

School Accountability Report Card

Issued Spring 2016 for Academic Year 2014–15

What Is a SARC?

All California public schools are required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains specific information about the condition and performance of the school from the previous school year.

Furthermore, under the Local Control Funding Formula (LCFF), San Diego Unified is required to prepare a Local Control Accountability Plan (LCAP), which describes how it intends to meet annual school-specific goals for all students, with specific activities to address state and local priorities. Data reported in the SARC are to be consistent with data reported in the LCAP.

More information about the requirements for the SARC is available on the state's SARC website:

www.cde.ca.gov/ta/ac/sa/

Additional copies of this SARC may be obtained from the school office or from the district's SARC website:

www.sandiegounified.org/sarc

For more information about the LCFF or LCAP, see the state's LCFF website:

www.cde.ca.gov/fg/aa/lc/

Finally, for more information about this school, contact the principal or the district office.

McGill School of Success

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School Description and Mission Statement

The McGill School of Success is a small charter school located in the Golden Hill/South Park area of San Diego, is housed on the grounds of Christ United Presbyterian Church. McGill was founded on the conviction that all children are capable of achieving academic success and that effective early childhood education and parent involvement stimulates the development of children to their full potential.

Motivated by a two-year study of potentially at-risk children begun in 1989, a group of community and educational leaders founded the San Diego Innovative Preschool Project, incorporated in 1991. The San Diego Unified School District granted a charter in 1995 to establish the School of Success kindergarten component. In 1997 the School of Success added to its title the name of Dr. William McGill, the first Chancellor of the University of California at San Diego and one of the founding members of the San Diego Innovative Preschool Project, Inc. Continuing to evolve since its founding, the Chancellor William McGill School of Success has remained true to its original mission and philosophy.

Our mission is to provide children with an equitable, nurturing, and effective learning environment that promotes the development of the 21st-century skills of critical thinking, effective communication, creativity and collaboration, with a multicultural perspective and core values essential for academic and lifetime success. To provide parents and or guardians with learning opportunities and resources to ensure their children's academic success and emotional well being.

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Data and Access

Most of the data in this SARC are from the 2014–15 school year or the two preceding years (2012–13 and 2013–14). Graduation, dropout, and fiscal data are from 2013–14. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2015–16 school year. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: www.cde.ca.gov/ta/ac/sa/.

DataQuest

DataQuest is an on-line data tool (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. *DataQuest* is a dynamic system that provides reports for accountability, test results, enrollment, 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 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.

About This School

Student Enrollment by Grade Level

Grade Level	Enrollment on October 1, 2014
Kindergarten	50
1	28
2	29
3	27
Total	134

Student Enrollment by Group (2014–15)

Student Group	Number of Students	Percentage of Enrollment
African American	18	13.4
Asian	0	0.0
Filipino	0	0.0
Hispanic	101	75.4
Indochinese	1	0.7
Native American	0	0.0
Pacific Islander	0	0.0
White (Not Hispanic)	7	5.2
Two or More Races	7	5.2
Socioeconomically Disadvantaged	128	95.5
English Learners	83	61.9
Students with Disabilities	13	9.7
Foster Youth	n/a	n/a

Conditions of Learning

State Priority: Basic

This section provides information relevant to the LCAP Basic State Priority (Priority 1):

- Teacher Credentials: the degree to which teachers are assigned appropriately and are fully credentialed in the subject area and for the students they are teaching.
- Instruction Materials: whether students have access to standards-aligned instructional materials.
- Facility Conditions: whether facilities are maintained in good repair.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed information about teachers' qualifications can be found on the CDE *DataQuest* website at dq.cde.ca.gov/dataquest/.

Number of Teachers	School			District
	2013–14	2014–15	2015–16	2015–16
With full credential and teaching in subject area	7	7	8	
With full credential but teaching outside area of competence	0	0	0	
Without full credential	0	0	0	
Total	7	7	8	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (i.e., teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth day of the school year or semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2015–16, the most current data are reported.

Indicator	2013–14	2014–15	2015–16
Misassignments of teachers of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2014–15)

The federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB), requires all teachers of core academic subjects to be “highly qualified.” In general, ESEA requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by teachers who are compliant with ESEA at this school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. (High-poverty schools are defined as those with student eligibility rates of approximately 40 percent or higher in the free and reduced-price meals program. Low-poverty schools are defined as those with student eligibility rates of 39 percent or lower in the program.) These data do not include independently reporting charter schools. More information on teacher qualifications required under ESEA can be found at the CDE website at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This school	100.00	0.00
All schools in district	97.69	2.31
High-poverty schools in district	97.66	2.34
Low-poverty schools in district	97.81	2.19

Quality, Currency, and Availability of Textbooks and Instructional Materials (2015–16)

The school adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. These data were collected in October 2015.

Core Curriculum Area	Are These Textbooks and Instructional Materials from the Most Recent Adoption?	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Arts	Yes	0
History–Social Science	Yes	0
Mathematics	Yes	0
Science	Yes	0
World Language	Yes	0

List of Textbooks and Instructional Materials Used in Core Subject Areas (2015–16)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), including the year of adoption, may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials.

School Facility Conditions and Planned Improvements (2015–16)

McGill’s classrooms and offices are cleaned and maintained in good condition through the efforts of our three custodians. Classrooms, restrooms, playground, common areas, and eating areas are cleaned daily. The school and grounds are checked daily for hazardous and unsafe conditions by the staff. Repairs are made as soon as possible.

School Facility Good-Repair Status

This table displays the results of the most recently completed school-site inspection to determine the facility’s good-repair status.

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas, mechanical, sewer		X			
Interior: Interior surfaces		X			
Cleanliness: Overall, pest/vermin		X			
Electrical: Interior/exterior		X			
Restrooms/fountains		X			
Safety: Fire safety/hazardous materials		X			
Structural: Damage, roofs		X			
External: Playground, gates, fences		X			
Overall Rating: XX.X%					

* Repair Status: E = exemplary, G = good, F = fair, P = poor

Student Outcomes

State Priority: Pupil Achievement

This section provides information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide Assessments: results of the California Assessment of Student Performance and Progress (CAASPP) and the Science California Standards Tests.
- Preparation for College or Career: successful completion of courses that satisfy requirements for entrance to the University of California or the California State University, or career technical education sequences or programs of study.

Statewide Assessments

CAASPP Assessment Results

The California Assessment of Student Performance and Progress (CAASPP) tests students in English language arts/literacy and mathematics in grades 3 through 8 and grade 11. The CAASPP was, superseding the Standardized Testing and Reporting (STAR) program. CAASPP scores are ranked according to four “performance levels”: Level 1 indicates that the student has not met the standard tested; Level 2 indicates that the student has nearly met the standard; Level 3 indicates that the student has met the standard; Level 4 indicates that the student has exceeded the standard. Students scoring at Levels 3 and 4 have met state standards in that content area.

Note: In the tables that follow the number of students tested includes students who did not receive a score; however, achievement-level percentages have been calculated using only those students who did receive scores.

CAASPP: All Students, 2014–15

The following table shows the percentage of all students tested whose CAASPP scores indicate that they met or exceeded the state standards for English language arts and mathematics.

Subject Area	Percentage of Students Meeting or Exceeding State Standards		
	School	District	State
English Language Arts/Literacy (Grades 3–8, 11)	28	50	44
Mathematics (Grades 3–8, 11)	35	41	33

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An “n/a” indicates no data are available.

The following tables show the 2014–15 CAASPP results of students in each grade tested, disaggregated by student group, for both English language arts/literacy (ELA) and mathematics.

CAASPP: 2014–15, ELA, Grade 3

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Achieving Level 1*	Percentage Achieving Level 2*	Percentage Achieving Level 3*	Percentage Achieving Level 4*
All students at this school	27	25	92.6	32	40	20	8
Male	n/a	17	63	29	41	18	12
Female	n/a	8	29.6	—	—	—	—
African American	n/a	5	18.5	—	—	—	—
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	18	66.7	39	39	11	11
Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White (not Hispanic)	n/a	1	3.7	—	—	—	—
Two or More Races	n/a	1	3.7	—	—	—	—
Socioeconomically Disadvantaged	n/a	23	85.2	30	43	17	9
English Learners	n/a	19	70.4	32	47	11	11
Students with Disabilities	n/a	4	14.8	—	—	—	—
Receiving Migrant Ed. Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth	n/a	—	—	—	—	—	—

* Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An “n/a” indicates no data are available.

CAASPP: 2014–15, Mathematics, Grade 3

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Achieving Level 1*	Percentage Achieving Level 2*	Percentage Achieving Level 3*	Percentage Achieving Level 4*
All students at this school	27	26	96.3	31	35	35	0
Male	n/a	18	66.7	28	39	33	0
Female	n/a	8	29.6	—	—	—	—
African American	n/a	5	18.5	—	—	—	—
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	19	70.4	37	37	26	0
Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White (not Hispanic)	n/a	1	3.7	—	—	—	—
Two or More Races	n/a	1	3.7	—	—	—	—
Socioeconomically Disadvantaged	n/a	24	88.9	33	38	29	0
English Learners	n/a	20	74.1	40	35	25	0
Students with Disabilities	n/a	4	14.8	—	—	—	—
Receiving Migrant Ed. Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth	n/a	—	—	—	—	—	—

* Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

California Standards Test: Science—Three-Year Comparison

The following table shows the percentage of all students scoring at the Proficient or Advanced levels (that is, meeting or exceeding the state standards) in science over the most recent three-year period. Science assessments include California Standards Tests (CST), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

Grades	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
5, 8, & 10	n/a	n/a	n/a	65	68	65	59	60	56

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: Science—By Student Group, 2014–15

Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10.

Student Group	Percentage of Students Scoring at Proficient or Advanced
All students in district	65
All students at this school	n/a
Male	n/a
Female	n/a
African American	n/a
Asian	n/a
Filipino	n/a
Hispanic	n/a
Native American	n/a
Pacific Islander	n/a
White (not Hispanic)	n/a
Two or More Races	n/a
Socioeconomically Disadvantaged	n/a
English Learners	n/a
Students with Disabilities	n/a
Receiving Migrant Education Services	n/a
Foster Youth	n/a

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

State Priority: Other Pupil Outcomes

This section provides information relevant to the Other Pupil Outcomes State Priority (Priority 8): student outcomes in English, mathematics, and physical education. The results of the California High School Exit Examination (CAHSEE) provide the outcomes in English and mathematics. The results of the California Physical Fitness Test provide the outcomes in physical fitness.

California Physical Fitness Test Results (2014–15)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met the fitness standards for the most recent testing period. Data on students receiving migrant education services are not available. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE website at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percentage of Students Tested Who Met Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
n/a	Does not apply to this school		

* = 10 or fewer students tested; — = no data available for this field.

Engagement

State Priority: Parental Involvement

This section provides 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 school.

Opportunities for Parent Involvement

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including: governance committees, special events, fundraising events, parent organizations, and in classrooms, and at the district level by participating in cluster councils, district advisory councils/committees, Parent University, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

At McGill, we are committed to communicating with and engaging parents as partners in their children's education. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students.

Parents have many opportunities to be involved at their children's school; governance committees, special events, fundraising events, parent organizations, and in classrooms. We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

We believe that parents are the child's first teachers, and the sustained success of children is overwhelmingly associated with the ability and consistency with which parents become involved in the educational concerns and processes affecting their children.

If you want to get involved, please contact Irene Rubalcaba at (619) 677-6347.

State Priority: School Climate

This section provides information relevant to the School Climate State Priority (Priority 6):

- Student suspension rates
- Student expulsion rates
- Other local measures to ensure safety

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates. District figures include charter schools.

Type of Action		2012–13			2013–14			2014–15		
		School	District	State	School	District	State	School	District	State
Suspensions	Number	0	9,622	—	0	7,744	—	0	6,130	—
	Rate/100 students	0.00	1.04	5.07	0.00	0.94	4.36	0.00	0.80	3.80
Expulsions	Number	0	212	—	0	139	—	0	85	—
	Rate/100 students	0.00	0.00	0.13	0.00	<0.05	0.10	0.00	0.00	0.09

School Safety Plan (2015–16)

Last Review/Update: November 2015**

Last Discussed with Staff: November 2015**

Campus safety is the district's top priority. Principals, teachers, support staff, school police services, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual emergency response plan that is updated annually and posted on the school's website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

We have developed a Comprehensive School Safety Plan that meets state requirements. The purpose of the McGill plan is to provide the staff, students, parents, and community with specific procedures for a safe and orderly campus. The plan was written by the School Site Safety Committee, which is composed of school staff members including teachers, associate teachers, the health aide, the secretary, and the principal. The plan includes crime data, child-abuse reporting procedures, disaster teams and procedures, suspension procedures, a sexual harassment policy, the dress code, and the school's discipline plan. The plan is distributed and reviewed during Parent Orientation Night and the first staff meeting of each school year.

Fire drills take place monthly. Disaster and Lock down drills take place bimonthly. Students are supervised at all times by teachers, teachers' aides, or qualified and trained adults. Parents and visitors are required to sign in at the front office and wear a volunteer/visitor pass at all times while on campus.

Other Information

This section provides information that is required by law to be included in the SARC but is not included in the state priorities for the LCFF.

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English language arts (ELA) and mathematics
- Percentage proficient on the state's standards-based assessments in ELA and mathematics
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP website www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (2014–15)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate—English Language Arts	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percentage Proficient—English Language Arts	n/a	n/a
Percentage Proficient—Mathematics	n/a	n/a
Met Graduation Rate	n/a	Yes

Federal Intervention Program (2015–16)

Schools that receive funding from the federal government under Title I must enter federal Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification and status can be found at the CDE website at www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012–13	2009–10
Year in PI*	1	3+
Number of Schools Currently in Program Improvement†		147
Percentage of Schools Currently in Program Improvement†		76.2

* A determination waiver (DW) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

† Includes charter schools.

Average Class Size and Class Size Distribution (Elementary)

This table displays the average class size for each grade level and the number of classrooms that fall into each class size category.

Grade Level	2012–13				2013–14				2014–15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1–20	21–32	33+		1–20	21–32	33+		1–20	21–32	33+
K	21	1	1	—	24	—	2	—	24	—	2	—
1	22	—	2	—	17	1	—	—	13	1	—	—
2	20	2	—	—	19	2	—	—	18	1	—	—
3	25	—	1	—	22	—	1	—	19	1	1	—
Other	—	—	—	—	17	1	—	—	17	1	—	—

Academic Counselors and Other Support Staff Members (2014–15)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The table also displays the average number of students for each academic counselor.

Position	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	N/A
Counselor (Social/Behavioral or Career Development)	0.0	
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (Paraprofessional)	0.0	
Psychologist	0.0	
Social Worker	0.0	
Nurse	0.0	
Speech/Language/Hearing Specialist	0.0	
Resource Specialist (Non-Teaching)	0.0	
Other (Specify)	0.0	
Other (Specify)	0.0	
Other (Specify)	0.0	

Expenditures per Pupil and School-Site Teacher Salaries (Fiscal Year 2013–14)

This table displays this school's expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school's per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

Basic or unrestricted sources are funds that, except for general guidelines, are not controlled by law or by a donor. *Supplemental or restricted sources* are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education and Per-pupil Spending webpage: www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries and Benefits webpage: www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data website at: www.ed-data.org.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9641	\$2298	\$7,343	\$46,517
District (excludes charter schools)			\$X	\$69,748
Difference: School Site and District (%)			0.0	0.0
State			\$5,348	\$72,971
Difference: School Site and State (%)			0.0	0.0

Types of Services Funded (Fiscal Year 2014–15)

The school's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2013–14)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website at www.cde.ca.gov/ds/fjd/cs/.

Position	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	\$39,983	\$43,165
Mid-Range Teacher Salary	\$60,754	\$68,574
Highest Teacher Salary	\$82,578	\$89,146
Average Principal Salary (Elementary School Level)	\$114,227	\$111,129
Average Principal Salary (Middle School Level)	\$116,019	\$116,569
Average Principal Salary (High School Level)	\$126,214	\$127,448
Superintendent Salary	\$252,960	\$234,382
Percentage of Budget for Teachers' Salaries	39	38
Percentage of Budget for Administrative Salaries	5	5

Professional Development

The district and the Board of Education have set a high priority on professional development, with the goal of providing targeted professional development to build capacity and knowledge to support student learning success. The Office of Leadership and Learning collaborates with other departments to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.

In addition to district-provided professional development, principals identify a schoolwide focus each year for professional development and also determine areas of individual need. Throughout the year, teachers participate in school-based professional learning communities (PLCs) to encourage best practices and shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student. Principals also provide the ongoing training needed to be professional site managers. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	Instructional Material or Textbook	Copyright Date	Adoption Year
English Language Arts	K–6	<i>Houghton Mifflin Reading: A Legacy of Literacy</i> , Houghton Mifflin	2003	2002–03
History–Social Science	K–5	<i>California Reflections</i> , Harcourt School Publishers	2007	2007–08
History–Social Science	6	<i>Holt CA Social Studies: World History Ancient Civilizations</i> , Holt Rinehart and Winston	2006	2007–08
Mathematics	K–5	<i>Scott Foresman–Addison Wesley enVision Math</i> , Pearson	2009	2010–11
Mathematics	6	<i>Big Ideas Math Course 1: A Common Core Curriculum, CA</i> , Big Ideas Learning	2015	2014–15
Science	K–5	<i>Full Option Science System (FOSS)</i> , Delta Education	2007	2008–09
Science	6	<i>California Focus on Earth Science</i> , Pearson Prentice Hall	2008	2008–09

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