

Robbins Elementary School

17451 Pepper Street • Robbins, CA 95676 • (530) 738-4386 • Grades K-8

Dr. Laurie Goodman, Principal

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

Winship-Robbins Elementary School District

4305 South Meridian Rd.
Meridian, CA 95957
(530) 696-2451
<http://winship-robbins.sutter.k12.ca.us>

District Governing Board

Hassen Mohsen - President
Janet Alonso - Clerk/VP
Dick Akin - Member
Leah Palmer - Member
Jamellh Mohsen - Member

District Administration

Dr. Laurie Goodman
Superintendent

School Description

Robbins School is a small, rural school in the center of the Sutter Basin, in southern Sutter County. Known for its community involvement and warm, neighborly atmosphere, Robbins School strives for academic excellence through high expectations and strict compliance to the California Standards.

At Robbins, our goal is to provide educational experiences that will:

- Promote and encourage literacy for all students
- Promote a responsible, confident attitude in our students
- Establish an intrinsic need for lifelong learning
- Develop a strong sense of right and wrong
- Encourage students to accept new challenges and risk failure
- Encourage students to pursue academic excellence
- Teach students to value individual differences

Our staff is dedicated to providing our students with a positive, safe educational experience that enables our students to attain his or her potential. Consistent with our District Strategic Plan, each student and teacher has an individual list of goals to accomplish on a regular basis, updating them as necessary.

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 (530) 738-4386 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	13
Grade 1	16
Grade 2	15
Grade 3	21
Grade 4	17
Grade 5	19
Grade 6	20
Grade 7	20
Grade 8	22
Total Enrollment	163

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Asian	4.1
Hispanic or Latino	76.3
White	18.3
Two or More Races	1.2
Socioeconomically Disadvantaged	92.3
English Learners	40.8
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			
Robbins Elementary School	13-14	14-15	15-16
With Full Credential	10	10	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	2	2
Winship-Robbins Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Robbins Elementary School	13-14	14-15	15-16
Teachers of English Learners	0		0
Total Teacher Misassignments	0		2
Vacant Teacher Positions	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	77.8	22.2
Districtwide		
All Schools	89.5	10.5
High-Poverty Schools	89.5	10.5
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)

Both school sites within Winship-Robbins Elementary School District have sufficient and good-quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs.the State of California. All students have access to and are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Because of the changes in the Common Core Standards, our District teachers have added expository texts to the current reading curriculum that we use. Some examples include publications such as Ranger Rick, Scholastic News, and online newspapers. Public hearings are held yearly; the most recent one was September 2014.

Textbooks and Instructional Materials	
Year and month in which data were collected: 09/2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Houghton Mifflin (K-5) Adopted in 2003</p> <p>Holt, Rinehart, and Winston (6-8) Adopted in 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>MacMillan/McGraw-Hill (K-6) Adopted in 2008</p> <p>Glencoe/McGraw-Hill (7-8) Adopted in 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Macmillan/McGraw-Hill (K-5) Adopted in 2007</p> <p>Holt, Rinehart, and Winston (6-8) Adopted in 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>Macmillan/McGraw-Hill (K-5) Adopted in 2007</p> <p>Holt, Rinehart, and Winston (6-8) Adopted in 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)

Robbins School was originally constructed in 1927 and has since been completely modernized. Recent renovations to the school have included the installation of new security and fire alarm systems and the addition of three portable classrooms. The campus is currently comprised of eight classrooms (including three portables), a library, a staff room, a multi-purpose room, a playground, an athletic field, the main office, and a Learning Center.

Cleaning Process: Robbins School provides a safe, clean environment for students, staff, and volunteers. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school or District Office. The principal works daily with the custodial staff to develop cleaning schedules that ensure a clean and safe school. Some cleaning is done during school hours, and classrooms are cleaned before and after school hours.

Maintenance and Repair: A scheduled maintenance program is administered by Winship-Robbins Elementary School District to ensure that all classrooms and facilities are well maintained. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs.

A new roof was installed over the summer of 2009 funded by a hardship grant.

Two portable classrooms were added, which were purchased by the Robbins School Foundation and installed with money from the General Fund as well as community donations. A third portable classroom was added in the summer of 2010 and was funded by the Robbins School Foundation. A fourth portable classroom was added in the summer of 2013. Additional concrete sidewalks and improvements to current sidewalks were added as well, also funded by the Foundation.

The District has applied for and received Modernization Design money and is in the process of having plans and specifications produced. The District has also applied for Prop. 39.

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: October 30 2013					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			HVAC needs to be replaced in both main buildings; there is no A/C in the multipurpose room
Interior: Interior Surfaces	X				Need to replace carpeting in main office and classroom building
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				There is a crack in the K-1 building which has been inspected by a structural engineer.
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	31	31	44
Math	23	24	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	18	52	29	25	41	30	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	21.10	10.50	47.40
7	20.00	25.00	30.00

* 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	30
All Student at the School	29
Male	--
Female	25
Asian	--
Hispanic or Latino	23
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	28
Students Receiving Migrant Education Services	--
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	21	20	95.2	20	45	20	15
	4	17	17	100.0	18	53	12	18
	5	19	19	100.0	32	21	47	0
	6	20	19	95.0	26	32	32	11
	7	20	20	100.0	30	50	20	0
	8	22	21	95.5	43	43	14	0
Male	3		9	42.9	--	--	--	--
	4		9	52.9	--	--	--	--
	5		7	36.8	--	--	--	--
	6		6	30.0	--	--	--	--
	7		8	40.0	--	--	--	--
	8		10	45.5	--	--	--	--
Female	3		11	52.4	9	45	27	18
	4		8	47.1	--	--	--	--
	5		12	63.2	25	25	50	0
	6		13	65.0	23	23	38	15
	7		12	60.0	33	42	25	0
	8		11	50.0	36	55	9	0

**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		0	0.0	--	--	--	--
	4		1	5.9	--	--	--	--
	6		1	5.0	--	--	--	--
	8		3	13.6	--	--	--	--
Filipino	6		0	0.0	--	--	--	--
Hispanic or Latino	3		15	71.4	27	40	20	13
	4		12	70.6	17	58	8	17
	5		14	73.7	43	21	36	0
	6		13	65.0	31	31	31	8
	7		18	90.0	33	50	17	0
	8		16	72.7	50	31	19	0
White	3		5	23.8	--	--	--	--
	4		4	23.5	--	--	--	--
	5		5	26.3	--	--	--	--
	6		5	25.0	--	--	--	--
	7		2	10.0	--	--	--	--
	8		2	9.1	--	--	--	--
Socioeconomically Disadvantaged	3		16	76.2	19	44	19	19
	4		14	82.4	14	64	14	7
	5		17	89.5	29	24	47	0
	6		16	80.0	31	31	31	6
	7		17	85.0	29	53	18	0
	8		21	95.5	43	43	14	0
English Learners	3		8	38.1	--	--	--	--
	4		5	29.4	--	--	--	--
	5		4	21.1	--	--	--	--
	6		5	25.0	--	--	--	--
	7		8	40.0	--	--	--	--
	8		9	40.9	--	--	--	--
Students with Disabilities	3		3	14.3	--	--	--	--
	4		2	11.8	--	--	--	--
	5		2	10.5	--	--	--	--
	6		2	10.0	--	--	--	--
	7		3	15.0	--	--	--	--
	8		2	9.1	--	--	--	--

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 Receiving Migrant Education Services	3		2	9.5	--	--	--	--
	4		1	5.9	--	--	--	--
	5		3	15.8	--	--	--	--
	6		2	10.0	--	--	--	--
	7		3	15.0	--	--	--	--
	8		1	4.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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	21	20	95.2	15	45	40	0
	4	17	17	100.0	6	59	29	6
	5	19	19	100.0	47	26	16	11
	6	20	19	95.0	26	42	26	5
	7	20	20	100.0	65	25	5	5
	8	22	21	95.5	76	19	0	0
Male	3		9	42.9	--	--	--	--
	4		9	52.9	--	--	--	--
	5		7	36.8	--	--	--	--
	6		6	30.0	--	--	--	--
	7		8	40.0	--	--	--	--
	8		10	45.5	--	--	--	--
Female	3		11	52.4	9	45	45	0
	4		8	47.1	--	--	--	--
	5		12	63.2	42	33	17	8
	6		13	65.0	31	31	31	8
	7		12	60.0	67	25	8	0
	8		11	50.0	73	27	0	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
Asian	3		0	0.0	--	--	--	--
	4		1	5.9	--	--	--	--
	6		1	5.0	--	--	--	--
	8		3	13.6	--	--	--	--
Filipino	6		0	0.0	--	--	--	--
Hispanic or Latino	3		15	71.4	20	53	27	0
	4		12	70.6	8	58	25	8
	5		14	73.7	57	29	14	0
	6		13	65.0	38	38	15	8
	7		18	90.0	72	17	6	6
	8		16	72.7	81	13	0	0
White	3		5	23.8	--	--	--	--
	4		4	23.5	--	--	--	--
	5		5	26.3	--	--	--	--
	6		5	25.0	--	--	--	--
	7		2	10.0	--	--	--	--
	8		2	9.1	--	--	--	--
Socioeconomically Disadvantaged	3		16	76.2	19	44	38	0
	4		14	82.4	7	57	36	0
	5		17	89.5	47	29	12	12
	6		16	80.0	31	44	19	6
	7		17	85.0	65	29	6	0
	8		21	95.5	76	19	0	0
English Learners	3		8	38.1	--	--	--	--
	4		5	29.4	--	--	--	--
	5		4	21.1	--	--	--	--
	6		5	25.0	--	--	--	--
	7		8	40.0	--	--	--	--
	8		9	40.9	--	--	--	--
Students with Disabilities	3		3	14.3	--	--	--	--
	4		2	11.8	--	--	--	--
	5		2	10.5	--	--	--	--
	6		2	10.0	--	--	--	--
	7		3	15.0	--	--	--	--
	8		2	9.1	--	--	--	--

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 Receiving Migrant Education Services	3		2	9.5	--	--	--	--
	4		1	5.9	--	--	--	--
	5		3	15.8	--	--	--	--
	6		2	10.0	--	--	--	--
	7		3	15.0	--	--	--	--
	8		1	4.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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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

Robbins School has an active Parent Club. This group has regular meetings each month. The Parent Club plans and coordinates several important fundraisers throughout the year, including gift wrap sales, a rummage sale, the Pancake Breakfast, and the Book Fair. The funds that are raised are used for field trips, teacher-purchased classroom materials, and special requests, such as schoolwide play costumes and props. The Parent Club also helps provide volunteers for special events, classroom events, and the library program. Parents coach sports and drive students to many events in the area. Since the school is in a remote location, these trips would not be possible without parent drivers.

In addition, the Robbins School Foundation, Valley Truck and Tractor Company, and Sutter Basin Growers Co-Op financially support many programs at Robbins School.

Parents who wish to participate in Robbins School's leadership teams, school committees, school activities, or become a volunteer may leave a message for Melissa Boyer, Parents' Club President, at the school at (530) 738-4386.

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

Safety of students and staff is a primary concern of Robbins School. The School Site Safety plan is updated annually by the School Site Council, which consists of staff and administration, with recommendations by the District. Key elements of the plan focus on the maintenance of a safe and secure campus for students and staff. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year.

Students are supervised during lunch and recess by the instructional aides. There is a designated area for student drop off and pickup. Parents are required to check in at the office and sign a visitor log.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	3.59	1.14	2.14
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.00	1.98	1.80
Expulsions Rate	0.00	0.00	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	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	1	
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	14	12	16	1	2	1						
1	18	15	18	1	1	1						
2	16	23	18	1		1		1				
3	18	16	21	1	1				1			
4	21	23	16			1	1	1				
5	14	21	20	1		1		1				
6	22	16	19		1	1	1					

Average Class Size and Class Size Distribution (Secondary)

Average Class Size			Number of Classrooms*									
			1-22			23-32			33+			
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.3
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	3.54
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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,000	\$39,948
Mid-Range Teacher Salary	\$45,000	\$57,401
Highest Teacher Salary	\$55,000	\$73,183
Average Principal Salary (ES)	N/A	\$94,578
Average Principal Salary (MS)	N/A	\$97,400
Average Principal Salary (HS)	N/A	
Superintendent Salary	\$130,000	\$112,657
Percent of District Budget		
Teacher Salaries	27%	35%
Administrative Salaries	8%	7%

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

Types of Services Funded

These programs and Supplemental Educational Services (SES) are provided at the schools either through categorical funds or other sources that support and assist students:

- LCFF
- Title I
- Title II
- Title IV
- Gifted and Talented Education (GATE) (funds are flexed into General Fund)
- School Safety and Violence
- School Library Block Grants (funds are flexed into General Fund)
- Class Size Reduction
- Response to Intervention

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.

Professional Development provided for Teachers

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. In 2011-12 we focused on strategies for teaching English Learners as well as planning implementation of our Strategic Plan goals. The District has a minimum student attendance day one day a month, seven times a year, at which all District teachers meet for staff development in the afternoon. Beginning teachers participate in BTSA through the Tri-Counties BTSA Induction Program as well as the Yolo-Solano BTSA Induction Program. In 2010-11, there were 4.25 days and in 2011-12, there were 4.5 days dedicated for professional development. For 2012-13, 6.5 days were dedicated to professional development. Also in 2012-13, teachers were offered a day-long workshop in Explicit Direct Instruction. They spent two more full days before school started in trainings including differentiated instruction and instructional strategies for English Learners. There were also seven minimum days when, in the afternoons, teachers were given additional training in all of the above, plus working on the transition to the CA Common Core State Standards. We had additional days for individual coaching for English Learner strategies. IN 2013-14, two minimum days per month were built into the school calendar for continuous professional development.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9,060	2,336	6,724	40,703
District	♦	♦	6,724	
State	♦	♦	\$5,348	\$59,180
Percent Difference: School Site/District			0.0	-5.0
Percent Difference: School Site/ State			25.7	-31.2

* Cells with ♦ do not require data.

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).