



# River Bluff Elementary School

6150 W. Palo Alto • Fresno, CA 93722 • (559) 276-6001 • Grades K-6

Michelle Bergmann, Principal

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



### Central Unified School District

4605 North Polk Ave.

Fresno, CA 93722

(559) 274-4700

[www.centralunified.org](http://www.centralunified.org)

### District Governing Board

Mr. Cesar Granda, Area 1

Mr. Ruben Coronado, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

Mr. Richard A. Solis, Area 5

Mrs. Terry Cox, Area 6

Mr. Rama Dawar, Area 7

### District Administration

Mr. Mark G. Sutton

**Superintendent**

Dr. Laurel Ashlock

**Assistant Superintendent, Chief  
Academic Officer**

Mr. Kelly Porterfield

**Assistant Superintendent, Chief  
Business Officer**

Mrs. Ketti Davis

**Assistant Superintendent,  
Professional Development**

Mr. Jack Kelejian

**Assistant Superintendent, Human  
Resources**

Mrs. Andrea Valadez

**Administrator, Special Education &  
Support Service**

Mr. Paul Birrell

**Director, 7-12 & Adult Education**

Dr. Tami Boatright

**Director, K-8 Education**

### School Description

At River Bluff, we believe every student can read, lead, and succeed! Our mission is to provide a strong, educational foundation for all children by focusing on being effective learners in effective classrooms. We are able to do this by connecting, engaging, & providing opportunities which promote an excitement for learning through challenging experiences.

Our instruction is academically rigorous and is provided in a socially engaging school environment which facilitates personal growth and challenges each of our students to reach for new heights. Through closing the experience gap with a 1:1 technology ratio, every single student has access to the latest educational technology to be utilized in the classroom. We are committed to maximizing student achievement, by connecting, engaging, improving communication, promoting good character, and ensuring a safe school environment.

River Bluff Elementary is located in Northwest Fresno near the San Joaquin River. The school opened in July of 2002. Currently the school serves approximately 840 students in grades Transitional-Kindergarten through grade six. We are equipped with technology and facilities to enhance the educational performance of the student population. Students in grades 3-6 utilize Chrome books in the classroom and students in grade TK-2 have been issued their own tablet with Wi-Fi capability for academic use in school. Students who do not have access to technology in their home, have the option of checking out a tablet for use at home. In addition, we have two desktop computer labs each containing 36 computers. We offer the Mind+Music program of Mind Research at River Bluff. All students are able to master the spatial math concepts based on the grade level standards set forth by the State of California using the ST Math software program. All transitional-kindergartners and kindergartners participate in a general music program, 1st, and 2nd grade students at our school participate in keyboard piano lab to further develop their spatial math concepts. In addition, 3rd graders receive flute recorder instruction and 4th - 6th graders are able to experience band, beginning strings, dance, and/or choir.

We offer a full athletic program including tackle football, basketball, volleyball, cross-country, track & field, wrestling, softball, and baseball. In addition, our K-2 students perform in a Holiday program; Transitional Kindergarten performs in a fall musical program. Students in grades TK-6 are able to compete in Science Fair, Young Author's Fair, Peach Blossom, character education and Coding. Students in grades 4-6 are able to compete in History Day, student council, and leadership. The school library is used by the student body on a weekly basis, where all students are able to check out a variety of books, and magazines. Our librarian also provides Story Time once a week for preschool age children in our community, as well as professional development resources for our teachers, and parenting resources for our families.

## 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	147
Grade 1	123
Grade 2	116
Grade 3	142
Grade 4	124
Grade 5	136
Grade 6	139
<b>Total Enrollment</b>	<b>927</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.8
American Indian or Alaska Native	0.9
Asian	9.9
Filipino	0.6
Hispanic or Latino	43.9
Native Hawaiian or Pacific Islander	0
White	32.4
Two or More Races	2.4
Socioeconomically Disadvantaged	48.8
English Learners	8
Students with Disabilities	6.8
Foster Youth	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			
River Bluff Elementary School	14-15	15-16	16-17
With Full Credential	32	34	41
Without Full Credential	0	2	
Teaching Outside Subject Area of Competence	0	0	
Central Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	737
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
River Bluff Elementary School	14-15	15-16	16-17
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

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	91.7	8.3
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
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 2016-17)**

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin Adopted 2008-2009  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Scott Foresman: Science California Adopted 2007-2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007  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)**

River Bluff sits on 15 acres and 60,903 square feet. It contains 40 classrooms at 38,131 sq ft, and 12 restrooms at 2,748 sq ft. The oldest main building was built in 2001. Current enrollment is 852.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Damaged & stained ceiling tiles replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		Lighting ballasts have been replaced.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Dripping faucet has been repaired. Broken handles on fountains have been replaced.
<b>Safety:</b> Fire Safety, Hazardous Materials			X	Plug in air freshener has been removed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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] 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
<b>ELA</b>	41	50	31	39	44	48
<b>Math</b>	36	51	22	26	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
<b>Science</b>	72	65	66	48	41	41	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
<b>5</b>	20.1	26.9	38.8

\* 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	140	137	97.9	66.4
Male	73	72	98.6	59.7
Female	67	65	97.0	73.9
Black or African American	17	17	100.0	64.7
Asian	15	15	100.0	86.7
Hispanic or Latino	55	52	94.6	55.8
White	49	49	100.0	69.4
Socioeconomically Disadvantaged	66	63	95.5	54.0
Students with Disabilities	14	14	100.0	64.3

\* 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	145	140	96.5	53.6
	4	129	124	96.1	40.3
	5	140	139	99.3	47.5
	6	140	137	97.9	56.9
Male	3	72	69	95.8	46.4
	4	68	65	95.6	29.2
	5	73	73	100.0	32.9
	6	63	62	98.4	45.2
Female	3	73	71	97.3	60.6
	4	61	59	96.7	52.5
	5	67	66	98.5	63.6
	6	77	75	97.4	66.7
Black or African American	3	14	14	100.0	50.0
	4	18	17	94.4	35.3
	5	17	17	100.0	41.2
	6	12	12	100.0	50.0
Asian	3	11	10	90.9	70.0
	4	18	16	88.9	37.5
	5	15	15	100.0	60.0
	6	15	15	100.0	60.0

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
Hispanic or Latino	3	67	65	97.0	49.2
	4	53	53	100.0	39.6
	5	55	54	98.2	33.3
	6	59	58	98.3	39.7
White	3	51	49	96.1	57.1
	4	32	31	96.9	48.4
	5	49	49	100.0	57.1
	6	49	47	95.9	76.6
Socioeconomically Disadvantaged	3	84	81	96.4	44.4
	4	62	60	96.8	30.0
	5	66	65	98.5	27.7
	6	57	57	100.0	40.4
English Learners	3	13	12	92.3	41.7
	4	11	9	81.8	
Students with Disabilities	3	13	12	92.3	
	5	14	14	100.0	7.1

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	145	141	97.2	64.5
	4	129	126	97.7	48.4
	5	140	139	99.3	43.2
	6	140	138	98.6	48.9
Male	3	72	70	97.2	64.3
	4	68	66	97.1	43.9
	5	73	73	100.0	37.0
	6	63	62	98.4	41.9
Female	3	73	71	97.3	64.8
	4	61	60	98.4	53.3
	5	67	66	98.5	50.0
	6	77	76	98.7	54.7

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
Black or African American	3	14	14	100.0	57.1
	4	18	17	94.4	47.1
	5	17	17	100.0	35.3
	6	12	12	100.0	25.0
Asian	3	11	11	100.0	63.6
	4	18	17	94.4	70.6
	5	15	15	100.0	73.3
	6	15	15	100.0	40.0
Hispanic or Latino	3	67	65	97.0	61.5
	4	53	53	100.0	34.0
	5	55	54	98.2	31.5
	6	59	58	98.3	36.2
White	3	51	49	96.1	69.4
	4	32	32	100.0	62.5
	5	49	49	100.0	46.9
	6	49	48	98.0	72.3
Socioeconomically Disadvantaged	3	84	81	96.4	51.9
	4	62	61	98.4	26.2
	5	66	65	98.5	23.1
	6	57	57	100.0	33.3
English Learners	3	13	13	100.0	46.1
	4	11	11	100.0	18.2
Students with Disabilities	3	13	12	92.3	16.7
	5	14	14	100.0	

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)**

River Bluff is blessed to have actively involved parents in school events and students' learning. Parents and community members participate in the School Site Committee, the English Learner Advisory Committee (ELAC), and Parent-Teacher Association (PTA). Other opportunities include: Fall and Spring Conferences, classroom volunteers, coaching, cheer leading, Back to School Night, Open House, student performances, family events, such as Movie Night and eating at a local establishment, youth soccer (held at River Bluff), service clubs, Jog-a-Hon, volunteer luncheon, annual talent show, and in addition to various clubs. Parents also serve on district committees including, The Foundation for Central Schools, District English Learner Advisory Committee, District Advisory Committee, Superintendent's Advisory Committee, etc. Additional parent involvement comes via written communication include: Weekly updates from our office, weekly newsletters from the classroom teachers, teacher websites, the River Bluff Website, the marquee sign in the front of the school and Blackboard Connect messages that go home weekly on our automated phone system. Interpretation and translation services are provided.

Contact Person Name: Michelle Bergmann

Contact Person Phone Number: (559) 276-6001

**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**

River Bluff's School Safety Plan is prepared in compliance with Central Unified School District's Governing Board and California Administrative Code, which requires all public schools, kindergarten through community college, to have written emergency response plans. Our school safety plan is update at the beginning of each school year. On September 8, 2016, the River Bluff administration presented the school safety plan to the school site council for review and approval. All classrooms contain a yellow safety folder which describes/contains emergency protocols. During site preparedness drills, teachers display a red or green card indicating whether all students are accounted for. In addition, classroom numbers are painted on the blacktop to facilitate efficient evacuation of the school building. The Safe School Plan also includes primary and secondary evacuation locations and emergency task force roles and responsibilities that our staff is trained in every year. Fire drills are conducted monthly, lock down drills are conducted twice a semester, and earthquake-duck and cover drills are conducted quarterly. Annually, a site Safety Walk is conducted by our district representative, Kevin Torosian (Supervisor of Student Support Services). His findings are reviewed with Administration and then be shared with the staff at the following staff meeting in addition to the School Site Council on during next quarterly School Site Council meeting. Two-way radios and surveillance cameras have been provided.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.0	1.3	0.8
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	6.0	5.6	7.4
Expulsions Rate	0.5	0.3	0.4
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
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		91.7



Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.80
Social Worker	0.00
Nurse	1.00

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	878

\* 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	33	29	25			1		5	5	4		
1	31	29	25				4	4	4			
2	31	27	29				4	5	4			
3	31	29	28				4	4	5			
4	33	34	31				2		4	2	4	
5	33	36	34				3		1	1	4	3
6	37	32	35					1		3	3	4

### Professional Development provided for Teachers

River Bluff Elementary teachers in their first or second year of teaching are actively participating in the Beginning Teacher Support and Assessment (BTSA) program and have a BTSA mentor who meets regularly with the teacher. BTSA program teachers are given the opportunity to observe exemplary teachers in the District as well as receive district training and attend professional workshops and seminars.

Every other week on a Principal Day, every teacher participates in staff development after school in a variety of areas to improve classroom performance. Professional development training is delivered on site and at the District Office by site administration, the Instructional Support Coach, District Office administrators, and other educational professionals. Teachers are supported in training to practice by site administrators and Instructional Support Coaches. The supports can include co-lesson planning, co-teaching and follow up debrief sessions. Training to practice implementation support is provided in grade levels, by individual teacher or all staff professional development based on specific support needs. Student learning data drives the need for professional development. Grade level Professional Learning Communities (PLC) meet at least twice a week to analyze student learning (data), pedagogy, and common core, which in turn drives instructional adjustments and supports in the classroom. Our primary focuses this year for staff development are providing students with success criteria which supports them into becoming effective learners, creating effective learning environments, Incredible Equations, and integrating Writing and English Language Arts into all other curricular areas, and using technology to connect, engage, and provide opportunities for our 21st century learners.

The Principal and the Guidance Instructional Advisor conduct weekly informal drop-in observations through the classrooms leaving constructive and reflective feedback in writing. Teachers experiencing challenges are given additional time with the instructional coach for demonstration lessons, peer observations, mini-lessons, and by providing timely and specific feedback for improvement. The instructional coach rotates through all classrooms focusing on targeted areas of need.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,763	\$44,958
Mid-Range Teacher Salary	\$61,731	\$70,581
Highest Teacher Salary	\$81,368	\$91,469
Average Principal Salary (ES)	\$97,728	\$113,994
Average Principal Salary (MS)	\$102,715	\$120,075
Average Principal Salary (HS)	\$109,802	\$130,249
Superintendent Salary	\$201,759	\$218,315
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	5%	5%

### Types of Services Funded

At-Risk Students are identified as early as the fall before parent conferences in October each year and progress monitored throughout the school year (including English Learners). Students who are below grade level, Tier One (strategic) are provided with small group instruction and re-teaching by the teacher. Tier Two students, participate in our after-school tutoring program. Students who are far below grade level, Tier Three (intensive) are provided with additional tutoring (one-on-one) with a Reading Intervention teacher during the school day, in addition to having the option of participating in our after-school tutoring program as well.

English Language Learners: Teachers have been trained on how to use supplemental materials for ELD, and attended training both here on site and full day training from the county on ELD strategies to move students up from their current EL level. Teachers have set aside specific time each day (as determined by the APS) to provide English Language Development (ELD) for those students who are in levels 1-5 as measured by CELDT testing annually. These supports are categorically funded.

Special Education Students: Our teachers are using the inclusion model for students who have individual education plans. Students receive Specialized Academic Instruction in a pull-out and push-in program for mainstreaming in the general education classroom.

Gifted Students are clustered in one classroom per grade level in grades 2-6 as identified by GATE criteria and assessment each year. GATE teachers earn certification by participating in a 2 year GATE Teacher Certification program with on-going support to help them provide enrichment and extension activities to challenge our GATE students. In addition, a district GATE instructor provides additional instruction weekly in the computer lab as well as annual field trips.

ST Math (The Mind Institute), a web based Math program is funded from categorical funds. These funds also provide 100% student access to the technology by providing computers in a fully equipped computer lab as well as providing technology in the classroom.

### 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.

\* 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/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,424.89	\$10.76	\$3,414.13	69,889.20
District	♦	♦	\$7,062.53	\$69,563.60
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-51.7	0.5
Percent Difference: School Site/ State			-39.9	-5.8

\* Cells with ♦ do not require data.