SARC

George Key School

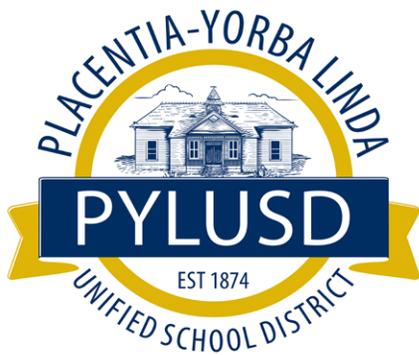OUR
MESSAGE

OUR
SCHOOL

OUR
TEACHERS

Deby Six
Principal
dsix@pylusd.org

710 East Golden Avenue
Placentia, CA 92870

Grades: Preschool - 22 years of age
Phone: (714) 986-7170
www.georgekey.org

CDS Code: 30-66647-6089478

Para español, visita:
www.pylusd.org

Placentia-Yorba Linda USD

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PYLUSD: Where...

Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future

Happens!

Superintendent's Message

Dear PYLUSD community,

Orange County historians tell us that the Placentia School District dates back to 1878; Yorba Linda School District formed about 40 years later in 1911. Pioneers in those early years established one-room schoolhouses, and with courage, hard work, and clear vision, laid the foundation for the present-day award-winning education system that we enjoy. I am incredibly proud to serve the Placentia-Yorba Linda Unified School District as superintendent. Our educational heritage gives me much to be thankful for, as well as a keen desire to be a good steward of all that our schools and students represent and have achieved. Inspired by the past, I welcome all of you to join with me in continuing to build our school communities and equip our students for the future.

In the spirit of building toward the future, our district has undertaken some very important work. We launched The PYLUSD Advantage, a pivotal and significant five-year commitment and plan of action for our school district. Providing a framework for aligning our organization around core values, The PYLUSD Advantage guides our decision-making, aligns the priorities in our programs, and ultimately ensures that all of our students will receive an outstanding and comprehensive education.

People—our students, first and foremost; our district employees; families; and others in our supportive community—are the heart and soul of the Placentia-Yorba Linda Unified School District. That is clear. To safeguard this vital commitment and to provide a foundation of educational excellence, we have identified five key Focus Areas.

- **Academic Achievement:** We will expect all students to demonstrate academic achievement in order to emerge college and career ready.
- **Effective Instruction and Leadership:** We will continue to support a dynamic and high-quality instructional program to build lifelong habits of learning.
- **Engaged Community:** We will establish a culture that encourages positive relationships among our students, staff, and parents as well as educational and business partners.
- **Safe and Respectful Environment:** We will foster a safe and respectful atmosphere to promote the emotional health, safety and well-being of students, staff, and parents.
- **Optimized Resources:** We will ensure that all fiscal and capital resources maximize educational opportunities.

The 2015-16 school year provides us an opportunity to write another chapter of new successes and legacy in the history of our school district. We are grateful for the support of each of you—students, staff members, parents, and the community—as we embark on this important work and look forward with much anticipation to a wonderful year.

Sincerely,

Doug Domene, Ed.D.
Superintendent

District Mission Statement

We hold high expectations for all students through rigorous and relevant educational experiences that challenge them to become responsible, ethical, and engaged citizens.

District Vision Statement

We are committed to being a dynamic learning community that prepares each and every student for success now and in the future.

Placentia-Yorba Linda Unified School District Core Values

What We Stand For and Represent

Excellence

We relentlessly pursue excellence in all academic and organizational endeavors.

Collaboration

We work together with all members of our school community to ensure student success.

Integrity

We foster relationships that promote respect, service, and honesty to ensure the well-being of all students.

Innovation

We embrace a culture that celebrates ingenuity and inspires intellectual exploration.

School Mission Statement

- We believe that all children are capable of learning regardless of the nature and severity of his or her disability
- We believe that all children require a program that addresses his or her unique needs and learning style
- We believe that systematic planning, instruction and ongoing evaluation leads to successful student outcomes
- We believe that student success is a result of adherence to standards-based curriculum, functional life skills, best practices and collaboration with home/school/community members

Principal's Message

Dear George Key parents, students and community friends,

We are so thrilled to have you as a member of the George Key family! Our students achieve success because of you, your support, and our outstanding and dedicated teachers and staff.

Such teamwork, support of the Parent Student Staff Organization (PSSO), technology and focus upon standards-based functional life-skills curriculum all address students' unique needs and learning styles. Creativity of implementation is "Key" and the secret to George Key School's success is its family, who daily embodies PYLUSD's core values of excellence, collaboration, integrity and innovation.

We look forward to ongoing student success as our George Key family continues working together!

Deby Six

School Safety

George Key School aims to further develop an organizational structure that creates a consistent, safe, proactive and positive climate on our school campus.

The Safe School Planning Committee recognizes and commends the students, staff, and parents for the following conditions and program at George Key School that positively affect the physical and psychological well-being of all persons on campus:

- Teachers and staff implement a consistent positive-behavior management system daily to reinforce students' appropriate social and classroom interactions with peers and adults
- Opportunities for socialization with general-education peers at Golden Elementary School
- Scheduled periods of the day for students to access on-site and community opportunities to address their functional goals
- Opportunities for staff to receive in-services and training to address student-health and personal-hygiene needs
- Opportunities for students to access the Brain Train Mobile Library
- Opportunities for students to participate in district and schoolwide celebrations, such as Patriot's Day, Read for America , etc.
- Opportunities for students to access outdoor activities (the playground)
- Monthly Fire/Emergency Drills and Lockdowns
- Review of Crisis Intervention Plan
- Review of Emergency Intervention Plan
- Monthly Safety Checks

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2015. It will be reviewed again in March 2016.

Suspensions and Expulsions

This table shows the school, district and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	George Key School			Placentia-Yorba Linda USD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspension rates	0.0%	1.5%	0.0%	3.6%	3.4%	2.4%	5.1%	4.4%	3.8%
Expulsion rates	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%

Parental Involvement

Parents at George Key School have the opportunity to become involved through the following activities:

- Parent Student Staff Organization
- Phantom Fundraiser
- Box Tops for Education
- Carnival/Jog-a-Thon
- Open House Barbeque
- Art Master's Program
- Classroom activities
- Disaster preparedness
- Rotary luncheon
- Winter Program
- Recycling
- School Safety Committee
- School Site Council

For more information on how to become involved at the school, please contact Cara Wilson, the PSSO president, at (714) 986-7170.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Enrollment by Grade

The table displays the total number of students enrolled in each grade for the 2014-15 school year. The school serves special education students with severe medical and intellectual disabilities ages 3-22 years.

Enrollment by Grade Level	
Grade	**Enrollment**
K	3
1	6
2	5
3	1
4	4
5	4
6	2
7	4
8	6
9	6
10	2
11	5
12	3
Ungraded elementary	0
Ungraded secondary	8

Average Class Size

Class size ranges from six to 10 students. The average ratio is one adult to two to three students.
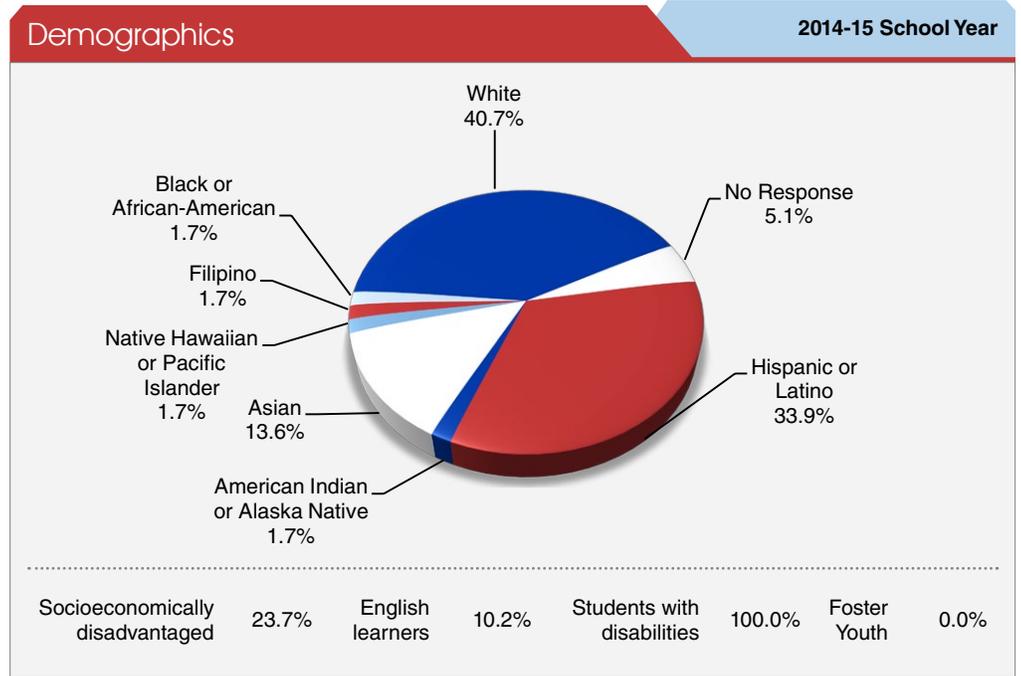
Note

Due to the specialized nature of instruction at George Key School, there is no data to report on the California Physical Fitness test, career technical education programs, advanced placement courses, or UC/CSU courses. For more information, please visit the www.pylusd.org or the school.
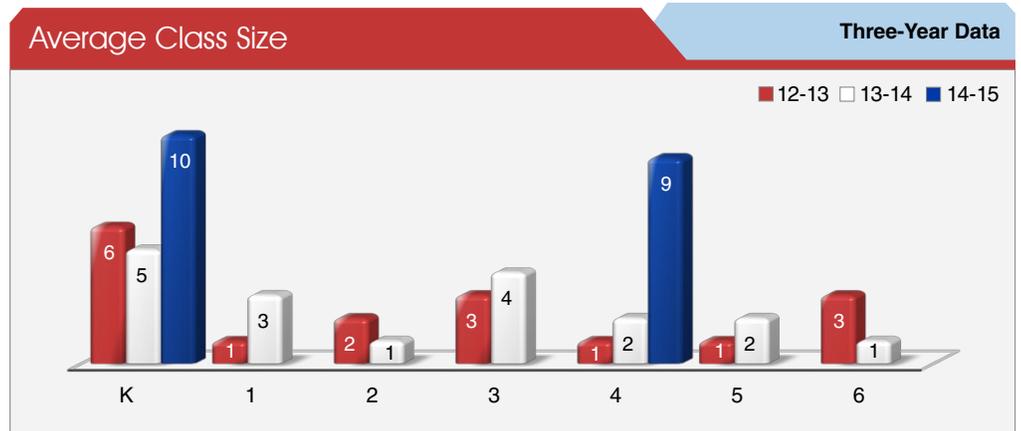
Enrollment by Student Group

The total enrollment at the school was 59 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2014-15 School Year

- White 40.7%
- No Response 5.1%
- Black or African-American 1.7%
- Filipino 1.7%
- Native Hawaiian or Pacific Islander 1.7%
- Asian 13.6%
- Hispanic or Latino 33.9%
- American Indian or Alaska Native 1.7%

Socioeconomically disadvantaged	23.7%	English learners	10.2%	Students with disabilities	100.0%	Foster Youth	0.0%

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size

Three-Year Data

Legend: 12-13, 13-14, 14-15

Grade	12-13	13-14	14-15
K	6	5	10
1	1	3	
2	2	1	
3	3	4	
4	1	2	9
5	1	2	
6	3	1	

Number of Classrooms by Size

Three-Year Data

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1			1		
1	1			2					
2	2			1					
3	2			1					
4	1			2			1		
5	1			1					
6	1			1					

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
	George Key School			Placentia-Yorba Linda USD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	❖	❖	❖	76%	77%	75%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	75%
All students at the school	❖
Male	❖
Female	❖
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	❖
Native Hawaiian or Pacific Islander	❖
White	❖
Two or more races	❖
Socioeconomically disadvantaged	❖
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	◈

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	George Key School	Placentia-Yorba Linda USD	California
English language arts/literacy	❖	62%	44%
Mathematics	❖	54%	33%

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

◈ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). 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 more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

Due to low enrollment CAASPP test scores by student group are not shown. When the number of students tested is 10 or fewer, scores are not displayed either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient. ✶

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information Web page at http://admission.universityofcalifornia.edu.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU Web page at www.calstate.edu/admission/admission.shtml.

"We believe that all children require a program that addresses his or her unique needs and learning style."

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement. Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for George Key School.

Students Scoring at Proficient or Advanced Levels — Three-Year Data

	English Language Arts			Mathematics		
	12-13	13-14	14-15	12-13	13-14	14-15
George Key School	❖	❖	❖	❖	❖	❖
Placentia-Yorba Linda USD	71%	55%	57%	76%	57%	60%
California	57%	56%	58%	60%	62%	59%

District CAHSEE Grade Ten Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. School scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, only district scores are displayed.

Students Scoring at Proficient or Advanced Levels — 2014-15 School Year

	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	29%	26%	45%
Mathematics	25%	41%	34%

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates — Three-Year Data

	Graduation Rate			Dropout Rate		
	11-12	12-13	13-14	11-12	12-13	13-14
George Key School	❖	❖	❖	50.00%	0.00%	0.00%
Placentia-Yorba Linda USD	91.80%	93.18%	93.93%	5.50%	2.90%	3.80%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

✶ Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

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

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements			Graduating Class of 2014
Group	**George Key School**	**Placentia-Yorba Linda USD**	**California**
All students	❖	94.05%	84.60%
Black or African-American	❖	95.56%	76.00%
American Indian or Alaska Native	❖	80.00%	78.07%
Asian	❖	98.51%	92.62%
Filipino	❖	94.59%	96.49%
Hispanic or Latino	❖	87.15%	81.28%
Native Hawaiian or Pacific Islander	❖	75.00%	83.58%
White	❖	97.67%	89.93%
Two or more races	❖	100.00%	82.80%
Socioeconomically disadvantaged	❖	88.69%	81.36%
English learners	❖	46.15%	50.76%
Students with disabilities	❖	79.57%	61.28%
Foster youth	◈	◈	◈

Textbooks and Instructional Materials

The assistant superintendent of Educational Services shall appoint a principal or other administrator to chair the districtwide textbook-selection process. A Steering Committee shall be selected and consist of one certificated staff member from each elementary school (elementary) or at least one teacher from each school from the subject-area department for which adoption is pending (secondary). Appointments to the committee will be based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review materials submitted on state-authorized lists and any other materials which may be considered for adoption. If pilot usage is to be pursued, the Steering Committee shall select the material to be piloted. With or without piloting, the Steering Committee will recommend adoption to the District Curriculum Council, which shall make an adoption recommendation to the assistant superintendent of Educational Services. The assistant superintendent is responsible for preparing recommendations for the Board of Education. The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was held in September 2015. Most recently adopted textbooks were chosen from the state-approved list. Textbook content fits within the curriculum frameworks adopted by the State Board of Education. New State Frameworks have been adopted in English language arts and English language development and mathematics to correspond to the Common Core State Standards. New textbooks to align with the Common Core State Standards will be adopted according to the State of California adoption timeline. Mathematics textbooks were adopted in the spring of 2015. English language arts and English language development textbooks will be available for preview in the spring of 2016 for a possible pilot during the 2016-17 school year and recommended for adoption in the spring of 2017 for implementation in 2017-18.

School Textbooks

George Key School follows the Unique Learning System, which is a standards-based curriculum specifically tailored to meet the needs of students with moderate to severe disabilities. No textbooks are utilized.

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

◈ Information is not available at this time.

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	9/2015

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

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).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral or career development counselors	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.66
Social worker	0.00
Nurse	2.50
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00
Other	**FTE**
Full-time instructional assistants	8.00
Physical therapist	0.33
Occupational therapist	0.75

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Placentia-Yorba Linda USD	George Key School		
Teachers	**15-16**	**13-14**	**14-15**	**15-16**
With full credential	1,067	13	19	26
Without full credential	1	0	0	0
Teaching outside subject area of competence (with full credential)	4	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	George Key School		
Teachers	**13-14**	**14-15**	**15-16**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
George Key School	◈	◈
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	100.00%	0.00%

◈ Information is not available.

✧ Not applicable.

School Description

George Key School was established in 1979 and named after Mr. George Key, who donated the land the school is now standing on. The school currently houses severely handicapped students ages 3-22 years from the Placentia-Yorba Linda Unified School District and the Brea Olinda Unified School District.

School Facilities

Education is a top priority in the community of Placentia-Yorba Linda, and maintaining a safe and orderly environment maximizes student learning. Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. PYLUSD principals work with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

George Key School opened its doors in the fall of 1979 with 33 students with intellectual disabilities. The site currently educates 70 students with severe disabilities, ages 3-22 years.

During the 2010-11 school year, the facility updated its HVAC system. The school has now 10 classrooms; a Life Skills kitchen area; a Student Independent Work Room; an occupational- and physical-therapy room; offices for the school psychologist, speech therapist, and nurses; a conference room, administrative offices; teacher workrooms; and a physical education room.

The south side of the facility holds a soft-surface area with play equipment while the north side provides an open area which is secured within the fenced perimeter to allow for outdoor activities and easy wheelchair access.

School Facility Items Inspected

The tables show 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, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **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 and 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.

School Facility Good Repair Status			2015-16 School Year
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			Good
Date of the most recent school site inspection			8/22/2015
Date of the most recent completion of the inspection form			8/22/2015

Deficiencies and Repairs

For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be completed before the end of the 2015-16 school year. Maintenance items will be prioritized so that student safety is not compromised.

Professional Development

To support teachers during the one day of Preservice in August 2014, the topics were chosen based on the need to prepare teachers to continue the transition to and implement the Common Core State Standards (CCSS). Specific focus areas for Preservice in 2014 included unwrapping the English and language arts (ELA) Speaking and Listening standards and the English language development (ELD) Speaking and Listening standards connections in order so that teachers in all disciplines are able to support students in content-area discussions and collaborative conversations . In addition, training was provided on Close Reading and Visual Thinking Strategies in each individual discipline and grade level.

For Preservice training, teachers attend workshop presentations at various sites in grade-level and content-area groupings. Trainers mostly consist of trained district staff with outside presenters as needed and appropriate. For 2014, the Preservice training was one all-day training.

Follow-up training and support is provided all year long through the district's Professional Development Academy (PDA) in the form of all-day trainings, site support, and coaching. At the site level, principals lead their teams in data analysis and offer teachers opportunities for staff development in-house (trainings taught by teachers on-site or by the principal), or by inviting district PDA trainers to provide staff development. The PDA offers site leaders training as well through Leadership Learning Series. Discipline and/or grade-level task forces of teachers and leaders have also been established to lead implementation and provide direction and support with curriculum, instruction, and assessment.

2015-16

While the 2015-16 school year did not allow for a devoted professional development day during Preservice for all teachers, many professional development offerings were made available for leaders and teachers in August/summer 2015 and during the school year. A focus area was to ensure that all teachers of mathematics were trained in the newly adopted textbook series. Other training options offered during the summer and school year to support districtwide initiatives included Project Read, Step Up to Writing, Classroom Management, FOSS Science Kits, Google Basics, Advanced Google training, ActivInspire, ELA/ELD standards and framework, Positive Behavioral Intervention and Supports (PBIS), and AVID/WICOR strategies.

Public 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-serve 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.

Professional Development

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Other avenues for training have included on-site professional development where trained district staff members provide learning modules for sites during weekly professional learning community (PLC) time. Site leaders arrange these trainings with the PDA team.

PDA team members provide collaborative coaching on-site through a collaborative teacher application opportunity and/or at a principal's and teacher request. Cognitive coaching techniques are used to help build capacity.

Local Control and Accountability Plan (LCAP) dollars were also used to send teachers and leaders to relevant training and conferences on such topics as Individual Education Program (IEP) Goal Writing to the CCSS, Multi-Tiered System of Supports (MTSS), universal design for learning (UDL), ELA/ELD frameworks launch and materials fairs, AVID, Next Generation Science Standards (NGSS), and California Assessment of Student Performance and Progress (CAASPP).

Induction training for first- and second-year general education teachers is also provided (formerly known as Beginning Teacher Support and Assessment [BTSA]).

Professional Development Days	
2013-14	1 day
2014-15	1 day
2015-16	0 days

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria			2014-15 School Year
	George Key School	**Placentia-Yorba Linda USD**	**California**
Met overall AYP	No	Yes	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	No	Yes	Yes
Met graduation rate	○	Yes	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year
	George Key School	**Placentia-Yorba Linda USD**
Program Improvement status	Not Title I	In PI
First year of Program Improvement	✧	2013-2014
Year in Program Improvement	✧	Year 1
Number of Title I schools currently in Program Improvement		6
Percentage of Title I schools currently in Program Improvement		75.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit http://data1.cde.ca.gov/dataquest/.

○ Not applicable. This AYP indicator is only applicable for high schools.

✧ Not applicable. The school is not in Program Improvement.

Financial Data

The financial data displayed in this SARC is from the 2013-14 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 detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at 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.

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	2013-14 Fiscal Year	
	Placentia-Yorba Linda USD	**Similar Sized District**
Beginning teacher salary	$39,997	$43,165
Midrange teacher salary	$74,152	$68,574
Highest teacher salary	$93,027	$89,146
Average elementary school principal salary	$111,686	$111,129
Average middle school principal salary	$115,999	$116,569
Average high school principal salary	$125,379	$127,448
Superintendent salary	$233,520	$234,382
Teacher salaries: percentage of budget	42%	38%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This 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	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
George Key School	$2,186	$62,428
Placentia-Yorba Linda USD	$6,023	$73,852
California	$5,348	$72,971
School and district: percentage difference	-63.7%	-15.5%
School and California: percentage difference	-59.1%	-14.4%

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	
2013-14 Fiscal Year	
Total expenditures per pupil	$23,169
Expenditures per pupil from restricted sources	$20,983
Expenditures per pupil from unrestricted sources	$2,186
Annual average teacher salary	$62,428

Types of Services Funded

In addition to school site budgets, George Key also receives the following supplemental funding:

1. PSSO Gift Funds—used for a variety of programs and materials beneficial to students
2. Rotary Gift Funds—used for a variety of mobility and sensory equipment and technology beneficial to students
3. Toyota Community Partners Funds—used to support student mobility and visual and communication needs
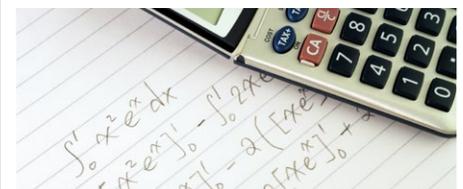
Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfffaq.asp.

[1] English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

[2] The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.