

# Wodrow Wilson Elementary School

1300 Williams St. • San Leandro, CA 94577 • (510) 667-3587 • Grades K-5

Glendaly Gascot, Principal

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<http://www.sanleandro.k12.ca.us/site/Default.aspx?PageID=498>

## 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**

#### Principal's Message

This School Accountability Report Card (SARC) provides basic information about Wilson Elementary School. More in-depth information is available in our School Site Plan. Wilson School has worked with our community to develop an Instructional Focus Plan. We believe that focused practices lead to stronger results! Our goal is to make continuous year to year growth for every student by name, so that all are prepared for middle school and beyond.

Education requires teamwork. The Wilson staff, teachers, parents, and students will continue to communicate clearly and work effectively to enable our students to meet the standards and to achieve our school-wide site plan goals and objectives.

#### 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

High standards, equity and accountability are our vision for our community of learners at Woodrow Wilson Elementary School. We are determined to provide our students with the life skills, tools, and knowledge to be successful life-long learners. We desire to see our students globally compete among the very brightest, best, and most creative individuals. In order for this to happen, we are committed to changing the way things have been done in the past and recognize the hard work and long road that is ahead of us. However, we are optimistic in the simple truth that we know our students are capable, our teachers and staff are determined and our community is supportive.

Making our vision a reality means our continuing effort at creating a standards-based accountability system; where every student is compared to a standard rather than each other; where every student is clear on what is expected of him or her; where every student is given multiple opportunities to learn and to show what they know in order to reach high, rigorous standards; and where there is no achievement gap.

#### 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) 667-3587 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	131
Grade 1	111
Grade 2	117
Grade 3	127
Grade 4	121
Grade 5	127
<b>Total Enrollment</b>	<b>734</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6
Asian	18.7
Filipino	11
Hispanic or Latino	54.4
Native Hawaiian or Pacific Islander	1
White	6.1
Two or More Races	2.9
Socioeconomically Disadvantaged	65.1
English Learners	52.5
Students with Disabilities	7.2

## 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			
Wodrow Wilson Elementary School	13-14	14-15	15-16
With Full Credential	37	36	35
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	♦	♦	35
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Wodrow Wilson Elementary	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 2005</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

Wilson Elementary School was originally constructed in 1947 and is currently comprised of 24 permanent classrooms, 14 portable classrooms, two computer labs, a library, a staff room, a multi-purpose room, a kitchen, and two playgrounds. Summer of 2011 recent renovations include a new lights, new interior paint, and the renovation of the bathrooms.

#### Cleaning Process

The principal works daily with a custodial staff of three full-time and one part-time 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 highest priority to emergency repairs. At the time of publication 100% of Wilson Elementary's restrooms were in good working order.

#### 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.

The table 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: 10/08/12				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Classroom 18 - Room is very warm. Classroom 3 - Room is very warm.
<b>Interior:</b> Interior Surfaces		X		Carpet frayed-Computer Room, Rm 3. Tackboard torn-Hallway. Several floor tiles chipped-Rooms 38, 27, 20. Several ceiling tiles stained-Rooms 38, 40, 39. Carpet torn, wallpaper torn-Room 36. Partition door missing lock.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			2 light lens covers missing-Multipurpose Room. Vinyl is duct taped to carpet-Room 33
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Fountain has low water pressure-Room 30, 9. Loose toilet seat. Sink fountain loose-Room 2.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Smoke detector missing its cover-Room 26.
<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	30	33	44
Math	27	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	42	49	31	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	18.30	20.00	31.70

\* 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	31
Male	35
Female	27
Black or African American	--
Asian	59
Filipino	28
Hispanic or Latino	28
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	7
Students with Disabilities	27
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	130	128	98.5	50	28	16	5
	4	122	121	99.2	50	22	17	12
	5	128	125	97.7	39	22	30	10
Male	3		64	49.2	59	23	11	6
	4		59	48.4	51	22	20	7
	5		65	50.8	46	20	23	11
Female	3		64	49.2	41	33	22	5
	4		62	50.8	48	23	13	16
	5		60	46.9	32	23	37	8
Black or African American	3		12	9.2	83	17	0	0
	4		4	3.3	--	--	--	--
	5		8	6.3	--	--	--	--
Asian	3		19	14.6	21	26	26	26
	4		27	22.1	41	22	19	19
	5		22	17.2	18	5	55	23
Filipino	3		12	9.2	42	25	25	8
	4		11	9.0	45	27	27	0
	5		23	18.0	30	39	13	17

**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		68	52.3	54	32	12	1
	4		64	52.5	58	19	16	8
	5		62	48.4	40	26	29	5
Native Hawaiian or Pacific Islander	3		2	1.5	--	--	--	--
	4		3	2.5	--	--	--	--
White	3		14	10.8	43	29	29	0
	4		9	7.4	--	--	--	--
	5		6	4.7	--	--	--	--
Two or More Races	3		1	0.8	--	--	--	--
	4		3	2.5	--	--	--	--
	5		4	3.1	--	--	--	--
Socioeconomically Disadvantaged	3		107	82.3	57	23	14	6
	4		98	80.3	54	21	16	8
	5		102	79.7	45	17	31	7
English Learners	3		81	62.3	54	30	14	2
	4		44	36.1	77	16	7	0
	5		44	34.4	52	32	16	0
Students with Disabilities	3		17	13.1	76	18	6	0
	4		13	10.7	77	15	0	8
	5		12	9.4	75	17	8	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	130	130	100.0	35	37	22	5
	4	122	122	100.0	38	33	21	8
	5	128	127	99.2	43	31	18	7
Male	3		65	50.0	40	26	26	8
	4		59	48.4	34	34	22	10
	5		66	51.6	50	23	20	8

**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		65	50.0	31	48	18	2
	4		63	51.6	41	32	21	6
	5		61	47.7	36	41	16	7
Black or African American	3		12	9.2	75	25	0	0
	4		4	3.3	--	--	--	--
	5		8	6.3	--	--	--	--
Asian	3		19	14.6	21	21	37	21
	4		28	23.0	18	36	32	14
	5		22	17.2	9	36	27	27
Filipino	3		13	10.0	23	38	38	0
	4		11	9.0	18	45	27	9
	5		23	18.0	48	26	17	9
Hispanic or Latino	3		69	53.1	39	38	19	3
	4		64	52.5	45	36	14	5
	5		64	50.0	47	36	16	2
Native Hawaiian or Pacific Islander	3		2	1.5	--	--	--	--
	4		3	2.5	--	--	--	--
White	3		14	10.8	14	64	21	0
	4		9	7.4	--	--	--	--
	5		6	4.7	--	--	--	--
Two or More Races	3		1	0.8	--	--	--	--
	4		3	2.5	--	--	--	--
	5		4	3.1	--	--	--	--
Socioeconomically Disadvantaged	3		109	83.8	41	35	20	3
	4		99	81.1	41	32	18	8
	5		104	81.3	47	32	16	5
English Learners	3		83	63.8	37	37	20	5
	4		45	36.9	56	31	13	0
	5		46	35.9	67	30	2	0
Students with Disabilities	3		17	13.1	59	18	18	6
	4		13	10.7	77	15	0	8
	5		12	9.4	75	25	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 education program at Wilson Elementary School. Parents may participate in the Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), School Advisory Committee (SAC) School Site Council (SSC), and volunteer within the classroom and for school activities including our community garden. Wilson Elementary School also has an innovative weekly parent meeting called "Coffee Chat." Parents meet with the Principal and school staff representatives to learn more about the school system and provide direct feedback to the administration of the school.

Wilson Elementary School has several partnerships with local community organizations, including the Boys & Girls Club and Girls Inc. Other partners include Kaiser Permanente, Safe Routes to School, Safe Moves, Bike Mobile, Alameda County Office of Education Project Eat, and the Wilson PTA.

### Contact Information

Family members who wish to participate in Wilson Elementary School's parent advisory committees, school activities, or become a volunteer may contact the main office at (510) 618-4370.

### 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 Wilson 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 every winter by a committee of six individuals, including the principal and vice principal and SLTA representative. The key element of the School Site Safety Plan entails emergency evacuation procedures. Fire, earthquake, and intruder drills are conducted on a regular basis throughout the school year. The Wilson School Safety Plan was reviewed, discussed and updated in March 2012

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. All visitors to the campus are required to check in at the school's office and wear the proper identification badge at all times.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	4.59	3.67	1.88
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	2006-2007	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)												
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	28	26				5	5	5			
1	28	29	28				3	4	4			
2	29	28	27				4	4	4			
3	29	29	27				5	5	5			
4	31	32	30				4	4	4			
5	31	31	32				5	4	4			
Other	28						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)	0
Psychologist	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1.6
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.

### Professional Development provided for Teachers

Staff development is supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and District Coaches.

Teachers are also provided with updated opportunities for professional development and Professional Learning Community Collaboration time and training.

The district supports staff development through three Professional Growth Days each year. Teachers are released each trimester to plan by grade level for the upcoming trimester based on student data, essential standards to be taught and curriculum guides.

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,430	\$421	\$4,009	\$80,474
District	♦	♦	\$4,333	
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-7.5	7.1
Percent Difference: School Site/ State			-27.6	19.9

\* Cells with ♦ do not require data.