



Yamato Colony Elementary School

800 N. Main Street • Livingston, CA 95334 • (209) 394-5470 • Grades K-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
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District Governing Board

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

District Administration

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Fiscal and Business Services**

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**Director of
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MOT and Facilities**

Mrs. Tiffany Pickle
Director of Instructional Technology

Principal's Message

Welcome to Yamato Colony School, home of the Dragons. Yamato Colony School provides a warm, stimulating environment where students are actively involved in learning academic content as well as positive values. We are excited about our school, and welcome all parents, guardians, and community members to join in our efforts to create successful, responsible citizens. Our staff is dedicated to helping our students succeed. Students receive a standards-based curriculum, presented by caring and dedicated professionals based on the individual needs of the students. We are considerate of students' academic backgrounds and build students' learning based on students' knowledge and experiences. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Yamato Colony students.

Yamato Colony demonstrates its high performance and student achievement through several prestigious academic awards, including the California Distinguished School Award, the Title I Academic Achievement Award, being named a California Business for Education Excellence Honor Roll School and the recipient of Merced County Academic Achievement Awards for First Place API English Learner Subgroup. Yamato Colony's staff, students, parents and the community of Livingston are very proud of all we have achieved. We continually strive to ensure that ALL students succeed at high levels.

School Mission

Yamato Colony Elementary School provides its students with a comprehensive, standards aligned, quality educational program that is sustained with parent and community support.

School Vision

It is our commitment to provide a systematic educational program in all academic areas. Curriculum is standards based and differentiated to meet the individual needs of all our students. We provide a learning environment that promotes positive self-esteem and stimulates academic achievement, enthusiasm for learning and healthy social development. Instruction and other learning opportunities are provided which help students understand and respect cultural diversity and individual differences.

School And Community Profile

Yamato Colony Elementary (YCE) is a traditionally calendared school serving students in kindergarten through fifth grade set in the rural agricultural community of Livingston, which is nestled in the heart of the San Joaquin Valley. Multi-cultural and linguistic diversity are hallmarks in YCE's student population which is reflective of the various cultures and society of the City of Livingston. YCE is one of four schools in the Livingston Union School District. Student demographics are illustrated below. One important instructional program option offered at Yamato Colony is our Dual Language Academy where students are becoming proficiently bilingual and biliterate in both English and Spanish.

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) 394-5470 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	87
Grade 2	93
Grade 3	93
Grade 4	92
Grade 5	89
Total Enrollment	544

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.4
Asian	7.7
Filipino	0.7
Hispanic or Latino	85.5
Native Hawaiian or Pacific Islander	0.7
White	4
Two or More Races	0.4
Socioeconomically Disadvantaged	79.6
English Learners	54.8
Students with Disabilities	8.8
Foster Youth	0.6

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

Yamato Colony Elementary School	13-14	14-15	15-16
With Full Credential	24	25	24
Without Full Credential	0	0	1
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

Yamato Colony Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
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 District has taken 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. All 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: 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Harcourt CA HSP Math: 2007 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%
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	Harcourt Health and Fitness, Harcourt School Publishers: 2004 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 in offering clean, safe and adequate school facilities. Yamato Colony Elementary offers a safe and clean learning environment with students housed in fully equipped, modernized classrooms. Playground areas feature a variety of play equipment and groomed fields for sport play.

Maintenance and Repair: School facilities are kept in good condition by maintenance and operations department. These facilities as well as all restrooms, floors, walls, roofs, plumbing and electrical systems are routinely inspected and repaired as part of the preventive maintenance program. All facilities are fully lighted, heated, air conditioned, and wired for Internet access to all rooms. The fire alarm and safety system is inspected routinely by the school and by the local city fire department. In addition, grounds and facilities are clean and free of litter and graffiti. In joint efforts, the staff, students, and custodians work together to pick up and clean up.

Age of School Buildings: Yamato Colony Elementary permanent buildings were constructed in 1989-90. The school has 25 classrooms, two computer labs, two reading centers, one library and resource room, one kitchen and cafeteria, and one school support services office. Classrooms offer adequate heat and air conditioning and are maintained in accordance with stringent state and district guidelines.

Safety: A safety plan is in effect. Certificated and classified staff members are vigilant in maintaining student safety. All visitors 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 surveillance camera system to ensure the safety of the grounds.

Cleaning Process and Schedule: YCE employs a team of custodians that provide students and staff with a clean and safe school environment daily. 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. MOT director and administrative staff conduct yearly inspections to evaluate the need for major and minor school facility improvements and maintenance.

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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.10	22.20	38.90

* 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 for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	37	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	44	38	32	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.

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	32
Male	36
Female	29
Asian	--
Filipino	--
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	--
White	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	29
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	93	93	100.0	44	34	12	10
	4	91	90	98.9	26	28	26	21
	5	91	91	100.0	31	26	31	12
Male	3		54	58.1	46	31	11	11
	4		48	52.7	38	25	21	17
	5		47	51.6	36	28	28	9
Female	3		39	41.9	41	38	13	8
	4		42	46.2	12	31	31	26
	5		44	48.4	25	25	34	16
Black or African American	4		2	2.2	--	--	--	--
Asian	3		3	3.2	--	--	--	--
	4		9	9.9	--	--	--	--
	5		10	11.0	--	--	--	--
Filipino	4		1	1.1	--	--	--	--
	5		1	1.1	--	--	--	--
Hispanic or Latino	3		87	93.5	46	33	11	9
	4		74	81.3	23	32	27	18
	5		77	84.6	34	29	27	10
Native Hawaiian or Pacific Islander	4		1	1.1	--	--	--	--
	5		1	1.1	--	--	--	--
White	3		3	3.2	--	--	--	--
	4		2	2.2	--	--	--	--
	5		2	2.2	--	--	--	--
Two or More Races	4		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		78	83.9	47	33	10	9
	4		68	74.7	32	26	21	21
	5		68	74.7	29	31	34	6
English Learners	3		47	50.5	66	30	4	0
	4		29	31.9	62	31	3	3
	5		23	25.3	61	35	4	0
Students with Disabilities	3		10	10.8	--	--	--	--
	4		6	6.6	--	--	--	--
	5		12	13.2	67	25	8	0
Students Receiving Migrant Education Services	3		1	1.1	--	--	--	--
	5		1	1.1	--	--	--	--

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
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	93	92	98.9	40	38	15	7
	4	91	91	100.0	43	36	16	4
	5	91	91	100.0	64	29	8	0
Male	3		54	58.1	37	43	13	7
	4		49	53.8	47	35	18	0
	5		47	51.6	66	28	6	0
Female	3		38	40.9	45	32	18	5
	4		42	46.2	38	38	14	10
	5		44	48.4	61	30	9	0
Black or African American	4		2	2.2	--	--	--	--
Asian	3		3	3.2	--	--	--	--
	4		9	9.9	--	--	--	--
	5		10	11.0	--	--	--	--
Filipino	4		1	1.1	--	--	--	--
	5		1	1.1	--	--	--	--
Hispanic or Latino	3		86	92.5	43	35	15	7
	4		75	82.4	44	37	15	4
	5		77	84.6	70	26	4	0
Native Hawaiian or Pacific Islander	4		1	1.1	--	--	--	--
	5		1	1.1	--	--	--	--
White	3		3	3.2	--	--	--	--
	4		2	2.2	--	--	--	--
	5		2	2.2	--	--	--	--
Two or More Races	4		1	1.1	--	--	--	--

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
Socioeconomically Disadvantaged	3		77	82.8	44	38	13	5
	4		69	75.8	46	38	13	3
	5		68	74.7	66	26	7	0
English Learners	3		46	49.5	59	41	0	0
	4		30	33.0	73	23	3	0
	5		23	25.3	91	9	0	0
Students with Disabilities	3		10	10.8	--	--	--	--
	4		6	6.6	--	--	--	--
	5		12	13.2	75	25	0	0
Students Receiving Migrant Education Services	3		1	1.1	--	--	--	--
	5		1	1.1	--	--	--	--
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 participation in school and student activities is a large part of our positive learning environment. Opportunities for parents to be involved with their children's education continue to increase. We place a very strong emphasis on parent participation and involvement in opportunities such as Parent Teacher Conferences, Back-to-School Night Programs, Open House, Student Performance Events, Award Assemblies, Reading is FUNdamental (RIF), Family Science Night, Fall Festival, Winter Festival, February Festival, School Site Council (SSC), English Language Advisory Council (ELAC), Parent Teacher Club (PTC), Parent Center, Dual Language Academy (DLA) Parent Education Meetings, Adult Education Classes, and volunteering in the classroom and on field trips. There are also opportunities for parents to become involved at the District level by participating on the District English Language Advisory Committee (DELAC), the Dual Language Academy Task Force, and the Local Control and Accountability Plan (LCAP) Committee. Migrant parents are invited to attend educational meetings throughout the year.

Regular communication from school to home is provided through frequent parent notices in both English and Spanish. An automated school messenger system also informs parents of important school events and opportunities for their involvement and participation via telephone calls in English and Spanish. Parental involvement is a positive influence insuring that all students are connected to the school program. It is expected that 100% of the parents/guardians participate in parent-teacher conferences each fall and spring.

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

The Yamato Colony teaching and administrative staff reviews the safety plan yearly to ensure Yamato Colony continues to be a safe and caring place to learn.

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	0.87	0.53	0.35
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 2	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	25	22	22		1		4	3	4			
1	22	21	20	2	1	2	2	3	2			
2	21	19	22	2	3	1	2	2	3			
3	22	25	23	2		1	2	3	3			
4	30	31	31				3	3	3			
5	32	31	30				1	3	3	2		
Other	5		12	1		1						

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	
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* 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

The Livingston Union School District provides a comprehensive program of staff development to all certificated staff. The focus of the training programs is derived from careful analysis of student achievement data, and the goals and priorities developed by the District Leadership Team working collaboratively with parents, staff and members of the community.

LUSD schools are supported by three full time District Academic Coaches who provide ongoing training and support to certificated and classified teaching staff in the area of English Language Arts with emphasis on effective strategies for English Learners (ELs). All K-5th grade 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 has been adopted and has been fully implemented. Staff was provided training prior to full implementation of ELA program. A mathematics program was adopted and implemented during the 2008/09 school year. In preparation for the implementation of the Common Core State Standards a number of teachers and the site administrator participated in Math and Language Arts professional development during the school year and over the summer. Teachers at Yamato Colony School have participated in the creation of ELA and Math CCSS units. Teaching and administrative staff has participated in year 4 of Instructional Rounds. Instructional Rounds is a professional development model which allows teachers and administrators the opportunity to visit other classrooms, observe, and provide input regarding next steps to follow in order to increase student achievement.

Yamato Colony School 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. In addition, all elementary staff has received ELD training and lesson demonstrations conducted by the District Academic Coaches.

Staff may also attend after-school trainings provided by in-house experts in a variety of areas including English language development, technology integration writing strategies. Technology training is provided to staff throughout the year covering new instructional technology tools as well as managing classroom electronic resources. BTSA (Beginning Teacher Support and Assistance) is a team of trained support providers who also work with new and veteran teachers. Staff members also have the opportunity to travel outside the district to participate in staff development workshops and conferences. Clerical staff members at the school and district levels have also been provided with the opportunity to participate in professional development opportunities.

Student achievement data contributes to the determination of the focus for training in reading/language arts and math. Teachers are supported throughout the year by the site Instructional Resource Teacher and Academic Coaches. Each teacher works with the principal to determine an individualized Professional Development plan. Professional Development for teachers focuses the transition to the Common Core State Standards as well as strategies to meet the needs of every student. Yamato Colony also offers staff professional development during staff meetings, instructional aide training meetings, and grade level meetings that enhances and supports school and district programs.

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 grade level planning and collaboration. Systems are being 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. 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/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6084.	\$803.92	\$5,280.08	\$79,064
District	◆	◆	\$6212	\$74,824
State	◆	◆	\$5,348	\$69,086
Percent Difference: School Site/District			-15.0	5.7
Percent Difference: School Site/ State			-1.3	14.4

* Cells with ◆ do not require data.

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. Yamato Colony Elementary funds a variety of programs with categorical funds. Programs and support include: DLA Homework Club, Reflex Math, Accelerated Reader, staff development and Academic Coaches.

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.