



Foskett Ranch Elementary School

1561 Joiner Parkway • Lincoln, CA 95648 • 916-434-5255 • Grades K-5

Kelly Castillo, Principal
kcastillo@wpusd.k12.ca.us
fres.wpusd.k12.ca.us

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Western Placer Unified School District

600 Sixth St. Suite 400
Lincoln
916-645-6350
www.wpusd.k12.ca.us

District Governing Board

Paul Carras
Brian Haley
Kris Wyatt
Damian Armitage
Paul Long

District Administration

Scott Leaman
Superintendent
Kerry Callahan
**Assistant Superintendent,
Educational Services**
Audrey Kilpatrick
Assistant Superintendent, Business
Gabe Simon
**Assistant Superintendent, Human
Resources**
Susan Watkins
Director, Special Education
Kathleen Leehane
**Director, Supplemental Programs and
Accountability**
Tsugufumi Furuyama
Director, Technology
Stan Brandl
**Director, Maintenance and
Operations**

School Description

At Foskett Ranch Elementary School our focus is to ensure all students master essential skills and knowledge.

Foskett Ranch opened its doors to 360 students in August 2005 and has grown to approximately 500 Pre-school through 5th grade students. In addition to quality instruction based on high standards for achievement, our focus has been to build positive school and community relations. Staff and parents organize family nights, festivals, and events to honor various achievements. During the 2008-2009 school year we continued our journey towards developing our school into a Professional Learning Community (PLC), a group that continually seeks answers to the questions- What do we want our students to know? How will we know they have achieved the objectives? What will we do when students do not achieve the objectives? What will we do when students advance beyond the objectives? This results-based, student-centered process focuses our instruction, intervention, professional development and plays a major role in our success. In 2010, we received state recognition as a California Distinguished School. The positive energy, collaborative spirit and devotion of adults on campus towards student achievement make Foskett Ranch a wonderful place to learn and grow.

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 916-434-5255 or the district office.

2014-15 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 69 |
| Grade 1 | 79 |
| Grade 2 | 68 |
| Grade 3 | 94 |
| Grade 4 | 69 |
| Grade 5 | 86 |
| Total Enrollment | 465 |

2014-15 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.9 |
| American Indian or Alaska Native | 0.2 |
| Asian | 2.6 |
| Filipino | 1.7 |
| Hispanic or Latino | 14 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 73.5 |
| Two or More Races | 5.8 |
| Socioeconomically Disadvantaged | 20.6 |
| English Learners | 3.9 |
| Students with Disabilities | 11.8 |

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

| Foskett Ranch Elementary School | 13-14 | 14-15 | 15-16 |
|--|-------|-------|-------|
| With Full Credential | 26 | 26 | 25 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Western Placer Unified School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | 303 |
| Without Full Credential | ♦ | ♦ | 1 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 4 |

Teacher Misassignments and Vacant Teacher Positions at this School

| Foskett Ranch 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 | 98.7 | 1.3 |
| High-Poverty Schools | 97.5 | 2.5 |
| Low-Poverty Schools | 99.5 | 0.5 |

* 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)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2015

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|---|
| Reading/Language Arts | <p>English/Language Arts, including the English language development component of an adopted program – (Adoption Cycle 2008 – 2010) K – 5 Houghton Mifflin Reading Language Arts (Adopted 2002); K-5 Medallions (Adopted 2010); (State Waiver 2010)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Mathematics | <p>Mathematics – (Adoption Cycle 2014 - 2022) TK McGraw Hill My Math (Adopted 2014) K – 5 Pearson Envisions (Adopted 2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Science | <p>Science – (Adoption Cycle 2006 – 2008) K – 5 Delta Science/FOSS (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| History-Social Science | <p>History-Social Science – (Adoption Cycle 2005 – 2007) K – 5 Pearson Scott Foresman History/Social Science for California (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus and grounds are in good repair. A leak in the roof over the staff break room was repaired in 2015

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: January 2016

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|--|
| | Good | Fair | Poor | |
| <p>Systems: Gas Leaks, Mechanical/HVAC, Sewer</p> | X | | | There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. |
| <p>Interior: Interior Surfaces</p> | | X | | Crack in wall under window in two classrooms. Water present on floor against a wall in a classroom. |
| <p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p> | X | | | School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation. |
| <p>Electrical: Electrical</p> | | X | | There is no evidence that any portion of the school has a power failure. Electrical panel blocked with furniture in Electrical Room. Light fixtures not working in four classrooms. |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2016

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|---|
| | Good | Fair | Poor | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Drinking fountains appear to be accessible and functioning as intended. Holes in tile need patching from where soap dispensers were removed. |
| Safety: Fire Safety, Hazardous Materials | X | | | The fire equipment and emergency systems appear to be functioning properly. No fire extinguisher in two classrooms and cleaning products stored in one classroom. |
| Structural: Structural Damage, Roofs | X | | | Evidence of roof leaks in three classrooms. Rain gutters leaking at seams on one classroom. Stained ceiling tile in one classroom. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Gate outside of Preschool is dragging on the concrete and is hard to open. Tripping hazard on raised sidewalk on playground. |
| 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 | 13.80 | 33.30 | 42.50 |

* 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 | 50 | 50 | 44 |
| Math | 42 | 40 | 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.

| 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 | 71 | 70 | 79 | 67 | 68 | 67 | 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.

| 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 | 67 |
| All Student at the School | 79 |
| Male | 78 |
| Female | 81 |
| Black or African American | -- |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | 83 |
| White | 81 |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | -- |
| English Learners | -- |
| Students with Disabilities | 63 |
| 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.

**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 | 92 | 90 | 97.8 | 20 | 27 | 33 | 20 |
| | 4 | 70 | 70 | 100.0 | 37 | 27 | 24 | 11 |
| | 5 | 88 | 86 | 97.7 | 19 | 23 | 36 | 22 |
| Male | 3 | | 42 | 45.7 | 19 | 29 | 31 | 21 |
| | 4 | | 44 | 62.9 | 41 | 30 | 23 | 7 |
| | 5 | | 49 | 55.7 | 24 | 29 | 24 | 22 |
| Female | 3 | | 48 | 52.2 | 21 | 25 | 35 | 19 |
| | 4 | | 26 | 37.1 | 31 | 23 | 27 | 19 |
| | 5 | | 37 | 42.0 | 11 | 16 | 51 | 22 |
| Black or African American | 3 | | 1 | 1.1 | -- | -- | -- | -- |
| | 4 | | 2 | 2.9 | -- | -- | -- | -- |
| | 5 | | 2 | 2.3 | -- | -- | -- | -- |
| American Indian or Alaska Native | 5 | | 1 | 1.1 | -- | -- | -- | -- |
| Asian | 3 | | 2 | 2.2 | -- | -- | -- | -- |
| | 4 | | 3 | 4.3 | -- | -- | -- | -- |
| | 5 | | 3 | 3.4 | -- | -- | -- | -- |
| Filipino | 3 | | 1 | 1.1 | -- | -- | -- | -- |
| | 4 | | 2 | 2.9 | -- | -- | -- | -- |
| | 5 | | 1 | 1.1 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 11 | 12.0 | 27 | 27 | 36 | 9 |
| | 4 | | 7 | 10.0 | -- | -- | -- | -- |
| | 5 | | 12 | 13.6 | 17 | 25 | 42 | 17 |
| Native Hawaiian or Pacific Islander | 4 | | 1 | 1.4 | -- | -- | -- | -- |
| White | 3 | | 71 | 77.2 | 18 | 25 | 35 | 21 |
| | 4 | | 49 | 70.0 | 33 | 31 | 24 | 12 |
| | 5 | | 61 | 69.3 | 18 | 23 | 36 | 23 |
| Two or More Races | 3 | | 4 | 4.3 | -- | -- | -- | -- |
| | 4 | | 6 | 8.6 | -- | -- | -- | -- |
| | 5 | | 6 | 6.8 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 15 | 16.3 | 33 | 33 | 27 | 7 |
| | 4 | | 13 | 18.6 | 46 | 23 | 15 | 15 |
| | 5 | | 23 | 26.1 | 39 | 22 | 30 | 9 |
| English Learners | 3 | | 3 | 3.3 | -- | -- | -- | -- |
| | 4 | | 2 | 2.9 | -- | -- | -- | -- |
| | 5 | | 2 | 2.3 | -- | -- | -- | -- |

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 with Disabilities | 3 | | 7 | 7.6 | -- | -- | -- | -- |
| | 4 | | 6 | 8.6 | -- | -- | -- | -- |
| | 5 | | 10 | 11.4 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |

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 | 92 | 90 | 97.8 | 18 | 32 | 30 | 20 |
| | 4 | 70 | 70 | 100.0 | 17 | 49 | 26 | 9 |
| | 5 | 88 | 87 | 98.9 | 25 | 36 | 16 | 23 |
| Male | 3 | | 42 | 45.7 | 17 | 24 | 33 | 26 |
| | 4 | | 44 | 62.9 | 18 | 45 | 27 | 9 |
| | 5 | | 49 | 55.7 | 35 | 29 | 12 | 24 |
| Female | 3 | | 48 | 52.2 | 19 | 40 | 27 | 15 |
| | 4 | | 26 | 37.1 | 15 | 54 | 23 | 8 |
| | 5 | | 38 | 43.2 | 13 | 45 | 21 | 21 |
| Black or African American | 3 | | 1 | 1.1 | -- | -- | -- | -- |
| | 4 | | 2 | 2.9 | -- | -- | -- | -- |
| | 5 | | 2 | 2.3 | -- | -- | -- | -- |
| American Indian or Alaska Native | 5 | | 1 | 1.1 | -- | -- | -- | -- |
| Asian | 3 | | 2 | 2.2 | -- | -- | -- | -- |
| | 4 | | 3 | 4.3 | -- | -- | -- | -- |
| | 5 | | 3 | 3.4 | -- | -- | -- | -- |
| Filipino | 3 | | 1 | 1.1 | -- | -- | -- | -- |
| | 4 | | 2 | 2.9 | -- | -- | -- | -- |
| | 5 | | 1 | 1.1 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 11 | 12.0 | 9 | 55 | 27 | 9 |
| | 4 | | 7 | 10.0 | -- | -- | -- | -- |
| | 5 | | 12 | 13.6 | 50 | 42 | 8 | 0 |
| Native Hawaiian or Pacific Islander | 4 | | 1 | 1.4 | -- | -- | -- | -- |

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 |
| White | 3 | | 71 | 77.2 | 20 | 27 | 32 | 21 |
| | 4 | | 49 | 70.0 | 16 | 43 | 33 | 8 |
| | 5 | | 61 | 69.3 | 21 | 34 | 16 | 28 |
| Two or More Races | 3 | | 4 | 4.3 | -- | -- | -- | -- |
| | 4 | | 6 | 8.6 | -- | -- | -- | -- |
| | 5 | | 7 | 8.0 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 15 | 16.3 | 27 | 33 | 33 | 7 |
| | 4 | | 13 | 18.6 | 38 | 31 | 15 | 15 |
| | 5 | | 23 | 26.1 | 52 | 26 | 13 | 9 |
| English Learners | 3 | | 3 | 3.3 | -- | -- | -- | -- |
| | 4 | | 2 | 2.9 | -- | -- | -- | -- |
| | 5 | | 2 | 2.3 | -- | -- | -- | -- |
| Students with Disabilities | 3 | | 7 | 7.6 | -- | -- | -- | -- |
| | 4 | | 6 | 8.6 | -- | -- | -- | -- |
| | 5 | | 10 | 11.4 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |

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

Foskett Ranch parents are actively involved. Parents assist teachers daily in the classroom with small group instruction, art presentations and projects, preparing lessons, chaperoning field trips and at class social events. Our Parent Teacher Organization (PTO) enhances the school's instructional program. Parents and staff on this committee organize and host activities and events such as fundraisers, family nights held each trimester, book fairs, and after-school enrichment clubs. Parent volunteers also play a vital role on our School Site Council (SSC), an advisory committee that helps with the school improvement plan.

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

Foskett Ranch has on file a Safe Schools Plan (SSP) incorporating elements of Board Policy, the Single Plan for Student Achievement, the Family Handbook, and the Site Crisis Management Plan. The SSP addresses a wide range of safety issues such as student discipline, safe entry and exit to campus, physical plant safety, and crisis intervention. The SSP is reviewed annually and updated as necessary by the School Site Council.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 0.17 | 0.53 | 0.20 |
| Expulsions Rate | 0.00 | 0.00 | 0.00 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 3.45 | 3.65 | 3.19 |
| Expulsions Rate | 0.13 | 0.08 | 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 | Yes | Yes |

| 2015-16 Federal Intervention Program | | |
|---|--------|-----------|
| Indicator | School | District |
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2011-2012 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | | 4 |
| 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 | 20 | 20 | 22 | 2 | 2 | | 3 | 3 | 3 | | | |
| 1 | 31 | 25 | 25 | | | | 3 | 3 | 3 | | | |
| 2 | 30 | 29 | 25 | | | | 3 | 3 | 2 | | | |
| 3 | 31 | 30 | 27 | | | | 3 | 3 | 4 | | | |
| 4 | 30 | 31 | 27 | | | | 3 | 3 | 2 | | | |
| 5 | 30 | 28 | 26 | | | | 3 | 3 | 4 | | | |
| Other | | | 8 | | | 2 | | | | | | |

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

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

Average Number of Students per Staff Member

| | |
|--------------------|-----|
| Academic Counselor | N/A |
|--------------------|-----|

* 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.

Professional Development provided for Teachers

At the district level many professional development opportunities are available for staff development including Love and Logic, strategies and techniques to address the needs of English learners and students with special needs, GATE certification, county workshops to study Common Core math and language arts. Two district instructional coaches work individually and with grade levels to assist as we transition to Common Core. At the site level teachers continue to focus on the math adoption, collaborate in grade level teams to integrate English language arts instruction with literature, social studies, and the arts. During one staff meeting per month teachers and support staff continue to focus on the tenants of professional learning communities through a book study.

FY 2013-14 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$34,581 | \$42,315 |
| Mid-Range Teacher Salary | \$64,797 | \$66,451 |
| Highest Teacher Salary | \$85,208 | \$85,603 |
| Average Principal Salary (ES) | \$94,098 | \$105,079 |
| Average Principal Salary (MS) | \$97,343 | \$111,005 |
| Average Principal Salary (HS) | \$108,366 | \$121,310 |
| Superintendent Salary | \$156,004 | \$189,899 |
| Percent of District Budget | | |
| Teacher Salaries | 42% | 39% |
| Administrative Salaries | 5% | 6% |

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|------------|--------------|------------------------|
| | Total | Restricted | Unrestricted | |
| School Site | 8829 | 2743 | 6086 | 75056 |
| District | ◆ | ◆ | \$5,672 | \$68,795 |
| State | ◆ | ◆ | \$5,348 | \$69,257 |
| Percent Difference: School Site/District | | | 7.3 | 9.1 |
| Percent Difference: School Site/ State | | | 13.8 | 8.4 |

* Cells with ◆ do not require data.

Types of Services Funded

Homework intervention club is an after school program that allows students in grades 3-5 the opportunity to work with certificated staff to receive assistance with homework completion. During grade level differentiation time, students working below grade level benchmarks in the area of English Language Arts receive intervention by certificated and classified staff. Students that qualify for Special Education receive services as outlined in their Individualized Education Plans (IEP). Students and teachers set individualized goals at each student's independent reading level, and daily independent reading is monitored through teacher/student conferences using the Accelerated Reader program.

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.