

# McKinley Elementary School

2150 E. 14th St. • San Leandro, CA 94577 • (510) 618-4320 • Grades TK-5

Grozelia Ward, Principal

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<http://www.sanleandro.k12.ca.us/site/Default.aspx?PageID=490>

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### San Leandro Unified School District

835 E. 14th Street  
San Leandro, CA 94577  
(510) 895-4199  
[www.sanleandro.k12.ca.us](http://www.sanleandro.k12.ca.us)

#### District Governing Board

Monique Tate  
Lance James  
Vince J. Rosato  
Leo Sheridan  
Diana J. Prola  
Ron Carey  
Evelyn Gonzalez

#### District Administration

Dr. Michael McLaughlin  
**Superintendent**  
Mark Martinelli  
**Assistant Superintendent  
Business & Operations**

Dr. Rosanna Mucetti  
**Deputy Superintendent  
Educational Services**

Dr. John Thompson  
**Assistant Superintendent  
Human Resources**

### School Description

At McKinley Elementary School, we have a unified focus: to nurture the unique strengths of each student so that she or he builds personal responsibility, reaches high levels of academic achievement, and contributes positively to society. Supporting all students in meeting these aspirations takes all of us: parents, educators and community members. This requires our collective commitment to a common roadmap, consistent follow-through, and a continuous improvement mindset.

This Instructional Focus is our roadmap for accelerating learning and achievement for every student, without exception. It defines the “Four Pillars” of our educational improvement efforts.

Our first Pillar, Standards-Aligned and Data-Informed Instruction, ensures that all students will receive instruction that meets educational standards. We will hold every student to common high expectations and will guide their learning so that each student scales those heights.

Our second Pillar, Culturally Responsive Teaching and Learning, recognizes that different students learn in different ways; one size does not fit all. We see the diverse backgrounds of our students as valuable learning resources; therefore, we will build on those assets as we tailor our professional practices to our students’ cultural backgrounds.

Our third Pillar addresses our professional commitment to continuous improvement of our craft as educators. Through Collaborative Professional Learning and Supports, we build and sustain a community of effective professional practices.

Finally, our fourth Pillar recognizes that our school cannot do it alone! Success for our students also depends on a Safe Climate and Strong Relationships with Families and Community. This Pillar strengthens trust and communication among home, school and community.

By working in partnership with parents and community, McKinley Elementary School will nurture confident, responsible and capable learners.

### District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

### District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city’s numerous neighborhood and homeowner’s associations.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (510) 618-4320 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	111
Grade 1	83
Grade 2	55
Grade 3	83
Grade 4	96
Grade 5	95
<b>Total Enrollment</b>	<b>523</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	16.3
American Indian or Alaska Native	0.6
Asian	8.6
Filipino	5.5
Hispanic or Latino	60
Native Hawaiian or Pacific Islander	1.1
White	4.4
Two or More Races	3.1
Socioeconomically Disadvantaged	60.8
English Learners	42.1
Students with Disabilities	5.9
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
McKinley Elementary School	13-14	14-15	15-16
With Full Credential	20	22	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	22
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
McKinley Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.2	4.8
Districtwide		
All Schools	96.6	3.4
High-Poverty Schools	96.6	3.4
Low-Poverty Schools	97.6	2.4

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2012	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Hampton Brown Adopted 2002</p> <p>Houghton Mifflin Adopted 2002</p> <p>Hampton Brown Adopted 2011</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
Mathematics	<p>Pearson Scott Foresman Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
Science	<p>MacMillan/ McGraw Hill Adopted 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
History-Social Science	<p>Scott Foresman Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### Age & Condition of Facilities

McKinley Elementary School was originally constructed in 1917 and is currently comprised of 23 permanent classrooms, twelve portable classrooms, a library, a staff work and break room, a multipurpose room, a computer lab, and one playground.

#### Cleaning Process

The principal works daily with two full-time custodial staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

McKinley Elementary was remodeled in 2000, which entailed new or upgraded classrooms and playground equipment. Recent renovations include the complete remodeling of the bathrooms, as well as the addition of four new portable classrooms which was completed in January 2009. New interior paint and lights completed in summer 2012.

#### Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs.

## Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated \$164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

At the time of publication 100% of McKinley Elementary's restrooms were in good working order. The chart displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: [www.sanleandro.k12.ca.us](http://www.sanleandro.k12.ca.us).

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/21/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Kitchen: Removed chipped paint and repaint entire kitchen. Repair wall tiles. Staff room: Floor carpet is filthy, remove carpet and replace. Main Hallway: Replace 30-40 water stained ceiling tiles. Portable C: Replace carpeting (strong odor possible mildew). Portable D: Replace carpeting (strong odor possible mildew). Portable F: Replace carpeting (strong odor possible mildew).
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation				Kitchen: repaint entire kitchen.
<b>Electrical:</b> Electrical		X		Cafeteria/multipurpose room: Two ceiling lights out. Kitchen: 1 light cover is loose, 1 light cover is damaged. Portable E: Five ceiling lights out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys Restroom: One toilet does not flush.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	31	33	44
Math	18	22	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	58	43	12	51	51	43	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.70	37.30	14.50

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

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	43
All Student at the School	12
Male	15
Female	8
Black or African American	11
Asian	--
Filipino	--
Hispanic or Latino	14
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	3
Students with Disabilities	13
Foster Youth	--

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	84	84	100.0	38	31	18	13
	4	93	92	98.9	38	27	22	13
	5	96	96	100.0	54	20	23	3
Male	3		37	44.0	43	35	16	5
	4		45	48.4	49	22	22	7
	5		51	53.1	57	16	24	4
Female	3		47	56.0	34	28	19	19
	4		47	50.5	28	32	21	19
	5		45	46.9	51	24	22	2
Black or African American	3		16	19.0	44	31	13	13
	4		17	18.3	59	29	6	6
	5		18	18.8	56	22	17	6
American Indian or Alaska Native	3		1	1.2	--	--	--	--
	4		2	2.2	--	--	--	--
Asian	3		9	10.7	--	--	--	--
	4		4	4.3	--	--	--	--
	5		9	9.4	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3		3	3.6	--	--	--	--
	4		5	5.4	--	--	--	--
	5		4	4.2	--	--	--	--
Hispanic or Latino	3		50	59.5	42	32	14	12
	4		57	61.3	39	26	25	11
	5		57	59.4	56	19	23	2
Native Hawaiian or Pacific Islander	4		1	1.1	--	--	--	--
White	3		2	2.4	--	--	--	--
	4		4	4.3	--	--	--	--
	5		5	5.2	--	--	--	--
Two or More Races	3		3	3.6	--	--	--	--
	4		2	2.2	--	--	--	--
	5		3	3.1	--	--	--	--
Socioeconomically Disadvantaged	3		69	82.1	45	28	16	12
	4		78	83.9	40	27	21	13
	5		79	82.3	57	18	22	4
English Learners	3		51	60.7	47	25	18	10
	4		31	33.3	68	23	3	6
	5		26	27.1	73	15	12	0
Students with Disabilities	3		6	7.1	--	--	--	--
	4		5	5.4	--	--	--	--
	5		10	10.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	84	84	100.0	48	27	23	2
	4	93	92	98.9	37	39	15	9
	5	96	96	100.0	67	28	4	1
Male	3		37	44.0	57	24	16	3
	4		45	48.4	44	29	18	9
	5		51	53.1	69	25	4	2
Female	3		47	56.0	40	30	28	2
	4		47	50.5	30	49	13	9
	5		45	46.9	64	31	4	0
Black or African American	3		16	19.0	63	6	31	0
	4		17	18.3	59	35	0	6
	5		18	18.8	83	11	6	0
American Indian or Alaska Native	3		1	1.2	--	--	--	--
	4		2	2.2	--	--	--	--
Asian	3		9	10.7	--	--	--	--
	4		4	4.3	--	--	--	--
	5		9	9.4	--	--	--	--
Filipino	3		3	3.6	--	--	--	--
	4		5	5.4	--	--	--	--
	5		4	4.2	--	--	--	--
Hispanic or Latino	3		50	59.5	52	32	16	0
	4		57	61.3	39	37	19	5
	5		57	59.4	67	30	4	0
Native Hawaiian or Pacific Islander	4		1	1.1	--	--	--	--
White	3		2	2.4	--	--	--	--
	4		4	4.3	--	--	--	--
	5		5	5.2	--	--	--	--
Two or More Races	3		3	3.6	--	--	--	--
	4		2	2.2	--	--	--	--
	5		3	3.1	--	--	--	--
Socioeconomically Disadvantaged	3		69	82.1	52	26	20	1
	4		78	83.9	36	41	14	9
	5		79	82.3	68	27	4	1
English Learners	3		51	60.7	53	27	16	4
	4		31	33.3	58	35	3	3
	5		26	27.1	85	12	4	0

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		6	7.1	--	--	--	--
	4		5	5.4	--	--	--	--
	5		10	10.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at McKinley Elementary School. Parents may participate in many committees and activities, such as: the Parent Teacher Organization, English Language Advisory Committee (ELAC), School Site Council (SSC), Copy Team, Coffee and Conversation Club, and assisting with school-wide events including but not limited to: Sing Along, Holiday Festival, Beautification Day, Book Fair, Outdoor Education and school field trips. We have six parent education events per year that all parents are expected to attend. With our recently hired parent facilitator, we expect parental involvement to continue to grow.

#### Contact Information

Parents who wish to participate in McKinley Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4320. Thank you!

#### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

#### School Safety Plan

The safety of students and staff is a priority at McKinley Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The McKinley School Site Safety plan was last updated November 14, 2012, at which time the Safety Plan was reviewed, updated and discussed with our School Site Council and faculty. The key element of the School Site Safety Plan entails emergency evacuation procedures. Fire, earthquake, and lockdown drills are conducted on a regular basis throughout the school year.

To ensure student safety, staff members supervise students from 8am to 3:10pm. All gates are locked at 8:30 each morning and any visitors are required to sign in at the McKinley Office. All adults on campus are required to wear ID while on campus. Volunteers are required to complete and have approved a Volunteer Packet located in the McKinley Office, prior to providing volunteer services for our learning community.



### Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	3.25	2.39	2.46
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	7.65	7.62	5.90
Expulsions Rate	0.05	0.01	0.11
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

#### D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	100.0	

### Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	25	26	28	1			2	4	4			
1	28	28	28				3	2	3			
2	28	27	28				3	3	2			
3	28	26	28				3	3	3			
4	32	30	32				2	3	3			
5	31	32	32				2	2	3			

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.8
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$42,315
Mid-Range Teacher Salary		\$66,451
Highest Teacher Salary		\$85,603
Average Principal Salary (ES)		\$105,079
Average Principal Salary (MS)		\$111,005
Average Principal Salary (HS)		\$121,310
Superintendent Salary		\$189,899
Percent of District Budget		
Teacher Salaries	47%	39%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

- Federal, ECIA/ESEA/IASA (Title I)
- K-5 Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Special Education Master Plan
- Instructional Materials
- ROC/P Entitlement
- Supplemental Counseling
- Gifted & Talented Pupils
- School & Library Improvement Program
- Special Education Transportation
- School Safety & Violence Prevention
- Title II Teacher Quality
- Title III English Learners
- Federal, Special Education, Entitlement per UDC
- Vocational and Applied Technology Education Act / California Partnership Academy
- Vocational and Applied Technology Education Act / California Partnership Academy
- CAHSEE
- 21st Century
- Homeless Children
- Medi-Cal Billing
- Gear up
- After School Safety
- Mental Health
- QEIA

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Professional Development provided for Teachers

As we transition to the Common Core State Standards (CCSS), professional development focuses on CCSS and on creating collaborative structures for teachers to support and learn from each other. These collaborative structures include a site leadership team that meets monthly to guide the school in a process of continual growth, grade level professional learning communities that meet to plan instruction, analyze assessment results, and determine intervention and enrichment activities, and an instructional innovator teams to be leaders in 21st century learning. There are weekly collaboration meetings where teachers meet in their collaborative groups, 13 after school staff meetings per year focused on school-wide instructional initiatives, and three full day professional development days. Furthermore, teachers are provided with additional hourly pay and release days for planning, learning, and observing each other.

Coaching and individualized support is provided for teachers through District Coaches and BTSA (Beginning Teacher Support and Advancement) mentors for our beginning teachers. The principal engages in regular classroom visits followed up with conversations around instruction.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,466	\$466	\$3,999	\$77,531
District	♦	♦	\$4,333	
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-7.7	3.2
Percent Difference: School Site/ State			-27.8	15.5

\* Cells with ♦ do not require data.