



# McKinley Elementary

30 W. Ninth St. • Stockton, CA 95206 • (209) 933-7245 • Grades K-8

Sonia Ambriz, Principal

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<http://www.stocktonusd.net/McKinley>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### District Governing Board

Cecilia Mendez  
AngelAnn Flores  
Kathleen Garcia  
Lange Luntao  
Maria Mendez  
Scot McBrian  
Candelaria Vargas

#### District Administration

John E. Deasy, Ph.D.  
**Superintendent**  
Dr. Reyes Gauna  
**Assistant Superintendent of  
Educational Support Services**  
Craig Wells  
**Assistant Superintendent of  
Human Resources**  
Sonjhia Lowery  
**Assistant Superintendent of  
Educational Services**

### School Description

“Our McKinley community SOARs: We are Safe, Organized, Accountable, and Respectful.” Thus, McKinley school staff takes responsibility in working with students in our community by providing the academic and social foundation necessary to guide them in being safe, organized, accountable and respectful (SOAR). We acknowledge and understand the importance of building strong positive relationships with students, parents, and community members. Our staff strives to provide a safe and nurturing learning environment so that our students are able to focus on learning. Teachers have adopted the implementation of the Professional Learning Community (PLC) system and concentrate on learning, collaboration, and data-driven instruction. McKinley teachers foster academic achievement and deliver rigorous instruction to prepare each student for their journey towards college and career readiness. In addition, our school is the only school within Stockton Unified School District to implement a Late Exit Bilingual Program in grades Kindergarten through sixth grade. McKinley School teachers implement and embrace Advancement Via Individual Determination (AVID) strategies and philosophy. In addition, McKinley’s staff instills academic and social responsibility, mutual respect, and self-confidence through the implementation of Positive Behavior Intervention & Support (PBIS). Each student can and will learn at McKinley School because we are committed to the development of the whole child and celebrate their individual growth. I am very proud to represent the community of McKinley Elementary School.

### Mission:

McKinley Elementary staff delivers rigorous instruction which prepares each student for their journey towards college and career readiness. We are committed to the development of the whole child and celebrating their individual growth.

### McKinley Vision Statement

Our McKinley community SOARs: We are Safe, Organized, Accountable, and Respectful.

## 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	92
Grade 1	108
Grade 2	108
Grade 3	80
Grade 4	86
Grade 5	96
Grade 6	93
Grade 7	92
Grade 8	93
<b>Total Enrollment</b>	<b>848</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.5
Asian	2.5
Filipino	11.4
Hispanic or Latino	78.8
Native Hawaiian or Pacific Islander	0.0
White	1.7
Socioeconomically Disadvantaged	90.0
English Learners	44.9
Students with Disabilities	7.3
Foster Youth	0.7

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
McKinley Elementary	16-17	17-18	18-19
With Full Credential	29	30	27
Without Full Credential	1	3	9
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
McKinley Elementary	16-17	17-18	18-19
Teachers of English Learners	1	2	1
Total Teacher Misassignments	1	2	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	FOSS (Full Option Science System) Adopted in 2007  CK-12 Earth Science Adopted in 2016  CK-12 Life Science Adopted in 2016  CK-12 Physical Science Adopted in 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	K-5 California Studies Weekly Adopted in 2017  6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

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

McKinley School was built in 1951 and it expanded through the years with the addition of portable classrooms.

Each school site has classrooms, a multipurpose room, a library and an administration building. The number of classrooms at each school site varies, depending on enrollment and available space. Several sites have portable class rooms to accommodate increased enrollment.

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

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. McKinley School currently has three full time custodians. The Assistant Principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. McKinley's custodian team conduct daily cleaning of all classrooms, restrooms, cafeteria, offices, library, and hallways. Our school grounds are kept up to federal and state safety regulations.

During the month of September of 2017, the carpets of six classrooms was replaced in order to provide a clean and healthy classrooms for our students.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/8/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Multipurpose/ Kitchen: entrance doors and frames-paint, stain ceiling tiles-replace, interior walls-paint Rm-10: stain ceiling tiles-replace, south intermediate Girls R/R: north east corner broken tile-repair, sanitary napkin dispensers rusted-replace all
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	across from rm-15 Boys R/R: entrance light fixture lamp/bulb-replace, entrance door missing-replace across from rm-15 Girls R/R: entrance light fixture lamp/bulb-replace
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	girls R/R by rm-15: chalking around sinks, baseboard-replace, light switch-replace intermediate boys R/R: 2-sink faucets not operating primary girls/boys R/R: replace sinks, crack wall tile-repair-south wall
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/8/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	across from rm-15 Boys R/R: entrance light fixture lamp/bulb-replace, entrance door missing-replace Multipurpose/ Kitchen: entrance doors and frames-paint, stain ceiling tiles-replace, interior walls-paint P-L: entrance door interior side-paint P-N: handrails-paint Rm-14: entrance doors and frames-paint
Overall Rating	Good	

## 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	26.0	22.0	26.0	28.0	48.0	50.0
Math	18.0	18.0	20.0	21.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.7	10.9	2.2
7	24.2	6.3	12.6

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	552	535	96.92	22.43
<b>Male</b>	291	279	95.88	16.85
<b>Female</b>	261	256	98.08	28.52
<b>Black or African American</b>	20	17	85.00	17.65
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	13	13	100.00	23.08
<b>Filipino</b>	73	71	97.26	49.30
<b>Hispanic or Latino</b>	425	414	97.41	18.36
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	487	472	96.92	21.82
<b>English Learners</b>	320	308	96.25	15.26
<b>Students with Disabilities</b>	57	56	98.25	7.14
<b>Students Receiving Migrant Education Services</b>	28	25	89.29	12.00
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	553	536	96.93	17.72
Male	291	280	96.22	16.79
Female	262	256	97.71	18.75
Black or African American	20	17	85	11.76
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	15.38
Filipino	73	73	100	39.73
Hispanic or Latino	426	413	96.95	14.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	488	471	96.52	16.99
English Learners	320	310	96.88	11.94
Students with Disabilities	57	57	100	7.02
Students Receiving Migrant Education Services	28	25	89.29	12
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2018-19)

McKinley School has an inclusive partnership with parents and community members as we provide opportunities for training and involvement through the following programs:

School Site Council

Volunteers in classrooms, student supervision, and special projects

After School Programs

Counseling services through Valley Community Counseling Services (VCCS)

English Learner Advisory Committee (ELAC)

Parent/Student conferences

Parent/Teacher Organization (PTO)

State Preschool Program

Parent Coffee Hour workshops

Nutritional Classes through Emergency Food Bank

Student Assistance Program (SAP) / CARE Meetings & Student Study Team (SST)

Parent Nights: Family functions with academic and extra-curricular emphasize

Parent Cafe Workshops - CAPC

Parent Training through SUSD: RAD & ELPIC

The school believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring attendance including being punctual
- Making sure homework is completed
- Making sure the child wears a uniform to school daily
- Notify the school if a child is absent
- Monitoring amount of television/video games the child watches
- Volunteering in the child's classroom
- Promoting the positive use of the child's extracurricular time
- Staying informed about the child's education and communicating with the school by promptly reading all notices from the school or the district either received by my child, by phone or by mail and responding as appropriate
- Participating in, to the extent possible, on school advisory groups and committees
- Make all Doctor's and other appointments after school hours and not pick up students early from school

Parents and community members who wish to become a part of the school community and participate should adhere with set clearing process, call the school's office, and contact Mrs. Ambriz

#### **State Priority: School Climate**

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### **School Safety Plan**

Safety, Organization, Accountability, and Respect (SOAR) is the basis of our positive behavior system at McKinley Elementary. It is our goal to provide quality instruction in a safe, positive environment for all students. McKinley School implements a comprehensive school safety plan assuring all staff members at McKinley are aware of safety expectations and procedures.

McKinley School has a full-time Principal and a full-time Assistant Principal who equally share the responsibilities of providing a safe and positive campus by supervising students, monitoring the campus for potentially unsafe situations, enforcing safety policies, and overseeing the implementation of safety procedures. McKinley School also has two full-time Counselors, an In-School Suspension Teacher, an Instructional Coach, and a full-time Program Specialist who are actively involved in the development and enforcement of safety procedures.

McKinley School gets support from SUSD Police Department and Stockton Police Department when necessary for any unsafe or unlawful situations. For emergencies, there is no hesitation to call 911. Also, McKinley School is fortunate to have access to a Stockton Police Department Chaplain who is available upon request.

McKinley School has 6 noon-duty supervisors. On any given day, 1-3 parents help with the supervision of students in the cafeteria and/or the playground. In addition, there are two (2) full-time Campus Security Assistants (CSA). In conjunction, the CSA and the noon-duty supervisors help enforce school rules, monitor the implementation of safety procedures, and supervise students during all transitions to include a recess, lunch, and passing periods. The noon-duty supervisors enforce school safety rules and procedures. The CSAs also inspect school property, report graffiti and vandalism, escort and direct authorized visitors to desired destinations, escort students to and from administrative offices, retrieve students as requested by administrators, and assist with helping all visitors to follow site safety procedures. The noon-duty supervisors and CSAs are CPR/First Aid trained so that they are better prepared for an emergency. CSAs attend yearly training by SUSD Police Department. The safety staff meets frequently with the administration to communicate any concerns in regards to the school climate and safety and to problem solve on ways to make McKinley a safer place to learn and work.

McKinley School has formed a Positive Behavior Interventions & Support (PBIS) Team, which meets monthly to review discipline data and review incentive programs for positive behavior. The team, led by the Assistant Principal, has re-evaluated the school-wide behavior management system, revamped and refined current practices, and aligned common goals and expectations throughout the common areas of the campus and individual classrooms. The team also plans many school spirit activities for our student body.

McKinley's comprehensive School Safety Plan was revised in April 2018. The handbook is based on Positive Behavior Interventions & Support (PBIS) and the Six Pillars of Character. Safety, Organization, Accountability, and Respect (SOAR) are the basis of positive behavior at McKinley Elementary. It is our goal to provide quality instruction in a safe, positive environment for all students. McKinley School implements a comprehensive school safety plan assuring all members of McKinley's staff are aware of safety expectations and procedures. The school's Readiness and Emergency Management (revised 9/2018) identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis. Parent training workshops are conducted each year to share the emergency plan procedures, responsibilities, and expectations. Tabletop training for faculty and staff are conducted yearly, and teachers train the students on proper procedures in case of emergencies. In the event of a school emergency, the principal notifies appropriate site and district personnel. School and district safety protocol based on the Readiness and Emergency Management (REMS) plan is followed.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	22.6	15.3	4.8
Expulsions Rate	0.0	0.0	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

#### 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.4
Library Media Teacher (Librarian)	0.02
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	.5
Social Worker	0.12
Nurse	0.20
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1.4
Other	2.00
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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.

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

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	21	23		2		9	7	9			
1	25	24	24	2	2	3	7	7	9			
2	26	22	22	2	2	3	7	7	9			
3	26	23	21	2	2	2	7	7	7			
4	32	25	23		2	2	4	7	7	4		
5	26	30	26	1	1	3	7	4	4		3	2
6	22	27	25	4	1	2	6	7	7			

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

**Professional Development provided for Teachers**

McKinley's foundational systems are Professional Learning Communities (PLC), Advancement Via Individual Determination (AVID), Positive Behavior Intervention Support (PBIS), and Multi-Tiered Support Systems (MTSS/RTI). These 4 foundational systems were selected and approved by our leadership team based data from Healthy Kids survey, classroom visits, and teacher input. The essence of McKinley's Professional Development is based on building capacity within our staff so that teachers have the fundamental skills to deliver effective grade-level and standard based instruction.

Details about our professional development focus:

- 1) The PLC training and support is on-going for teachers by our district and school as we move forward with full implementation of PLCs. The PLC process is essential as we focus on learning, collaboration, and results. Focusing on results calls for our staff to have the pedagogical skills to deliver instruction guided by data and based on Common Core State Standards (CCSS) and English Language Development (ELD) standards. The focus on the learning cycle includes consistent implementation of Direct Interactive Instruction (DII)
- 2) McKinley is in the third year of certification in AVID. The AVID process will help students be college and career ready.
- 3) PBIS is also fundamentally important to the teaching and learning cycle. PLUS is a component of our PBIS system and training was provided for the PLUS facilitators as we focus on one of McKinley's overarching goals of providing a safe and welcoming environment. Restorative Practice is also part of the PBIS system which provides the opportunity for staff to help students develop the skills of conflict resolution and making amends with peers.
- 4) MTSS/RTI is the system in place to ensure we focus on every essential standard and each child. Data analysis guide the structure of small group and differentiation of instruction. School resources are aligned to provide grade levels with additional support when possible.

Structure of Professional Development:

- 1) Our staff is provided with monthly pull-out professional development sessions.
- 2) Monthly after school training based on the foundational systems and academic data from MAP, ELPIC, and SBAC data
- 3) Teachers are provided 4 PD days built within the school year.
- 4) Onsite coaching is provided. for new teachers.
- 5) PLC teams are supported by teachers attending conferences and professional development either out of the district, within the district, or school-based.
- 6) PLC grade level teams are supported by Administration, Coach, and Program Specialist every Tuesday during collaboration time.
- 6) Teachers and support staff are trained through conferences out of the district, training within the county, and school-based.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings, out of district training and conferences, and training within our district for all concepts mentioned above.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

\* 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

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6598	669.91	5928.09	80650.33
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-4.5	15.8
Percent Difference: School Site/ State			-10.3	1.8

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.