



Campus Park Elementary School

1845 H Street • Livingston, CA 95334 • (209) 394-5460 • Grades TK-5

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



Livingston Union School District

922 B Street
Livingston, CA 95334
(209) 394-5400
www.livingstonusd.org/

District Governing Board

Mr. Vernon Boyd
Mrs. Susan Ruth
Mrs. Anne Land
Mr. Luis Enrique Flores
Mrs. Yolanda Correia

District Administration

Mr. Andrés Zamora
Superintendent
Mrs. Sara Crawley
**Director of
Fiscal and Business Services**

Mrs. Kuljinder Sekhon
Director of Educational Services

Ms. Filomena Sousa
**Director of
Categorical Programs and
Special Projects**

Mr. Nick Jones
**Director of
MOT and Facilities**

Mrs. Tiffany Pickle
Director of Instructional Technology

School Description

Campus Park Elementary School is a unique school of collaborative teachers, parents, and community members who provide students with a safe and comprehensive educational program that is developed and sustained by all. It is through collaboration and commitment that we provide a comprehensive education that prepares our students to face academic challenges and instills a commitment to strive for excellence. Curriculum is diversified to meet the individual needs of all of our students; challenging advanced learners and providing academic support for students with special needs. We provide a learning environment that respects cultural diversity and individual differences, promotes positive self-esteem, prepares students for the 21st Century, stimulates academic achievement, and promotes enthusiasm for learning.

Parent participation in school and student activities is a large part of our positive learning environment. A very strong emphasis is placed on parent participation and involvement in Parent/Teacher Conferences, Back to School Night Programs, Open House, Student Performances, School Site Council, English Language Advisory Council, Parent Evening Programs, Adult Education Classes, and Volunteering in the classroom. Regular communication from school to home is provided in English and Spanish through parent letters, monthly calendars, and the school's phone messaging system.

Regular classroom instructional support was provided by paraprofessionals in all T.K. and Kindergarten classrooms. In addition daily Tutor support is provided for Dual Language Academy classrooms 4th/5th grades and two clinicians for tutoring in Language Arts for grade TK-3rd grade. Support services with certificated staff were also provided for Reading, English Language Development, Dual Language Academy-Spanish, Library and Instructional Resources, and Special Needs Services. Students had an opportunity to participate in the ASSETS after school activities program coordinated with the County Schools. In addition to academic support, students were frequently recognized for positive behavior and for demonstrating the core values in the school's character education program. The school's discipline program is based on the Assertive Discipline model and suspension/expulsions are at a minimum. All students and staff adhere to system-wide rules and procedures which are regularly taught and reinforced at school assemblies with all students.

A strong staff development strand has also been integrated throughout the curriculum. Training needs are identified and workshops planned, release days with substitute teachers are also provided as needed. A complete state mandated and local assessment system is in place to provide continuous evaluation of student achievement and instruction. Student progress towards achieving identified goals and objectives is continuously monitored. The Principal utilizes the support and guidance of the school staff, school site council, parent groups, school grade level representatives, and curriculum committees to provide innovative and high quality instruction in a safe, positive environment, conducive to academic learning and personal growth.

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 (209) 394-5460 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	83
Grade 2	95
Grade 3	92
Grade 4	97
Grade 5	100
Total Enrollment	564

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	1.1
Asian	4.4
Hispanic or Latino	90.8
White	3.2
Socioeconomically Disadvantaged	94
English Learners	68.1
Students with Disabilities	5.7
Foster Youth	0.7

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

Campus Park Elementary School	13-14	14-15	15-16
With Full Credential	25	25	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Livingston Union School District	13-14	14-15	15-16
With Full Credential	♦	♦	111.5
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School

Campus Park Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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	97.3	2.7
High-Poverty Schools	97.3	2.7
Low-Poverty Schools	0.0	0.0

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

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

The LEA has made great strides in establishing a framework for instructional delivery consistency, ongoing monitoring of implementation of ELD, ELA, and Mathematics and extending learning time for students. The district has adopted and purchased SBE approved core and supplemental materials which all teachers are currently utilizing in conjunction with district-wide pacing calendars for ELA and Mathematics. Each year, site leadership ensures that each student has the needed textbooks and instructional materials. Tri-annual district benchmark assessments have been developed and are administered and scored by staff in the areas of ELA and Mathematics as well as Science. To manage individual student, district and state assessment data the LEA has in place a comprehensive, multidimensional electronic assessment and reporting system that includes benchmark and summative reporting capabilities. All teaching and administrative staff has access to the electronic assessment system allowing for rapid retrieval of assessment data from both state and ongoing local assessments. Staff is able to view results and formulate reports in a timely manner in order to analyze data and modify instruction as needed. Struggling students scoring below or far below basic on CSTs or local assessments have access to extended learning time whether it be through interventions provided during or after school or the district's four-week summer school program. Also included in the after school support system is additional support provided to those students at each site who are enrolled in the district's After School Student Education Teamwork for Success (ASSETS) Program.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2012

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures & Tesoros de Lectura: 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Harcourt CA HSP Math: 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton Mifflin-CA. Science: 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin Social Studies: 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Harcourt Health and Fitness, Harcourt School Publishers: 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A Percent of students lacking their own assigned textbook: N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

General: The Livingston Union School District staff members pride themselves on offering clean, safe and adequate school facilities. Campus Park Elementary offers a safe and clean learning environment.

Maintenance and Repair: Our facilities are kept in good condition by our maintenance and operations department. The facilities including all restrooms, floors, walls, roofs, plumbing and electrical systems are routinely inspected and repaired as part of our preventive maintenance program. All facilities are fully lighted, heated, air conditioned, and wired with Internet access to all rooms. The fire alarm and safety system is inspected routinely by the school and by the city fire department. In addition, our grounds and facilities are clean and free of litter and graffiti. In joint efforts, our staff, students, and custodians work together to pick up and clean up. Students are housed in fully equipped, modernized classrooms. Playground areas feature well-maintained play equipment and well-groomed fields for sport play.

Age of School Buildings: Campus Park Elementary School buildings are more than 40 years old and offer adequate heat and air conditioning and are maintained in accordance with stringent state and district guidelines. There are 35 classrooms, two computer labs, one library and resource room, one kitchen and cafeteria, and one school support services office. Additional portable classroom buildings were placed on campus in 1996 to accommodate class size reduction in grades K-3.

Safety: A safety plan is in effect. Certificated and classified staff members are vigilant in maintaining student safety with supervision before, during and after school as students egress home. All visitors are required to check in and out at the school office upon entering and leaving school grounds. The school grounds are equipped with a perimeter fence to discourage unauthorized access during the school day. The grounds are well lighted and monitored by a video camera surveillance system with a direct link to the local police department, to ensure the safety of the grounds twenty-four hours a day.

Cleaning Process and Schedule: CPE employs a team of custodians that provide students and staff with a clean and safe school environment daily. Our custodial staff receives specialized training that allows them to perform their duties effectively and efficiently. All state and district guidelines that govern custodial tasks have been implemented and are followed in accordance with the law. In addition, the District's groundskeepers maintain the grounds and landscape features. Regular inspections are conducted to ensure a safe and clean environment for students and staff.

MOT director and administrative staff conduct yearly inspections to evaluate the need for major and minor school facility upgrades/improvements.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 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			
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	19	29	44
Math	17	17	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	28	36	37	47	43	39	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	21.40	22.40	17.30

* 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	39
All Student at the School	37
Male	44
Female	30
Asian	--
Hispanic or Latino	37
White	--
Socioeconomically Disadvantaged	--
English Learners	5
Students with Disabilities	35
Students Receiving Migrant Education Services	--
Foster Youth	--

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

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	95	93	97.9	51	31	13	5
	4	99	98	99.0	56	22	13	5
	5	100	98	98.0	48	29	14	7
Male	3		45	47.4	67	20	9	4
	4		50	50.5	62	16	16	0
	5		53	53.0	47	26	17	8
Female	3		48	50.5	35	42	17	6
	4		48	48.5	50	29	10	10
	5		45	45.0	49	31	11	7
Black or African American	3		1	1.1	--	--	--	--
American Indian or Alaska Native	4		3	3.0	--	--	--	--
Asian	3		4	4.2	--	--	--	--
	4		2	2.0	--	--	--	--
	5		6	6.0	--	--	--	--
Hispanic or Latino	3		86	90.5	50	34	13	3
	4		90	90.9	57	23	12	4
	5		86	86.0	48	27	15	8
White	3		1	1.1	--	--	--	--
	4		2	2.0	--	--	--	--
	5		6	6.0	--	--	--	--

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
Two or More Races	3		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		86	90.5	55	28	13	5
	4		86	86.9	60	20	13	3
	5		92	92.0	48	30	14	5
English Learners	3		56	58.9	68	32	0	0
	4		47	47.5	79	13	2	0
	5		42	42.0	74	19	2	0
Students with Disabilities	3		6	6.3	--	--	--	--
	4		12	12.1	75	0	0	0
	5		13	13.0	77	15	0	8
Students Receiving Migrant Education Services	3		5	5.3	--	--	--	--
	4		3	3.0	--	--	--	--
	5		5	5.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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	95	92	96.8	54	32	12	2
	4	99	95	96.0	34	44	17	5
	5	100	96	96.0	58	27	10	4
Male	3		44	46.3	66	23	7	5
	4		47	47.5	45	43	11	2
	5		52	52.0	52	27	15	6
Female	3		48	50.5	44	40	17	0
	4		48	48.5	23	46	23	8
	5		44	44.0	66	27	5	2
Black or African American	3		1	1.1	--	--	--	--
American Indian or Alaska Native	4		3	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		4	4.2	--	--	--	--
	4		2	2.0	--	--	--	--
	5		6	6.0	--	--	--	--
Hispanic or Latino	3		86	90.5	55	34	10	1
	4		87	87.9	33	48	15	3
	5		84	84.0	55	29	12	5
White	3		1	1.1	--	--	--	--
	4		2	2.0	--	--	--	--
	5		6	6.0	--	--	--	--
Two or More Races	3		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		86	90.5	56	31	10	2
	4		83	83.8	36	43	14	6
	5		90	90.0	61	26	9	4
English Learners	3		54	56.8	74	24	2	0
	4		44	44.4	45	48	2	5
	5		41	41.0	85	12	0	2
Students with Disabilities	3		6	6.3	--	--	--	--
	4		9	9.1	--	--	--	--
	5		13	13.0	92	0	8	0
Students Receiving Migrant Education Services	3		4	4.2	--	--	--	--
	4		2	2.0	--	--	--	--
	5		5	5.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 involvement is an essential component of our students' success. Opportunities for parents to be involved with their children's educational growth continue to increase. In addition to opportunities for parents to participate in Parent Club, School Site Council (SSC), and English Learner Advisory Committee (ELAC), the school offers a varied menu of parent education and activity programs. Parent participation in twice-yearly parent/teacher conferences was high with 99% participation. Open House, Back-To-School Nights, Cultural and Arts performances, and Common Core nights in English and Spanish hosted, were also very well attended. The school also supported three DLA parent participation activity nights during the year. If you are interested in participating in any of the available activities, you are encouraged to contact your child's teacher or the school office at (209) 394-5460.

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

Key Elements of the School Safety Plan

In Livingston Schools, components satisfying each of the following items have been developed and are included in the comprehensive school safety plan:

- 1) Disaster procedures, routine and emergency.
- 2) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision of Section 48915 and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1(commencing with Section 48900).
- 3) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
- 4) A sexual harassment policy, pursuant to subdivision (b) of Section 212.6.
- 5) The provisions of any school-wide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel.”
- 6) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
- 7) A safe and orderly environment conducive to learning at school.
- 8) The rules and procedures on school discipline adopted pursuant to Sections 35391 and 35291-5.
- 9) Assessment of the current status of school crime committed on school campuses and at school related functions.
- 10) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the Penal Code.

The District-School Safety Plan was last reviewed and updated February 2015. School safety procedures are reviewed yearly by site administrators and are included in the school's parent handbook.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.80	0.16	0.16
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.51	3.71	1.28
Expulsions Rate	0.11	0.18	0.04
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	N/A

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

Average Class Size and Class Size Distribution (Elementary)

Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	24	22	24		2	0	4	2	3			
1	22	23	21	1	1	2	3	3	2			
2	23	23	24	1	1		3	3	4			
3	21	24	23	2	1	1	2	3	3			
4	29	28	31				3	3	3			
5	27	27	31	1	1	1	1	3	3	2		

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.1
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.25
Resource Specialist	1
Other	0
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

Each elementary site has access to three full-time Literacy Coaches who have received over 7 years of intensive training and coaching support in the area of English Language Arts (ELA) and Guided Language Acquisition Design (GLAD) with an emphasis on effective strategies for English Learners (ELs). K-5th teachers have received a minimum of 120 hours of training and 240 hours of follow up in AB 466 ELA. A state approved ELA program for grades K-5 was adopted and purchased and was fully implemented for the 2010/11 school year. A new mathematics program was adopted in May, 2015. Technology training is provided to staff throughout the year covering new instructional technology tools as well as managing classroom electronic resources.

Campus Park ensures that every English Learner receives daily English Language Development instruction for a minimum of 30 minutes in a self-contained or departmentalized setting and that the guidelines for grouping ELs, as delineated in the District Master Plan for English Learners, are followed. Adherence to daily ELD instructional time is continuously monitored by site staff with oversight provided by district level staff. One hundred percent of Campus Park's teachers have completed and been certified in GLAD instructional strategies. In addition to the implementation of GLAD instructional strategies, Literacy Coaches have been certified as a GLAD trainers which enables them to provide ongoing classroom coaching to their peers. GLAD is a model of infused ELD instructional strategies that improve delivery in the area of language acquisition and literacy through core content instruction. In addition, all staff has received ELD training and lesson demonstrations conducted by Literacy Coaches.

The professional development referred to above has been an essential component of successful implementation of the district's curriculum. Not only does the training provide teachers with the tools to be able to effectively instruct but has allowed for significant opportunities for within and across grade level planning and collaboration. Systems have been put into place to enable the district to maintain current implementation and support efforts with highly trained and in some cases certified in-house experts. (District has invested in fully certifying elementary instructional coaches in GLAD as well as supporting the certification training for an additional three "key" teachers district wide.) Professional Development is the "Key" to improving instruction and influencing positive student learning. The district has invested heavily in this endeavor both fiscally and philosophically.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,663	\$42,723
Mid-Range Teacher Salary	\$64,899	\$65,936
Highest Teacher Salary	\$86,577	\$84,545
Average Principal Salary (ES)	\$107,367	\$106,864
Average Principal Salary (MS)	\$106,514	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$163,200	\$159,133
Percent of District Budget		
Teacher Salaries	44%	40%
Administrative Salaries	6%	6%

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

Types of Services Funded

The majority of our funds are spent on teacher salaries and benefits, classroom aides, textbooks, library books and supplies, all of which are directly related to classroom instruction.

Campus Park Elementary funds a variety of programs with categorical funds. Programs include: After School Tutoring Program, Computer Center, Staff Development, Literacy Coach, Kaplan Reading and Math Empowerment and Accelerated Reader program. In addition 21st Century technology and training is provided for staff and students in accordance with a three year District Technology Plan.

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5879.71	\$818.93	\$5060.78	\$70,863
District	♦	♦	\$6212	\$74,824
State	♦	♦	\$5,348	\$69,086
Percent Difference: School Site/District			-18.5	-5.3
Percent Difference: School Site/ State			-5.4	2.6

* Cells with ♦ do not require data.