

Robert Sanders Elementary School

3411 Rocky Mountain Dr. • San Jose, CA 95127-4853 • 408-258-7288 • Grades K-5

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

Mt. Pleasant Elementary School District

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District Governing Board

Robert Ramirez
Nancy F. Hopkins
Darell Koide
Betty Martinez
Gail A. Tremaine

District Administration

Mariann Engle
Superintendent

School Description

Robert Sanders Elementary School is situated in a residential community near the east foothills of San Jose. There are 22 classes for students from TK/Kindergarten through fifth grade consisting of both general education and special education classes (Special Day Classes: one K-2, 3-4, 5-6 and a SH-SDC 3rd-8th and a County Office of Education Severely Emotionally Disabled class). In addition, we have a district-wide preschool. We have an ethnically diverse student body with an approximate school population of 461 students. The majority of the students are Hispanic and they comprise 81% of the student population.

The staff of Robert Sanders is composed of administrative and office staff, teaching and support staff. The administrative and office staff is composed of the principal, the school secretary, a health clerk and a part time Family Case Manager, and counselors through Foothill Community Clinic and Alum Rock Counseling Services. Our teaching staff consists of eighteen regular education classroom teachers, four SDC teachers, one Preschool teacher, one Resource Program Specialist, two Speech and Language Teachers, one ELD support Teacher, GATE trained teachers, and one Intervention Teacher. The support staff includes school Psychologists, additional counselor for students with an IEP, Adaptive PE teacher, noon duty supervisors, Food Service workers, two custodians, and 7 Instructional Aides. The paraprofessionals are assigned as follows: one RSP aide, and 6 SDC aides. The staff at Robert Sanders Elementary School strives to educate and inspire our students to become successful members of society by providing challenging opportunities to learn according to individual needs.

Our mission is to create an atmosphere of continuous social and academic growth, where personal responsibility, respect, and effort are valued in a safe, supportive, and motivating community.

Curriculum and Instruction: Our students get to experience technology through our computer lab and mobile labs. We provide additional academic support to our students through an intervention and English Language Development (ELD) teacher, after school interventions, and supplemental educational services through state approved agencies. We have counselors and a part time family case manager to support our students and families. Robert Sanders teachers offer comprehensive and thematic lessons in language arts, math, science, and social studies. All students participate in art and music provided throughout the year by credentialed teachers, and students in the upper grades are offered music lessons once a week with a credentialed music teacher. Through project-based learning, students tackle a challenging academic curriculum in ways that are engaging, meaningful, and adaptable to a variety of learning styles. Our curriculum is tied to the Common Core State Standards. Report Cards and Progress Reports are provided to parents three times a year. Standardized test results are provided to parents as soon as the State sends them to the district (CAASPP). Student assessment data is gathered every year using standardized test results, benchmark assessments and writing prompt assessments. We also offer Science Camp for our 5th grade students where they can experience science first-hand by living in the environment, and are able to apply learning from their classroom instruction.

Response to Intervention (RtI): We identify students at risk through our RtI process and hold Student Success Team (SST) meetings with their parents, classroom teacher, our intervention teacher, counselors, principal and psychologist. We determine what the student needs with input from all stake-holders and create a plan to help the student succeed. All decisions and plans are based on data. Our intervention teacher works with our academic highest at-risk students in need of extra support, and after a given time of support, we meet again to see the outcome of our plan. We also provide after school interventions and Supplemental Educational Services for our students who are not proficient.

After School Program: We have the Mount Pleasant After School (MPAS) program that serves over one hundred students from dismissal to 6 p.m. in grades kindergarten to fifth grade. This program provides a homework club, physical activities, enrichment and a sports program.

School Discipline: We are proud of our school and its commitment to quality education. We have high expectations and believe that all children can and will learn. Our discipline is fair, consistent and research based. Our school adopted the BEST Behavior framework to model positive behavior for our students, and base everything on three principles: Be Respectful, Be Responsible, and Be Safe. We promote a sense of school pride in all students by recognizing student achievement and progress. We focus on making our school a positive learning environment in order to set the foundation for student achievement.

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 408-258-7288 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	96
Grade 1	63
Grade 2	76
Grade 3	79
Grade 4	78
Grade 5	69
Total Enrollment	461

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.7
Asian	8.9
Filipino	1.1
Hispanic or Latino	78.5
Native Hawaiian or Pacific Islander	1.1
White	2.6
Two or More Races	1.5
Socioeconomically Disadvantaged	87.6
English Learners	61
Students with Disabilities	15.2
Foster Youth	1.1

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			
Robert Sanders Elementary School	13-14	14-15	15-16
With Full Credential	23.5	24.7	23.45
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Mt. Pleasant Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	122.1
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Robert Sanders Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	24.45
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
High-Poverty Schools	100	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)

Textbooks and Instructional Materials Year and month in which data were collected: 9/2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	MacMillan McGraw Hill for grades K-6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	MacMillan McGraw Hill for grades K-6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan McGraw Hill for grades K-6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	MacMillan McGraw Hill for grades K-6 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)

Our classrooms provide adequate space for our students. In addition to classrooms, classes have the use of the library, the computer lab, the community center and our multipurpose room. We have a large playground with a large play structure, basketball courts and tether balls. In addition, we have two baseball diamonds and a large lawn area. We have a small playground structure in a separate Preschool/Kindergarten playground. There is one computer lab in the school. There are computers in each classroom. All computers are connected to the internet. The facility has wireless capability. Every teacher has email. The school has an extensive software collection for student instruction. The central heating and cooling systems maintain a comfortable environment. The campus grounds are expansive and have a generous amount of play areas. Cameras were installed in and around the school building to increase safety.

Robert Sanders has a partnership with SanDisk, and over 100 employees volunteered their time to paint our entire campus. We then used donation monies from SanDisk to have child friendly murals placed in our student quad area.

Our classrooms were completely remodeled year before last, to make an inviting, safe, and welcoming environment for our students and families.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/2014				
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			
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

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	20	31	44
Math	13	21	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	48	32	25	52	55	44	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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.30	14.50	15.90

* 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	44
All Student at the School	25
Male	21
Female	29
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	21
Native Hawaiian or Pacific	--
White	--
Socioeconomically Disadvantaged	--
English Learners	17
Students with Disabilities	21
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	82	79	96.3	47	30	14	9
	4	81	79	97.5	65	19	13	3
	5	73	69	94.5	55	20	17	6
Male	3		41	50.0	49	32	15	5
	4		42	51.9	79	12	7	2
	5		34	46.6	62	24	9	3
Female	3		38	46.3	45	29	13	13
	4		37	45.7	49	27	19	3
	5		35	47.9	49	17	26	9
Black or African American	5		4	5.5	--	--	--	--
American Indian or Alaska Native	4		3	3.7	--	--	--	--
	5		1	1.4	--	--	--	--

**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
Asian	3		9	11.0	--	--	--	--
	4		5	6.2	--	--	--	--
	5		5	6.8	--	--	--	--
Filipino	3		1	1.2	--	--	--	--
	4		1	1.2	--	--	--	--
	5		4	5.5	--	--	--	--
Hispanic or Latino	3		65	79.3	52	26	12	9
	4		65	80.2	65	18	12	3
	5		50	68.5	60	18	16	4
Native Hawaiian or Pacific Islander	3		1	1.2	--	--	--	--
	4		1	1.2	--	--	--	--
	5		1	1.4	--	--	--	--
White	3		1	1.2	--	--	--	--
	4		3	3.7	--	--	--	--
	5		4	5.5	--	--	--	--
Two or More Races	3		2	2.4	--	--	--	--
Socioeconomically Disadvantaged	3		64	78.0	50	27	14	9
	4		71	87.7	66	17	13	3
	5		60	82.2	58	22	15	3
English Learners	3		51	62.2	61	29	6	4
	4		46	56.8	78	13	9	0
	5		31	42.5	61	19	16	3
Students with Disabilities	3		14	17.1	71	14	14	0
	4		14	17.3	100	0	0	0
	5		13	17.8	77	23	0	0
Students Receiving Migrant Education Services	3		3	3.7	--	--	--	--
	4		4	4.9	--	--	--	--
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	82	80	97.6	45	28	25	3
	4	81	79	97.5	58	37	5	0
	5	73	69	94.5	71	23	6	0
Male	3		41	50.0	46	17	34	2
	4		42	51.9	55	40	5	0
	5		34	46.6	74	24	3	0
Female	3		39	47.6	44	38	15	3
	4		37	45.7	62	32	5	0
	5		35	47.9	69	23	9	0
Black or African American	5		4	5.5	--	--	--	--
American Indian or Alaska Native	4		3	3.7	--	--	--	--
	5		1	1.4	--	--	--	--
Asian	3		9	11.0	--	--	--	--
	4		5	6.2	--	--	--	--
	5		5	6.8	--	--	--	--
Filipino	3		1	1.2	--	--	--	--
	4		1	1.2	--	--	--	--
	5		5	6.8	--	--	--	--
Hispanic or Latino	3		66	80.5	53	26	20	2
	4		65	80.2	60	34	6	0
	5		49	67.1	76	18	6	0
Native Hawaiian or Pacific Islander	3		1	1.2	--	--	--	--
	4		1	1.2	--	--	--	--
	5		1	1.4	--	--	--	--
White	3		1	1.2	--	--	--	--
	4		3	3.7	--	--	--	--
	5		4	5.5	--	--	--	--
Two or More Races	3		2	2.4	--	--	--	--
Socioeconomically Disadvantaged	3		64	78.0	45	33	20	2
	4		71	87.7	59	35	6	0
	5		60	82.2	75	22	3	0
English Learners	3		52	63.4	56	29	13	2
	4		46	56.8	67	30	2	0
	5		31	42.5	77	16	6	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
Students with Disabilities	3		14	17.1	71	7	21	0
	4		14	17.3	86	14	0	0
	5		13	17.8	100	0	0	0
Students Receiving Migrant Education Services	3		3	3.7	--	--	--	--
	4		4	4.9	--	--	--	--
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

Robert Sanders Elementary School is a community school. Throughout the year our doors are open for parent involvement.

Parents are visible on campus, and you will see parents and community members supporting our students and staff daily.

Our PTA is active and meets every month for a formal meeting, and collaborate regularly to discuss upcoming events. They have schoolwide events such as the Pumpkin Patch, the Walk-a-thon, and the End of the Year Carnival, Family Movie and Craft Nights, Science Nights, and family reading nights. We strive to offer activities that allow for families to be involved in our school and their child's education. Parents volunteer during the day in the classrooms, library, on the playground, in the office and on field trips.

We also have an active School Site Council that monitors the Single School Plan and school budgets. We have an active district-wide English Language Advisory Committee, and we meet 4 times a year. At the end of the school year we have a Parent Volunteer Tea to recognize all our volunteers.

The Proud Parenting Program (Triple P) has been available to our families which offers clients two opportunities for support – Case Management and a Parenting Workshop Series. Parents can participate in a ten-session standard model or in an eight-session group format. Triple P is an evidenced-based intervention with youthful parents, ages 14 – 25, involved with the child welfare and/or juvenile justice system.

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

Robert Sanders Elementary School is a PeaceBuilder School, this is our 8th year implementing the PeaceBuilder Program at our School. We have also incorporated BEST practices (PBIS-Positive Behavior Intervention and Supports), and focus on three overall expectations (Be Respectful, Be Responsible, and Be Safe). Our School provides a safe and engaging learning environment. We have various preventive efforts such as activities that focus on improving our school climate. Students are recognized for good attendance, demonstrating PeaceBuilder/BEST principles, and academic success through out the year.

In order to enhance and compliment our PeaceBuilder program, we also implement the BEST (PBIS) behavior program. A team of administrators, classified and teachers continue to attend the BEST trainings. The BEST team continues to present key ideas to the Leadership Team and the staff. Our district continues to receive ongoing trainings in the Best Behavior Program, a positive behavior program that provides intervention techniques based on research in school discipline. The program addresses schoolwide, common areas, classroom, and individual student intervention. Our staff has worked together to define schoolwide expectations- be respectful, be responsible and be safe. Together we have agreed upon common language to use and have directly taught our students what these expectations are and what they look like for all areas of the school. On going training and implementation will occur through out the next school year.

We have after school programs to provide additional supervision and support for our students. The Mt. Pleasant Afterschool Program (MPAS) enrolls approximately 105 students. This program provides a homework center, enrichment activities, and sports programs.

Robert Sanders provides a safe and engaging learning environment for all of our students. The district installed a 180 degree camera to monitor our campus. Cameras were installed in the front office for added security. The facility is surveyed daily for any safety concerns including graffiti and issues are promptly resolved. Emergency drills are held monthly to ensure students know and can use safety procedures in case of a fire or earthquake. School Lock down drills, where students practice what to do in case of an intruder on campus, are held two times per year.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.19	2.12	0.38
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.37	3.19	3.39
Expulsions Rate	0.11	0.00	0.19
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	2012-2013	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	100.0	

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	22	23	24	1			2	4	4			
1	21	22	19	1	1	3	2	2				
2	28	21	20		1	1	2	2	3			
3	25	27	22				3	3	3			
4	25	28	23	1		1	2	2	2			
5	16	24	21	3	1	1	3	3	3			
Other	7	7	7	1	2	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)	.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.4
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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

**In 2013, we had a training on understanding the Common Core Standards, Close Reading in the Common Core, Universal Access (Fountain and Pinell), and developing units of studies aligned to Common Core. Teachers also received training in Conscience Classroom Management.

During the summer of 2014

>K-8 teachers received a three-day training on project-based learning provided by the Buck Institute.

>Three-day training on Early Literacy Intervention for SDC, Resource teachers and New Intervention Teachers. Teachers Received training on The Continuum of Literacy Learning, and the implementation of the Level Literacy Intervention from Fountas & Pinnell.

>Two- Day training for K-2 grade teachers on The Continuum of Literacy Learning and Guided reading to provide differentiated instruction.

>Started a five-day training on Constructing Meaning from E.L. Achieve, the training will focus on understanding the Common Core Standards, identifying the language demands for ELL's and planning focus lessons to support access to the rigorous demands of the standards.

Fall of 2014-15

>Two-day training on culturally responsive classroom management by Dr. Hollie.

>MPESD will be presenting a series of workshops for 3-5th grade teachers to build understanding of the instructional shifts in mathematics and instructional strategies to demonstrate, model, and assess the instructional shifts in the classroom. The training will consist of seven, two-hour sessions.

>Guided Language Acquisition Design (GLAD) -workshop will provide a review of the GLAD strategies to provide access for ELL's to the demands of the Common Core Standards. The training will consist of six, two hour sessions.

Summer of 2015

>All K-5 teachers received training on implementing google classroom.

>Teachers who are piloting the new math curriculum received 3-days of training and continue to receive additional training during the year year.

>All teachers received summer and fall training on the implementation of a new common core computer math program called Sokikom.

Fall of 2015-16

>We have continued training with Dr. Hollie on culturally responsive classroom management and instruction, and will be working closely with his team at our site. They will be coaching the teachers as they progress with their instructional practices to meet the needs of all of our students.

>Our Assistant Superintendent of Instruction has worked with the Principal on PD connected to the CAASPP results and planning with our 3rd-5th grade teachers.

>Our 3rd-5th grade teachers have been invited to receive PD through a writing specialist to ensure explicit writing intervention support for our students two days a week for 3 months.

>K-2 grade teachers have continued to receive Professional Development with Daily 5 reading and writing instruction and continued training with Fountas & Pinnell reading instruction.

****On Going****

>Our teachers have collaboration time once a month where they are able to meet for the entire day and apply the cycle of inquiry and work on their project-based learning units. In addition, teachers have professional learning communities and meet to analyze and adjust instruction based on their students' data.

>Teacher Induction: In Partnership with the Silicon Valley New Teacher Center, the district assists new teachers to clear their teaching credential. Teachers receive staff development and mentor support from a credentialed teacher on special assignment to master the standards for the teacher professions and complete all requirements of the induction program.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,097	\$42,723
Mid-Range Teacher Salary	\$67,939	\$65,936
Highest Teacher Salary	\$95,084	\$84,545
Average Principal Salary (ES)	\$110,682	\$106,864
Average Principal Salary (MS)	\$111,898	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$156,000	\$159,133
Percent of District Budget		
Teacher Salaries	37%	40%
Administrative Salaries	9%	6%

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,338	\$3,179	\$6,158	\$66,032
District	◆	◆	\$6,719	\$68,409
State	◆	◆	\$5,348	\$69,086
Percent Difference: School Site/District			-8.3	-3.5
Percent Difference: School Site/ State			15.1	-4.4

* Cells with ◆ do not require data.

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

Types of Services Funded

Not applicable

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.