

Roosevelt Elementary School

951 Dowling Blvd. • San Leandro, CA 94577 • (510) 618-4350 • Grades TK-5

Dr. Soraya Sablo-Sutton, Principal

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www.sanleandro.k12.ca.us/roosevelt

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



San Leandro Unified School District

835 E. 14th Street
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District Governing Board

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Superintendent
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**Assistant Superintendent
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**Deputy Superintendent
Educational Services**

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

Principal's Message

Roosevelt is a community of learners who share a committed focus of ensuring that every child who comes into our school receives a fair and equitable education within a nurturing and safe environment. The work of our staff and parent groups is a testament to what we can and have achieved toward making Roosevelt a model for other schools.

We are currently implementing the new Common Core Standards which require our students to learn concepts deeply and be able to explain their thinking. Our classroom instruction is rich and engaging with a strong focus on 21st Century Skills: Collaboration, Critical Thinking, Creativity and Communication. By ensuring that our students are proficient in the 4 C's, we move closer to closing the achievement gap and helping all students reach their full potential. We continue to engage in courageous conversations about race and its impact on students. Closing the achievement gap will take time, energy, and a commitment by all as we restructure how we've done things and realign resources to support success. This year, we have made a huge push towards integrating technology into our classrooms. Our blended learning model will help ensure that our children are college and career ready when they leave SLUSD. At Roosevelt, every child has a face and a name. At Roosevelt, every child has the potential to achieve, to learn, and to excel.

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.

School Mission Statement

Roosevelt's mission is to provide a safe environment where high expectations, standards-based differentiated curriculum, and life-long learning are the norm for all students, as well as adults. We are working towards improving all students' scores on the high-stakes assessments, as well as narrowing and eventually closing the achievement gap through culturally responsive teaching, a rigorous academic program, and equitable practices. We believe this can be accomplished through a practice of open and honest communication, high expectations for every child, courageous conversations around race, partnerships with our families, and a commitment by all that values each child's voice. We invite our families and community members to partner with us and join us on this exciting journey.

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) 618-4350 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	107
Grade 1	80
Grade 2	84
Grade 3	81
Grade 4	86
Grade 5	108
Total Enrollment	546

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13
American Indian or Alaska Native	0.4
Asian	9.9
Filipino	3.7
Hispanic or Latino	33.2
Native Hawaiian or Pacific Islander	1.3
White	29.9
Two or More Races	8.8
Socioeconomically Disadvantaged	27.5
English Learners	15
Students with Disabilities	9.2

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			
Roosevelt Elementary School	13-14	14-15	15-16
With Full Credential	25	25	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	0	0
San Leandro Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	24
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Roosevelt 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	100.0	0.0
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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Pearson Scott Foresman Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>MacMillan/ McGraw Hill Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>Scott Foresman Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Roosevelt Elementary School was originally constructed in 1937 and is currently comprised of 23 permanent classrooms, a library, a staff lounge, multi-purpose/cafeteria, a computer lab, two playgrounds, a preschool SDC room, a third through fifth grade SDC room, a music room, an art room, a speech room, a RSP room, a counseling room, and an ACE (After-School Enrichment) room. Recent renovations include the installation of a new outdoor classroom shade structure and a new reading garden..

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.

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 the 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 Roosevelt Elementary School'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. Measure B allowed renovations to the lighting, paint, and bathrooms in the Summer of 2011. For more information about Measure B, please visit the district's web site: www.sanleandro.k12.ca.us.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/22/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			A4: repair carpet. Cafeteria: ceiling tiles are missing.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Pre K RR: Stuck toilet flapper.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			6A: Door closer doesn't work.
Overall Rating	Exemplary	Good	Fair	Poor
		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	57	33	44
Math	47	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	60	67	63	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	12.10	29.90	36.40

* 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	63
Male	58
Female	69
Black or African American	46
Asian	--
Filipino	--
Hispanic or Latino	48
Native Hawaiian or Pacific Islander	--
White	85
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	33
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	80	95.2	14	28	31	28
	4	82	79	96.3	29	22	25	24
	5	109	104	95.4	16	21	28	35
Male	3		46	54.8	20	20	28	33
	4		41	50.0	32	20	24	24
	5		58	53.2	22	24	26	28
Female	3		34	40.5	6	38	35	21
	4		38	46.3	26	24	26	24
	5		46	42.2	9	17	30	43
Black or African American	3		12	14.3	17	33	25	25
	4		13	15.9	54	8	31	8
	5		16	14.7	25	31	38	6
Asian	3		7	8.3	--	--	--	--
	4		5	6.1	--	--	--	--
	5		9	8.3	--	--	--	--
Filipino	3		2	2.4	--	--	--	--
	4		2	2.4	--	--	--	--
	5		6	5.5	--	--	--	--

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
Hispanic or Latino	3		28	33.3	21	32	36	11
	4		31	37.8	39	23	23	16
	5		33	30.3	24	27	21	27
Native Hawaiian or Pacific Islander	3		1	1.2	--	--	--	--
	5		1	0.9	--	--	--	--
White	3		22	26.2	9	23	23	45
	4		17	20.7	18	18	18	47
	5		34	31.2	3	15	35	47
Two or More Races	3		8	9.5	--	--	--	--
	4		11	13.4	9	36	18	36
	5		5	4.6	--	--	--	--
Socioeconomically Disadvantaged	3		28	33.3	21	36	29	14
	4		29	35.4	48	28	17	7
	5		39	35.8	38	26	26	10
English Learners	3		18	21.4	11	33	39	17
	4		10	12.2	--	--	--	--
	5		9	8.3	--	--	--	--
Students with Disabilities	3		10	11.9	--	--	--	--
	4		13	15.9	62	15	15	8
	5		12	11.0	83	17	0	0
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	82	97.6	17	26	35	22
	4	82	79	96.3	23	39	25	13
	5	109	105	96.3	27	29	12	32
Male	3		47	56.0	15	23	34	28
	4		41	50.0	22	41	24	12
	5		59	54.1	29	25	12	34

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
Female	3		35	41.7	20	29	37	14
	4		38	46.3	24	37	26	13
	5		46	42.2	24	33	13	30
Black or African American	3		12	14.3	25	42	8	25
	4		13	15.9	31	46	23	0
	5		17	15.6	35	53	6	6
Asian	3		7	8.3	--	--	--	--
	4		5	6.1	--	--	--	--
	5		9	8.3	--	--	--	--
Filipino	3		2	2.4	--	--	--	--
	4		2	2.4	--	--	--	--
	5		6	5.5	--	--	--	--
Hispanic or Latino	3		29	34.5	28	31	31	10
	4		31	37.8	35	32	29	3
	5		33	30.3	39	21	15	24
Native Hawaiian or Pacific Islander	3		1	1.2	--	--	--	--
	5		1	0.9	--	--	--	--
White	3		22	26.2	5	18	55	23
	4		17	20.7	18	35	18	29
	5		34	31.2	15	24	12	50
Two or More Races	3		9	10.7	--	--	--	--
	4		11	13.4	0	55	18	27
	5		5	4.6	--	--	--	--
Socioeconomically Disadvantaged	3		29	34.5	28	41	17	14
	4		29	35.4	41	41	10	7
	5		40	36.7	45	38	10	8
English Learners	3		19	22.6	21	37	26	16
	4		10	12.2	--	--	--	--
	5		10	9.2	--	--	--	--
Students with Disabilities	3		11	13.1	27	27	27	18
	4		13	15.9	54	31	15	0
	5		12	11.0	83	17	0	0
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 educational program at Roosevelt Elementary School. Parents are invited to participate in a variety of groups such as the Parent Teacher Association (PTA), Dad's Club, ELAC (English Language Advisory Committee), DELAC (District English Language Advisory Committee), SSC (School Site Council), LGBTQS Alliance, AAPAG (African American Parent Advisory Group), Voces Unidas, and After School Enrichment programming. Parents are invited to attend monthly Coffee and Conversation meetings with the principal, School Site Beautification days, and Parent Education Workshops covering topics including Common Core Instruction, Student Safety, Anti-Bullying, and Adolescent Development. Parents are also involved in volunteering in classrooms, for field trips and fundraisers, and within the school garden. Roosevelt Elementary thanks the PTA for its support in the recent creation of a new state-of-the-art outdoor classroom for the school.

Contact Information

Parents who wish to participate in Roosevelt Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4350.

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 primary concern at Roosevelt Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated biannually at the beginning and end of the school year by the School Site Council and staff. This year's plan was reviewed, discussed and updated by the faculty in October 2014. The key element of the School Site Safety Plan encompasses student safety and evacuation procedures, if necessary. Fire, earthquake and lock down drills are conducted on a regular basis throughout the school year, and intruder drills are conducted twice a year.

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. Any visitors to the campus are required to check in at the school's office and wear the proper identification badge at all times. The designated areas for student drop off and pick up are at the front of the school and in the back of the school with a crossing guard.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.77	1.73	3.51
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
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
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
First Year of Program Improvement		2009-2010
Year in Program Improvement		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)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	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	27	25	27				3	4	4			
1	29	29	27				3	3	3			
2	28	29	28				3	3	3			
3	26	27	27				4	3	3			
4	31	31	31				2	3	3			
5	24	25	31	1	1		3	3	3			
Other			9			1						

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)	1
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	2
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.

Professional Development provided for Teachers

Staff development is focused on becoming a Professional Learning Community and building capacity around the use of technology in the classroom. Our teachers meet regularly in PLCs, Mills Teacher Scholars, and a fully developed Leadership Team to lead our staff in collaborative work. We have a four-page instructional focus plan that provides the guidance for our work. We continue to focus on Equity as staff development.

Staff development is supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and District Instructional Coaches. Teachers participate in District Professional Development days 2 times per year where they can choose training courses to meet their individual development needs. Teachers also participate in professional development after-school at the district and site level.

The district supports staff development through three Professional Growth Days each year. Almost the entire Roosevelt staff participated in the District's Teaching, Learning and Innovation Conference in August 2014 to learn about Project Based Learning.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

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/.

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
- CAHSEE
- 21st Century
- Homeless Children
- Medi-Cal Billing
- Gear up
- After School Safety
- Mental Health
- QEIA
- Instructional Coaches
- Library Media Technology Specialists

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,149	\$173	\$3,976	\$81,623
District	♦	♦	\$4,333	
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-8.2	8.6
Percent Difference: School Site/ State			-28.2	21.6

* Cells with ♦ do not require data.