, Complaint, Discipline, Dismissal, Non-reelects and Releases** [Government Code Section 54957]
 - 4.3.1 Certificated
 - 4.3.2 Classified
 - 4.3.3 Public Employee(s) Searches, Appointment, Employment conditions
 - 4.3.4 Complaint, Discipline, Dismissal, Non-Reelects, & Releases
 - 4.3.5 Employee/Employer Negotiations [Government Code Section 3549.1 and 54957.6]
Following negotiation meetings any/all units.
 - 4.3.5.1 RDUTA
 - 4.3.5.2 CSEA

- 5. **Adjourn to Open Session (@6:30 pm)** Any formal action taken by the Board in the above items will be reported in Open Session of this Special meeting of the Board of Trustees [Government Code Section 54957.1]. The meeting may be reconvened as needed (i.e. following the end of Open Session).

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____ Time: _____
jg

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: March 23, 2021

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 9

Type of item: (Action, Consent Action or Information Only): Information Only

SUBJECT:

Presentation and discussion of the following data points and direction on the next steps of the decision-making process regarding potential school closures.

- Enrollment projections for 2021-2022 by school site
- Student achievement by site
- A conceptual cost estimate by site provided by RGM Kramer, Inc. in October 2019 following a Facility Condition Assessment Report
- Site Electric Energy Table – Current Fiscal Year; 2020-2021
- Annual cost for operating school site (Bates, Walnut Grove and Riverview)
- School Services of California’s Financial Projection Dartboard based on the 2021-2022 Governor’s Budget proposal

BACKGROUND:

Along with many California school districts, River Delta Unified School District has been in declining enrollment for several years. Since the school closure in March 2020, RDUSD’s enrollment has declined over 100 students. This rapid decline is creating fiscal pressure in our Multi-Year Projections reported out through the Second Interim Report during the Regular Meeting of the Board on March 9, 2021. Data has been collected and presented to the Board’s Facilities Planning Steering Ad Hoc Committee. The Committee met and reviewed all data presented.

STATUS:

These data points are provided and will be presented to the Board of Trustee for review and discussion.

PRESENTERS:

Katherine Wright, Superintendent; Nicole Latimer, Chief Educational Services Officer; Ken Gaston, Director of Maintenance, Operations and Transportation

COST AND FUNDING SOURCES:

Zero cost to the District to provide the presentation


RECOMMENDATION:

That the Board receives the information provided and actively participates in a discussion, resulting in a decision-making plan regarding potential school closures.

Time allocated: 60 minutes

**RIVER DELTA UNIFIED SCHOOL DISTRICT
2021-2022 ENROLLMENT PROJECTIONS**

	PK	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bates			6	12	12	13	13	15	13							84
DH White		9	58	53	42	50	48	58	43							361
Isleton	24		17	22	22	27	21	27	23							183
Walnut Grove		11	21	14	33	18	19	26	25							167
Clarksburg										79	75	88				242
Riverview										104	98					202
Delta													74	90	72	236
Rio Vista												98	90	97	109	394



SMARTER BALANCED SUMMATIVE ASSESSMENTS RESULTS AND COMPARISONS 2018-2019 SCHOOL YEAR



River Delta Unified School District Special Board Meeting

Tuesday, March 23, 2021

Materials provided by Nicole Latimer, Chief Educational Services Officer

Overview

CAASPP—The primary purpose of the California Assessment of Student Performance and Progress (CAASPP) System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. The CAASPP includes the Smarter Balanced assessment system for English language arts/literacy (ELA) and mathematics, the California Science Test (CAST), the California Alternate Assessments (CAAs) for ELA, mathematics, and science, and the optional California Spanish Assessment (CSA).

Smarter Balanced Summative Assessments for ELA and Mathematics

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and become ready for college or a career.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System web page](#) for more information.

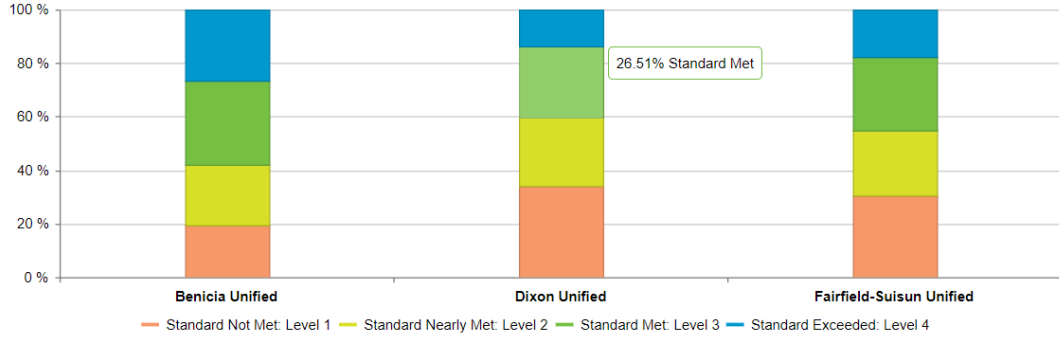
County Comparisons

Solano County

2018–19 Overall Achievement - All Grades

ENGLISH LANGUAGE ARTS/LITERACY

2018–19 Achievement Level Distribution - All Grades



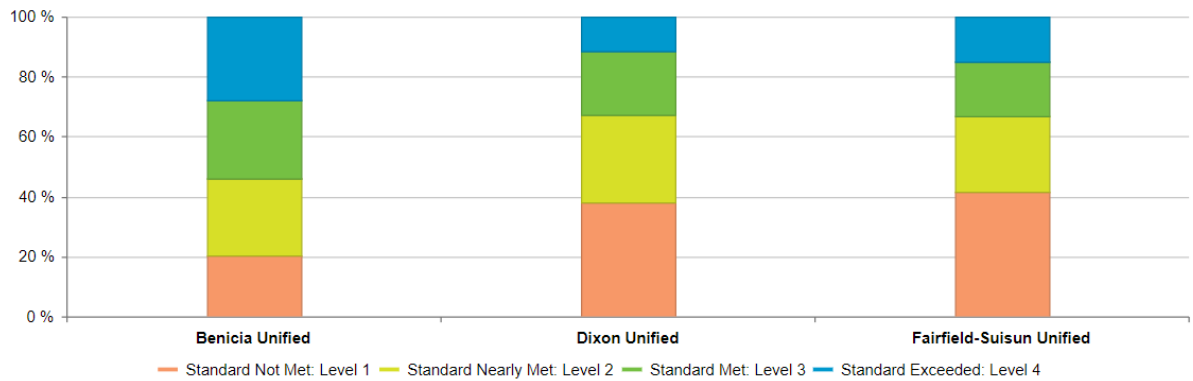
In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

MATHEMATICS

2018–19 Achievement Level Distribution - All Grades



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[Mathematics Achievement Level Descriptors](#)

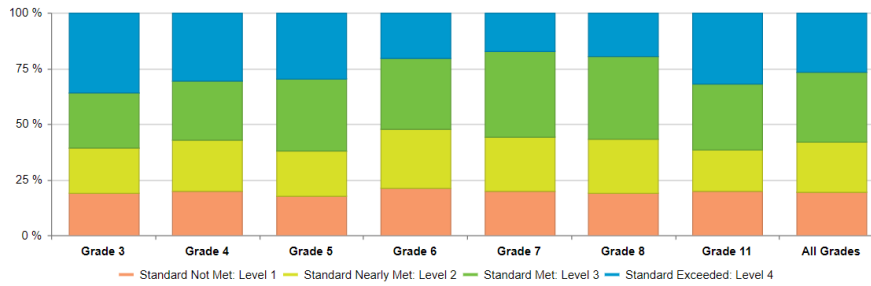
[Mathematics Scale Score Ranges](#)

Detailed Test Results for: District: Benicia Unified

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

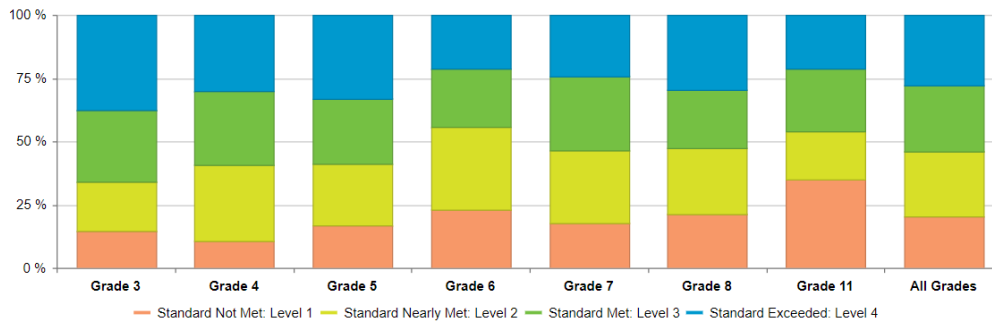


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[English Language Arts/Literacy Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



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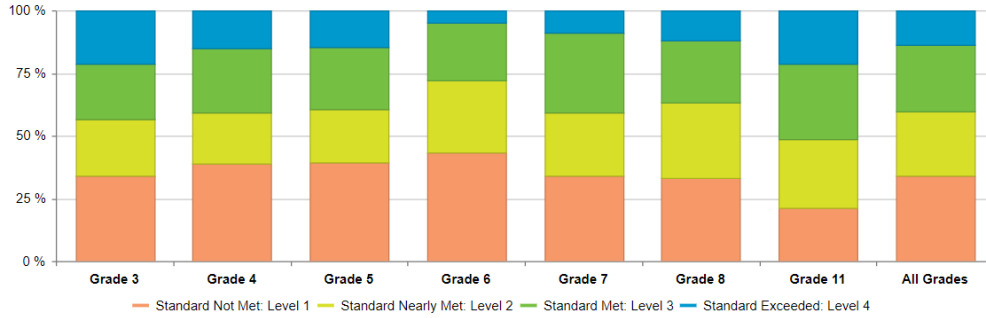
[Mathematics Achievement Level Descriptors](#)

Detailed Test Results for: District: Dixon Unified

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

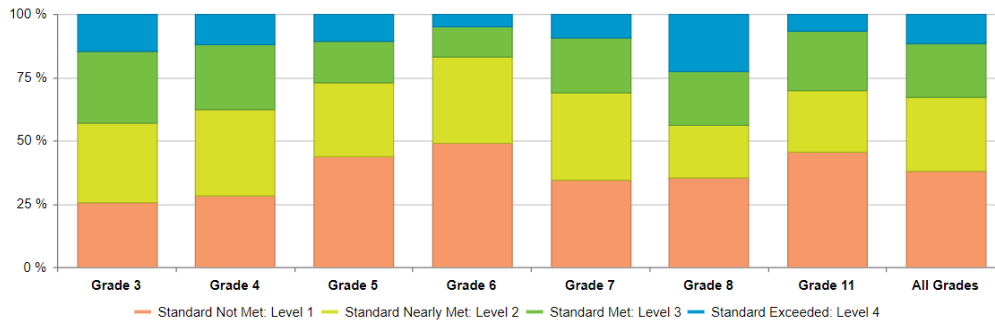


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[English Language Arts/Literacy Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



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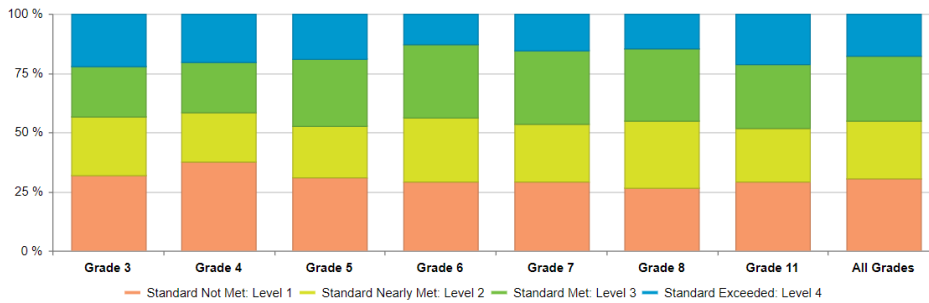
[Mathematics Achievement Level Descriptors](#)

Detailed Test Results for: District: Fairfield-Suisun Unified

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



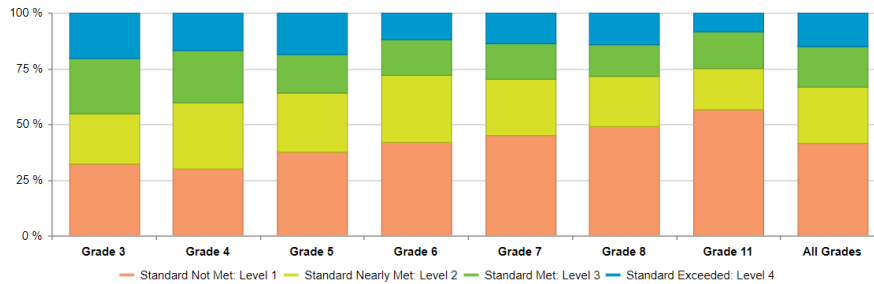
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[English Language Arts/Literacy Achievement Level Descriptors](#)

► [Data Detail - All Students \(accessible data\)](#)

MATHEMATICS

Achievement Level Distribution



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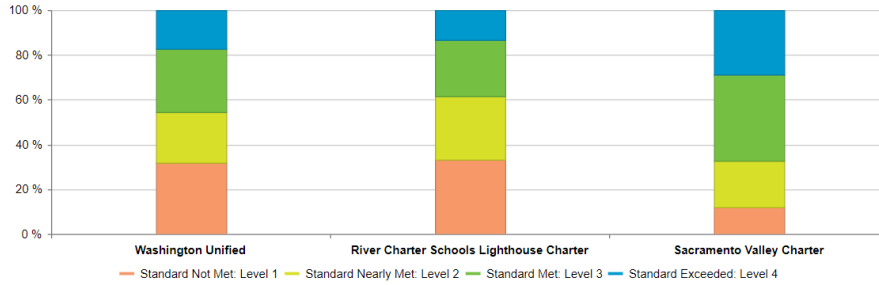
[Mathematics Achievement Level Descriptors](#)

Yolo County

2018–19 Overall Achievement - All Grades

ENGLISH LANGUAGE ARTS/LITERACY

2018–19 Achievement Level Distribution - All Grades



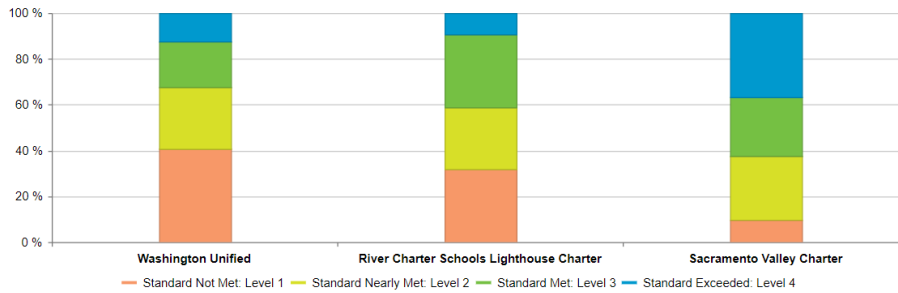
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[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

MATHEMATICS

2018–19 Achievement Level Distribution - All Grades



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[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

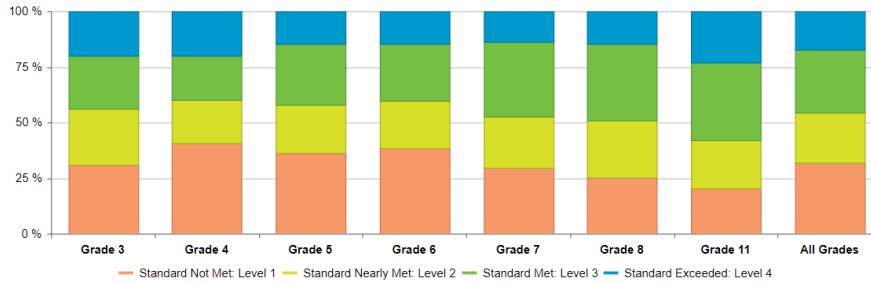
► [Data Detail - All Students \(accessible data\)](#)

Detailed Test Results for: District: Washington Unified

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



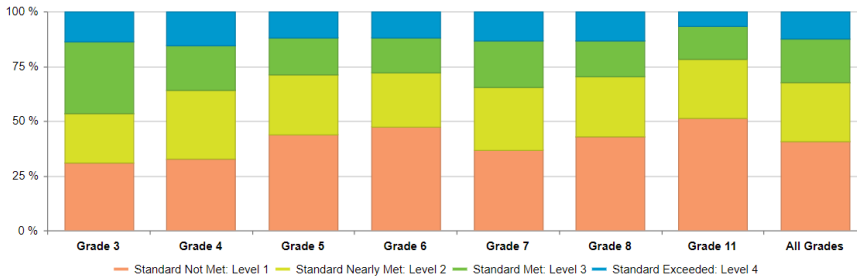
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[English Language Arts/Literacy Achievement Level Descriptors](#)

► Data Detail - All Students (accessible data)

MATHEMATICS

Achievement Level Distribution



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[Mathematics Achievement Level Descriptors](#)

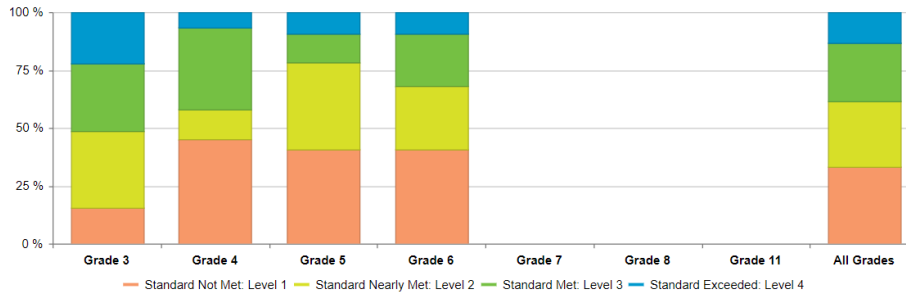
► Data Detail - All Students (accessible data)

Detailed Test Results for: School: River Charter Schools Lighthouse Charter

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

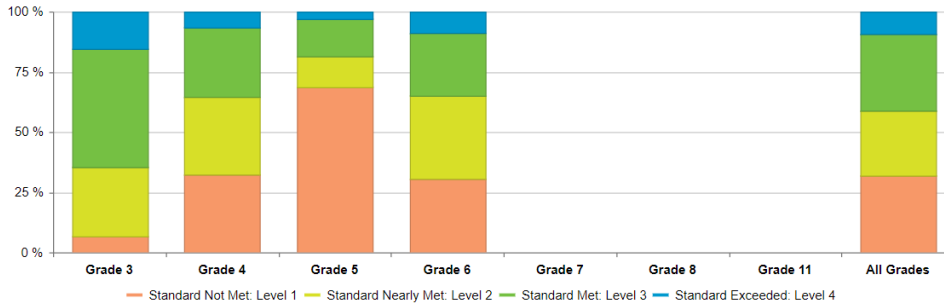


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[English Language Arts/Literacy Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



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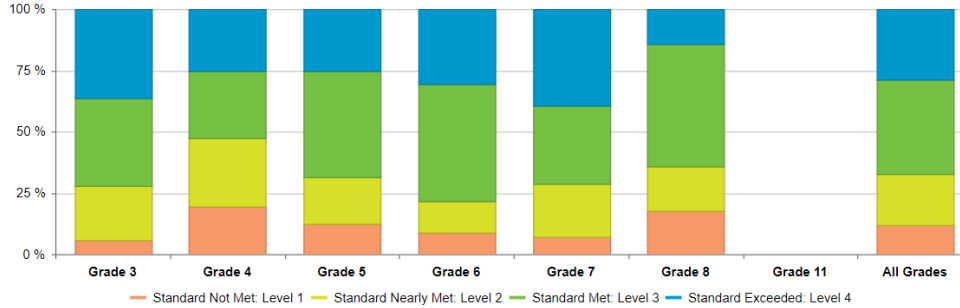
[Mathematics Achievement Level Descriptors](#)

Detailed Test Results for: School: Sacramento Valley Charter

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

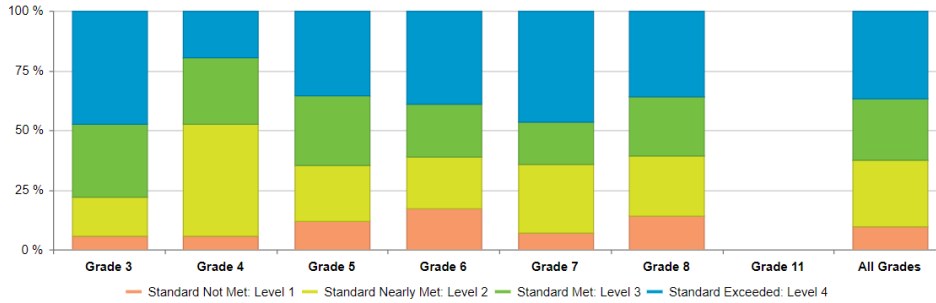


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[English Language Arts/Literacy Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



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[Mathematics Achievement Level Descriptors](#)

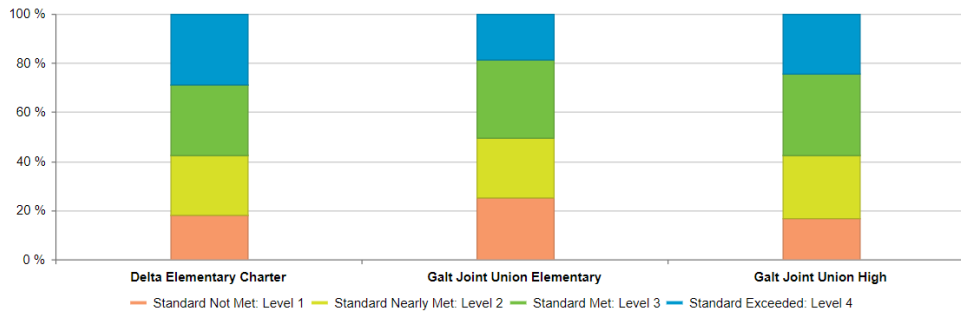
► [Data Detail - All Students \(accessible data\)](#)

Sacramento County

2018–19 Overall Achievement - All Grades

ENGLISH LANGUAGE ARTS/LITERACY

2018–19 Achievement Level Distribution - All Grades



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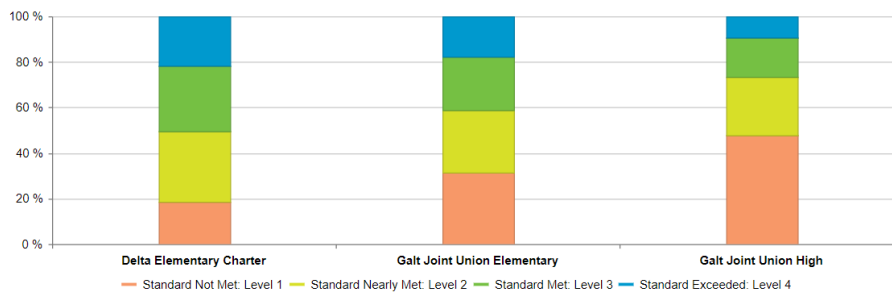
[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

► [Data Detail - All Students \(accessible data\)](#)

MATHEMATICS

2018–19 Achievement Level Distribution - All Grades



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[Mathematics Achievement Level Descriptors](#)

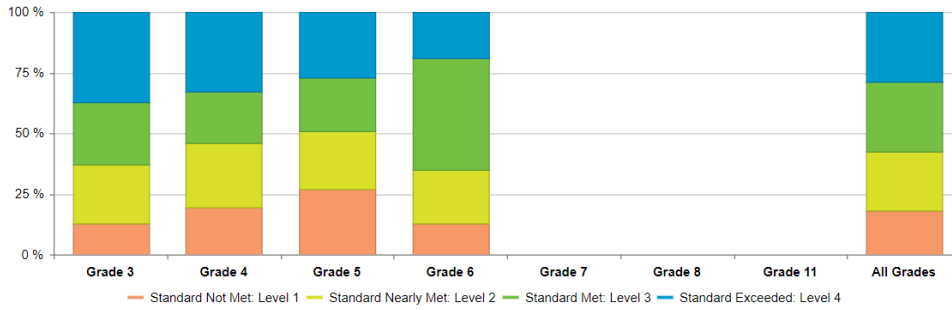
[Mathematics Scale Score Ranges](#)

Detailed Test Results for: School: Delta Elementary Charter

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

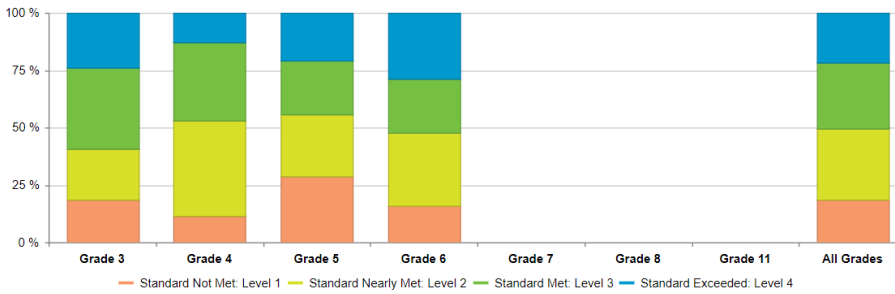


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[English Language Arts/Literacy Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



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[Mathematics Achievement Level Descriptors](#)

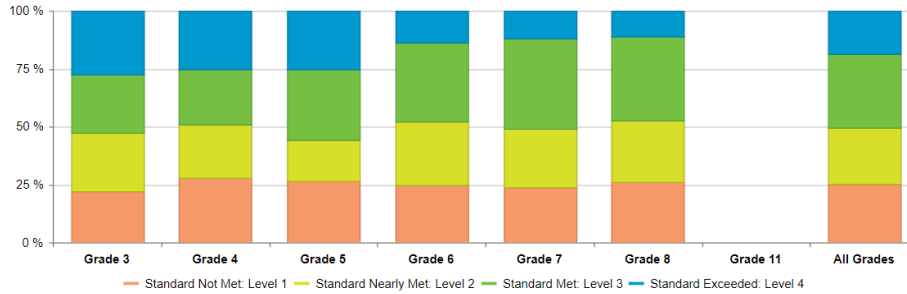
Detailed Test Results for: District: Galt Joint Union Elementary

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

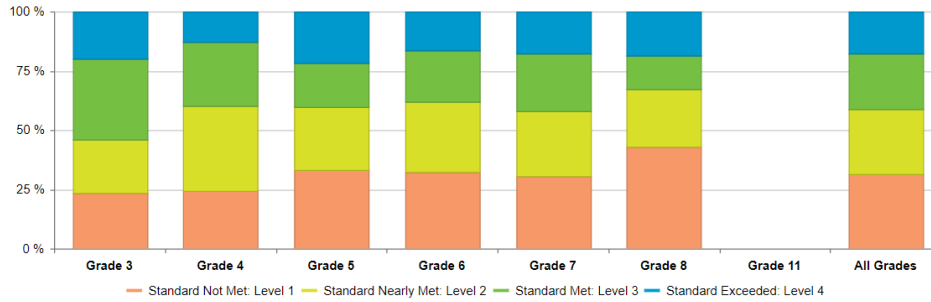


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[English Language Arts/Literacy Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



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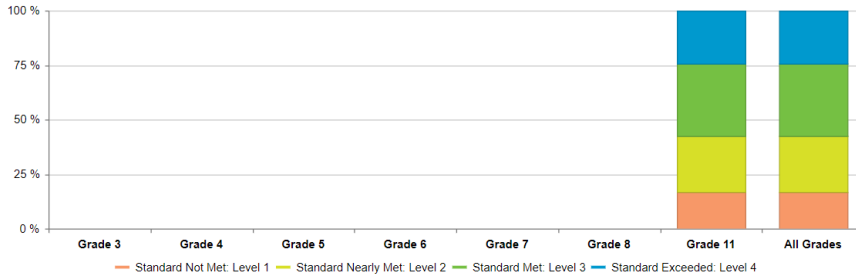
[Mathematics Achievement Level Descriptors](#)

Detailed Test Results for: District: Galt Joint Union High

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



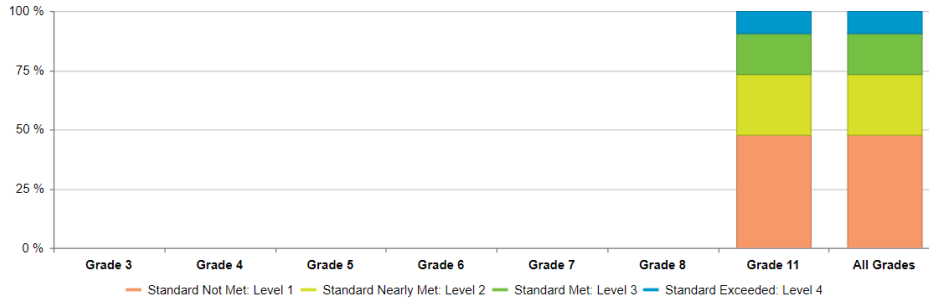
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[English Language Arts/Literacy Achievement Level Descriptors](#)

► Data Detail - All Students (accessible data)

MATHEMATICS

Achievement Level Distribution



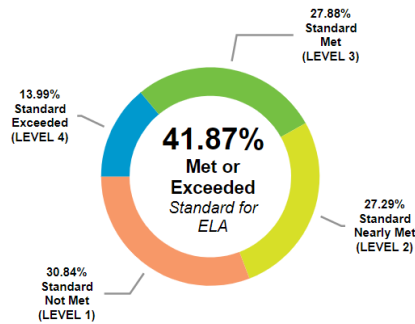
In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

River Delta Unified School District 2018-2019

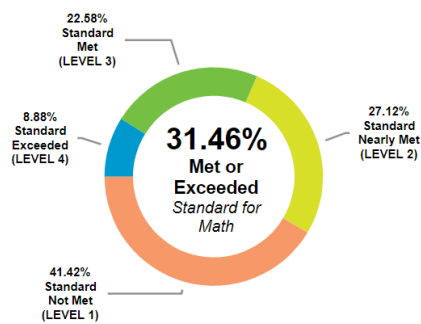
ELA

Percent of students within each achievement level



Mathematics

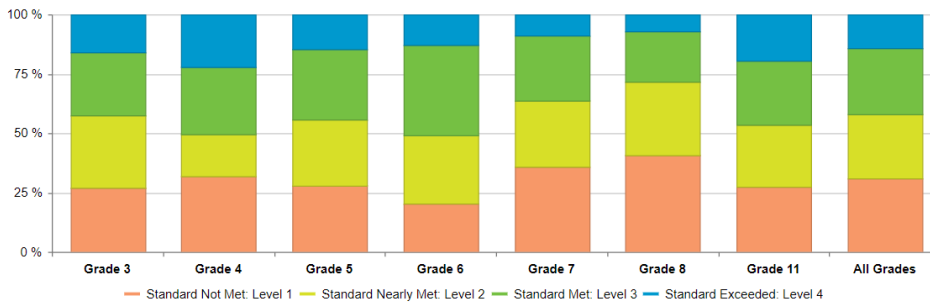
Percent of students within each achievement level



2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



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[English Language Arts/Literacy Achievement Level Descriptors](#)

▼ Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	112	138	119	145	173	191	171	1,049
Number of Students Tested ⁽ⁱ⁾	108	135	115	138	171	185	163	1,015
Number of Students With Scores ⁽ⁱ⁾	108	135	115	138	171	185	163	1,015
Mean Scale Score	2415.3	2458.0	2486.5	2523.1	2509.5	2514.2	2567.4	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	15.74 %	22.22 %	14.78 %	13.04 %	8.77 %	7.03 %	19.63 %	13.99 %
Standard Met: Level 3 ⁽ⁱ⁾	26.85 %	28.15 %	29.57 %	37.68 %	27.49 %	21.08 %	26.99 %	27.88 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	30.56 %	17.78 %	27.83 %	28.99 %	28.07 %	31.35 %	25.77 %	27.29 %
Standard Not Met: Level 1 ⁽ⁱ⁾	26.85 %	31.85 %	27.83 %	20.29 %	35.67 %	40.54 %	27.61 %	30.84 %

[English Language Arts/Literacy Scale Score Ranges](#)

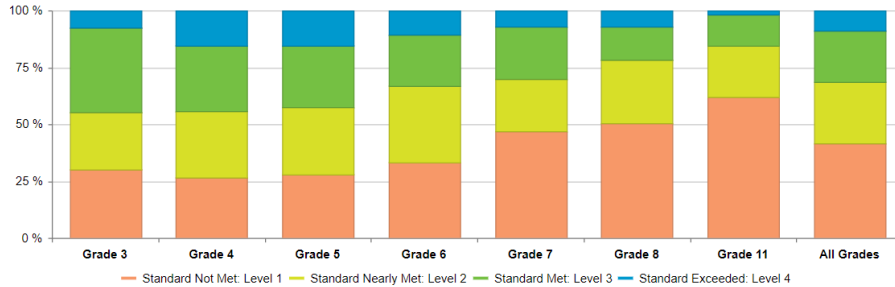
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	15.74 %	24.44 %	19.13 %	22.46 %	17.54 %	12.43 %	26.38 %	19.61 %
Near Standard ⁽ⁱ⁾	57.41 %	48.89 %	50.43 %	64.49 %	49.12 %	42.70 %	49.08 %	51.03 %
Below Standard ⁽ⁱ⁾	26.85 %	26.67 %	30.43 %	13.04 %	33.33 %	44.86 %	24.54 %	29.36 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

[Mathematics Achievement Level Descriptors](#)

► [Data Detail - All Students \(accessible data\)](#)

[MATHEMATICS ACHIEVEMENT LEVEL DESCRIPTORS](#)

▼ [Data Detail - All Students \(accessible data\)](#)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	112	138	119	145	173	191	171	1,049
Number of Students Tested ⁽ⁱ⁾	107	135	115	139	170	186	162	1,014
Number of Students With Scores ⁽ⁱ⁾	107	135	115	139	170	186	162	1,014
Mean Scale Score	2419.8	2460.5	2502.9	2504.5	2497.6	2505.0	2509.5	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	7.48 %	15.56 %	15.65 %	10.79 %	7.06 %	6.99 %	1.85 %	8.88 %
Standard Met: Level 3 ⁽ⁱ⁾	37.38 %	28.89 %	26.96 %	22.30 %	22.94 %	14.52 %	13.58 %	22.58 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	25.23 %	28.89 %	29.57 %	33.81 %	22.94 %	27.96 %	22.84 %	27.12 %
Standard Not Met: Level 1 ⁽ⁱ⁾	29.91 %	26.67 %	27.83 %	33.09 %	47.06 %	50.54 %	61.73 %	41.42 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	24.30 %	27.41 %	27.83 %	20.14 %	8.82 %	9.14 %	4.32 %	15.98 %
Near Standard ⁽²⁾	40.19 %	31.11 %	33.91 %	29.50 %	35.29 %	32.26 %	23.46 %	31.85 %
Below Standard ⁽³⁾	35.51 %	41.48 %	38.26 %	50.36 %	55.88 %	58.60 %	72.22 %	52.17 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	15.89 %	18.52 %	16.52 %	13.67 %	12.94 %	11.83 %	7.41 %	13.41 %
Near Standard ⁽²⁾	58.88 %	51.11 %	49.57 %	48.92 %	43.53 %	46.24 %	46.30 %	48.52 %
Below Standard ⁽³⁾	25.23 %	30.37 %	33.91 %	37.41 %	43.53 %	41.94 %	46.30 %	38.07 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	11.21 %	22.96 %	13.04 %	11.51 %	10.00 %	8.06 %	6.17 %	11.44 %
Near Standard ⁽²⁾	60.75 %	44.44 %	59.13 %	53.24 %	58.82 %	55.38 %	51.23 %	54.54 %
Below Standard ⁽³⁾	28.04 %	32.59 %	27.83 %	35.25 %	31.18 %	36.56 %	42.59 %	34.02 %

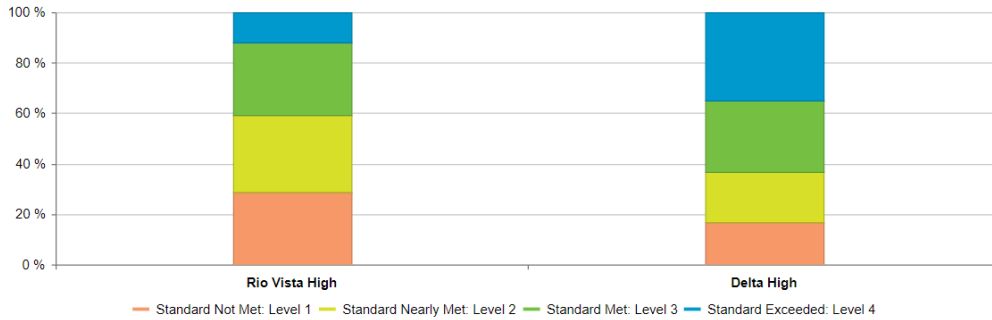
[Mathematics Area Achievement Level Descriptors](#)

Rio Vista High School and Delta High School Detailed Results

2018–19 Overall Achievement - All Grades

ENGLISH LANGUAGE ARTS/LITERACY

2018–19 Achievement Level Distribution - All Grades



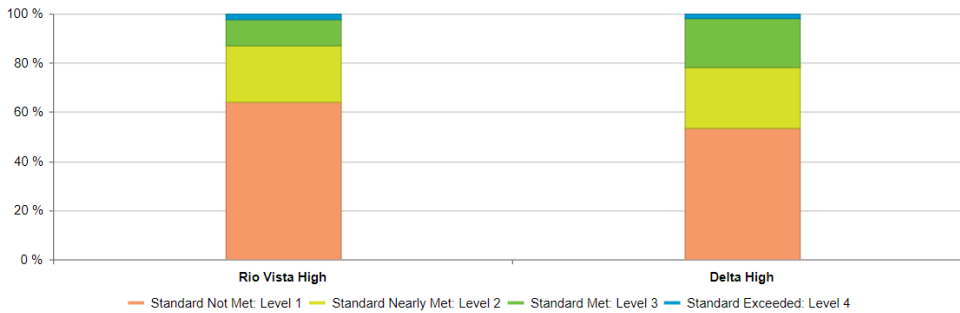
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[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

MATHEMATICS

2018–19 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

[Mathematics Achievement Level Descriptors](#)

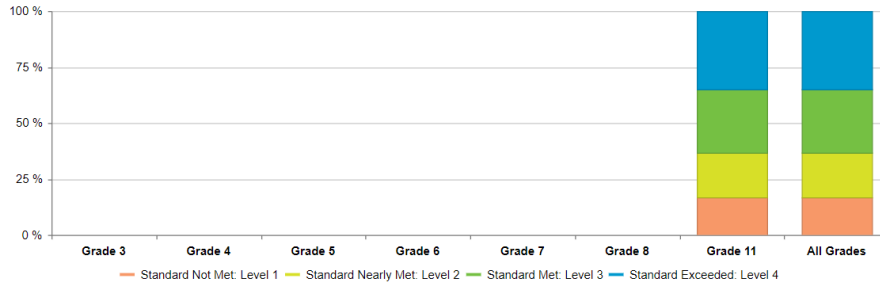
[Mathematics Scale Score Ranges](#)

Detailed Test Results for: School: Delta High

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)

▼ Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	N/A	N/A	N/A	N/A	N/A	N/A	60	60
Number of Students Tested ⁽ⁱ⁾	N/A	N/A	N/A	N/A	N/A	N/A	60	60
Number of Students With Scores ⁽ⁱ⁾	N/A	N/A	N/A	N/A	N/A	N/A	60	60
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2611.5	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	N/A	N/A	N/A	N/A	N/A	N/A	35.00 %	35.00 %
Standard Met: Level 3 ⁽ⁱ⁾	N/A	N/A	N/A	N/A	N/A	N/A	28.33 %	28.33 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	N/A	N/A	N/A	N/A	N/A	N/A	20.00 %	20.00 %
Standard Not Met: Level 1 ⁽ⁱ⁾	N/A	N/A	N/A	N/A	N/A	N/A	16.67 %	16.67 %

[English Language Arts/Literacy Scale Score Ranges](#)

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	31.67 %	31.67 %
Near Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	43.33 %	43.33 %
Below Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	25.00 %	25.00 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	48.33 %	48.33 %
Near Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	36.67 %	36.67 %
Below Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	15.00 %	15.00 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	25.00 %	25.00 %
Near Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	63.33 %	63.33 %
Below Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	11.67 %	11.67 %

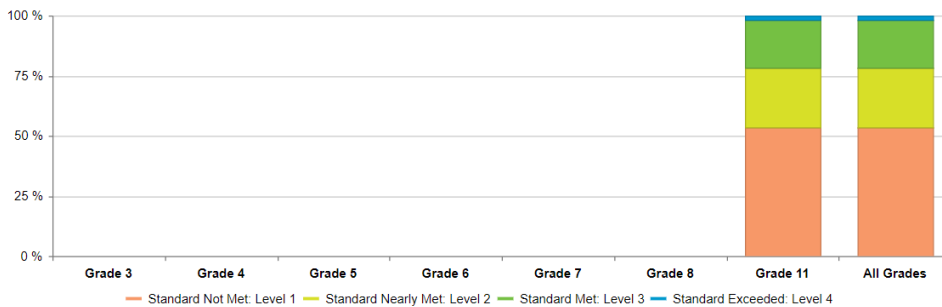
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	40.00 %	40.00 %
Near Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	45.00 %	45.00 %
Below Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	15.00 %	15.00 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution







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[Mathematics Achievement Level Descriptors](#)

▼ **Data Detail - All Students (accessible data)**

Overall Achievement




Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	60	60
Number of Students Tested ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	60	60
Number of Students With Scores ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	60	60
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2536.6	N/A
 Standard Exceeded: Level 4 ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	1.67 %	1.67 %
 Standard Met: Level 3 ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	20.00 %	20.00 %
 Standard Nearly Met: Level 2 ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	25.00 %	25.00 %
 Standard Not Met: Level 1 ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	53.33 %	53.33 %

[Mathematics Scale Score Ranges](#)




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	1.67 %	1.67 %
 Near Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	36.67 %	36.67 %
 Below Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	61.67 %	61.67 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	13.33 %	13.33 %
 Near Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	53.33 %	53.33 %
 Below Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	33.33 %	33.33 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	8.33 %	8.33 %
 Near Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	55.00 %	55.00 %
 Below Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	36.67 %	36.67 %

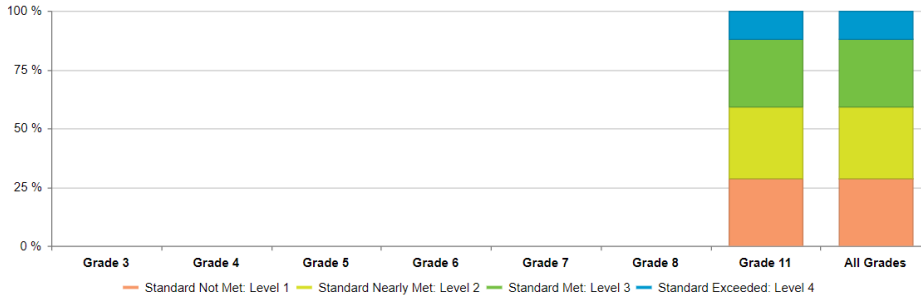
[Mathematics Area Achievement Level Descriptors](#)

Detailed Test Results for: School: Rio Vista High

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



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[English Language Arts/Literacy Achievement Level Descriptors](#)

▼ Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	N/A	N/A	N/A	N/A	N/A	N/A	94	94
Number of Students Tested ⁽ⁱ⁾	N/A	N/A	N/A	N/A	N/A	N/A	91	91
Number of Students With Scores ⁽ⁱ⁾	N/A	N/A	N/A	N/A	N/A	N/A	91	91
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2554.1	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	N/A	N/A	N/A	N/A	N/A	N/A	12.09 %	12.09 %
Standard Met: Level 3 ⁽ⁱ⁾	N/A	N/A	N/A	N/A	N/A	N/A	28.57 %	28.57 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	N/A	N/A	N/A	N/A	N/A	N/A	30.77 %	30.77 %
Standard Not Met: Level 1 ⁽ⁱ⁾	N/A	N/A	N/A	N/A	N/A	N/A	28.57 %	28.57 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	18.68 %	18.68 %
Near Standard ⁽²⁾	N/A	N/A	N/A	N/A	N/A	N/A	45.05 %	45.05 %
Below Standard ⁽³⁾	N/A	N/A	N/A	N/A	N/A	N/A	36.26 %	36.26 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	16.48 %	16.48 %
Near Standard ⁽²⁾	N/A	N/A	N/A	N/A	N/A	N/A	47.25 %	47.25 %
Below Standard ⁽³⁾	N/A	N/A	N/A	N/A	N/A	N/A	36.26 %	36.26 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	12.09 %	12.09 %
Near Standard ⁽²⁾	N/A	N/A	N/A	N/A	N/A	N/A	59.34 %	59.34 %
Below Standard ⁽³⁾	N/A	N/A	N/A	N/A	N/A	N/A	28.57 %	28.57 %

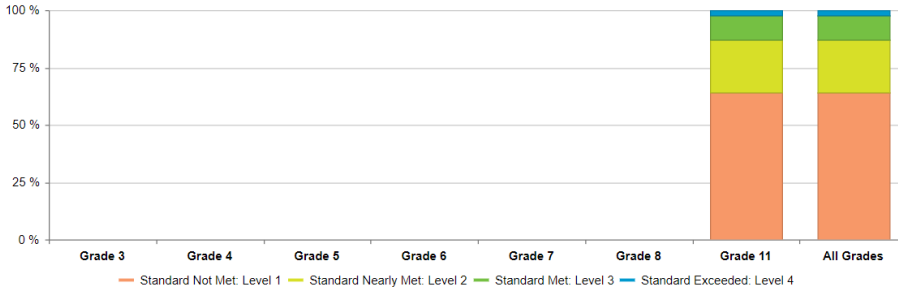
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	20.88 %	20.88 %
Near Standard ⁽²⁾	N/A	N/A	N/A	N/A	N/A	N/A	54.95 %	54.95 %
Below Standard ⁽³⁾	N/A	N/A	N/A	N/A	N/A	N/A	24.18 %	24.18 %





[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	94	94
Number of Students Tested ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	92	92
Number of Students With Scores ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	92	92
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2503.7	N/A
 Standard Exceeded: Level 4 ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	2.17 %	2.17 %
 Standard Met: Level 3 ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	10.87 %	10.87 %
 Standard Nearly Met: Level 2 ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	22.83 %	22.83 %
 Standard Not Met: Level 1 ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	64.13 %	64.13 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	6.52 %	6.52 %
Near Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	16.30 %	16.30 %
Below Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	77.17 %	77.17 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	4.35 %	4.35 %
Near Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	46.74 %	46.74 %
Below Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	48.91 %	48.91 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	5.43 %	5.43 %
Near Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	51.09 %	51.09 %
Below Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	43.48 %	43.48 %

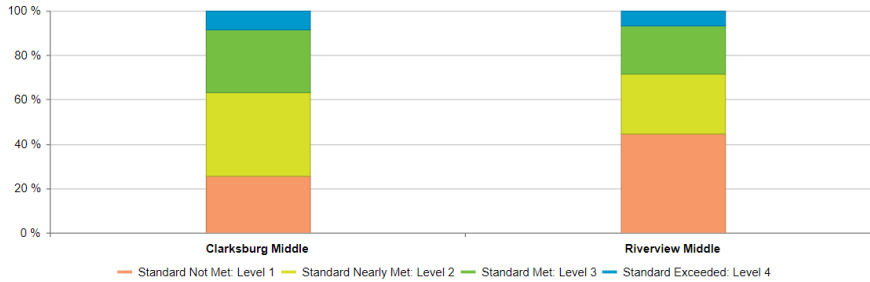
[Mathematics Area Achievement Level Descriptors](#)

Clarksburg Middle School and Riverview Middle School

2018–19 Overall Achievement - All Grades

ENGLISH LANGUAGE ARTS/LITERACY

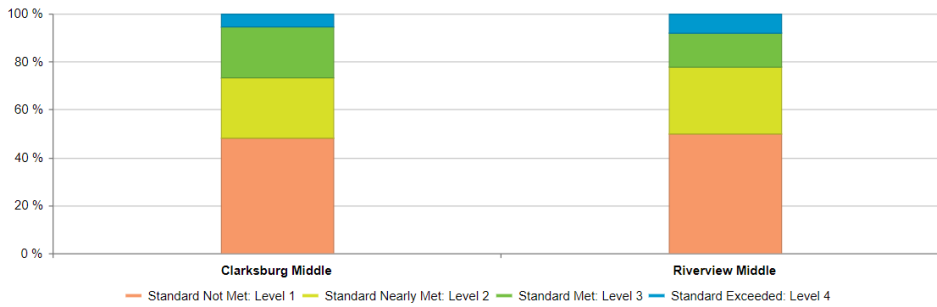
2018–19 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

MATHEMATICS

2018–19 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

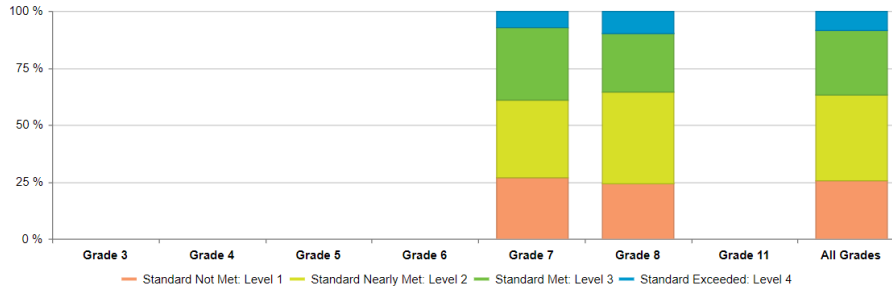
[Mathematics Scale Score Ranges](#)

Detailed Test Results for: School: Clarksburg Middle

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	N/A	N/A	N/A	N/A	86	105	N/A	191
Number of Students Tested ⁽ⁱ⁾	N/A	N/A	N/A	N/A	85	102	N/A	187
Number of Students With Scores ⁽ⁱ⁾	N/A	N/A	N/A	N/A	85	102	N/A	187
Mean Scale Score	N/A	N/A	N/A	N/A	2525.8	2542.7	N/A	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	N/A	N/A	N/A	N/A	7.06 %	9.80 %	N/A	8.56 %
Standard Met: Level 3 ⁽ⁱ⁾	N/A	N/A	N/A	N/A	31.76 %	25.49 %	N/A	28.34 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	N/A	N/A	N/A	N/A	34.12 %	40.20 %	N/A	37.43 %
Standard Not Met: Level 1 ⁽ⁱ⁾	N/A	N/A	N/A	N/A	27.06 %	24.51 %	N/A	25.67 %

[English Language Arts/Literacy Scale Score Report](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ^(*)	N/A	N/A	N/A	N/A	12.94 %	15.69 %	N/A	14.44 %
Near Standard ^(*)	N/A	N/A	N/A	N/A	47.06 %	37.25 %	N/A	41.71 %
Below Standard ^(*)	N/A	N/A	N/A	N/A	40.00 %	47.06 %	N/A	43.85 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ^(*)	N/A	N/A	N/A	N/A	15.29 %	14.71 %	N/A	14.97 %
Near Standard ^(*)	N/A	N/A	N/A	N/A	65.88 %	58.82 %	N/A	62.03 %
Below Standard ^(*)	N/A	N/A	N/A	N/A	18.82 %	26.47 %	N/A	22.99 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ^(*)	N/A	N/A	N/A	N/A	9.41 %	9.80 %	N/A	9.63 %
Near Standard ^(*)	N/A	N/A	N/A	N/A	61.18 %	68.63 %	N/A	65.24 %
Below Standard ^(*)	N/A	N/A	N/A	N/A	29.41 %	21.57 %	N/A	25.13 %

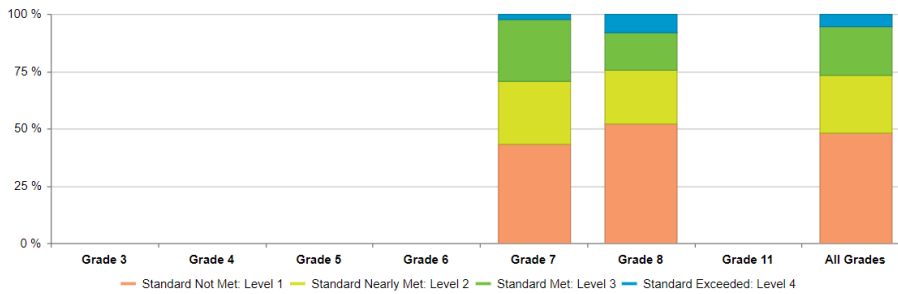
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ^(*)	N/A	N/A	N/A	N/A	20.00 %	16.67 %	N/A	18.18 %
Near Standard ^(*)	N/A	N/A	N/A	N/A	55.29 %	50.98 %	N/A	52.94 %
Below Standard ^(*)	N/A	N/A	N/A	N/A	24.71 %	32.35 %	N/A	28.88 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution







In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

► [Data Detail - All Students \(accessible data\)](#)

▼ **Data Detail - All Students (accessible data)**

Overall Achievement




Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	N/A	N/A	N/A	N/A	86	105	N/A	191
Number of Students Tested ⁽ⁱ⁾	N/A	N/A	N/A	N/A	85	103	N/A	188
Number of Students With Scores ⁽ⁱ⁾	N/A	N/A	N/A	N/A	85	103	N/A	188
Mean Scale Score	N/A	N/A	N/A	N/A	2498.7	2508.8	N/A	N/A
 Standard Exceeded: Level 4 ⁽ⁱ⁾	N/A	N/A	N/A	N/A	2.35 %	7.77 %	N/A	5.32 %
 Standard Met: Level 3 ⁽ⁱ⁾	N/A	N/A	N/A	N/A	27.06 %	16.50 %	N/A	21.28 %
 Standard Nearly Met: Level 2 ⁽ⁱ⁾	N/A	N/A	N/A	N/A	27.06 %	23.30 %	N/A	25.00 %
 Standard Not Met: Level 1 ⁽ⁱ⁾	N/A	N/A	N/A	N/A	43.53 %	52.43 %	N/A	48.40 %

[Mathematics Scale Score Ranges](#)




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽ⁱ⁾	N/A	N/A	N/A	N/A	3.53 %	8.74 %	N/A	6.38 %
 Near Standard ⁽ⁱ⁾	N/A	N/A	N/A	N/A	44.71 %	32.04 %	N/A	37.77 %
 Below Standard ⁽ⁱ⁾	N/A	N/A	N/A	N/A	51.76 %	59.22 %	N/A	55.85 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽ⁱ⁾	N/A	N/A	N/A	N/A	12.94 %	14.56 %	N/A	13.83 %
 Near Standard ⁽ⁱ⁾	N/A	N/A	N/A	N/A	44.71 %	47.57 %	N/A	46.28 %
 Below Standard ⁽ⁱ⁾	N/A	N/A	N/A	N/A	42.35 %	37.86 %	N/A	39.89 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽ⁱ⁾	N/A	N/A	N/A	N/A	4.71 %	10.68 %	N/A	7.98 %
 Near Standard ⁽ⁱ⁾	N/A	N/A	N/A	N/A	64.71 %	55.34 %	N/A	59.57 %
 Below Standard ⁽ⁱ⁾	N/A	N/A	N/A	N/A	30.59 %	33.98 %	N/A	32.45 %

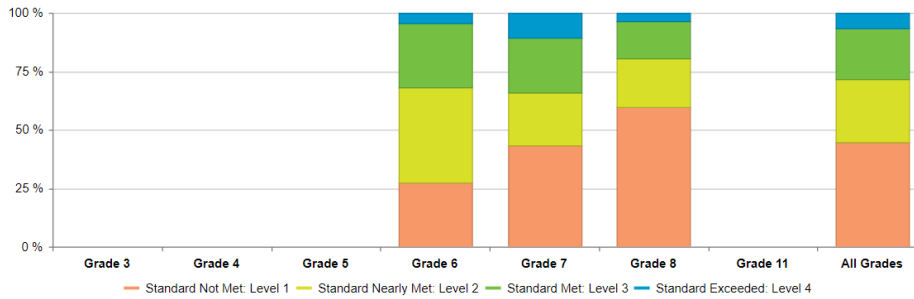
[Mathematics Area Achievement Level Descriptors](#)

Detailed Test Results for: School: Riverview Middle

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



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[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	N/A	N/A	N/A	67	85	84	N/A	236
Number of Students Tested ⁽ⁱ⁾	N/A	N/A	N/A	66	85	82	N/A	233
Number of Students With Scores ⁽ⁱ⁾	N/A	N/A	N/A	66	85	82	N/A	233
Mean Scale Score	N/A	N/A	N/A	2492.1	2494.3	2480.0	N/A	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	N/A	N/A	N/A	4.55 %	10.59 %	3.66 %	N/A	6.44 %
Standard Met: Level 3 ⁽ⁱ⁾	N/A	N/A	N/A	27.27 %	23.53 %	15.85 %	N/A	21.89 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	N/A	N/A	N/A	40.91 %	22.35 %	20.73 %	N/A	27.04 %
Standard Not Met: Level 1 ⁽ⁱ⁾	N/A	N/A	N/A	27.27 %	43.53 %	59.76 %	N/A	44.64 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	7.58 %	12.94 %	7.32 %	N/A	9.44 %
Near Standard ⁽¹⁾	N/A	N/A	N/A	56.06 %	38.82 %	41.46 %	N/A	44.64 %
Below Standard ⁽¹⁾	N/A	N/A	N/A	36.36 %	48.24 %	51.22 %	N/A	45.92 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	6.06 %	10.59 %	9.76 %	N/A	9.01 %
Near Standard ⁽¹⁾	N/A	N/A	N/A	60.61 %	44.71 %	31.71 %	N/A	44.64 %
Below Standard ⁽¹⁾	N/A	N/A	N/A	33.33 %	44.71 %	58.54 %	N/A	46.35 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	3.03 %	3.53 %	9.76 %	N/A	5.58 %
Near Standard ⁽¹⁾	N/A	N/A	N/A	78.79 %	64.71 %	46.34 %	N/A	62.23 %
Below Standard ⁽¹⁾	N/A	N/A	N/A	18.18 %	31.76 %	43.90 %	N/A	32.19 %

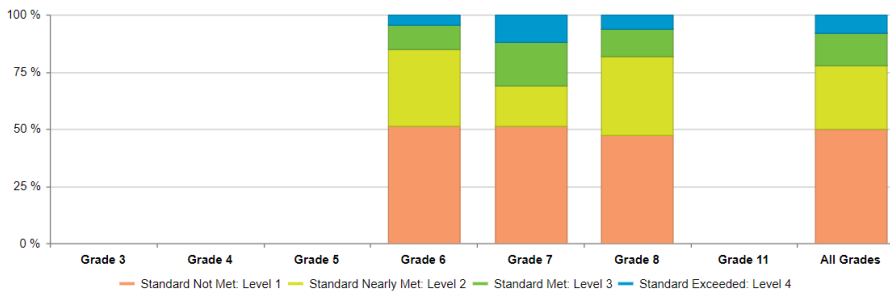
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	9.09 %	15.29 %	7.32 %	N/A	10.73 %
Near Standard ⁽¹⁾	N/A	N/A	N/A	75.76 %	43.53 %	32.93 %	N/A	48.93 %
Below Standard ⁽¹⁾	N/A	N/A	N/A	15.15 %	41.18 %	59.76 %	N/A	40.34 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS





Achievement Level Distribution



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▼ Data Detail - All Students (accessible data)

Overall Achievement




Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽¹⁾	N/A	N/A	N/A	67	85	84	N/A	236
Number of Students Tested ⁽¹⁾	N/A	N/A	N/A	66	84	82	N/A	232
Number of Students With Scores ⁽¹⁾	N/A	N/A	N/A	66	84	82	N/A	232
Mean Scale Score	N/A	N/A	N/A	2468.8	2496.7	2501.0	N/A	N/A
 Standard Exceeded: Level 4 ⁽¹⁾	N/A	N/A	N/A	4.55 %	11.90 %	6.10 %	N/A	7.76 %
 Standard Met: Level 3 ⁽¹⁾	N/A	N/A	N/A	10.61 %	19.05 %	12.20 %	N/A	14.22 %
 Standard Nearly Met: Level 2 ⁽¹⁾	N/A	N/A	N/A	33.33 %	17.86 %	34.15 %	N/A	28.02 %
 Standard Not Met: Level 1 ⁽¹⁾	N/A	N/A	N/A	51.52 %	51.19 %	47.56 %	N/A	50.00 %

[Mathematics Scale Score Ranges](#)




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽¹⁾	N/A	N/A	N/A	7.58 %	14.29 %	9.76 %	N/A	10.78 %
 Near Standard ⁽¹⁾	N/A	N/A	N/A	24.24 %	26.19 %	32.93 %	N/A	28.02 %
 Below Standard ⁽¹⁾	N/A	N/A	N/A	68.18 %	59.52 %	57.32 %	N/A	61.21 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽¹⁾	N/A	N/A	N/A	4.55 %	13.10 %	8.54 %	N/A	9.05 %
 Near Standard ⁽¹⁾	N/A	N/A	N/A	40.91 %	42.86 %	45.12 %	N/A	43.10 %
 Below Standard ⁽¹⁾	N/A	N/A	N/A	54.55 %	44.05 %	46.34 %	N/A	47.84 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽¹⁾	N/A	N/A	N/A	4.55 %	15.48 %	4.88 %	N/A	8.62 %
 Near Standard ⁽¹⁾	N/A	N/A	N/A	46.97 %	52.38 %	56.10 %	N/A	52.16 %
 Below Standard ⁽¹⁾	N/A	N/A	N/A	48.48 %	32.14 %	39.02 %	N/A	39.22 %

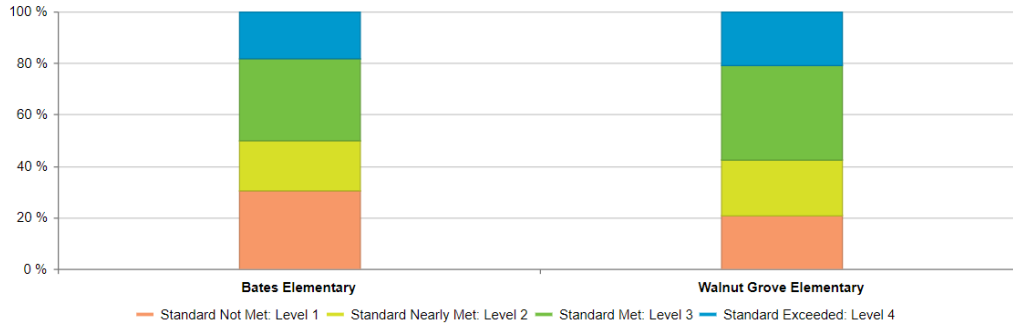
[Mathematics Area Achievement Level Descriptors](#)

Bates Elementary and Walnut Grove Elementary

2018–19 Overall Achievement - All Grades

ENGLISH LANGUAGE ARTS/LITERACY

2018–19 Achievement Level Distribution - All Grades

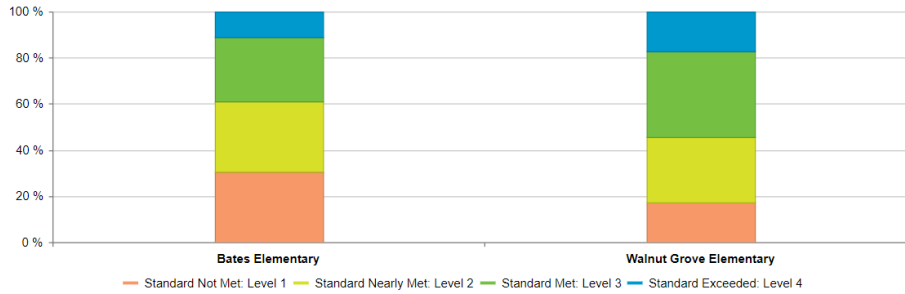


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[English Language Arts/Literacy Achievement Level Descriptors](#)

MATHEMATICS

2018–19 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

[Mathematics Achievement Level Descriptors](#)

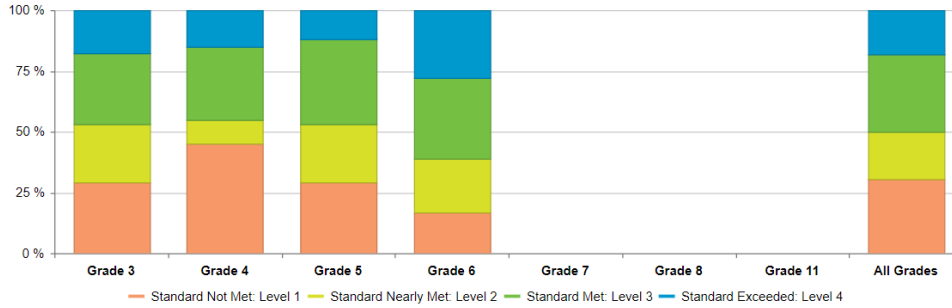
[Mathematics Scale Score Ranges](#)

Detailed Test Results for: School: Bates Elementary

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



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[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement


Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	17	20	17	18	N/A	N/A	N/A	72
Number of Students Tested ⁽ⁱ⁾	17	20	17	18	N/A	N/A	N/A	72
Number of Students With Scores ⁽ⁱ⁾	17	20	17	18	N/A	N/A	N/A	72
Mean Scale Score	2406.9	2446.4	2479.6	2541.7	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	17.65 %	15.00 %	11.76 %	27.78 %	N/A	N/A	N/A	18.06 %
Standard Met: Level 3 ⁽ⁱ⁾	29.41 %	30.00 %	35.29 %	33.33 %	N/A	N/A	N/A	31.94 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	23.53 %	10.00 %	23.53 %	22.22 %	N/A	N/A	N/A	19.44 %
Standard Not Met: Level 1 ⁽ⁱ⁾	29.41 %	45.00 %	29.41 %	16.67 %	N/A	N/A	N/A	30.56 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	17.65 %	20.00 %	17.65 %	22.22 %	N/A	N/A	N/A	19.44 %
Near Standard ⁽¹⁾	58.82 %	45.00 %	58.82 %	55.56 %	N/A	N/A	N/A	54.17 %
Below Standard ⁽¹⁾	23.53 %	35.00 %	23.53 %	22.22 %	N/A	N/A	N/A	26.39 %


WRITING: How well do students communicate in writing?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	23.53 %	5.00 %	23.53 %	27.78 %	N/A	N/A	N/A	19.44 %
Near Standard ⁽¹⁾	41.18 %	60.00 %	58.82 %	50.00 %	N/A	N/A	N/A	52.78 %
Below Standard ⁽¹⁾	35.29 %	35.00 %	17.65 %	22.22 %	N/A	N/A	N/A	27.78 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	5.88 %	20.00 %	11.76 %	27.78 %	N/A	N/A	N/A	16.67 %
Near Standard ⁽¹⁾	82.35 %	75.00 %	58.82 %	61.11 %	N/A	N/A	N/A	69.44 %
Below Standard ⁽¹⁾	11.76 %	5.00 %	29.41 %	11.11 %	N/A	N/A	N/A	13.89 %

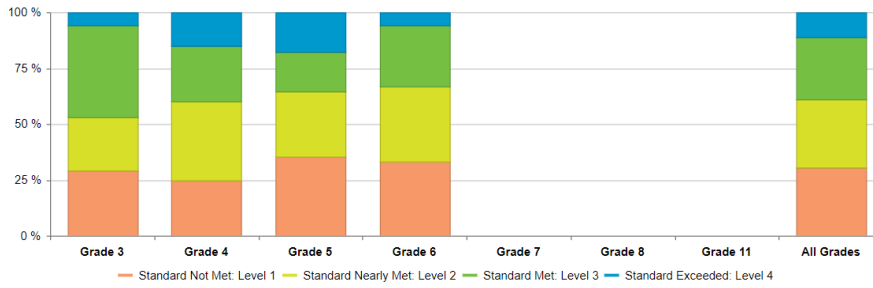
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	11.76 %	15.00 %	11.76 %	38.89 %	N/A	N/A	N/A	19.44 %
Near Standard ⁽¹⁾	52.94 %	40.00 %	52.94 %	44.44 %	N/A	N/A	N/A	47.22 %
Below Standard ⁽¹⁾	35.29 %	45.00 %	35.29 %	16.67 %	N/A	N/A	N/A	33.33 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



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[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽¹⁾	17	20	17	18	N/A	N/A	N/A	72
Number of Students Tested ⁽¹⁾	17	20	17	18	N/A	N/A	N/A	72
Number of Students With Scores ⁽¹⁾	17	20	17	18	N/A	N/A	N/A	72
Mean Scale Score	2425.2	2462.2	2500.1	2488.9	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	5.88 %	15.00 %	17.65 %	5.56 %	N/A	N/A	N/A	11.11 %
Standard Met: Level 3 ⁽¹⁾	41.18 %	25.00 %	17.65 %	27.78 %	N/A	N/A	N/A	27.78 %
Standard Nearly Met: Level 2 ⁽¹⁾	23.53 %	35.00 %	29.41 %	33.33 %	N/A	N/A	N/A	30.56 %
Standard Not Met: Level 1 ⁽¹⁾	29.41 %	25.00 %	35.29 %	33.33 %	N/A	N/A	N/A	30.56 %

[Mathematics Scale Score Ranges](#)

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	23.53 %	30.00 %	23.53 %	11.11 %	N/A	N/A	N/A	22.22 %
Near Standard ⁽¹⁾	47.06 %	20.00 %	23.53 %	38.89 %	N/A	N/A	N/A	31.94 %
Below Standard ⁽¹⁾	29.41 %	50.00 %	52.94 %	50.00 %	N/A	N/A	N/A	45.83 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	23.53 %	20.00 %	11.76 %	5.56 %	N/A	N/A	N/A	15.28 %
Near Standard ⁽¹⁾	70.59 %	50.00 %	41.18 %	50.00 %	N/A	N/A	N/A	52.78 %
Below Standard ⁽¹⁾	5.88 %	30.00 %	47.06 %	44.44 %	N/A	N/A	N/A	31.94 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	11.76 %	15.00 %	11.76 %	11.11 %	N/A	N/A	N/A	12.50 %
Near Standard ⁽¹⁾	70.59 %	55.00 %	64.71 %	50.00 %	N/A	N/A	N/A	59.72 %
Below Standard ⁽¹⁾	17.65 %	30.00 %	23.53 %	38.89 %	N/A	N/A	N/A	27.78 %

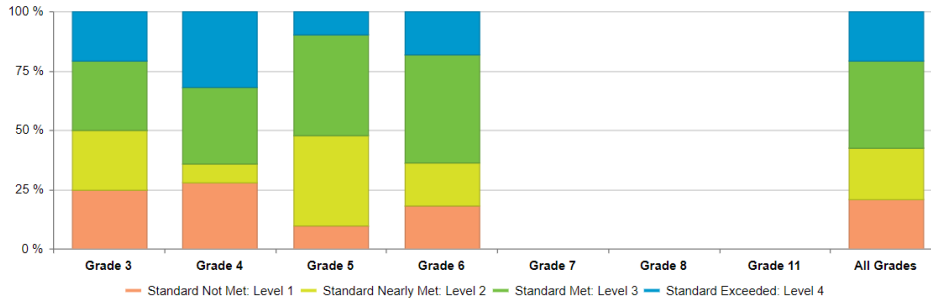
[Mathematics Area Achievement Level Descriptors](#)

Detailed Test Results for: School: Walnut Grove Elementary

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽¹⁾	24	25	21	24	N/A	N/A	N/A	94
Number of Students Tested ⁽¹⁾	24	25	21	22	N/A	N/A	N/A	92
Number of Students With Scores ⁽¹⁾	24	25	21	22	N/A	N/A	N/A	92
Mean Scale Score	2432.6	2494.4	2499.8	2547.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	20.83 %	32.00 %	9.52 %	18.18 %	N/A	N/A	N/A	20.65 %
Standard Met: Level 3 ⁽¹⁾	29.17 %	32.00 %	42.86 %	45.45 %	N/A	N/A	N/A	36.96 %
Standard Nearly Met: Level 2 ⁽¹⁾	25.00 %	8.00 %	38.10 %	18.18 %	N/A	N/A	N/A	21.74 %
Standard Not Met: Level 1 ⁽¹⁾	25.00 %	28.00 %	9.52 %	18.18 %	N/A	N/A	N/A	20.65 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	20.83 %	28.00 %	14.29 %	13.64 %	N/A	N/A	N/A	19.57 %
Near Standard ⁽ⁱ⁾	54.17 %	48.00 %	71.43 %	59.09 %	N/A	N/A	N/A	57.61 %
Below Standard ⁽ⁱ⁾	25.00 %	24.00 %	14.29 %	27.27 %	N/A	N/A	N/A	22.83 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	33.33 %	20.00 %	23.81 %	31.82 %	N/A	N/A	N/A	27.17 %
Near Standard ⁽ⁱ⁾	45.83 %	56.00 %	52.38 %	63.64 %	N/A	N/A	N/A	54.35 %
Below Standard ⁽ⁱ⁾	20.83 %	24.00 %	23.81 %	4.55 %	N/A	N/A	N/A	18.48 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	8.33 %	28.00 %	0.00 %	13.64 %	N/A	N/A	N/A	13.04 %
Near Standard ⁽ⁱ⁾	75.00 %	64.00 %	80.95 %	72.73 %	N/A	N/A	N/A	72.83 %
Below Standard ⁽ⁱ⁾	16.67 %	8.00 %	19.05 %	13.64 %	N/A	N/A	N/A	14.13 %

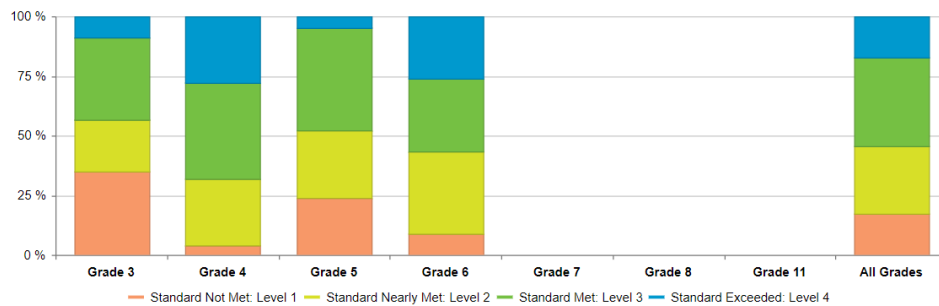
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	25.00 %	32.00 %	19.05 %	45.45 %	N/A	N/A	N/A	30.43 %
Near Standard ⁽ⁱ⁾	58.33 %	64.00 %	61.90 %	45.45 %	N/A	N/A	N/A	57.61 %
Below Standard ⁽ⁱ⁾	16.67 %	4.00 %	19.05 %	9.09 %	N/A	N/A	N/A	11.96 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS





Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽¹⁾	24	25	21	24	N/A	N/A	N/A	94
Number of Students Tested ⁽¹⁾	23	25	21	23	N/A	N/A	N/A	92
Number of Students With Scores ⁽¹⁾	23	25	21	23	N/A	N/A	N/A	92
Mean Scale Score	2419.5	2505.3	2504.4	2557.0	N/A	N/A	N/A	N/A
 Standard Exceeded: Level 4 ⁽¹⁾	8.70 %	28.00 %	4.76 %	26.09 %	N/A	N/A	N/A	17.39 %
 Standard Met: Level 3 ⁽¹⁾	34.78 %	40.00 %	42.86 %	30.43 %	N/A	N/A	N/A	36.96 %
 Standard Nearly Met: Level 2 ⁽¹⁾	21.74 %	28.00 %	28.57 %	34.78 %	N/A	N/A	N/A	28.26 %
 Standard Not Met: Level 1 ⁽¹⁾	34.78 %	4.00 %	23.81 %	8.70 %	N/A	N/A	N/A	17.39 %




[Mathematics Scale Score Ranges](#)

Areas




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽¹⁾	21.74 %	44.00 %	28.57 %	39.13 %	N/A	N/A	N/A	33.70 %
 Near Standard ⁽¹⁾	34.78 %	44.00 %	38.10 %	26.09 %	N/A	N/A	N/A	35.87 %
 Below Standard ⁽¹⁾	43.48 %	12.00 %	33.33 %	34.78 %	N/A	N/A	N/A	30.43 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽¹⁾	21.74 %	20.00 %	4.76 %	30.43 %	N/A	N/A	N/A	19.57 %
 Near Standard ⁽¹⁾	43.48 %	60.00 %	66.67 %	56.52 %	N/A	N/A	N/A	56.52 %
 Below Standard ⁽¹⁾	34.78 %	20.00 %	28.57 %	13.04 %	N/A	N/A	N/A	23.91 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽¹⁾	21.74 %	48.00 %	4.76 %	26.09 %	N/A	N/A	N/A	26.09 %
 Near Standard ⁽¹⁾	56.52 %	36.00 %	61.90 %	56.52 %	N/A	N/A	N/A	52.17 %
 Below Standard ⁽¹⁾	21.74 %	16.00 %	33.33 %	17.39 %	N/A	N/A	N/A	21.74 %

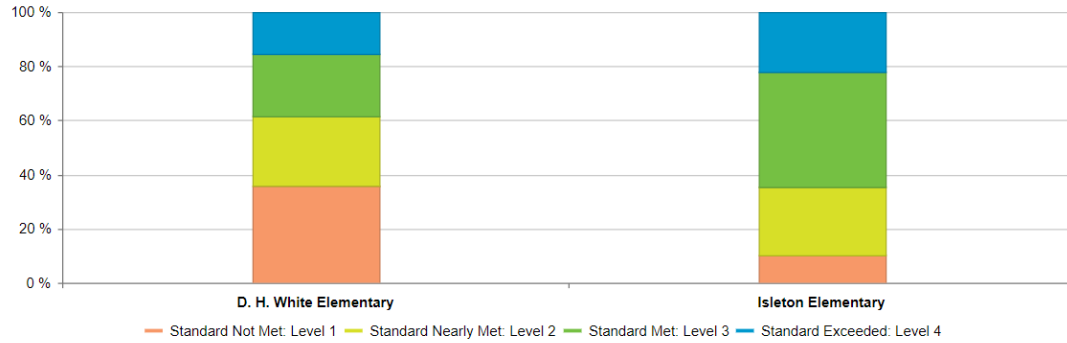
[Mathematics Area Achievement Level Descriptors](#)

Isleton Elementary and D.H White Elementary

2018–19 Overall Achievement - All Grades

ENGLISH LANGUAGE ARTS/LITERACY

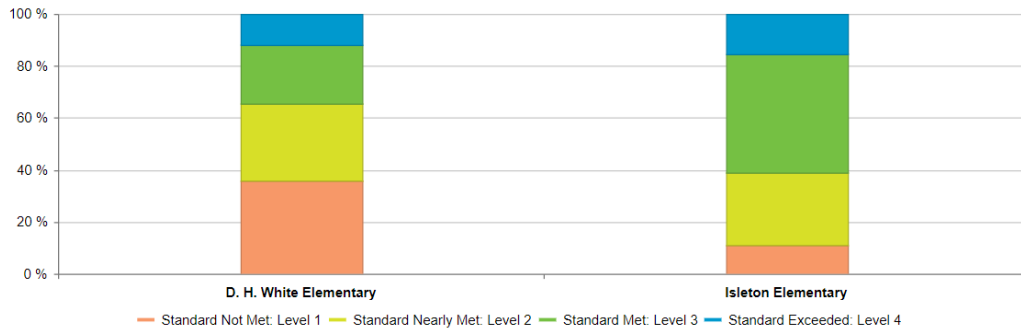
2018–19 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

MATHEMATICS

2018–19 Achievement Level Distribution - All Grades



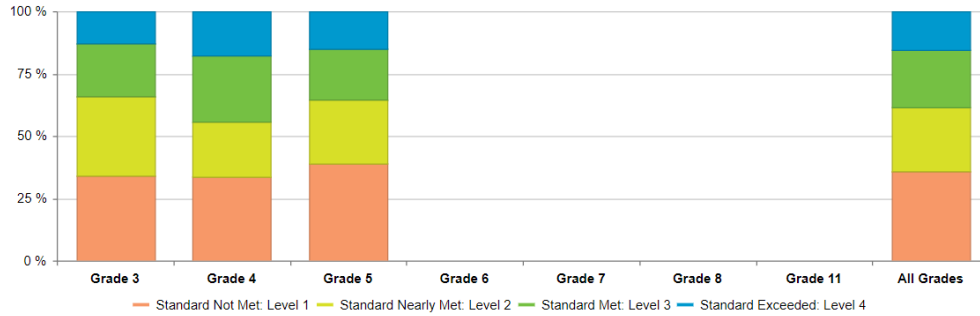
In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

Detailed Test Results for: School: D. H. White Elementary

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽¹⁾	50	69	63	N/A	N/A	N/A	N/A	182
Number of Students Tested ⁽²⁾	47	68	59	N/A	N/A	N/A	N/A	174
Number of Students With Scores ⁽¹⁾	47	68	59	N/A	N/A	N/A	N/A	174
Mean Scale Score	2398.8	2442.1	2471.9	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	12.77 %	17.65 %	15.25 %	N/A	N/A	N/A	N/A	15.52 %
Standard Met: Level 3 ⁽¹⁾	21.28 %	26.47 %	20.34 %	N/A	N/A	N/A	N/A	22.99 %
Standard Nearly Met: Level 2 ⁽¹⁾	31.91 %	22.06 %	25.42 %	N/A	N/A	N/A	N/A	25.86 %
Standard Not Met: Level 1 ⁽¹⁾	34.04 %	33.82 %	38.98 %	N/A	N/A	N/A	N/A	35.63 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	17.02 %	17.65 %	15.25 %	N/A	N/A	N/A	N/A	16.67 %
Near Standard ⁽¹⁾	53.19 %	51.47 %	49.15 %	N/A	N/A	N/A	N/A	51.15 %
Below Standard ⁽¹⁾	29.79 %	30.88 %	35.59 %	N/A	N/A	N/A	N/A	32.18 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	6.38 %	14.71 %	20.34 %	N/A	N/A	N/A	N/A	14.37 %
Near Standard ⁽¹⁾	59.57 %	51.47 %	49.15 %	N/A	N/A	N/A	N/A	52.87 %
Below Standard ⁽¹⁾	34.04 %	33.82 %	30.51 %	N/A	N/A	N/A	N/A	32.76 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	14.89 %	16.18 %	6.78 %	N/A	N/A	N/A	N/A	12.64 %
Near Standard ⁽¹⁾	68.09 %	57.35 %	57.63 %	N/A	N/A	N/A	N/A	60.34 %
Below Standard ⁽¹⁾	17.02 %	26.47 %	35.59 %	N/A	N/A	N/A	N/A	27.01 %

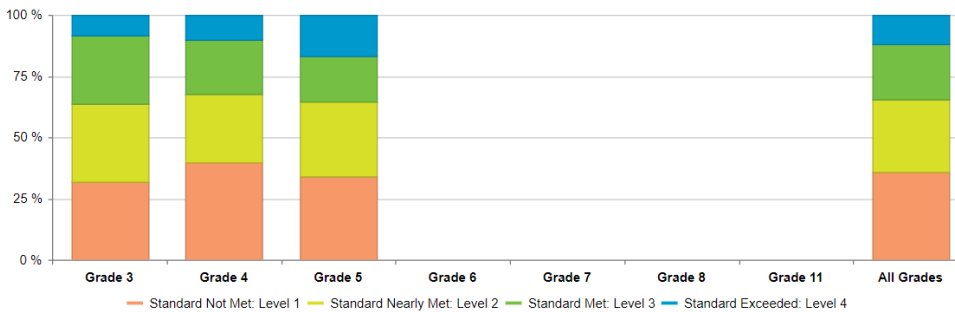
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	8.51 %	20.59 %	18.64 %	N/A	N/A	N/A	N/A	16.67 %
Near Standard ⁽¹⁾	57.45 %	47.06 %	40.68 %	N/A	N/A	N/A	N/A	47.70 %
Below Standard ⁽¹⁾	34.04 %	32.35 %	40.68 %	N/A	N/A	N/A	N/A	35.63 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS





Achievement Level Distribution



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[Mathematics Achievement Level Descriptors](#)

Overall Achievement




Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	50	69	63	N/A	N/A	N/A	N/A	182
Number of Students Tested ⁽ⁱ⁾	47	68	59	N/A	N/A	N/A	N/A	174
Number of Students With Scores ⁽ⁱ⁾	47	68	59	N/A	N/A	N/A	N/A	174
Mean Scale Score	2410.9	2434.0	2490.8	N/A	N/A	N/A	N/A	N/A
 Standard Exceeded: Level 4 ⁽ⁱ⁾	8.51 %	10.29 %	16.95 %	N/A	N/A	N/A	N/A	12.07 %
 Standard Met: Level 3 ⁽ⁱ⁾	27.66 %	22.06 %	18.64 %	N/A	N/A	N/A	N/A	22.41 %
 Standard Nearly Met: Level 2 ⁽ⁱ⁾	31.91 %	27.94 %	30.51 %	N/A	N/A	N/A	N/A	29.89 %
 Standard Not Met: Level 1 ⁽ⁱ⁾	31.91 %	39.71 %	33.90 %	N/A	N/A	N/A	N/A	35.63 %

[Mathematics Scale Score Ranges](#)




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽ⁱ⁾	21.28 %	19.12 %	25.42 %	N/A	N/A	N/A	N/A	21.84 %
 Near Standard ⁽ⁱ⁾	40.43 %	26.47 %	30.51 %	N/A	N/A	N/A	N/A	31.61 %
 Below Standard ⁽ⁱ⁾	38.30 %	54.41 %	44.07 %	N/A	N/A	N/A	N/A	46.55 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽ⁱ⁾	12.77 %	14.71 %	16.95 %	N/A	N/A	N/A	N/A	14.94 %
 Near Standard ⁽ⁱ⁾	55.32 %	45.59 %	44.07 %	N/A	N/A	N/A	N/A	47.70 %
 Below Standard ⁽ⁱ⁾	31.91 %	39.71 %	38.98 %	N/A	N/A	N/A	N/A	37.36 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽ⁱ⁾	2.13 %	13.24 %	13.56 %	N/A	N/A	N/A	N/A	10.34 %
 Near Standard ⁽ⁱ⁾	59.57 %	42.65 %	57.63 %	N/A	N/A	N/A	N/A	52.30 %
 Below Standard ⁽ⁱ⁾	38.30 %	44.12 %	28.81 %	N/A	N/A	N/A	N/A	37.36 %

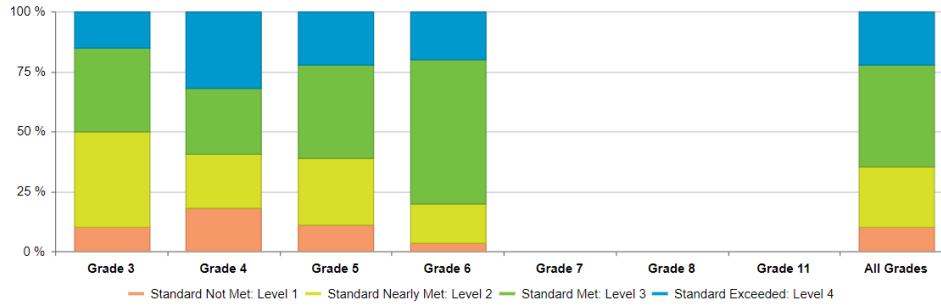
[Mathematics Area Achievement Level Descriptors](#)

Detailed Test Results for: School: Isleton Elementary

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



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[English Language Arts/Literacy Achievement Level Descriptors](#)

▼ Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	21	24	18	32	N/A	N/A	N/A	95
Number of Students Tested ⁽ⁱ⁾	20	22	18	30	N/A	N/A	N/A	90
Number of Students With Scores ⁽ⁱ⁾	20	22	18	30	N/A	N/A	N/A	90
Mean Scale Score	2440.5	2476.4	2525.1	2571.1	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	15.00 %	31.82 %	22.22 %	20.00 %	N/A	N/A	N/A	22.22 %
Standard Met: Level 3 ⁽ⁱ⁾	35.00 %	27.27 %	38.89 %	60.00 %	N/A	N/A	N/A	42.22 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	40.00 %	22.73 %	27.78 %	16.67 %	N/A	N/A	N/A	25.56 %
Standard Not Met: Level 1 ⁽ⁱ⁾	10.00 %	18.18 %	11.11 %	3.33 %	N/A	N/A	N/A	10.00 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ^(*)	35.00 %	13.64 %	27.78 %	30.00 %	N/A	N/A	N/A	26.67 %
Near Standard ^(*)	50.00 %	68.18 %	55.56 %	50.00 %	N/A	N/A	N/A	55.56 %
Below Standard ^(*)	15.00 %	18.18 %	16.67 %	20.00 %	N/A	N/A	N/A	17.78 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ^(*)	15.00 %	13.64 %	22.22 %	40.00 %	N/A	N/A	N/A	24.44 %
Near Standard ^(*)	70.00 %	68.18 %	72.22 %	60.00 %	N/A	N/A	N/A	66.67 %
Below Standard ^(*)	15.00 %	18.18 %	5.56 %	0.00 %	N/A	N/A	N/A	8.89 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ^(*)	15.00 %	18.18 %	11.11 %	10.00 %	N/A	N/A	N/A	13.33 %
Near Standard ^(*)	80.00 %	68.18 %	83.33 %	83.33 %	N/A	N/A	N/A	78.89 %
Below Standard ^(*)	5.00 %	13.64 %	5.56 %	6.67 %	N/A	N/A	N/A	7.78 %

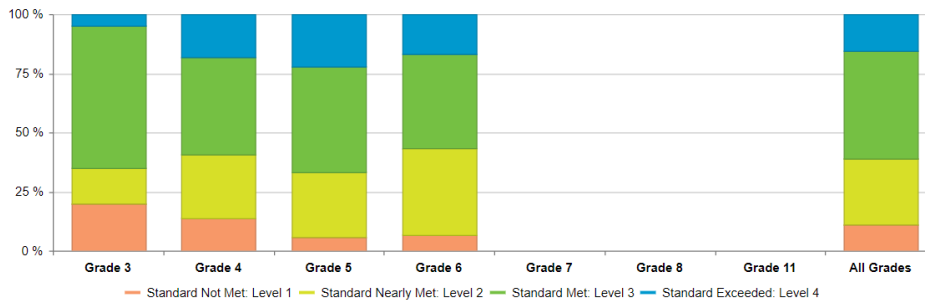
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ^(*)	25.00 %	36.36 %	27.78 %	26.67 %	N/A	N/A	N/A	28.89 %
Near Standard ^(*)	60.00 %	45.45 %	66.67 %	70.00 %	N/A	N/A	N/A	61.11 %
Below Standard ^(*)	15.00 %	18.18 %	5.56 %	3.33 %	N/A	N/A	N/A	10.00 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS





Achievement Level Distribution



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[Mathematics Achievement Level Descriptors](#)




Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽¹⁾	21	24	18	32	N/A	N/A	N/A	95
Number of Students Tested ⁽¹⁾	20	22	18	30	N/A	N/A	N/A	90
Number of Students With Scores ⁽¹⁾	20	22	18	30	N/A	N/A	N/A	90
Mean Scale Score	2436.4	2490.1	2543.4	2562.1	N/A	N/A	N/A	N/A
 Standard Exceeded: Level 4 ⁽¹⁾	5.00 %	18.18 %	22.22 %	16.67 %	N/A	N/A	N/A	15.56 %
 Standard Met: Level 3 ⁽¹⁾	60.00 %	40.91 %	44.44 %	40.00 %	N/A	N/A	N/A	45.56 %
 Standard Nearly Met: Level 2 ⁽¹⁾	15.00 %	27.27 %	27.78 %	36.67 %	N/A	N/A	N/A	27.78 %
 Standard Not Met: Level 1 ⁽¹⁾	20.00 %	13.64 %	5.56 %	6.67 %	N/A	N/A	N/A	11.11 %




[Mathematics Scale Score Ranges](#)

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽¹⁾	35.00 %	31.82 %	38.89 %	40.00 %	N/A	N/A	N/A	36.67 %
 Near Standard ⁽¹⁾	40.00 %	40.91 %	50.00 %	40.00 %	N/A	N/A	N/A	42.22 %
 Below Standard ⁽¹⁾	25.00 %	27.27 %	11.11 %	20.00 %	N/A	N/A	N/A	21.11 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽¹⁾	10.00 %	27.27 %	33.33 %	26.67 %	N/A	N/A	N/A	24.44 %
 Near Standard ⁽¹⁾	75.00 %	59.09 %	55.56 %	63.33 %	N/A	N/A	N/A	63.33 %
 Below Standard ⁽¹⁾	15.00 %	13.64 %	11.11 %	10.00 %	N/A	N/A	N/A	12.22 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
 Above Standard ⁽¹⁾	20.00 %	31.82 %	22.22 %	16.67 %	N/A	N/A	N/A	22.22 %
 Near Standard ⁽¹⁾	60.00 %	50.00 %	55.56 %	70.00 %	N/A	N/A	N/A	60.00 %
 Below Standard ⁽¹⁾	20.00 %	18.18 %	22.22 %	13.33 %	N/A	N/A	N/A	17.78 %

Mathematics Area Achievement Level Descriptors



Total Cost Summary by Site

Site	Construction	Soft Costs & Contingencies 30%	Total Cost	Escalations 10%	Total with Escalations
SFID #1					
Rio Vista High School	\$28,458,438	\$8,537,531	\$36,995,969	\$3,699,597	\$40,695,566
Riverview Middle School	\$12,872,258	\$3,861,678	\$16,733,936	\$1,673,394	\$18,407,329
D. H. White Elementary School	\$9,521,397	\$2,856,419	\$12,377,816	\$1,237,782	\$13,615,598
Isleton Elementary School	\$9,890,648	\$2,967,194	\$12,857,842	\$1,285,784	\$14,143,627
Subtotal SFID #1	\$60,742,742	\$18,222,822	\$78,965,564	\$7,896,556	\$86,862,120
SFID #2					
Walnut Grove Elementary School	\$10,544,976	\$3,163,493	\$13,708,469	\$1,370,847	\$15,079,315
Bates Elementary School	\$10,063,179	\$3,018,954	\$13,082,132	\$1,308,213	\$14,390,346
Clarksburg Middle School	\$6,130,871	\$1,839,261	\$7,970,132	\$797,013	\$8,767,146
Delta High School	\$23,562,112	\$7,068,633	\$30,630,745	\$3,063,075	\$33,693,820
Subtotal SFID #2	\$50,301,137	\$15,090,341	\$65,391,479	\$6,539,148	\$71,930,626
Total All Sites	\$111,043,879	\$33,313,164	\$144,357,043	\$14,435,704	\$158,792,747

Cost Summary by Site and Condition

Site	Condition 1 (w/o Esclations)	Condition 2 (w/o Esclations)	Condition 3 (w/o Esclations)	Site Total (w/o Esclations)	Total with Escalations
SFID #1					
Rio Vista High School	\$16,212,846	\$7,474,397	\$13,308,726	\$36,995,969	\$40,695,566
Riverview Middle School	\$14,290,424	\$711,735	\$1,731,777	\$16,733,936	\$18,407,329
D. H. White Elementary School	\$9,712,313	\$676,534	\$1,988,970	\$12,377,816	\$13,615,598
Isleton Elementary School	\$8,212,420	\$1,655,711	\$2,989,711	\$12,857,842	\$14,143,627
Subtotal SFID #1	\$48,428,002	\$10,518,378	\$20,019,184	\$78,965,564	\$86,862,120
SFID #2					
Walnut Grove Elementary School	\$12,749,444	\$486,841	\$472,184	\$13,708,469	\$15,079,315
Bates Elementary School	\$12,328,105	\$554,294	\$199,733	\$13,082,132	\$14,390,346
Clarksburg Middle School	\$7,108,460	\$741,228	\$120,444	\$7,970,132	\$8,767,146
Delta High School	\$17,910,828	\$845,894	\$11,874,023	\$30,630,745	\$33,693,820
Subtotal SFID #2	\$50,096,836	\$2,628,258	\$12,666,384	\$65,391,479	\$71,930,626
Total All Sites	\$98,524,838	\$13,146,636	\$32,685,568	\$144,357,043	\$158,792,747



Site Electric Energy Table

Site Name: All Month: All FY: 2020-2021

Site Name	Total Electric (kWh)	Utility Purchased Cost (\$)	Total Electricity per SF (kWh/SF)	Utility Rate (\$/kWh)
Riverview Middle	51,904.95	17,025.65	1.142	0.326932
Isleton	63,553.18	19,442.84	1.561	0.304105
DH White	123,313.62	36,050.35	3.381	0.290794
District Office	24,035.99	6,580.53	2.448	0.275809
Rio Vista High	194,825.86	50,287.94	1.949	0.257369
Bates	133,737.00	28,399.86	2.445	0.219405
Courtland Bus Garage	2,764.00	516.66	0.281	0.186933
Clarksburg Middle	47,588.80	12,452.74	2.299	0.177303
Delta High	175,532.02	45,588.15	2.363	0.165912
Walnut Grove	16,989.00	2,655.07	0.443	0.157398
Mokelumne High	15,890.90	2,457.63	1.401	0.154664
Total	850,135.31	221,457.42	1.925	0.235972

Total Electric (kWh): Sum total electricity usage of utility purchased electricity.

Utility Purchased Cost (\$): Total electrical cost from Utility by site

Total Electric per SF (kWh/SF): Sum total electricity usage per conditioned square footage of site

Utility Rate (\$/kWh): Cost per total kWh usage (Utility Purchased kWh)

	Bates	Walnut Grove	Riverview
Certificated Personnel	\$ 649,520	\$ 712,332	\$ 985,327
Classified Personnel (Excludes M & O and ASP)	\$ 45,742	\$ 55,909	\$ 129,814
Employee Benefits (Excludes M & O and ASP)	\$ 247,443	\$ 235,459	\$ 361,169
Property Taxes (5500)	\$ 135	\$ 4,354	\$ -
Electricity (5510)	\$ 44,130	\$ 38,306	\$ 37,505
Natural Gas (5515)	\$ 3,197	\$ 3,179	\$ 3,754
Water (5520)	\$ -	\$ -	\$ 17,388
Waste Disposal (5525)	\$ 13,850	\$ 12,516	\$ -
Alarm Services (5540)	\$ 4,120	\$ 2,250	\$ 2,218
Sewer (5550)	\$ 836	\$ 1,148	\$ 11,728
After School Program Personnel Costs	\$ 84,205	\$ 84,885	\$ -
After School Program NON-Personnel Costs	\$ 20,135	\$ 16,935	\$ -
M & O Costs (10% of Total District Cost)	\$ 263,752	\$ 263,752	\$ 263,752
	<u>\$ 1,377,065</u>	<u>\$ 1,431,025</u>	<u>\$ 1,812,657</u>

SSC School District and Charter School Financial Projection Dartboard 2021–22 Governor’s Budget

This version of School Services of California Inc.’s (SSC) Financial Projection Dartboard is based on the 2021–22 Governor’s Budget proposal. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS					
Factor	2020–21	2021–22	2022–23	2023–24	2024–25
Department of Finance (DOF) Estimated Statutory COLA	2.31%	1.50% ¹	2.98%	3.05%	N/A
DOF Estimated Funded COLA	0.00%	3.84% ²	2.98%	3.05%	N/A
SSC Estimated Statutory COLA ³	0.00%	3.84%	1.28%	1.61%	1.90%

LCFF GRADE SPAN FACTORS FOR 2021–22				
Entitlement Factors per ADA*	K–3	4–6	7–8	9–12
2020–21 Base Grants	\$7,702	\$7,818	\$8,050	\$9,329
Compounded COLA at 3.84%	\$296	\$300	\$309	\$358
2021–22 Base Grants	\$7,998	\$8,118	\$8,359	\$9,687
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	\$832	–	–	\$252
2021–22 Adjusted Base Grants ⁴	\$8,830	\$8,118	\$8,359	\$9,939

*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors		2020–21	2021–22	2022–23	2023–24	2024–25
California CPI		1.44%	1.57%	1.82%	2.12%	2.40%
California Lottery	Unrestricted per ADA	\$150	\$150	\$150	\$150	\$150
	Restricted per ADA	\$49	\$49	\$49	\$49	\$49
Mandate Block Grant (District)	Grades K–8 per ADA	\$32.18	\$32.66	\$33.08	\$33.61	\$34.25
	Grades 9–12 per ADA	\$61.94	\$62.87	\$63.67	\$64.70	\$65.93
Mandate Block Grant (Charter)	Grades K–8 per ADA	\$16.86	\$17.11	\$17.33	\$17.61	\$17.94
	Grades 9–12 per ADA	\$46.87	\$47.57	\$48.18	\$48.96	\$49.89
Interest Rate for Ten-Year Treasuries		0.98%	1.48%	1.65%	1.90%	2.10%
CalSTRS Employer Rate ⁵		16.15%	15.92%	18.00%	18.00%	18.00%
CalPERS Employer Rate ⁵		20.70%	23.00%	26.30%	27.30%	27.80%

STATE MINIMUM RESERVE REQUIREMENTS	
Reserve Requirement	District ADA Range
The greater of 5% or \$71,000	0 to 300
The greater of 4% or \$71,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and higher

¹Applies to Special Education, Child Nutrition, Preschool, Foster Youth, American Indian Education Centers/American Indian Early Childhood Education, and Mandate Block Grant.

²Amount represents the 2020–21 unfunded statutory COLA of 2.31% compounded with the 2021–22 estimated statutory COLA of 1.50%.

³Estimated Statutory COLAs in 2022-23 and beyond are estimated using an independent economist and represent an alternative more closely aligned with the changes in consumer price index.

⁴Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 50% for each eligible student beyond the 55% identification rate threshold.

⁵California State Teachers’ Retirement System (CalSTRS) and California Public Employees’ Retirement System (CalPERS) rates in 2020–21 and 2021–22 were bought down by a \$2.3 billion payment from state of California. Rates in the following years are subject to change based on determination by the respective governing boards.

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: March 23, 2021

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 10

Type of item: (Action, Consent Action or Information Only): Information Only

SUBJECT:

Request the Board to schedule Town Hall Meetings in Courtland, Walnut Grove and Rio Vista to receive feedback from said communities regarding possible school closures.

BACKGROUND:

The Ad Hoc Committee of the Facilities Planning Steering Committee has obtained and reviewed data points on student enrollment, academic performance, annual cost of operations for each facility, the Average Daily Attendance revenue for each site, site-based partnership agreements, and utility usage reports. The Second Interim Report was reviewed and approved at the Regular Meeting on March 9, 2021. RDUSD forecasted budget brings forth some major challenges and difficult budget cut decisions.

STATUS:

Gathering facts associated with closing school facilities is a critical first step toward making a decision to close a school, which has a profound impact on all those involved (student, parents, staff, community members, etc.). It is for this reason that scheduling a Town Hall Meeting in English and in Spanish in each of the communities where a school closure is being studied is critically important. As many families are still isolating from the general public, our virtual platform, Zoom Webinar, would enable the maximum number of community members to attend. This is an urgent matter to all who are involved so scheduling these meetings to begin as soon as Spring Break 2021 concludes is essential.

PRESENTERS:

Katherine Wright, Superintendent

COST AND FUNDING SOURCES:

Zero cost to the District to schedule meetings.

RECOMMENDATION:

That the Board to schedules Town Hall Meetings in Courtland, Walnut Grove and Rio Vista to receive feedback from said communities regarding possible school closures.

Time allocated: 60 minutes

Suggested School Closure Time Line*

Task Name	Duration	Start	Finish	Month						
				One	Two	Three	Four	Five	Six	Seven
Board workshop to scope the project				X						
Appoint 7/11 District Advisory Committee				X						
Ensure curriculum and instruction are included				X						
Appoint a subcommittee to serve as research group for 7/11 committee				X						
Sub-committee begins facility and demographic research					X	X				
Report progress to Board. Allow for community discussion at board meeting					X	X				
Present 7/11 committee progress report to Board. Public discussion						X				
Begin dialogues with various community groups that may be affected						X				
Begin discussions with staff at site that may be affected						X				
Present 7/11 committee final report with recommendation to Board							X			
Board discussion and community member discussion							X			
Continue to meet with school site groups of potential sites affected							X			
Receive public input at affected school sites							X			
Continue Board discussion								X		
Continue public input								X		
Arrange special Board meeting (large enough area to accommodate all participants)									X	
Board announces decision									X	
visitations for affected staff, students, parents									X	
Discuss facilities options and requirements at site(s) to accommodate displaced students									X	
District sends letter to parents to inform students of new school assignments									X	
Plan for needed facilities									X	
Announce actual date of closures										X
Appoint District Transition Team (DTT)				As long as needed						
DTT conducts inventory of essential facilities										

*The size and unique issue in your district will affect the time line



Closing a School Best Practices Guide

Introduction

The decision to close a school is anguishing. It profoundly affects parents, neighborhoods, communities, district personnel, and, of course, students. It affects relationships, routines, and cherished territorialities. In short, it alters not only district operations but also lives.

A decision not to close a school, however, amidst circumstances of declining enrollment and economic necessity, can be imprudent. And while the immediate effects of closing a school may be painful, the long-term effects can be beneficial to everyone.

Indeed, the process of closing a school is difficult, but if done correctly, it becomes less difficult. This "Closing a School Best Practices Guide" (CASBPG) will hopefully make the process easier.

The CASBPG is divided into five chapters:

1. Gathering facts
2. Deciding which school to close
3. Making the decision
4. Making the transition
5. Disposing of surplus property

Chapter 1: Gathering facts

Gather the facts. The decision to close a school must be based upon hard, empirical evidence that leads to a broadly supported, incontrovertible conclusion—the district cannot afford to keep a particular school(s) open without cuts elsewhere (budget, staffing, etc.). This conclusion must be program-based upon such factors as projections of declining enrollment, critical district financial circumstances, facility conditions, educational program quality, costs of unnecessarily keeping underutilized facilities open, feasible options to closing a school, anticipated fiscal relief from school closure, and possibility, property disposition (see Chapter 5 for information on property disposition).

Form a committee to gather the facts. It is a legislative intent, but not a mandate, for a district to have and use a District Advisory Committee (DAC) "before decisions are made about school closure" (*Education Code* Section 17387). But whether an intent or a mandate, the advice is good. The job of the superintendent and board members is to evaluate facts, not gather them. And the process of gathering the facts must be as credible, transparent and non-political as possible. So, at the very least, the DAC, often referred to as 7-11 Committee (due to legislative requirements of at

least 7 but no more than 11 members) should be involved in the fact-finding necessary for an informal recommendation about school closure. *Education Code* Section 17389 suggests who should be represented on this committee.

An essential role of the DAC is to consider the district's Facility Master Plan and how a potential school closure could affect, or reinforce, that plan. It may be necessary to revise that plan based upon the fact-finding conclusions.

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Better still, the DAC should be expanded to include a cross-section of community members who have an interest in and may be affected by school closures. The Oak Grove School District in Santa Clara County called this expanded school-closure committee "The School Consolidation Task Force." Members of the following groups were considered for inclusion in this task force:

- Business community
- Professional groups
- Labor organizations
- Municipal governments
- Teachers and administrators
- Religious organizations
- Recreational elements
- Collective bargaining groups
- Student representatives
- Public agencies
- Environmental planners
- Civic organizations
- Land owners/brokers
- Parents
- Parent groups
- Service organizations
- Demographers

Keep in mind that the DAC should have a balanced, cross-section of members, but a committee of too many members may be cumbersome and not efficient. In any case, it is important that this expanded school-closure committee be perceived as objective and independent from suspected school board or other political agendas. So it is best to have a membership mostly of volunteers (although a paid chairperson or facilitator is useful), making sure, though, that they are responsible citizens. The superintendent and school board members should not be included on the DAC or the expanded, school-closure committee. The Los Angeles County Superintendent of Schools recommends the expanded, school-closure committee's leadership to be an outside consultant, or an administrator from the district's central office. The committee itself can also elect one of its members to be the leader. The DAC leader can be appointed by a board member; however, this is least desirable.

DAC meetings are subject to the Ralph M. Brown Act. See *Government Code* Section 54952.3.

Decide what facts to gather. Members of the board of education should charge the expanded, school-closure committee with making a recommendation about school closures after it has completed specific inquiries and tasks. The scope of these tasks is broad and includes:

- determining enrollment projections and their impact on surplus space;
- inventorying the capacity and conditions of existing facilities;
- determining per-student operating cost at each facility;
- considering uniqueness of the educational program at each site;
- evaluating specific schools considered for closure (see Chapter 2);
- identifying specific new environmental/safety concerns for each site;
- determining cost-savings projected for each school considered for closure;
- identifying housing/transportation options for displaced students;
- considering cost benefits of varying property disposition/use options;
- recommending transition strategies;
- making specific recommendations about specific school sites to the board, and
- assessing the impact of school closure on district's insurance coverage.

Consider options. During the fact-finding process, the expanded, school-closure committee should consider alternatives to closing schools. Creating additional need for classrooms or eliminating unnecessary classrooms can affect decisions about school closure. Some of the alternatives as listed below do not involve real cost savings if this is the focus of reasons for school closure:

- expand class-size reduction to create a need for more classrooms;
- dispose of excess portables or leased facilities;
- close surplus classrooms;
- restructure grade configurations to balance school enrollment;
- reorganize attendance boundaries;
- use surplus classrooms for other district functions;
- enter into joint-use/joint occupancy agreements;
- convert to community day school use;
- convert to a small high school;
- lease for use as charter school (Proposition 39);
- shift to full-day kindergarten;
- initiate universal pre-school program; and
- consult with National Trust for Historic Preservation.

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Chapter 2: Deciding which school(s) to close

Decide schools to be considered for closure. Of course, there are many factors to weigh when selecting schools for possible closure. The most obvious criterion, a school with declining enrollment, is not necessarily the best. Consider other factors, too:

- *The condition of a school facility* - a modernized school, one in good repair, and/or one that has technological capacity or other educationally innovative features may be the best school

facility in the district, in spite of its declining enrollment. It may be better to close an at-capacity but physically mediocre school;

- *The operating cost of a school* - operating costs may vary from school to school. Some schools use energy more efficiently, some schools need less maintenance, and some schools have minimal transportation costs. Factor these operating costs into decisions about which school to close;
- *The capacity of a school to accommodate excess students* - displaced students must be housed elsewhere in the district, so choosing a school site that has unused classrooms or the capacity to add portables, without encroaching on playground/playfield space, is critical. Another important consideration is the ability of the school's essential, core facilities --- library, multipurpose room, cafeteria, gymnasium, toilets --- to accommodate additional students. While there may be room on a school site to add portable classrooms, there may be no room for all those students to use, say, the lunchroom at the same time. The administration building, also, must be considered since it may have to accommodate expanded services and personnel;
- *Special program facilities* - special programs, such as providing services for special education students, require special facilities. Closing a school that may have a large capital investment in these special facilities may not be cost effective if those specialized facilities need to be rebuilt elsewhere;
- *Environmental factors* - a school's surroundings may have changed since it was first opened. Zoning may have been relaxed to allow nearby, undesirable businesses to move in (i.e., liquor stores, adult bookstores, air-polluting manufacturers, industries that produce or store toxic chemicals), or there might be new environmental hazards (i. e., pipelines, high voltage power lines, fuel storage tanks, airport runway extensions, etc.) that now compromise the safety of the students at a school. The schools chosen to remain open must be safe schools.
- *Ethnic balance* - closing a school and redistributing its students should change as little as possible the ethnic balance in schools throughout the district. Closing some schools will more adversely affect ethnic distribution than others;
- *Transportation* - part of the decision to close a school should be based upon what transportation costs will be saved, and what new transportation costs will be incurred, once a school is closed and its students redistributed. Insuring that there can be safe walking routes for the displaced students to the new school reduces transportation costs and provides a healthy addition to the school day. It is also important to consider the adequacy of existing drop-off/pick-up and bus loading areas at the schools designated to receive additional students;
- *Neighborhoods* - having a neighborhood school is a part of every parent's sense of well being (not to mention the savings associated with transportation costs). The availability of nearby schools to the ones chosen for closure can lessen the impact of displacement and loss of connection to the new school;
- *Education program* - educational programs are generally mobile; programs and staff can move from site to site. But there can be site-related high achievement schools based upon innovative facility design, a particularly fortuitous dynamic among staff, and just the right mixture of students. Often these high achievement schools are unique and perhaps may be hard to reconstruct elsewhere. On the other hand, there can be historically low-performing

schools. Such sites may be good candidates for closure providing an opportunity for re-distributing the students and staff;

- *Aesthetics* - often the presence of an attractive, well-designed, well-kept school can be a source of student and neighborhood pride, an asset to the community, as well as an educational asset. Of course, decisions about school closure are much more complex than just considerations of "appearance," but the physical aspect is important and should not be overlooked in the process of consideration;
- *Value* - if maximizing revenue from the sale or lease of surplus schools is integral to decisions regarding which school to close, then, of course, a property appraisal and assessment of the interests in and proposed uses for the property are vital. The appraisal and assessment must state that it complies with Uniform Standards of Professional Appraisal Practices as promulgated by the Appraisal Standards Board of the Appraisal Foundation. The expected value realized from a closed school should be measured not just in revenue but also in community enhancement (see Chapter 5 for limitations of how revenue from the sale or lease of property can be used).

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Chapter 3: Making the decision

Make the decision. Based upon the expanded school-closure committee's analysis and conclusion, the superintendent will make a recommendation to the school board. At this stage, the recommendation may have become modified based upon input from the superintendent's cabinet or other district staff.

Once the recommendation has been presented to the board, the superintendent should conduct public hearings. This should be done as soon as possible. In addition to an open school board meeting, each potential site that may be affected. Those considered for closure, as well as those designated to receive a particularly heavy increase in enrollment as the result of school closures, should be the site for a series of public hearings.

Ideally, members of the community will have been included in the expanded school-closure committee so there will have been some communication and input from and to the community. Nevertheless, these meetings, especially for school closures, will be emotional, especially if they are perceived by parents that the meetings are a formality and not genuine attempts at meaningful communication. At the very least, the district should be represented by the superintendent and an assistant, a school board member from the area which includes the school to be affected, the site principal, and a member of the expanded school-closure committee. Other invited guests might include a representative from the PTA, media personnel, school site council members, and community dignitaries. Consider using a moderator to effectively manage time and control statements from the audience. Firm time lines for comments should be set and enforced. A district representative, perhaps a facilitator or someone from the expanded, school-closure committee, should be designated as the district liaison for all future school -closure communication. This shields, but only partially, rancor from being directed in subsequent weeks at district personnel and/or board members.

Representatives from the district should be candid about the facts behind the consideration for school closure. Graphically illustrate such data as declining enrollment figures, site-specific operating costs, and overall district financial difficulties. Talk about what is at stake: specific programs, reduced class sizes, instructional material reductions, even district financial solvency and academic performance. Demonstrate how academic standards can be maintained (or improved), special programs (e.g., special education, after school, GATE, etc.) continued, and new transportation needs accommodated. Explicitly show how school closure is a solution, or part of the solution, to a serious problem.

Also, be prepared to discuss proposed uses for the closed schools (see Chapter 5 for information on property disposition). While parents will be keenly involved in discussions about closing "their" school, the school's neighbors, whether parents or not, will express great concern about proposed uses of "their" closed school. At this point in the process, the district may not know what the planned use for the closed school may be, but this is a good opportunity to hear about community concerns. These concerns typically are explicit statements about what they do not want the school property used for. This is also a good opportunity to assure neighbors that any future use of the school property will be subject to public review and comment and would have to be compatible with local zoning regulations and the California Environmental Quality Act (CEQA).

After the public meetings, the board should consider, as an action item, a board resolution based upon the superintendent's recommendation to close a specific school. The superintendent's recommendation will have been based upon the expanded school-closure committee's findings, which may or may not have been modified after the public hearings.

Follow legal provisions. Neither the *California Education Code* nor the *California Government Code* requires a district to take specific steps when closing a school. There are, however, some codes and regulations that obliquely apply. These codes are listed below: (Codes and procedures for disposing of property are discussed in Chapter 5.)

- *Education Code* Section 17387 specifies the Legislature's intent that there be community involvement "before decisions are made about school closure or the use of surplus space..." While this Section specifies a legislative "intent," not a mandate, its application is common sense and should be an integral part of school-closure decisions (see "Form a Committee" above for recommended membership and responsibilities).
- *Education Code* Section 17388 mandates that the governing board appoint a District Advisory Committee (DAC) (often referred to as the "7/11 Committee") to advise the governing board in the development of district-wide policies governing the use of disposition of surplus property. Even though the DAC's responsibilities are specific to decisions after a school has been closed, those decisions should be made in concert with decisions about which schools, if any, to close. To restrict the DAC to post facto responsibilities is to neglect an integral component in the difficult decisions of school closure. DAC meetings are subject to the Brown Act and must be open to the public.
- *Education Code* Section 17389 defines the required composition of the DAC.
- *Government Code* sections 65560 et seq. and 65912 et seq. stipulate that land designated as an open-space zone be preserved for park and recreation purposes. Schools being

considered for closure located on land zoned (or rezoned) as "open space" will have a limited market value compared, say, to land zoned as "residential" or "commercial."

- The California *Code of Regulations*, Title 5, sections 90-101 define a district's responsibility to avoid racial segregation among its schools. Decisions about school closure and subsequent student placement should not exacerbate racial isolation.
- The CEQA would consider the decision to close a school a "project," but typically a project eligible for a "statutory exemption," (*Public Resources Code*, Section 21080.18) allowing the district to file a "Notice of Exemption" if the only physical changes involved are categorically exempt. However, if a receptor school site---that is, the school which will accommodate those students displaced by the school closure---has an increase in original student capacity by more than 25 percent or the addition of ten or more classrooms, whichever is less, then a more formal CEQA analysis may have to be initiated. There may be other potential for environmental affects that may need to be analyzed, (e.g., changing traffic patterns, need for parking, etc.). Also, CEQA may apply to the subsequent sale or lease of a closed school. Because the CEQA process is specialized, it is best to consult with counsel on a case-by-case basis.
- To ensure that the school being closed does not continue to appear as open in the California Department of Education's (CDE) County-District-School (CDS) database, notify the CDS administration of the closure. The district's CDS coordinator should use the [OPUS-CDS application](#) for school closures. This closure notification will prevent the CDE from providing communications, testing materials, or funding to the closed school.

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Chapter 4: Making the Transition

Obviously, once the decision to close a school is made, complicated transitions begin. But communication begins first. In fact, the district should be prepared right after the board's decision to announce to parents, staff, and the community that the decision to close a school has been made.

Many districts suggest that the first group to be notified that a school has been planned for closure should be that school's staff. While this is a good idea, it is important to understand the likelihood of quick staff-to-parent networks of communication. And because it is better for parents to find out from the district office rather than from information leaked by sources elsewhere, intensive district-to-parent communication should begin at about the same time as the school staff meetings. Of course, decisions to close a school should not be announced to parents without the ability to specify what their replacement school will be.

The methods of district-to-parent communication include press releases, newsletters, Web sites, and community meetings. Each announcement should include a summary of the process and reasons leading to the school closure decision, the transition time line, and district contact information. Communication by any means should occur often.

The most important method of communication, however, is a direct mailing to each affected household, identifying the replacement school and reiterating important time lines, projected transportation arrangements, and who the district contact will be. The direct mailing should also

request a reply, verifying that the information has been received and understood. Parents can be given a choice of response methods: returning a form that has been included in the mailing, responding to a specified e-mail address, or phoning the district's school closure contact person. In turn, the district should keep a log to record who has replied. Eventually, those parents who haven't responded need to be phoned. This way the district can be assured that every parent has been informed.

School staff meetings should be on site and as reassuring as possible. Again, reasons for the decision to close the school should be presented and then the staff transition plan introduced. Any staff transition plan should begin with opportunities to request new placement sites. However, collective bargaining agreements (defining first-preference criteria) and district decisions about staff balance (this can be a factor of enrollment or the desire to create a certain teacher dynamic at a school) may preclude everyone's getting a first choice.

At the school staff meetings, staff should be encouraged to schedule visits to the schools where they may be placed. This will give staff the opportunity to start putting roots down in a new environment and to learn about any specialized program for which they may require training.

Another important step is forming a district transition team. This team should monitor the progress of student and staff assignments to the replacement sites, oversee textbook and instructional material allocation, insure that facilities are adequate (both in number and condition) to accommodate additional students at the new sites, and move or store furniture or equipment as needed for the transition.

The district transition team should also complete an inventory of the essential facilities at the sites designated to receive additional students. Toilets, multipurpose rooms and lunch rooms, playground space and apparatus, parking lots, and gymnasiums are typically built to accommodate a specific planned enrollment. Once that base enrollment is surpassed and open space converted into classroom space, those essential facilities may become inadequate. Adding toilets, scheduling multiple lunch periods, rewriting physical education curricula, redrawing playground areas, and reconfiguring parent drop-off and bus loading areas may be some of the needs associated with moving additional students onto existing campuses.

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Chapter 5: Disposing of school property

A vacant school site and empty buildings are district liabilities. They still require upkeep, maintenance, security, and insurance coverage (in fact, empty buildings may raise insurance costs). Unless the district foresees reopening the schools in the near future or is willing to financially support a vacant-school liability, closed schools should be leased, re-used, or sold outright.

Keep in mind that leasing a school, as opposed to selling it, allows a school district to retain it as a resource in case enrollment increases, as it often does, and facilities are needed again.

But there are statutes governing to what purposes the proceeds from the sale or lease of the property can be used and to whom district property must first be offered. In fact, the California *Education Code* has numerous relevant sections as listed below.

The district must appoint a DAC (the "7/11 Committee" discussed above) to advise the governing board in the use or disposition of school buildings and vacant sites not needed for school purposes (see *Education Code* Section 17388). As stated above, it is best if this committee is involved at the very beginning of discussions about school closure, but it is a legal mandate that the committee be formed and consulted about the use of school property once closure decisions have been made.

The district must also keep in mind that the proceeds from the sale or lease of surplus property generally have restricted uses. *Education Code* Section 17462 is important in this regard. It begins by stating that the proceeds from the sale of district property must be used for capital outlay purposes or maintenance of district property, and that the proceeds from the lease with an option to purchase district property may be deposited in a restricted fund used for routine repair of district facilities. This language excludes the ability to use funds for general fund purposes, but it does not mention how proceeds from the lease without an option to purchase can be used.

But *Education Code* Section 17462 goes on to say that these funds may be deposited into the general fund if the governing board and the State Allocation Board determine that the district has "no anticipated need for additional sites or building construction for the next ten years," and has "no major deferred maintenance requirements." For a district to give up state assistance for new construction, modernization, and deferred maintenance money for ten years usually serves as a deterrent from requesting these property disposition proceeds to be transferred to the general fund.

There are exceptions to the restricted use of funds described above. *Education Code* Section 17463 creates special circumstances for districts with enrollments of fewer than 10,001. And *Education Code* Section 17463.6 creates an exception for the Santee School District, the Valley Center-Pauma Unified School District, and the Capistrano Unified School District, allowing them to divert part of the proceeds from the sale of disposed property to the general fund.

In addition to limitations being placed on how the proceeds from the sale or lease of surplus property can be used, there are requirements specifying to whom the property must first be offered. These restrictions are complicated. Many can be waived by the State Board of Education, but the items listed below cannot: (These apply to property disposed through outright sale or through lease with an option to purchase)

- Land must first be made available for use for low-income housing and for park and recreation purposes (*Education Code* Section 17459);
- Land must be made available to specified park and recreation departments (*Education Code* Section 17464[a]).

Other pertinent *Education Code* sections that prescribe the manner in which property can be disposed are summarized here. These sections can be waived by action of the State Board of Education:

- Land must be offered in writing to the Director of General Services, Regents of the University of California, Trustees of the California State University, the county and city, any public housing authority; by public notice to various public agencies and non-profit charitable institutions. A time line to reply to the public notice is specified as 60 days after the final public notice. (*Education Code* Section 17464[b]);
- The board must by a 2/3 vote adopt a resolution to lease or sell specific pieces of property, must specify a minimum price, and must fix a time at which sealed proposals will be received and considered (*Education Code* Section 17466);
- The board at an open meeting shall accept the highest sealed bid (*Education Code* Section 17472);
- The board shall accept oral bids at an open meeting and shall accept the highest bid (if the highest bid is oral, then it must exceed the price or rental terms by at least 5 percent) (*Education Code* Section 17473).

It is important to consider seeking waivers to those sections above that may prevent the district from choosing the most desirable new owner or lessee of its surplus property. The obligation a district has to its community is sometimes more important than realizing the highest price from district property. It is essential that a district first confer with legal counsel prior to initiating the sale or lease or property.

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Conclusion

Hopefully, this "Closing a School Best Practices Guide" will guide and aid you and your district through an arduous, difficult task. A sample time line is included (Attachment A) to assist you. This time line should be modified to suit your districts unique needs. For additional information or if you have questions, contact your School Facilities and Transportation Services Division [Field Representative](#).

[Attachment A - Suggested School Closure Time Line \(XLS\)](#)

Questions: School Facilities and Transportation Services Division | 916-322-2470

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