John D. Sloat Elementary School

7525 Candlewood Way • Sacramento, CA 95822 • 916.433.5051 • Grades K-6
Angela Novotny-Katzakis, Principal
Angela-Novotny@scusd.edu

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

Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824
(916) 643-7400
www.scusd.edu

District Governing Board
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District Administration
José L. Banda, Superintendent
Superintendent
José L. Banda
Superintendent
Lisa Allen
Interim Deputy Sup.

School Description

John Sloat Elementary School develops excellence through an emphasis on the skills of reading, math language arts, science and social studies. We provide an integrated and enriched curriculum to ensure high academic achievement for all students in our diverse population. Our small school concept coupled with dedicated staff ensures a quality education for all students.

We proudly provide our students with a rigorous curriculum, a wide array of assessment measures and ongoing monitoring of student progress. Our staff creates a collegial and supportive environment and works collaboratively in grade level teams, primary and intermediate segments and various committees.

The following are just a few of the outstanding programs that we offer to our families:
Bilingual Instructional Aides
Pre-School
Peer Mediation
After School Program / Target Excellence
Library
Youth and Family Resources
Parent Resource Center
Green Club
Communications Club
Read and Feed family event
Sly Park
Computer Lab
School Site Council (SSC)
English Learners Advisory Committee (ELAC)
After School Tutoring

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 916.433.5051 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	22
Grade 1	42
Grade 2	37
Grade 3	47
Grade 4	41
Grade 5	37
Grade 6	33
Total Enrollment	259

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	22.8
Asian	12.4
Hispanic or Latino	57.5
Native Hawaiian or Pacific Islander	0.8
White	3.1
Two or More Races	3.5
Socioeconomically Disadvantaged	86.1
English Learners	28.2
Students with Disabilities	20.1
Foster Youth	1.2

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			
John D. Sloat Elementary School	**13-14**	**14-15**	**15-16**
With Full Credential	12	9	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sacramento City Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	1826
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John D. Sloat Elementary School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	96.0	4.1
High-Poverty Schools	95.7	4.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

Textbooks and Instructional Materials Year and month in which data were collected: November 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Open Court Reading, SRA Arts Reading/Language 2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	enVisionMATH California Common Core 2015-Pearson-K-6th Mathematics 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	California Science, McMillian McGraw-Hill Science 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	California Vistas, McMillian McGraw-Hill History/Social Science 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Moving Into English, Harcourt English Language Development 2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 1961. This school has 13 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 19 portables. 3 portables classrooms were constructed in 1998 for class size reduction. During the 2002 and 2003 modernization, renovations and upgrades were made in the following areas: health and safety, site interior, exterior, HVAC, portable buildings, and miscellaneous upgrades.

The district takes great efforts to ensure that all schools are clean, safe, and functional. 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 that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 22, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 22, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	6	35	44
Math	3	28	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	17	15	3	49	53	47	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	21.90	6.20	15.60

* 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	47
All Student at the School	3
Male	0
Female	8
Black or African American	--
Asian	--
Hispanic or Latino	5
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	4
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**	45	44	97.8	80	20	0	0
	4	44	43	97.7	77	19	5	0
	5	32	31	96.9	65	26	10	0
	6	33	30	90.9	60	27	13	0
Male	**3**		26	57.8	88	12	0	0
	4		20	45.5	80	10	10	0
	5		17	53.1	82	18	0	0
	6		15	45.5	73	20	7	0
Female	**3**		18	40.0	67	33	0	0
	4		23	52.3	74	26	0	0
	5		14	43.8	43	36	21	0
	6		15	45.5	47	33	20	0
Black or African American	**3**		9	20.0	--	--	--	--
	4		12	27.3	92	8	0	0
	5		6	18.8	--	--	--	--
	6		8	24.2	--	--	--	--
American Indian or Alaska Native	**6**		1	3.0	--	--	--	--
Asian	**3**		7	15.6	--	--	--	--
	4		3	6.8	--	--	--	--
	5		4	12.5	--	--	--	--
	6		2	6.1	--	--	--	--
Hispanic or Latino	**3**		24	53.3	71	29	0	0
	4		25	56.8	72	20	8	0
	5		19	59.4	68	21	11	0
	6		18	54.5	56	33	11	0
White	**3**		2	4.4	--	--	--	--
	4		2	4.5	--	--	--	--
	5		1	3.1	--	--	--	--
	6		1	3.0	--	--	--	--
Two or More Races	**3**		1	2.2	--	--	--	--
	4		1	2.3	--	--	--	--
	5		1	3.1	--	--	--	--
Socioeconomically Disadvantaged	**3**		38	84.4	76	24	0	0
	4		38	86.4	79	16	5	0
	5		28	87.5	68	21	11	0
	6		27	81.8	59	26	15	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
English Learners	**3**		16	35.6	75	25	0	0
	4		9	20.5	--	--	--	--
	5		9	28.1	--	--	--	--
	6		5	15.2	--	--	--	--
Students with Disabilities	**3**		12	26.7	92	8	0	0
	4		7	15.9	--	--	--	--
	5		6	18.8	--	--	--	--
	6		5	15.2	--	--	--	--
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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**	45	44	97.8	80	18	0	2
	4	44	44	100.0	52	41	5	0
	5	32	31	96.9	84	16	0	0
	6	33	31	93.9	65	29	6	0
Male	**3**		26	57.8	88	12	0	0
	4		21	47.7	52	33	10	0
	5		17	53.1	100	0	0	0
	6		16	48.5	81	13	6	0
Female	**3**		18	40.0	67	28	0	6
	4		23	52.3	52	48	0	0
	5		14	43.8	64	36	0	0
	6		15	45.5	47	47	7	0
Black or African American	**3**		9	20.0	--	--	--	--
	4		12	27.3	58	42	0	0
	5		6	18.8	--	--	--	--
	6		9	27.3	--	--	--	--
American Indian or Alaska Native	**6**		1	3.0	--	--	--	--

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**		7	15.6	--	--	--	--
	4		3	6.8	--	--	--	--
	5		4	12.5	--	--	--	--
	6		2	6.1	--	--	--	--
Hispanic or Latino	**3**		24	53.3	67	29	0	4
	4		25	56.8	56	36	8	0
	5		19	59.4	79	21	0	0
	6		18	54.5	61	28	11	0
White	**3**		2	4.4	--	--	--	--
	4		3	6.8	--	--	--	--
	5		1	3.1	--	--	--	--
	6		1	3.0	--	--	--	--
Two or More Races	**3**		1	2.2	--	--	--	--
	4		1	2.3	--	--	--	--
	5		1	3.1	--	--	--	--
Socioeconomically Disadvantaged	**3**		38	84.4	79	18	0	3
	4		39	88.6	54	38	5	0
	5		28	87.5	82	18	0	0
	6		28	84.8	61	32	7	0
English Learners	**3**		16	35.6	63	31	0	6
	4		9	20.5	--	--	--	--
	5		9	28.1	--	--	--	--
	6		5	15.2	--	--	--	--
Students with Disabilities	**3**		12	26.7	100	0	0	0
	4		7	15.9	--	--	--	--
	5		6	18.8	--	--	--	--
	6		5	15.2	--	--	--	--
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parent participation is essential to the success of our students. We encourage Parents/Guardians to help out in many ways including:

- Chaperon Field Trips
- Serve on the School Site Council (SSC) or English Learners Advisory Committee (ELAC)
- Assist in the classrooms, library, computer lab or office.
- Leveled Library Book room assistance
- March is Reading Month readers.

For more information, contact Angela Novotny, Principal at (916) 433-5051.

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

Sacramento City Unified School District
Comprehensive Safe School Plan 2015-2016

Section 1…… Crisis Communication Flow
Section 2……Emergency Plan: Site Level Drill and Emergency Procedures
(a) Lockdown Response
(b) Fire
(c) Bomb Threat, ATF Bomb Threat Checklist
(d) Active Shooter
(e) Chemical
Section 3……Emergency Plan: Earthquake Emergency Procedures
Section 4…….. Emergency Plan: Site Level Use of Schools as a Community Shelter **
Section 5……District Policies Related to Safety:
(a) Board Policy 5021: Custodial & Parent Rights
(b) Mandated Child Abuse Reporting
(c) Missing Student Protocol
(d) Suicide Risk Assessment
Section 6……Bullying Policies and Procedures
Section 7……Dangerous Student Notification
Section 8……Wellness Plan
Section 9……District Handbook
Section 10……Component I: Social Climate
Component II: Physical Climate/Campus
Section 11…… Emergency Plan: Site Level Incident Command System
Section 12…… Emergency Plan: Site Level Communication Procedures
Section 13……Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on campus
Section 14……Emergency Plan: Site Level Safe Ingress & Egress Procedures
Section 15... Emergency Plan: Site Level Family Reunification Procedures
Section 16……. Emergency Plan: Site Level Provisions for Students/Staff with Special Needs
Section 17……School Site Safety Committee Member List
Section 18……School Site Safety Committee Records: Public Meeting and Agendas Approval of CSSP
Section 19……Staff Handbook
Section 20……Site Specific Documents (option to add documents)
** Once designated by the Red Cross or Office of Emergency Services, the school sites will be notified and Documentation will be inserted in this section.

The Comprehensive Safe School Plans for the Sacramento City Unified School District were revised to ensure the contents of the plans were uniform and updated to address the components set forth in Section 3382 of the 2015 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

The following Table of Contents were discussed and offered to Principals at all sites within the District:

Section 1……Component I: Social Climate, Component II: Physical Climate/Campus
Section 2…… Emergency Plan: Site Level Incident Command System
Section 3…… Emergency Plan: Site Level Communication Procedures
Section 4…….. Emergency Plan: Site Level Use of Schools as a Community Shelter **
Section 5……. Emergency Plan: Site Level Provisions for Students/Staff with Special Needs
Section 6... Emergency Plan: Site Level Family Reunification Procedures
Section 7……Emergency Plan: Site Level Earthquake Emergency Procedures
Section 8…… Emergency Plan: Site Level Drill Procedures: Fire, Chemical, Bomb Threat, ATF Bomb Threat Checklist, Lockdown, Active Shooter
Section 9……Emergency Plan: Site Level Safe Ingress & Egress Procedures

Section 10……Before and After School Programs
Section 11……School Site Safety Committee Member List
Section 12……School Site Safety Committee Records: Public Meeting and Agendas Approval of CSSP
Section 13……District and Site Policies Related to Safety:
(a) Board Policy 5021: Custodial & Parent Rights
(b) Mandated Child Abuse Reporting
(c) Missing Student Protocol
Section 14……Dangerous Student Notification to Teachers' Signature Pages (Spring & Fall)
Section 15……Bullying Policies and Procedures
Section 16……Wellness Plan
Section 17……District Handbook
Section 18……Staff Handbook
Section 19……Site Specific Documents (option to add documents)

The revised Safety Plan was developed to bring the District up to current standards while addressing each of the components as it relates to a unique school site. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	1.16	6.25	17.46
Expulsions Rate	0.00	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	6.57	4.88	6.10
Expulsions Rate	0.02	0.03	0.02
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	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement		53
Percent of Schools Currently in Program Improvement		79.1

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	29	32	22				1	2	2		1	
1	28	37	24				1		1		1	
2	28	16	27		1		1	1	1			
3	22	24	24	1	1	1	1	2	2			
4	32	30	25				1	1	1			
5	31	32	24				2	1	3			
6	29	35	82				2		2		2	2
Other	29		4			2	1					

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0000
Counselor (Social/Behavioral or Career Development)	0.0000
Library Media Teacher (Librarian)	0.0000
Library Media Services Staff (Paraprofessional)	0.0000
Psychologist	0.0000
Social Worker	0.0700
Nurse	0.0000
Speech/Language/Hearing Specialist	0.0000
Resource Specialist	1.0000
Other	0.0000
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on ELA Common Core State Standards, Math Common Core State Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are in addition to the required 18-hours of professional development designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$39,885	$43,165
Mid-Range Teacher Salary	$52,419	$68,574
Highest Teacher Salary	$86,028	$89,146
Average Principal Salary (ES)	$100,430	$111,129
Average Principal Salary (MS)	$102,617	$116,569
Average Principal Salary (HS)	$118,237	$127,448
Superintendent Salary	$245,000	$234,382
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	6%	5%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$6,227	$1,541.60	$4,685.19	$68,606.24
District	♦	♦	$4,556	$65,695
State	♦	♦	$5,348	$72,971
Percent Difference: School Site/District			0.7	7.2
Percent Difference: School Site/ State			-11.6	4.1

* Cells with ♦ do not require data.

Types of Services Funded

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school. John Sloat Elementary School receives additional funding through the Quality Education Investment Act (QEIA) and the After School Education and Safety Program (ASES).

Services provided at our school include:
Class Size Reduction – Primary - 20:1 Intermediate – 25:1
Tutoring
Supplemental instructional materials and books in mathematics, reading/language arts and ELD
Access to technology
Parent Education/Family Nights
Student/Family Primary Language Support
Translation for Home-School Communication
Special Education
Professional Development
Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
School Choice Open Enrollment

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.