

Cesar Chavez Elementary School

1225 Towt St. • Salinas CA, 93905 • (831) 753-5224 • Grades K-6

Monica Anzo, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Alisal Union Elementary School District

1205 East Market Street
Salinas, CA 93905
(831) 753-5700
www.alisal.org

District Governing Board

Noemi Armenta, President
Guadalupe Guzman, Vice President
Fernando Mercado, Clerk
Maricela Cruz, Member
Guadalupe Ruiz Gilpas, Member

District Administration

Mr. John Ramirez Jr.
Superintendent
Ms. Jeanne Herrick
**Associate Superintendent,
Educational Services**
Mr. James Koenig
**Associate Superintendent,
Business and Fiscal Services**

Mr. Ricardo Cabrera
**Assistant Superintendent, Human
Resources**

School Description

Our mission at César E. Chávez Elementary School is to nurture and teach students so that they will become confident, critical thinkers who possess a deep sense of responsibility to self and to their community. By creating a safe learning environment, our students engage in a rigorous learning environment and learn to effectively communicate and collaborate with others, they develop technological skills in order to keep up with the world's constant change and instill in them the appreciation of diversity by promoting positive interactions between all students, and encourage them to pursue their lifelong dreams.

César E. Chávez Elementary School serves approximately 865 students from preschool through sixth grade. Our student population includes 98.5 percent Hispanic students and 85 percent English Learners.

The Chávez teaching staff is committed to collaboration and articulation within and across grade levels. Our teaching staff is well trained to meet the needs of our English Learners as well as our English-speaking students.

Our parent teacher committee (PTC) is very active; it closely partners with the school and community to work on projects during the school year. The School Site Council and Site Leadership Team meet monthly to review student achievement data, analyze the effectiveness of programs, determine the progress of actions in the school plan, and revise the school plan as needed.

Every member of the Cesar E. Chavez School community works together to provide each child with a successful school experience.

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 (831) 753-5224 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 115 |
| Grade 1 | 124 |
| Grade 2 | 109 |
| Grade 3 | 145 |
| Grade 4 | 122 |
| Grade 5 | 119 |
| Grade 6 | 125 |
| Total Enrollment | 859 |

| 2014-15 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| American Indian or Alaska Native | 0.3 |
| Filipino | 0.6 |
| Hispanic or Latino | 87.5 |
| White | 0.6 |
| Two or More Races | 0.1 |
| Socioeconomically Disadvantaged | 93.8 |
| English Learners | 85.9 |
| Students with Disabilities | 4.5 |
| 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 | | | |
|--|--------|-------|-------|
| Cesar Chavez Elementary School | 13-14 | 14-15 | 15-16 |
| With Full Credential | 31 out | 27 | 34 |
| Without Full Credential | 0 | 1 | 4 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Alisal Union Elementary School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | 328 |
| Without Full Credential | ♦ | ♦ | 44 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Cesar Chavez 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 | 100.0 | 0.0 |
| High-Poverty Schools | 100.0 | 0.0 |
| Low-Poverty Schools | 0.0 | 0.0 |

* 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)

In order to support classroom professionals in teaching the Language Arts and Math Common Core State Standards, Engage NY curriculum, in both content areas was recommended and adopted as district curriculum. Both Engage NY Language Arts and Math were piloted and feedback from teachers attested to the ability of these common core resources to meet the requirements of the new common core state standards (CCSS).

In Language Arts:

K-1-2 continued to use Treasures to teach Foundational Skills and use the Engage NY Listening and Learning Domains to address the remaining standards. 3-6 used Engage NY solely to teach all Language Arts standards.

Because Engage NY is not yet available in Spanish, Bilingual Transference classrooms continued to use Tesoros and adapted it as needed to meet the common core state standards.

In Math:

At K-6, teachers used both the adopted Everyday Math curriculum and Engage NY Math, selecting one as their primary resource and the other as a secondary resource.

Bilingual Transference classrooms were able to use the Engage NY Math because student materials became available.

| Textbooks and Instructional Materials Year and month in which data were collected: 2014 | |
|--|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Engage New York Language Arts- Adopted 2014 McMillan / McGraw-Hill, Treasures-Adopted 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Engage New York Math- Adopted 2014 McMillan / McGraw-Hill, Every Day Math- Adopted 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | McGraw-Hill, Vistas- Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

César E. Chávez School is 19 years old. The school garden has been remolded and turned into an outdoor classroom. The grass area has been upgraded by replacing a lime-treated area with new grass. This motivates the students to keep their school safe and clean. A second play structure has been added to the playground area in order to service the student population better. Our custodial and district maintenance staff work hard to maintain a safe and clean campus.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 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 | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August, 2015

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|---|
| | Good | Fair | Poor | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| 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], 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

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 20.00 | 21.70 | 6.10 |

* 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 for All Students | | | |
|---|--|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 16 | 20 | 44 |
| Math | 10 | 13 | 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.

| 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 | 31 |
| All Student at the School | 30 |
| Male | 32 |
| Female | 26 |
| Filipino | -- |
| Hispanic or Latino | 29 |
| Socioeconomically Disadvantaged | -- |
| English Learners | 16 |
| Students with Disabilities | 27 |
| Students Receiving Migrant Education Services | -- |
| 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.

| 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 | 22 | 23 | 30 | 33 | 32 | 31 | 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.

**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 | 143 | 143 | 100.0 | 62 | 30 | 7 | 1 |
| | 4 | 116 | 115 | 99.1 | 72 | 14 | 10 | 3 |
| | 5 | 119 | 118 | 99.2 | 40 | 31 | 23 | 6 |
| | 6 | 123 | 120 | 97.6 | 48 | 38 | 14 | 0 |
| Male | 3 | | 72 | 50.3 | 76 | 14 | 8 | 0 |
| | 4 | | 63 | 54.3 | 84 | 11 | 5 | 0 |
| | 5 | | 62 | 52.1 | 48 | 21 | 24 | 6 |
| | 6 | | 56 | 45.5 | 52 | 34 | 14 | 0 |
| Female | 3 | | 71 | 49.7 | 46 | 46 | 6 | 1 |
| | 4 | | 52 | 44.8 | 58 | 17 | 17 | 8 |
| | 5 | | 56 | 47.1 | 30 | 43 | 21 | 5 |
| | 6 | | 64 | 52.0 | 44 | 42 | 14 | 0 |
| Filipino | 3 | | 2 | 1.4 | -- | -- | -- | -- |
| | 5 | | 3 | 2.5 | -- | -- | -- | -- |
| | 6 | | 1 | 0.8 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 136 | 95.1 | 62 | 29 | 7 | 1 |
| | 4 | | 108 | 93.1 | 71 | 14 | 11 | 4 |
| | 5 | | 112 | 94.1 | 41 | 31 | 21 | 6 |
| | 6 | | 116 | 94.3 | 47 | 40 | 13 | 0 |
| White | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| Two or More Races | 3 | | 1 | 0.7 | -- | -- | -- | -- |
| | 6 | | 0 | 0.0 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 134 | 93.7 | 63 | 29 | 7 | 1 |
| | 4 | | 105 | 90.5 | 77 | 12 | 9 | 2 |
| | 5 | | 106 | 89.1 | 42 | 32 | 22 | 5 |
| | 6 | | 115 | 93.5 | 49 | 38 | 13 | 0 |
| English Learners | 3 | | 117 | 81.8 | 67 | 26 | 6 | 0 |
| | 4 | | 91 | 78.4 | 77 | 13 | 7 | 3 |
| | 5 | | 71 | 59.7 | 61 | 24 | 13 | 3 |
| | 6 | | 55 | 44.7 | 76 | 20 | 4 | 0 |
| Students with Disabilities | 3 | | 8 | 5.6 | -- | -- | -- | -- |
| | 4 | | 10 | 8.6 | -- | -- | -- | -- |
| | 5 | | 5 | 4.2 | -- | -- | -- | -- |
| | 6 | | 4 | 3.3 | -- | -- | -- | -- |

**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 |
| Students Receiving Migrant Education Services | 3 | | 13 | 9.1 | 69 | 23 | 8 | 0 |
| | 4 | | 11 | 9.5 | 64 | 9 | 27 | 0 |
| | 5 | | 8 | 6.7 | -- | -- | -- | -- |
| | 6 | | 7 | 5.7 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |

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 | 143 | 142 | 99.3 | 51 | 34 | 14 | 1 |
| | 4 | 116 | 115 | 99.1 | 70 | 25 | 5 | 0 |
| | 5 | 119 | 118 | 99.2 | 58 | 25 | 10 | 7 |
| | 6 | 123 | 120 | 97.6 | 64 | 33 | 3 | 0 |
| Male | 3 | | 71 | 49.7 | 61 | 27 | 11 | 1 |
| | 4 | | 63 | 54.3 | 83 | 16 | 2 | 0 |
| | 5 | | 62 | 52.1 | 60 | 21 | 10 | 10 |
| | 6 | | 56 | 45.5 | 66 | 32 | 2 | 0 |
| Female | 3 | | 71 | 49.7 | 41 | 41 | 17 | 1 |
| | 4 | | 52 | 44.8 | 54 | 37 | 10 | 0 |
| | 5 | | 56 | 47.1 | 55 | 30 | 11 | 4 |
| | 6 | | 64 | 52.0 | 63 | 34 | 3 | 0 |
| Filipino | 3 | | 2 | 1.4 | -- | -- | -- | -- |
| | 5 | | 3 | 2.5 | -- | -- | -- | -- |
| | 6 | | 1 | 0.8 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 135 | 94.4 | 50 | 35 | 14 | 1 |
| | 4 | | 108 | 93.1 | 69 | 26 | 6 | 0 |
| | 5 | | 112 | 94.1 | 59 | 25 | 9 | 7 |
| | 6 | | 116 | 94.3 | 64 | 34 | 2 | 0 |
| White | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| Two or More Races | 3 | | 1 | 0.7 | -- | -- | -- | -- |
| | 6 | | 0 | 0.0 | -- | -- | -- | -- |

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

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Socioeconomically Disadvantaged | 3 | | 133 | 93.0 | 52 | 34 | 14 | 1 |
| | 4 | | 105 | 90.5 | 74 | 21 | 5 | 0 |
| | 5 | | 106 | 89.1 | 60 | 25 | 9 | 6 |
| | 6 | | 115 | 93.5 | 65 | 34 | 1 | 0 |
| English Learners | 3 | | 116 | 81.1 | 53 | 34 | 12 | 1 |
| | 4 | | 91 | 78.4 | 74 | 23 | 3 | 0 |
| | 5 | | 71 | 59.7 | 69 | 21 | 4 | 6 |
| | 6 | | 55 | 44.7 | 82 | 18 | 0 | 0 |
| Students with Disabilities | 3 | | 7 | 4.9 | -- | -- | -- | -- |
| | 4 | | 10 | 8.6 | -- | -- | -- | -- |
| | 5 | | 5 | 4.2 | -- | -- | -- | -- |
| | 6 | | 4 | 3.3 | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 3 | | 13 | 9.1 | 54 | 23 | 23 | 0 |
| | 4 | | 11 | 9.5 | 73 | 27 | 0 | 0 |
| | 5 | | 8 | 6.7 | -- | -- | -- | -- |
| | 6 | | 7 | 5.7 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |

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

We believe that parents play a critical role in the success of their children, and we have numerous ways that parents can be involved at César E. Chávez Elementary School. In addition to helping with homework and attending parent conferences, parents are also involved in school events. They also take on leadership roles in our school through the Parent Teacher Club and our School Site Council. Parents chaperone field trips, attend student performances, and are invited to our Student of the Month Awards and trimester academic, attendance, and Positive Behavior Intervention Support awards ceremonies. For more information about how to get involved at your school, please contact Ms. Monica Anzo, School Principal at (831) 753-5224.

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

To succeed in a rigorous learning environment, students must feel safe and believe that they are capable of learning. The school maintains a strict student code of conduct and strongly supports each classroom environment by responding proactively to student discipline issues. Staff members continuously supervise our campus to maintain a safe environment for all students. All visitors are asked to check in with the office staff prior to coming onto campus. Our safety plan is updated annually and monitored monthly to ensure the safety of all students. We practice monthly school wide drills to prepare for an emergency. Our campus has a closed campus policy.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 3.00 | 2.58 | 5.41 |
| Expulsions Rate | 0.00 | 0.00 | 0.00 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 2.05 | 1.92 | 1.10 |
| Expulsions Rate | 0.00 | 0.00 | 0.00 |
| 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 | N/A | Yes |

| 2015-16 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2004-2005 | 2004-2005 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 8 | |
| Percent of Schools Currently in Program Improvement | 66.7 | |

| 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 | 28 | 29 | 29 | | | | 4 | 4 | 4 | | | |
| 1 | 30 | 29 | 25 | | | | 5 | 4 | 5 | | | |
| 2 | 32 | 25 | 27 | | | | 3 | 6 | 4 | 1 | | |
| 3 | 31 | 30 | 29 | | | | 4 | 4 | 4 | | | |
| 4 | 31 | 30 | 31 | | | | 4 | 4 | 4 | | | |
| 5 | 33 | 31 | 30 | | | | 2 | 2 | 4 | 2 | 2 | |
| 6 | 29 | 32 | 31 | | | | 4 | 3 | 4 | | 1 | |
| Other | | | 31 | | | | | | 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) | 1 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | .5 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | .5 |
| Resource Specialist | 1 |
| Other | 1 |
| 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.

| FY 2013-14 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$38,876 | \$43,091 |
| Mid-Range Teacher Salary | \$63,212 | \$70,247 |
| Highest Teacher Salary | \$87,106 | \$89,152 |
| Average Principal Salary (ES) | \$102,512 | \$112,492 |
| Average Principal Salary (MS) | | \$116,021 |
| Average Principal Salary (HS) | | \$117,511 |
| Superintendent Salary | \$180,000 | \$192,072 |
| Percent of District Budget | | |
| Teacher Salaries | 38% | 41% |
| 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

In order to serve our students better, every classroom received funding for classroom libraries to support and promote a classroom reading environment and to purchase math manipulatives to assist with the language demands of the new standards. Teachers were provided with release time for grade level collaboration and planning. Seventeen teachers attend a 6 day training to enhance their strategies for English Language Learners.

DataQuest

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

Internet Access

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

Professional Development provided for Teachers

The major areas of professional development for teachers in 2014-2015 included the following:

- Standards-based planning for instruction, learning and assessment
- Explicit Direct Instruction
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Teaching to the Math standards
- Guided Language Acquisition Design (G.L.A.D.)

Professional development was delivered through grade level sessions during regular work days with release time for classroom teachers.

Teachers were supported during implementation by the site's Instructional Coach.

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$4,310 | \$637 | \$3,673 | \$66,650 |
| District | ♦ | ♦ | \$5,459 | \$66,202 |
| State | ♦ | ♦ | \$5,348 | \$72,993 |
| Percent Difference: School Site/District | | | -32.7 | 2.8 |
| Percent Difference: School Site/ State | | | -21.7 | -5.8 |

* Cells with ♦ do not require data.