

McKinley Elementary School

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES 4-6

110 Ellis Street Petaluma, CA 94952

Phone: (707) 778-4750 Fax: (707) 766-8337

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Greta Viguie, Ed.D.
Superintendent

Sherry Devine
Principal

Principal's Message

McKinley Elementary School is a 4-6 school serving 211 students from one of the oldest neighborhoods in Petaluma, a town of 57,000 people located 35 miles north of San Francisco. Ten regular education teachers and one special day class teacher staff the school. A full-time Resource Specialist and Reading Specialist support students and staff with educational programs. Additionally, other support personnel serve in part-time capacities.

Parents receive information about school activities and student progress through school and classroom newsletters, report cards, and parent/teacher conferences.

The Petaluma Boys and Girls Club McKinley Clubhouse provides after-school programs for children in grades 1-6. Fund-raisers, school events, and the school/community garden are actively supported by the school community.

McKinley School's mission is to increase achievement for every student by delivering a challenging curriculum that teaches concepts and skills necessary for further educational success.

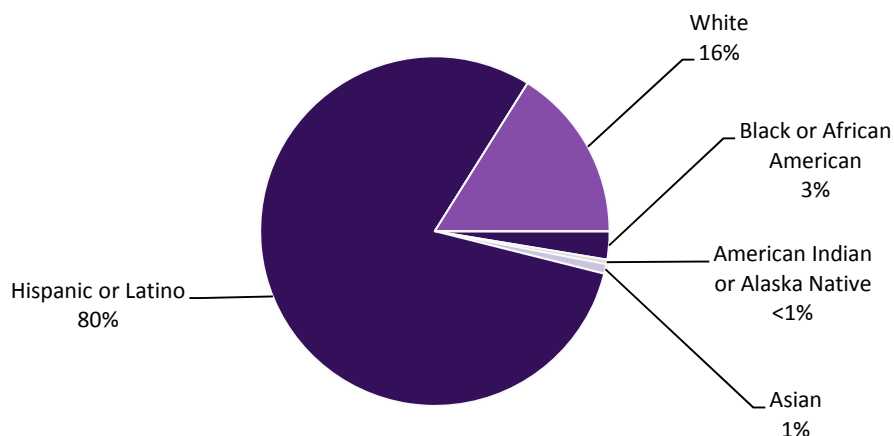
McKinley School is a school where:

- Students continue to reach higher levels of achievement;
- Students are prepared for further education;
- Students learn in a safe and caring environment;
- Diversity is honored;
- Parents are involved in their students' education and success;
- Staff, students, and parents believe that every student can succeed.

“McKinley School encourages parents to take an active part in their children's education.”

Enrollment and Demographics

The total enrollment at the school was 230 students for the 2009-10 school year.



Petaluma City Schools

200 Douglas Street
Petaluma, CA 94952
Phone: (707) 778-4813
www.petalumacityschools.org



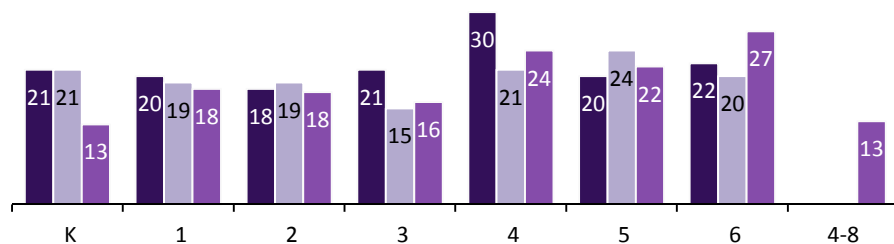
Mission Statement

The Petaluma City Elementary and Joint Union High School Districts are committed to providing opportunities for all students to be challenged and motivated in school so that upon graduation, they will be successful in their future educational endeavors, careers, and community.

Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.



Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2		1	1		2		
1	2			2			2		
2	2			2			2		
3		2		2			2		
4		1		1	1			1	
5	1				1		1	1	
6		2		1				1	
4-8							1		

Textbooks and Instructional Materials

All students have the most recent District and State-adopted textbooks consistent with the content and cycles of the Curriculum Frameworks. All students have current textbooks in good condition and every student has access to their own textbooks. Textbooks are adopted after review by a District committee made up of staff members from each District elementary school. McKinley staff members, along with staff from other elementary sites, pilot adoptions under consideration before a District decision is made.

Weekly music classes are provided for all students in grades 4-6 by music specialist teachers who access Standards-aligned materials; an art docent program is available for all classrooms.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin series (4-6)	2003
English Language Development	Santillana	2007
Mathematics	Pearson-Scott Foresman Envision Math	2009
Science	Foss	2009
History-Social Science	Pearson-Scott Foresman (K-5)	2006

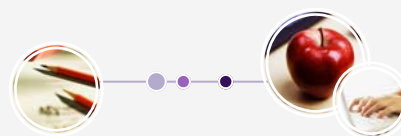
Note: This data was most recently collected and verified in August 2010.

Parental Involvement

McKinley School encourages parents to take an active part in their children's education. To foster this commitment we provide:

- Evening activities to involve and educate parents such as Back to School Night, Open House, English Language Advisory Committee (ELAC) and Parent Teacher Association (PTA) meetings, Awards Receptions, Music Concerts, Book Fair, and community barbeques
- Information regarding student progress through report cards, parent/teacher conferences, classroom and school newsletters, and school marquee.
- Parent participation opportunities that request parents as classroom volunteers, field trip chaperones, PTA and ELAC members, School Site Council (SSC) members, and fundraising volunteers

For more information on how to become involved, contact Sherry Devine, Principal, at (707) 778-4750.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

McKinley ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇
◇ Not applicable.	

School Safety

Child Abuse: All school staff actively monitors the safety and welfare of each student. Staff members understand their responsibilities as child care custodians and immediately report all cases of known or suspected child abuse. An annual review by staff of these requirements and guidelines is conducted. Child abuse reporting procedures are described in District policies and in the Child Protection booklet. Confidentiality is maintained in all cases with regard to students and reporting adults. Copies of written reports are maintained securely in the school office.

Emergency Procedures: McKinley has a clearly defined Emergency Response Plan that is currently being updated. Monthly fire and evacuation drills are held in conjunction with duck and cover drills. Districtwide communications drills are held periodically.

Suspension/Expulsion Policies: The District has a General Discipline Policy #5114 which encompasses suspension, expulsion, and student rights. McKinley School has guidelines for suspension. These guidelines are consistent with Board Policy #5114 and with California Education Code.

Procedures to Notify Teachers of Dangerous Pupils: The District has a policy regarding notification of dangerous students based on California Education Code. In addition, Board Policies #4175 and #4275 address employee safety.

Sexual Harassment Policy: Board Policies #5145.3 and #5145.4 detail the District’s sexual harassment policy. The complaint procedure for sexual harassment is posted in our office and employee workroom. Teachers are provided copies of District documents related to sexual harassment annually and these documents are included in the faculty handbook.

Schoolwide Dress Code: McKinley School has a dress code. This information is provided for families at the beginning of each school year. The purpose of the dress code is to ensure that clothing and footwear support student safety and academic success. Clothing that bears insignia inappropriate to an elementary school setting is not permitted.

Procedures for Safety of Students on Campus: Supervision of students on the yard begins at 7:30 A.M. School employees supervise the playground and eating areas. Students are not permitted to leave the school grounds. Students arriving after the start of school must check in at the office. A parent in the school office must sign out students leaving prior to the end of the normal school day.

Safe and Orderly Environment: Our belief is that the safest and most orderly environment results from students actively participating in their learning. To that end, teachers develop curriculum that meets instructional objectives, engages students, and includes processes for assessment and evaluation. Our teachers ensure that each student is part of our school community. We believe that students connected to the school are better citizens.

School Discipline, Rules and Procedures: Students at McKinley exhibit behavior that is consistent with our overall philosophy: “Is it safe? Is it respectful? Is it responsible?” School wide behavioral expectations are established for students, and individual classroom rules are also established with the participation of the students.

Strategies for promoting positive behavior include McKinley Bucks, active communication among staff and families, recognition assemblies, awards receptions, and monitoring discipline data.

Other Strategies and Programs: The Petaluma Police Department is responsive to calls and provides consultation in the areas of gang and violence prevention. Our custodial staff does an excellent job of maintaining and cleaning our facility. They also interact with students in many positive ways. This encourages students to take pride in the cleanliness of the grounds and buildings.

We have a school nurse on site one day per every other week to assist with health and safety issues. A full-time counselor is provided through a grant.

We monitor student attendance and contact parents of students who become truant. As needed, we refer students to School Attendance Review Board (SARB).

Evaluation and Assessment: The Comprehensive School Safety Plan for McKinley is reviewed annually and amended as needed with the approval of the SSC and staff. The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in October, 2010.

“All school staff actively monitors the safety and welfare of each student.”

“Our belief is that the safest and most orderly environment results from students actively participating in their learning.”



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school’s total enrollment) for the most recent three-year period.

Suspension Rate		
McKinley ES		
07-08	08-09	09-10
0.176	0.054	0.109
Petaluma City Schools		
07-08	08-09	09-10
0.045	0.030	0.038
Expulsion Rate		
McKinley ES		
07-08	08-09	09-10
0.000	0.000	0.000
Petaluma City Schools		
07-08	08-09	09-10
0.000	0.000	0.000

School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/ Fences, Playgrounds/School Grounds



School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			9/4/2010
Date of the Most Recent Completion of the Inspection Form			9/4/2010

Note: At the time of this school facility inspection, no deficiencies were found.

School Facilities

McKinley Elementary School consists of 25 permanent classrooms, three portable classrooms, and a multi-use room with a stage and kitchen. In addition, Head Start, Sonoma County Office of Education, and a Petaluma City Schools preschool have facilities on the campus. Of the 28 classrooms, McKinley teachers use only 10 as regular classrooms. Other rooms are used for the computer lab, the library, resource specialist, reading specialist, bilingual program, Migrant Education, Boys and Girls Club, Adult Education, and a low intensive preschool program. The school was built in 1959 but has undergone modernization in many stages over the past years. One wing of the original building was renovated into specialists’ classrooms, library, and computer lab. Another wing was added to the school at that time. More recently classrooms have received new carpet and tile, HVAC, an alarm system was installed, and a multi-use room was renovated to include a stage and green rooms.

Two custodians maintain the school. The day custodian is available from 6:30 AM to 3:00 PM and the night custodian is on site from 2:00-6:30 PM. The school has large playing fields that are in frequent use by the community during soccer season that are maintained by a District grounds crew.

Visitors to the campus must sign in at the main office and obtain a visitor’s badge. Staff directs any visitors without badges to the office. School gates are locked during the day.

The kitchen facility received new appliances, equipment, and existing cabinets were painted.



“McKinley School’s mission is to increase achievement for every student by delivering a challenging curriculum that teaches concepts and skills necessary for further educational success.”

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	McKinley ES			Petaluma City Schools			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	34%	38%	44%	53%	61%	61%	46%	50%	52%
Mathematics	29%	40%	49%	56%	60%	63%	43%	46%	48%
Science	55%	9%	38%	59%	58%	66%	46%	50%	54%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	61%	63%	66%
All Students at the School	44%	49%	38%
Male	44%	49%	39%
Female	44%	48%	36%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	42%	50%	31%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	48%	48%	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	43%	48%	39%
English Learners	41%	48%	22%
Students with Disabilities	28%	33%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/av/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	1	2	2
Similar Schools API Rank	1	4	5

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	70	19	40
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	89	24	39
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	69	23	48
English Learners	78	32	39
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



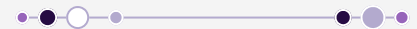
API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.



API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	McKinley ES	Petaluma City Schools	California
All Students	766	800	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	882	890
Filipino	■	■	851
Hispanic or Latino	764	702	715
Native Hawaiian or Pacific Islander	■	■	753
White	■	840	838
Two or More Races	■	818	807
Socioeconomically Disadvantaged	765	710	712
English Learners	771	686	692
Students with Disabilities	■	612	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	McKinley ES	Petaluma City Schools
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2010-2011
Year in Program Improvement	Year 4	Year 1
Number of Schools Identified for Program Improvement		4
Percent of Schools Identified for Program Improvement		22.2%

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	20.0%
Five of Six Standards	27.5%
Six of Six Standards	7.5%

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	McKinley ES		Petaluma City Schools	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✧		Yes	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 at a workstation, and the ability to print documents.

Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	✧
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	✧
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.20
Social Worker	✧
Nurse	0.10
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	✧
Other	✧

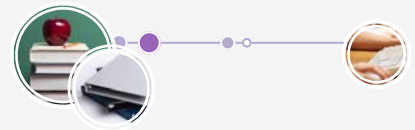
✧ Not applicable.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

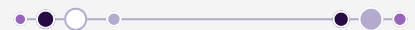
1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).



Teacher Qualifications

Teacher Credential Information				
	Petaluma City Schools	McKinley ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	117	16	16	16
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	McKinley ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
McKinley ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



Professional Development

All teachers K-6 attended five days of SB472 training focused on the use of the newly adopted Envision Mathematics program. All new administrators attended AB430 administrative training. All administrators K-12 participated in ELL program development training. High School teachers worked with a facilitator to develop common writing rubrics. The District also provides an early release day every Wednesday for collaborative time among teachers in either department or interdisciplinary settings.

In previous school years, three days were dedicated to staff and professional development each year.



District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Petaluma City Schools	Similar Sized District
Beginning Teacher Salary	\$39,566	\$41,210
Mid-Range Teacher Salary	◇	\$65,288
Highest Teacher Salary	\$75,911	\$83,339
Average Principal Salary (Elementary School)	\$100,116	\$103,189
Superintendent Salary	\$174,443	\$179,589
Teacher Salaries — Percent of Budget	39.50%	40.78%
Administrative Salaries — Percent of Budget	5.74%	5.91%

◇ Information not available.

School Financial Data

The following table displays the school’s average teacher salary and a breakdown of the school’s expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	McKinley ES
Total Expenditures Per Pupil	\$5,919
Expenditures Per Pupil From Restricted Sources	\$970
Expenditures Per Pupil From Unrestricted Sources	\$4,948
Annual Average Teacher Salary	\$56,663

Financial Data Comparison

The following table displays the school’s per pupil expenditures from unrestricted sources and the school’s average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
McKinley ES	\$4,948	\$56,663
Petaluma City Schools	\$4,714	\$61,849
California	\$5,681	\$61,250
School and District — Percent Difference	4.7%	-9.2%
School and California — Percent Difference	-14.8%	-8.1%

Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Gifted and Talented Education (GATE)
- English Learner support
- Immigrant student support
- School and Library Improvement Block Grant program funds
- Migrant Education support, for identified migrant students
- Identified students receive support through the resource specialist program, speech and language program, full inclusion program, or the bilingual assistant.

School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

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