



John Steinbeck Elementary School

3550 N. Milburn Ave. • Fresno, CA 93722 • (559) 276-3141 • Grades K-6

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



Central Unified School District

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School Description

Steinbeck School is located within the city limits of Fresno and serves students in transitional kindergarten through sixth grade. Construction on Steinbeck was completed in spring 1995, and the first students began in July 1995. The entire Steinbeck team is committed to providing a comprehensive academic program in a learning environment that maintains high academic and behavioral standards and promotes success for all students. Steinbeck Elementary School, with an attendance area of approximately 5 square miles, lies in a combination of an urban and agricultural setting. Steinbeck has 30 regular classroom teachers, one instructional support coach, four specialized academic instructors, a part-time speech therapist, an intervention counselor and school psychologist, two part-time instrumental music teachers, one part-time physical education teacher, three custodians, a principal's secretary, a clerk typist II, a part-time nurse and nurse's aide, a guidance instructional advisor, and a principal.

Our mission is to provide an appropriate and effective educational foundation by ensuring students are connected, engaged, and provided with opportunities that ensure their success. High academic and social expectations result in students becoming Respectful, Responsible, Resourceful, and Safe members of our diverse society. Through the use of technology, students will be prepared to be productive members of society by engaging in an instructional program that teaches 21st century skills to meet the demands of the increasing global future.

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	110
Grade 1	106
Grade 2	100
Grade 3	115
Grade 4	115
Grade 5	130
Grade 6	99
Total Enrollment	775

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17
American Indian or Alaska Native	0.6
Asian	11.4
Filipino	1.4
Hispanic or Latino	58.6
Native Hawaiian or Pacific Islander	0.3
White	10.6
Two or More Races	0.1
Socioeconomically Disadvantaged	89
English Learners	20.3
Students with Disabilities	7.5
Foster Youth	0.5

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			
John Steinbeck Elementary School	14-15	15-16	16-17
With Full Credential	27	29	33
Without Full Credential	0	4	
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	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John Steinbeck Elementary	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	100.0	0.0
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)

Steinbeck sits on 20 acres and 60,121 square feet. It contains 39 classrooms at 37,420 sq ft, and 14 restrooms at 2,711 sq ft. The oldest main building was built in 1992. Current enrollment is 766.

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Damaged & stained ceiling tiles replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking fountain has low pressure Repaired). Faucet leaking (repaired). Faucet handle replaced.

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	
Safety: Fire Safety, Hazardous Materials			X	Improperly stored cleaning supplies (removed) Boxes stored above 6'. Plug in air fresheners removed. Plug in candle warmers removed.
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	19	25	31	39	44	48
Math	22	19	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
Science	45	34	13	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
5	20	26.1	13

* 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	125	118	94.4	12.7
Male	65	63	96.9	12.7
Female	60	55	91.7	12.7
Black or African American	20	18	90.0	
Asian	12	10	83.3	10.0
Hispanic or Latino	76	75	98.7	14.7
White	15	14	93.3	21.4
Socioeconomically Disadvantaged	116	109	94.0	11.0
English Learners	16	15	93.8	

* 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	116	114	98.3	30.7
	4	115	114	99.1	21.1
	5	125	121	96.8	23.1
	6	106	106	100.0	27.4
Male	3	65	64	98.5	26.6
	4	67	66	98.5	16.7
	5	65	64	98.5	10.9
	6	51	51	100.0	23.5
Female	3	51	50	98.0	36.0
	4	48	48	100.0	27.1
	5	60	57	95.0	36.8
	6	55	55	100.0	30.9
Black or African American	3	21	20	95.2	15.0
	4	13	13	100.0	7.7
	5	20	20	100.0	10.0
	6	21	21	100.0	14.3
Asian	4	11	10	90.9	40.0
	5	12	10	83.3	30.0
	6	16	16	100.0	56.3
Hispanic or Latino	3	65	65	100.0	29.2
	4	75	75	100.0	17.3
	5	76	76	100.0	26.3
	6	57	57	100.0	22.8

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
White	3	15	14	93.3	57.1
	4	14	14	100.0	35.7
	5	15	14	93.3	21.4
Socioeconomically Disadvantaged	3	104	104	100.0	27.9
	4	107	106	99.1	19.8
	5	116	112	96.5	21.4
	6	96	96	100.0	26.0
English Learners	3	27	27	100.0	33.3
	4	22	21	95.5	9.5
	5	16	15	93.8	
	6	14	14	100.0	14.3
Students with Disabilities	3	11	10	90.9	
	4	13	13	100.0	
	6	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	116	114	98.3	35.1
	4	115	115	100.0	13.9
	5	125	121	96.8	10.8
	6	106	106	100.0	17.0
Male	3	65	64	98.5	37.5
	4	67	67	100.0	14.9
	5	65	64	98.5	14.3
	6	51	51	100.0	19.6
Female	3	51	50	98.0	32.0
	4	48	48	100.0	12.5
	5	60	57	95.0	7.0
	6	55	55	100.0	14.6

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	21	20	95.2	25.0
	4	13	13	100.0	
	5	20	20	100.0	5.0
	6	21	21	100.0	9.5
Asian	4	11	11	100.0	9.1
	5	12	10	83.3	20.0
	6	16	16	100.0	37.5
Hispanic or Latino	3	65	65	100.0	32.3
	4	75	75	100.0	14.7
	5	76	76	100.0	12.0
	6	57	57	100.0	12.3
White	3	15	14	93.3	50.0
	4	14	14	100.0	21.4
	5	15	14	93.3	7.1
Socioeconomically Disadvantaged	3	104	104	100.0	32.7
	4	107	107	100.0	14.0
	5	116	112	96.5	9.9
	6	96	96	100.0	14.6
English Learners	3	27	27	100.0	40.7
	4	22	22	100.0	4.5
	5	16	15	93.8	
	6	14	14	100.0	7.1
Students with Disabilities	3	11	10	90.9	10.0
	4	13	13	100.0	
	6	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)

Steinbeck utilizes a variety of strategies to encourage community and parental involvement. ELAC, Annual Title I, and quarterly SSC meetings provide opportunity for parents to receive training, gain understanding of how to maintain high expectations, and develop a common vision. An active English Learner Advisory Committee (ELAC), comprised of parents and staff, offer ideas and makes recommendations regarding our English Learner program. The role of the School Site Council is to assist with development of and recommend a single plan for student achievement. The School Site Council, following approval of a single plan for student achievement by the school district governing board, shall have on-going responsibility to review with the principal, teachers, and other personnel the implementation of the school improvement program and to assess periodically the effectiveness of such program. Modifications or any improvement to the plan or budget shall be developed, recommended, and approved or disapproved in the same manner. The primary task of the SSC is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access to success in that program. A Home School Compact is reviewed annually. The signed compact underscores the importance of education to each student and provides the roles and responsibilities of teacher, student, and parents.

Parent Education is offered during the year for parents to make a partnership between the school and the home. The parents become directly involved with the improvement of student achievement. The Steinbeck campus is in constant use after normal school hours for community meetings, recreational activities, boy scouts, girl scouts, tutoring services provided by outside vendors, community based programs, and athletic events. Steinbeck also maintains a web site informing families of resources and further information to provide support for student achievement. Translation and interpretation services are provided. Our community liaison provides direct outreach and connection to parents regarding specific student and family needs along with information on parent involvement activities.

Parent Involvement Contact Person: Esther Kaercher, ekaercher@centralusd.k12.ca.us or (559) 276-3141.

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

An Emergency Response Plan was developed by Steinbeck School and has been prepared in compliance with Central Unified School District Governing Board Policy and California Administrative Code, Title 5, California Education Section 560, which requires all public schools, kindergarten through community college, to have written emergency response plans which will be reviewed at least annually by the local governing board. The plan was developed in cooperation with state, county, city, and district civil emergency response staff, and they have approved it. Cooperation with these agencies is essential in times of an emergency. The plan is devoted to the welfare and safety of the students of Steinbeck School during school hours. It includes a procedure whereby the school could be used, under disaster conditions, as a community resource for the care of people. The major objectives of emergency response procedures are to save lives and protect property in the event of a disaster. The School Safety Plan has been developed with these objectives in mind. The administration and staff take great pride and effort to ensure that all buildings, halls and grounds are clean, safe and functional. Steinbeck participates in the districts School Deferred Maintenance Program, which provides state matching funds to assist the school district with expenditures for major repair or replacement. The district has contracted with the Connect Ed communication system, which allows the Steinbeck administration to send out an emergency message via the telephone to all parents in minutes. In addition, two way radios have been provided to staff. This communication system is an essential component of the plan. Drills are conducted on a regular basis. The Steinbeck safety plan is reviewed with staff, students, and parents each year. The Safety Plan was last updated in October 2016 and reviewed with staff in November 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	5.8	8.7	9.5
Expulsions Rate	0.1	0.6	0.4
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	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 5	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	0.80
Speech/Language/Hearing Specialist	0.60
Resource Specialist	2.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	759

* 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	30	30	28				4	4	4			
1	31	25	27				4	4	4			
2	28	29	25				4	4	4			
3	31	27	23				4	4	4			
4	33	31	29					4	3	3		
5	34	34	33						1	3	3	2
6	36	29	33					3	1	3		2

Professional Development provided for Teachers

Professional Development is scheduled once a month on a Wednesday from 1:45-4:30 and is focused on the following based on classroom observations, assessment data, and district-wide initiatives:

- Providing and maintaining a differentiated, rigorous learning environment exercised through researched based best teaching practices
- Transition to Common Core standards; including best instructional practices, student engagement structures, assessment, curriculum mapping, and use of key questions and big ideas
- Development and use of leveled questions to lead to a deeper understanding of the topic and maintain rigor
- Guided Reading; use of Fountas and Pinnell for diagnosis and prescription of student needs
- Building teacher self-efficacy to teach using collaboration, creativity and innovation, problem solving and critical thinking, and communication
- Strengthening the structure and effectiveness of the Data Team PLC; data analysis, process, and reteaching
- Utilization of expository texts; best instructional practices to teach all content areas, text structure and textual evidence
- Building capacity to move towards more student-centered classroom environment
- Writing instruction across all content areas
- Tablet use and technology integration
- Internal Coherence

Teachers will also continue to train for the following:

- GATE Certification
- English Learner Professional Development
- Visual and Performing Arts (VAPA)
- Various Kagan Structure (student engagement) trainings

At the end of the last school year, teachers were provided release time to build their capacity on common core standards implementation, 21st century skills (collaboration, communication, problem solving, critical thinking, creativity, and innovation), and planning for instruction that provides differentiation, in-depth understanding, including procedural and conceptual learning. Professional development for this school year, through focused training and support, will continue with the work completed during the previous school year. CUSD Elementary Collaboratives will be provided this year and will focus on literacy development to develop a comprehensive plan for teaching reading, writing, listening, speaking, and thinking in a connected and engaged classroom.

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%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

There are many services provided by school funds to ensure our students meet standards.

EL - Teachers are trained to administer CELDT to their students to gather information on student need, EL students receive ELD instruction utilizing core materials, primary language and English AR books, listening centers, and software to build English proficiency.

School wide - Intensive instructional opportunities are provided with technology supporting ST math and AR implementation, one literacy intervention teacher provides additional literacy support for students performing two or more levels below grade level, literacy is supported through AR books, guided reading materials and support, and professional development for all staff. Differentiated instruction and effective use of technology for instruction is supported as staff receive ongoing training. NCLB school choice and supplemental education services are offered and provided to eligible students.

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	\$4,255.72	\$228.94	\$4,026.78	\$66,309.24
District	♦	♦	\$7,062.53	\$69,563.60
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-43.0	-4.7
Percent Difference: School Site/ State			-29.1	-10.7

* Cells with ♦ do not require data.