School Accountability Report Card

Issued Spring 2017 for Academic Year 2015–16

Jerabek Elementary School

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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.

Contents

School Description and Mission Statement

Jerabek Elementary is a neighborhood school located in the eastern section of Scripps Ranch. We serve some 650 students from transitional kindergarten through grade 5 and a preschool program that includes an additional 48 students. Our mission is to educate children in order to enable them to learn, grow and compete in an ever global economy. We value instilling a love for learning and character development in an environment of high expectations while engaged in the development of twenty-first century learning skills through a comprehensive education on their path to college and career readiness. We believe that students should have a balanced school experience that includes traditional core subjects but also incorporates the arts, music, science, computer literacy, and technology to enhance the everyday learning in the classroom.

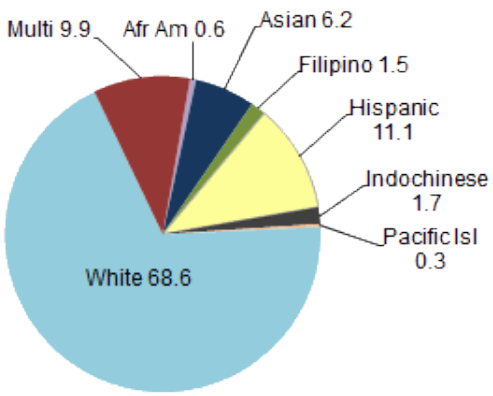
Our vision is to develop a nurturing and inclusive community that develops the whole child. We strive for our children to become confident, motivated, curious and happy learners who experience academic growth and success. Our goal is to develop critical thinkers with twenty-first-century skills who possess leadership qualities and are effective communicators. We seek to create responsible citizens who value diversity. The school community is working together to develop a plan for how best to achieve our vision. We are immersed in Common Core State Standards and instruction, our teachers and students will be developing and applying skills such as critical thinking, communication, creativity, and collaboration into all aspects of the teaching and learning process. The body of student learning experiences include completing work, projects and assessments that demonstrate their depth and breadth of knowledge, understanding of important information, representing their learning computationally, conceptually, linguistically and non-linguistically, and a student's ability to synthesize and evaluate concepts in all areas of the Common Core State Standards.

About This School

At a Glance: 2015–16

School type:	Elementary
Schedule:	Traditional
Grade levels:	K–5
Total enrollment:	647
Total teachers:	25
Per-pupil expenditure (fiscal year 14–15):	$5,913

Enrollment Breakdown



Student Enrollment by Grade Level

Grade Level	Enrollment on October 7, 2015
Kindergarten	128
1	110
2	111
3	107
4	90
5	101
Total	647

Student Enrollment by Group (2015–16)

Student Group	Number of Students	Percentage of Enrollment
African American	4	0.6
Asian	44	6.8
Filipino	11	1.7
Hispanic	59	9.1
Indochinese	10	1.5
Native American	0	0.0
Pacific Islander	0	0.0
White (Not Hispanic)	446	68.9
Two or More Races	73	11.3
Socioeconomically Disadvantaged	44	6.8
English Learners	29	4.5
Students with Disabilities	44	6.8
Foster Youth	0	0.0

Attendance

Year	Attendance for Year (%)
11–12	96.69
12–13	96.18
13–14	96.57
14–15	96.82
15–16	96.69

Business and Community Partners

Although we have no formal partnerships at this time, we would be happy to establish a connection to the community.

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Data and Access

Most of the data in this SARC are from the 2015–16 school year or the two preceding years (2013–14 and 2014–15). Graduation, dropout, and fiscal data are from 2014–15. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2016–17 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.

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/*.

	School			District
Number of Teachers	**2014–15**	**2015–16**	**2016–17**	**2016–17**
With full credential and teaching in subject area	24	26	25	4,243
With full credential but teaching outside area of competence	0	0	0	349
Without full credential	0	0	0	30
Total	**24**	**26**	**25**	**4,622**

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	**2014–15**	**2015–16**	**2016–17**
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 (2015–16)

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	100.0	0.0
All schools in district	96.1	3.9
High-poverty schools in district	95.9	4.1
Low-poverty schools in district	97.3	2.7

Quality, Currency, and Availability of Textbooks and Instructional Materials (2016–17)

The district 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. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. 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 2016.

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
Health	Yes	0
History–Social Science	Yes	0
Mathematics	Yes	0
Science	Yes	0
Science Lab Equipment (grades 9–12)	n/a	0
Visual and Performing Arts	Yes	0
World Language	Yes	0

List of Textbooks and Instructional Materials Used in Core Subject Areas (2016–17)

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. Descriptions of the district's courses, including current instructional materials, may be found in the *Course of Study, TK–12*, revised annually and available on-line at *www .sandiegounified.org/course-study*

School Facility Conditions and Planned Improvements

Jerabek Elementary is constantly looking for ways to improve its facility. Through the Propositions S and Z our school is receiving updated technology to enhance the instructional program. This year we are working on several projects to enhance the learning environment on campus, which include office renovation, addition of portable storage, relocating our computers to make a library media center, the replacement of damaged plastic curtains in the auditorium, the completion of a delayed project for the installation of a new marquee, the reconnecting of two classrooms for better collaboration, and the possible addition of a sidewalk. The overall school's facilities are in good repair and well maintained.

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.

Date of most recent inspection: 3/15/16

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas, mechanical, HVAC, sewer		✓			
Interior: Interior surfaces		✓			
Cleanliness: Overall, pests/vermin		✓			
Electrical: Interior/exterior		✓			
Restrooms/fountains: sinks, plumbing			✓		broken toilets and drinking fountains - repaired
Safety: Fire safety, hazardous materials		✓			
Structural: Damage, roofs		✓			
External: School grounds, playground, windows, gates, fences		✓			
Overall Rating: 94.6%		✓			

* 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 piloted in 2013–14 and first administered statewide in 2014–15. The CAASPP consists of the Smarter Balanced Summative Assessments for students in the general education population.

For eligible students, the CAASPP also consists the California Alternate Assessments (CAAs) in ELA and math, which replaced the California Alternate Performance Assessment (CAPA) in 2015 and are aligned with alternate achievement standards linked to the Common Core State Standards for students with significant cognitive disabilities.

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 valid test score; however, achievement-level percentages have been calculated using only those students who did receive valid scores.

CAASPP: All Students

The following table shows the percentage of all students tested in the last two years 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	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
English Language Arts/Literacy (Grades 3–8, 11)	88	88	49	54	44	48
Mathematics (Grades 3–8, 11)	81	88	39	42	34	36

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 2015–16 CAASPP results of students in each grade tested, disaggregated by student group, for both English language arts/literacy (ELA) and mathematics.

CAASPP: 2015–16, ELA, Grade 3

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	106	106	100.00	84.91
Male	54	54	100.00	87.04
Female	52	52	100.00	82.69
African American	0	0	0	0
Asian	—	—	—	—
Filipino	—	—	—	—
Hispanic	15	15	100.00	86.67
Native American	0	0	0	0
Pacific Islander	0	0	0	0
White (not Hispanic)	74	74	100.00	86.49
Two or More Races	—	—	—	—
Socioeconomically Disadvantaged	—	—	—	—
English Learners	—	—	—	—
Students with Disabilities	18	18	100.00	44.44
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

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: 2015–16, ELA, Grade 4

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	96	95	98.96	88.42
Male	49	48	97.96	83.33
Female	47	47	100.00	93.62
African American	—	—	—	—
Asian	—	—	—	—
Filipino	—	—	—	—
Hispanic	—	—	—	—
Native American	0	0	0	0
Pacific Islander	0	0	0	0
White (not Hispanic)	64	64	100.00	90.63
Two or More Races	11	11	100.00	90.91
Socioeconomically Disadvantaged	—	—	—	—
English Learners	—	—	—	—
Students with Disabilities	—	—	—	—
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

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: 2015–16, ELA, Grade 5

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	102	100	98.04	91.00
Male	47	47	100.00	87.23
Female	55	53	96.36	94.34
African American	—	—	—	—
Asian	—	—	—	—
Filipino	—	—	—	—
Hispanic	11	10	90.91	90.00
Native American	0	0	0	0
Pacific Islander	0	0	0	0
White (not Hispanic)	74	74	100.00	89.19
Two or More Races	—	—	—	—
Socioeconomically Disadvantaged	—	—	—	—
English Learners	—	—	—	—
Students with Disabilities	12	10	83.33	70.00
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

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: 2015–16, Mathematics, Grade 3

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	106	106	100.00	88.68
Male	54	54	100.00	87.04
Female	52	52	100.00	90.38
African American	0	0	0	0
Asian	—	—	—	—
Filipino	—	—	—	—
Hispanic	15	15	100.00	86.67
Native American	0	0	0	0
Pacific Islander	0	0	0	0
White (not Hispanic)	74	74	100.00	93.24
Two or More Races	—	—	—	—
Socioeconomically Disadvantaged	—	—	—	—
English Learners	—	—	—	—
Students with Disabilities	18	18	100.00	61.11
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

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: 2015–16, Mathematics, Grade 4

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	96	95	98.96	94.74
Male	49	48	97.96	95.83
Female	47	47	100.00	93.62
African American	—	—	—	—
Asian	—	—	—	—
Filipino	—	—	—	—
Hispanic	—	—	—	—
Native American	0	0	0	0
Pacific Islander	0	0	0	0
White (not Hispanic)	64	63	98.44	95.24
Two or More Races	11	11	100.00	81.82
Socioeconomically Disadvantaged	—	—	—	—
English Learners	—	—	—	—
Students with Disabilities	—	—	—	—
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

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: 2015–16, Mathematics, Grade 5

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	102	100	98.04	81.00
Male	47	47	100.00	82.98
Female	55	53	96.36	79.25
African American	—	—	—	—
Asian	—	—	—	—
Filipino	—	—	—	—
Hispanic	11	10	90.91	60.00
Native American	0	0	0	0
Pacific Islander	0	0	0	0
White (not Hispanic)	74	74	100.00	81.08
Two or More Races	—	—	—	—
Socioeconomically Disadvantaged	—	—	—	—
English Learners	—	—	—	—
Students with Disabilities	12	10	83.33	70.00
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

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		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
5, 8, 10	89	97	99	68	65	59	60	56	54

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, 2015–16

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	Total Enrollment	Number of Valid Test Scores	Percentage of Valid Test Scores	Percentage of Proficient or Advanced Scores
All students at this school	102	99	97.06	98.99
Male	47	46	97.87	100.00
Female	55	53	96.36	98.11
African American	—	—	—	—
Asian	—	—	—	—
Filipino	—	—	—	—
Hispanic	11	10	90.91	100.00
Native American	0	0	0	0
Pacific Islander	0	0	0	0
White (not Hispanic)	74	73	98.65	98.63
Two or More Races	—	—	—	—
Socioeconomically Disadvantaged	—	—	—	—
English Learners	—	—	—	—
Students with Disabilities	12	9	75.00	100.00
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

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 Sate Priority (Priority 8): student outcomes in physical education. The California Physical Fitness Test provides the outcomes in physical education.

California Physical Fitness Test Results (2015–16)

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
5	32	44	5

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.

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.

Jerabek Elementary is a very special place. Our stellar Family Faculty Organization (FFO) works on a consistent basis to enrich the school's overall academic program. Parent and community volunteers are encouraged to participate with the FFO. In addition, Jerabek Elementary welcomes opportunities for involvement through the School Site Council as well as the School Governance Team. Each day parents can be observed volunteering in the classrooms. We are thankful for all of our volunteer support.

If you want to get involved, please contact Ginger Colleto, FFO president, at (858) 578-5330, ext. 223.

State Priority: Pupil Engagement

This section provides information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates
- High school graduation rates

Dropout Rate and Graduation Rate

This section does not apply to this school.

Completion of High School Graduation Requirements

This section does not apply to this school.

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 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 do not include charter schools.

	2013–14			2014–15			2015–16		
Type of Action	**School**	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
Suspensions	0.29	1.28	4.36	0.08	1.06	3.80	0.15	1.17	3.65
Expulsions	0.00	<0.05	0.10	0.00	0.00	0.09	0.00	0.00	0.09

School Safety Plan (2016–17)

Last Review/Update: October 2014 Last Discussed with Staff: October 2014

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.

Jerabek Elementary prides itself on keeping each and every child safe. Routines and procedures have been established to ensure total school safety. High levels of supervision are practiced before, during, and after school. All visitors to Jerabek are required to check in with

the main office prior to going anywhere on campus. Signs requesting this practice are visible at the school's main entrance. Each year, Jerabek updates its School Safety Plan. The School Site Council meets to review all procedures, make recommendations, and revise the plan for needed changes. Regular monthly drills are conducted. Jerabek is a safe place to learn where happy, healthy children thrive.

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.

Federal Intervention Program (2016–17)

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	Not a Title I School	In PI
First Year of Program Improvement		2009–10
Year in PI*		3+
Number of Schools Currently in Program Improvement†		145
Percentage of Schools Currently in Program Improvement†		75.1

* 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	2013–14				2014–15				2015–16			
	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	25	—	6	—	25	—	6	—	21	2	4	0
1	25	—	3	—	25	—	4	—	22	0	5	0
2	29	—	3	—	27	—	4	—	24	0	4	0
3	28	—	4	—	24	—	4	—	23	0	3	0
4	32	—	2	1	34	—	—	3	30	0	3	0
5	34	—	—	4	31	—	3	—	33	0	0	3
Other	25	—	1	—	—	—	—	—	24	0	2	0

Academic Counselors and Other Support Staff Members (2015–16)

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	n/a	n/a
Counselor (Social/Behavioral or Career Development)	n/a	
Library Media Teacher (Librarian)	n/a	
Library Media Services Staff (Paraprofessional)	n/a	
Psychologist	n/a	
Social Worker	n/a	
Nurse	n/a	
Speech/Language/Hearing Specialist	n/a	
Resource Specialist (Non-Teaching)	n/a	
Other (Specify)	n/a	

Expenditures per Pupil and School-Site Teacher Salaries (Fiscal Year 2014–15)

The following 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	$5,913	$589	$5,324	$78,836
District (excludes charter schools)			$5,671	$73,582
Difference: School Site and District (%)			-6.1	7.1
State			$5,677	$75,837
Difference: School Site and State (%)			-6.2	4.0

Types of Services Funded (Fiscal Year 2015–16)

The district'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
- District administration

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 2014–15)

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/fd/cs/*.

Position	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	$42,632	$45,092
Mid-Range Teacher Salary	$64,780	$71,627
Highest Teacher Salary	$88,049	$93,288
Average Principal Salary (Elementary School Level)	$122,585	$115,631
Average Principal Salary (Middle School Level)	$125,249	$120,915
Average Principal Salary (High School Level)	$136,833	$132,029
Superintendent Salary	$261,667	$249,537
Percentage of Budget for Teachers' Salaries	37%	37%
Percentage of Budget for Administrative Salaries	5%	5%

Advanced Placement Courses (2015–16)

This section does not apply to this school.

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 teachers' leadership 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 based on student needs and also to determine areas of individual growth and development. Throughout the year, teachers participate in school-based professional learning communities (PLCs) to encourage best practices and engage in shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

All students receive differentiated, explicit instruction. A variety of approaches and strategies are employed on a regular basis in our classrooms. You will observe whole- and small-group instruction as well as independent work projects. As a school we have focused on the areas of critical thinking and depth breadth of knowledge. Each child participates in well-planned, high quality, rigorous instruction. Work that demonstrates grade-level proficiency is posted and used as models for other students and grade levels. Necessary accommodations are made for students with special needs, including students with learning disabilities and students who are designated as gifted and talented.

Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	Instructional Material or Textbook	Copyright Date	Adoption Year
English Language Arts	TK–6	*Houghton Mifflin Reading: A Legacy of Literacy,* Houghton Mifflin	2003	2002–03
History–Social Science	TK–5	*California Reflections,* Harcourt	2007	2007–08
History–Social Science	6	*Holt CA Social Studies: World History: Ancient Civilizations,* Holt Rinehart and Winston	2006	2007–08
Mathematics	TK–2	*enVision MATH Common Core,* Pearson	2012	—
Mathematics	3–5	*Scott Foresman–Addison Wesley enVision Math,* Pearson	2009	2010–11
Mathematics	6	*Big Ideas Math Course 1: A Common Core Curriculum, CA,* Big Ideas Learning	2015	2014–15
Science	K–5	*Full Option Science System (FOSS),* Delta Education	2007	2008–09
Science	6	*California Focus on Earth Science*, Pearson Prentice Hall	2008	2008–09