

Garfield Elementary School

13050 Aurora Drive • San Leandro, CA 94577 • (510) 618-4300 • Grades K-5

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<http://www.sanleandro.k12.ca.us/site/Default.aspx?PageID=484>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



San Leandro Unified School District

835 E. 14th Street
San Leandro, CA 94577
(510) 895-4199

<http://www.sanleandro.k12.ca.us/Page/1>

District Governing Board

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Lance James, Clerk

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Dr. Rosanna Mucetti
Deputy Superintendent
Educational Services

Dr. John Thompson
Assistant Superintendent
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Dr. Kevin Collins
Assistant Superintendent
Business & Operations

Principal's Message

Garfield is a community of learners who share a committed focus on ensuring that every child who comes into our school receives a fair and equitable education within a nurturing and safe environment. The strength of our school lies with the staff who are knowledgeable, thoughtful and caring, and who share the belief that all students can learn. Our teaching faculty of highly qualified, fully credentialed teachers is dedicated to teaching students a core academic curriculum based on California Common Core Standards, and they collaborate regularly to produce a focused approach to instruction.

Garfield School is made up of a diverse student body. The school serves students in grades K-5. Additional resources are allocated to serve students in need of Reading and Math intervention, English Language Development instruction, Speech and Language support, Special Education Resource services, Adaptive Physical Education, Occupational Therapy and Counseling. Students also participate in music, art, physical education classes taught by Specialists.

The Garfield staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of students. Our teachers strive to provide students with explicit direct instruction, project based along with blended learning opportunities that are culturally responsive, rigorous, and appropriately challenging.

Instruction is focused on the common core state standards, and all students are making progress towards mastery of these standards. Garfield teachers differentiate their instruction by regularly assessing and grouping students for instruction in a variety of core academic content areas. Through this process, teachers can work together to meet needs of all students by sharing resources and best instructional practices. Recognizing the need to focus on the whole child, our teachers also provide learning experiences which foster social/emotional growth as well as develop students' communication and collaboration skills.

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

Working together, all members of the Garfield School community will do whatever it takes to get everyone to the same place, while fostering high academic achievement and social standards for ALL students. We will provide a safe, supportive and accessible school environment so that all students and adults are valued and respected for their unique qualities, strengths and contributions.

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 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 <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	85
Grade 1	74
Grade 2	65
Grade 3	80
Grade 4	68
Grade 5	64
Total Enrollment	436

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.1
American Indian or Alaska Native	0.9
Asian	10.3
Filipino	9.6
Hispanic or Latino	50.9
Native Hawaiian or Pacific Islander	0.9
White	7.8
Two or More Races	6.2
Socioeconomically Disadvantaged	59.2
English Learners	32.6
Students with Disabilities	13.8
Foster Youth	0.2

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			
Garfield Elementary School	14-15	15-16	16-17
With Full Credential	24	20	23
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	1	0
San Leandro Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Garfield Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	1	
Vacant Teacher Positions	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

2015-16 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	96.4	3.6
High-Poverty Schools	96.4	3.6
Low-Poverty Schools	94.7	5.3

* 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 2016-17)

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 as of January 2012 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: September, 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Hampton Brown Adopted 2000 Hampton Brown Adopted 2011 Houghton Mifflin Adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Pearson Scott Foresman Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	MacMillan/McGraw Hill Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Scott Foresman Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Garfield Elementary School was originally constructed in 1948 and is currently comprised of 21 permanent classrooms, a library, a staff lounge, a multi-purpose/cafeteria room, and two playgrounds.

During summer 2009, the intermediate playground received new blacktops. During summer 2010, the student and staff restrooms have been completely renovated. A new computer lab has been installed with 33 computers and a variety of software programs. Five SMART boards were installed in the fourth and fifth-grade classrooms. All classrooms received LCD projectors and ELMO document readers. Each teacher received a laptop and training on interfacing technology with instructions. A new public address system was installed in the multipurpose room and it includes a full theater-sized screen and LCD projector. During 2011-2012, classrooms were painted and new lights installed.

Cleaning Process

The principal works daily with one full-time and one part-time custodial staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The student green team assists with cafeteria work and school-wide recycling.

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 Garfield 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.

Facility Inspections

Garfield Elementary School is a Williams School and has its facilities inspected every year. 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 website: www.sanleandro.k12.ca.us.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/22/2015				
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	Room 23: Three floor tiles are damaged. Room 24: Two ceiling tiles are water stained. Cafeteria: One ceiling tile is loose and four ceiling tiles are missing. Kitchen: wash all walls and remove cobwebs, paint if needed. Library: Carpet needs deep cleaning.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Room 15 Computer lab: Six ceiling lights are out. Room 14: Eight ceiling lights out. Room 17: Five ceiling lights out. Cafeteria: Three ceiling lights are out, one ceiling tile is loose and four ceiling tiles are missing. Hallway: Six ceiling lights out. Room 21: Nine ceiling lights are out. Room 20: Six ceiling lights are out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Outdoor Boys restroom: Urinals have low water pressure.
Safety: Fire Safety, Hazardous Materials	X			Portables: Inspect and document emergency removal of window security bars.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	22	35	34	38	44	48
Math	18	29	22	24	34	36

* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	32	47	44	51	43	44	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.4	20.9	26.9

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	70	68	97.1	44.1
Male	37	36	97.3	58.3
Female	33	32	97.0	28.1
Hispanic or Latino	37	36	97.3	38.9
Socioeconomically Disadvantaged	35	34	97.1	29.4
English Learners	12	12	100.0	16.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	3	85	82	96.5	32.9
	4	72	70	97.2	22.9
	5	69	68	98.5	48.5
Male	3	47	45	95.7	33.3
	4	37	37	100.0	10.8
	5	37	36	97.3	47.2
Female	3	38	37	97.4	32.4
	4	35	33	94.3	36.4
	5	32	32	100.0	50.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
	5	--	--	--	--
Asian	3	14	14	100.0	35.7
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	37	35	94.6	22.9
	4	33	33	100.0	15.2
	5	37	36	97.3	47.2
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	41	39	95.1	17.9
	4	45	44	97.8	18.2
	5	34	34	100.0	47.1

**School Year 2015-16 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 Met or Exceeded
English Learners	3	21	21	100.0	9.5
	4	30	29	96.7	3.5
	5	12	12	100.0	25.0
Students with Disabilities	3	--	--	--	--
	4	18	18	100.0	
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded
All Students	3	85	82	96.5	34.1
	4	72	71	98.6	23.9
	5	69	68	98.5	26.5
Male	3	47	45	95.7	35.6
	4	37	37	100.0	27.0
	5	37	36	97.3	33.3
Female	3	38	37	97.4	32.4
	4	35	34	97.1	20.6
	5	32	32	100.0	18.8
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
	5	--	--	--	--
Asian	3	14	14	100.0	42.9
	4	--	--	--	--
	5	--	--	--	--

School Year 2015-16 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 Met or Exceeded
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	37	35	94.6	17.1
	4	33	33	100.0	18.2
	5	37	36	97.3	25.0
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	41	39	95.1	20.5
	4	45	44	97.8	20.4
	5	34	34	100.0	20.6
English Learners	3	21	21	100.0	14.3
	4	30	30	100.0	13.3
	5	12	12	100.0	8.3
Students with Disabilities	3	--	--	--	--
	4	18	18	100.0	22.2
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)

Parents and the community are very supportive of the education program at Garfield Elementary School. Parents may participate in the Parent Teacher Association PTA, English Language Advisory Committee (ELAC), School Site Council (SSC), and volunteer within the classroom and for various school events and field trips. PTA and ELAC sponsor a variety of fundraising and community-building activities throughout the school year. Their fundraisers also sponsor field trips for every student. Each year, parents are invited to attend our six session School Smarts Academy. The curriculum for the academy is designed by the National PTA. It helps parents understand how to navigate the school system and advocate for their child.

Garfield Elementary School has several partnerships with local community organizations and businesses, such as Davis Street Community Center, City of San Leandro Safe Routes to School, the San Leandro Rotary, and the San Leandro Education, Sports, and Music Foundations.

Contact Information

Parents who wish to participate in Garfield Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4300.

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 Garfield 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 annually by the School Site Council and staff. 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. Emergency parent information is outlined in the Parent/Student Handbook and provided each year to families.

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 are supervised by staff. The Safe School Plan was last reviewed in January 2017 by School Site Council and staff.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.9	2.9	4.3
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	7.6	5.9	6.4
Expulsions Rate	0.0	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	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	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.8
Resource Specialist	1
Other	2

Average Number of Students per Staff Member

Academic Counselor	
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* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	20	18	18	3	5	5						
1	20	19	19	4	3	3						
2	18	20	20	4	4	4						
3	20	20	20	3	3	3						
4	25	25	25				2	2	2			
5	20	21	21	1	1	1	3	3	3			
Other	11			1								

Professional Development provided for Teachers

Teachers may receive assistance through the Peer Assistance and Review (PAR) Program. The PAR program uses exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies.

Staff development is supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and by Site and District Instructional Coaches. The district supports staff development through three Professional Growth Days each year.

The focus of professional development for 2015-16 will be on the implementation of technology integration, Engage NY for ELA to meet the Common Core Standards, and the Smarter Balance Assessments. As a site, we piloted a social emotional learning curriculum called Toolbox. This program was in addition to our Positive Behavior Intervention and Support.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,852	\$43,821
Mid-Range Teacher Salary	\$77,121	\$69,131
Highest Teacher Salary	\$101,967	\$89,259
Average Principal Salary (ES)	\$120,214	\$108,566
Average Principal Salary (MS)	\$117,248	\$115,375
Average Principal Salary (HS)	\$148,670	\$125,650
Superintendent Salary	\$245,544	\$198,772
Percent of District Budget		
Teacher Salaries	46%	37%
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

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- 9-12 Career Technical Education
- Regional Occupational Program
- Career Pathways
- College Readiness Grant
- Special Education Services (state and federal)
- Pre-School (Special Education)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

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 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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6185	1045	5140	92846
District	♦	♦	5167	\$83,516
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-0.5	11.2
Percent Difference: School Site/ State			-9.5	29.8

* Cells with ♦ do not require data.