

Anna Kyle Elementary School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

Anna Kyle Elementary Contact Information (School Year 2013-14)



1600 Kidder Ave.

Fairfield, CA 94533-3914

(707) 421-4105

Principal:

Mr. Howard Kornblum, Principal

Contact E-mail Address:

howardk@fsusd.org

County-District-School (CDS) Code: 48705406051064

Fairfield-Suisun Unified

Contact Information (School Year 2013-14)

(707) 399-5000

www.fsusd.org

Superintendent:

Kris Corey

Contact E-mail Address:

krisc@fsusd.org



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013-14)

Name	Fairfield-Suisun Unified
Phone Number	(707) 399-5000
Web Site	www.fsusd.org
Superintendent	Kris Corey
E-mail Address	krisc@fsusd.org
CDS Code	48705406051064

School Contact Information (School Year 2013-14)

Name	Anna Kyle Elementary
Street	1600 Kidder Ave.
City, State, Zip	Fairfield, CA 94533-3914
Phone Number	(707) 421-4105
Principal	Mr. Howard Kornblum, Principal
E-mail Address	howardk@fsusd.org

School Description and Mission Statement (School Year 2012-13)

Anna Kyle is a student-centered, professional learning community where students are offered opportunities to acquire and apply knowledge and skills to develop their talents, broaden their horizons, and become reflective thinkers who strive for excellence. The administration and staff are committed to improving student learning and implementing curriculum that is aligned to state standards. As staff members of Anna Kyle, we are committed to collaborating with another in a variety of ways. We understand that the greatest academic and social gains for our students come as a result of quality instruction from the classroom teacher and highly effective measures of collaboration among team members. Team members remain driven by our one goal to ensure that each student is proficient or advanced in reading, writing, and math. They meet with a purpose and devise agendas and timelines to ensure success at every collaborative meeting. They take the time to decide upon meeting topics in advance. After meeting, they follow through with collective agreements as a team. In doing so, we work toward improving the extension of equal access to the district's total curriculum for all students as well as the expectation of reaching high academic standards for all students.

In summary, at Anna Kyle Elementary, we are committed to the following guiding principles:

- believing that every Anna Kyle student can be proficient and above in all academic subjects;
- maintaining a sharp focus on the academic accomplishments of every student and making decisions accordingly;
- educating Anna Kyle students in a way that prepares them for college, if they so choose to attend;
- developing and refining exceptional systems that will support and ensure the success of our students;
- using the language of hope. We treat students, parents, and staff members with courtesy and respect; we acknowledge challenges that exist, but we refuse to accept defeat.

Opportunities for Parental Involvement (School Year 2012-13)

We believe that the involvement with students by their parents/guardians is a key factor in student success. We encourage this involvement through School Site Council (SSC), English Learner Advisory Committee (ELAC), School Advisory Council, District Parent Leader Committee, Parent Teacher Association (PTA) and extensive parent education opportunities. At Anna Kyle school parents serve as noon duty supervisors, crossing guards volunteers and classroom helpers. A number of different strategies are used to inform and involve parents in the life of the school. School and class newsletters, student progress reports and other important information are sent home on a regular basis. School-wide weekly phone messages are sent by the principal that update parents on activities at Anna Kyle. Additionally, we also send home weekly school-wide newsletters in English and Spanish. Kindergarten Orientation, Back to School Night, Open House, Grade Level Parent Nights, No Excuses Parent Forums and the annual Standardized Testing Parent Workshop allow parents a closer look into academics and school-wide initiatives to continue to improve student achievement. Additionally, we also offer parent education opportunities such as the Parent Institute for Quality Education (PIQE) seminar and we also collaborate with the Fairfield-Suisun Adult School to offer English as a Second Language (ESL) classes on site for our parents. Childcare and interpreters are offered for all parent education and involvement activities. Parents are encouraged to attend conferences twice a year during report card time. The school's Spanish speaking population has grown to nearly seventy percent of our students. To accommodate this segment of our community, we provide all school-wide home communications in both English and Spanish. We provide translations and interpretation for newsletters, meetings, workshops and conferences.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	43%	46%	42%	53%	56%	56%	54%	56%	55%
Mathematics	58%	56%	56%	48%	50%	51%	49%	50%	50%
Science	21%	30%	27%	52%	55%	56%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	46%	45%	47%	48%	49%	49%

Note: 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56%	51%	56%	47%
All Students at the School	42%	56%	27%	N/A
Male	42%	61%	33%	N/A
Female	43%	51%	20%	N/A
Black or African American	34%	44%	28%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	68%	79%	N/A	N/A
Hispanic or Latino	40%	57%	26%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	38%	44%	N/A	N/A
Two or More Races	57%	50%	N/A	N/A
Socioeconomically Disadvantaged	41%	56%	27%	N/A
English Learners	26%	46%	6%	N/A
Students with Disabilities	27%	35%	N/A	N/A
Students Receiving Migrant Education Services	29%	43%	N/A	N/A

Note: 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	19.5%	15.9%	8%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: 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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	3	3
Similar Schools	3	6	6

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	37	26	-14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	39	21	-4
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	39	28	-13
English Learners	38	20	-10
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	460	760	15,643	790	4,655,989	790
Black or African American	56	710	2,746	728	296,463	708
American Indian or Alaska Native	3		165	803	30,394	743
Asian	3		793	861	406,527	906
Filipino	19	846	1,425	877	121,054	867
Hispanic or Latino	346	760	5,846	754	2,438,951	744
Native Hawaiian or Pacific Islander	5		187	796	25,351	774
White	15	664	3,028	845	1,200,127	853
Two or More Races	13	859	1,453	811	125,025	824
Socioeconomically Disadvantaged	434	757	9,086	743	2,774,640	743
English Learners	318	756	3,792	714	1,482,316	721
Students with Disabilities	58	618	1,782	606	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	85.7%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	136
Grade 1	140
Grade 2	127
Grade 3	133
Grade 4	124
Grade 5	120
Total Enrollment	780

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	13.8
American Indian or Alaska Native	0.5
Asian	1.2
Filipino	3.5
Hispanic or Latino	73.3
Native Hawaiian/Pacific Islander	0.8
White	4.9
Two or More Races	2.1
Socioeconomically Disadvantaged	91.3
English Learners	55.5
Students with Disabilities	10.4

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.6	7	0	0	19.7	7	0	0	19	7	0	0
1	21.1	7	0	0	19.6	7	0	0	20	7	0	0
2	19.7	7	0	0	19.6	7	0	0	18	7	0	0
3	20	6	0	0	19	6	0	0	19	7	0	0
4	23.8	1	4	0	25	0	5	0	25	0	5	0
5	25	0	5	0	24.8	0	4	0	24	0	5	0
Other					0	0	0	0	0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Safety Plan (School Year 2012-13)

The Fairfield-Suisun Unified School District requires safety plans for each school: BP/AR 0450, Comprehensive Safety Plan; BP3515, School Safety and Security; AR3515.5, Safety Program; BP/AR 3515.2, Disruptions; BP/AR 3515.6, Campus Security; and BP/AR 3516, Disaster Regulations. The governing Board insists that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches violence prevention and emphasizes high expectations for student achievement, responsible behavior and respect for others. Each school site develops a comprehensive school wide safety plan that includes violence prevention strategies and actions to be taken in the event of a crisis. Each plan is tailored to the specific conditions at the school. Each school plan takes into account the expertise, available resources and building design, along with factors unique to each site. A copy of the school's plan is available at the school and in the office of the Directors of Elementary and Secondary Education. The plan is updated and reviewed at the beginning of each school year by the principal with the complete faculty. School Safety Plans include the following elements: a positive school climate promoting respect for diversity, personal and social responsibility, effective interpersonal and communication skills, anger management and conflict resolution; disciplinary policies and procedures; prevention of and alternatives to violence; parent involvement strategies; prevention and intervention strategies related to the sale or use of alcohol and drugs; assessment of the school's physical environment and development of ground security; school-site crisis intervention strategies; staff training in violence prevention and intervention techniques.

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	6.73	9.2	14.7	15.53	19.7	20.6
Expulsions	0	0	0.1	0.6	0.4	0.2

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Anna Kyle Elementary is located on Kidder Avenue in the City of Fairfield.

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available on this site. Below is more specific information on the condition of the school and the efforts made to ensure the students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

Anna Kyle was built in 1961. The school currently consists of 39 classrooms, kindergarten classrooms, a library, student and staff restrooms, and multi-purpose room with a kitchen and a staff room. In 2003 the campus underwent a modernization that included upgrades to the electrical and HVAC systems, safety improvements, remodeling of most of the restrooms as well as other repairs. Technology upgrades were also done to get data and Internet access into all the classrooms. In 2004 the campus received an extensive transformation replacing 14 portable buildings with permanent classrooms, enhancing the playground area and creating a center quad area to assure adequate supervision. As part of this transformation, the site received an additional parking/drop off area to bring cars away from the school buildings and allow better organizational flow of traffic and safety for parent pick up and drop-off. All 14 new classrooms consist of 960 square foot with a modern stucco exterior, a pitched roof and an up to date interior enhancements that include; plenty of storage space for teachers, a built-in "learning wall" which includes sliding white boards with a TV/VCR safely enclosed within the case work. The classrooms also include a high degree of natural lighting with windows on both sides of the classrooms as well as operable windows for fresh air. In 2005, a new preschool complex was added so that the campus could offer a low cost preschool program to the community. The secured preschool complex includes a playground structure, asphalt tricycle course and a 1,440 square foot building with restrooms for both students and staff, a large play/instructional area for the children and a small kitchenette for preparation and storage of snacks. During the summer of 2007 the Library and Administrative offices and staff room were expanded to better serve the students, parents and staff at the campus. As part of the General Obligation Bond, the areas were expanded to meet current California Department of Education recommendations. The Library was expanded and modernized to increase the book capacity, increase the student seating area to include two classes, add a large circulation desk, provide story nook area for early readers and provide updated technology. In addition to expanded data infrastructure, a multi-media system was provided that includes a projector, DVD/VCR player, laptop and sound system for presentations. The Administrative offices were moved to a more convenient location just off the expanded parking lot (expanded in 2004) and entryway improvements were included to better provide access to the campus. The new Administrative wing allows more visitor waiting area, a conference room with a "smart-board" for presentations, a large work room, staff offices and expanded staff work area. The staff room was more than doubled and provides room for large meetings as well as staff breaks. The area also includes a separate workroom.

Maintenance and Repair

District maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The District governing board has adopted Strategic Goals, which include cleaning standards for all schools in the District. (Strategic Goal #4). These standards are available at any school site and the District Office. The District's Operations Department works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school, along with the supervision of the site principal.

Deferred Maintenance Budget

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The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair/replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

There are no Deferred Maintenance projects planned at this site during the 2013-14 school year.

Modernization Projects

There are no modernization projects planned at this site during the 2013-14 school year.

New Construction Projects

There are no new construction projects planned at this site during the 2013-14 school year.

School Facility Good Repair Status (School Year 2013-14)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		—	—	
Interior: Interior Surfaces		—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		—	—	
Electrical: Electrical		—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains		—	—	
Safety: Fire Safety, Hazardous Materials		—	—	
Structural: Structural Damage, Roofs		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		—	—	Bushes in front of school need pruning

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	42	36	40	835
Teachers without Full Credential	0	0	0	34
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

Note: "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 (School Year 2012-13)

The federal ESEA, also known as NCLB, requires 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 core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	96	4
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	96.49	3.51

Note: 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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0.55	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non - teaching)	2	N/A
Other	1.5	N/A

Note: Cells shaded in black or with N/A values do not require data.

* 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades K-5: Macmillan McGraw-Hill CA Treasures, copyright date 2010, adopted by local governing agency spring 2010. For grades 6-8: Pearson Literature CA Reading and Language, copyright date 2010, adopted by local governing agency fall 2010. For Reading/Language Arts Intensive Intervention Core Replacement with embedded ELD in grades 4-6: Steck Vaughn Gateways, adopted by local governing agency spring 2009.	0%

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Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Mathematics	All pupils, including English learners, have state-adopted and standards-aligned mathematics textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades K-8: Macmillan McGraw-Hill/Glencoe CA Mathematics, copyright date 2008, adopted by local governing agency spring 2008.	0%
Science	All pupils, including English learners, have state-adopted and standards-aligned science textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades K-5: Macmillan McGraw-Hill CA Science, copyright date 2007, adopted by local governing agency spring 2007. For grades 6-8: Prentice Hall CA Science Explorer, copyright date 2008, adopted by local governing agency spring 2007.	0%
History-Social Science	All pupils, including English learners, have state-adopted and standards-aligned history/social science textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades K-5: Harcourt Reflections, copyright date 2007, adopted by local governing agency spring 2007. For grades 6-8: Holt CA Social Studies, copyright date 2006, adopted by local governing agency spring 2007.	0%
Foreign Language			0%
Health	All pupils, including English learners, have state-adopted and standards-aligned health textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades K-6: Macmillan McGraw-Hill Health and Wellness, copyright date 2006, adopted by local governing agency spring 2006.	0%
Science Laboratory Equipment (grades 9-12)			0%
Visual and Performing Arts			0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,163	\$1,677	\$4,486	\$66,403
District	N/A	N/A	\$4,073	\$64,449
Percent Difference - School Site and District	N/A	N/A	10.14	3.03
State	N/A	N/A	\$5,537	\$69,704
Percent Difference - School Site and State	N/A	N/A	-18.98	-4.74

Note: Cells shaded in black or with N/A values do not require data.

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.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://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 <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

Anna Kyle receives funds from the district general fund, School and Library Improvement Block Grant, Quality Education Investment Act, Economic Impact Aid, Title I, lottery fund and donations. The funds from state and federal sources must be expended in accordance with policies and guidelines established for those programs which include governing Board approved activities identified in the District's Local Educational Agency (LEA) Plan and the site's Single Plan for Student Achievement (SPSA). Anna Kyle's SPSA funded activities include the following: one (1.5) Full Time Equivalent (FTE) Academic Support Teachers to provide instructional coaching and tiered intervention using adopted core replacement and strategic intervention materials; two (2.0) FTE bilingual para-educators to provide translation/interpreter services as well as push in intervention support; extended day tutoring programs/services for low achieving students; parent workshops to support students at home; technology software and hardware to support/supplement the instructional program and site specific professional development opportunities (including assessment data driven collaboration and instructional delivery coaching) to refine the delivery of instruction and target student academic needs.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,281	\$41,461
Mid-Range Teacher Salary	\$63,014	\$66,132
Highest Teacher Salary	\$79,009	\$85,734
Average Principal Salary (Elementary)	\$103,907	\$107,205
Average Principal Salary (Middle)	\$110,377	\$111,640
Average Principal Salary (High)	\$121,763	\$122,627
Superintendent Salary	\$259,658	\$225,175
Percent of Budget for Teacher Salaries	0.41%	0.38%
Percent of Budget for Administrative Salaries	0.07%	0.05%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Teachers are expected to pursue professional development opportunities that are relevant to the instructional goals/activities of our Single Plan for Student Achievement (SPSA) and the District's Local Educational Agency (LEA) plan. As a program improvement school and Quality Education Investment Act (QEIA) school, Anna Kyle annually offers a minimum of thirty hours of after school professional development in addition to District workshops. Weekly professional development workshops for administrators provide data and information to support teacher professional development activities and focus. Based on needs assessment data (student achievement results, staff input on professional development priorities), site specific professional development focuses on implementing and refining the following effective instructional practices: student engagement strategies; English Language and Literacy Acceleration (ELLA); formative assessment; daily Interactive Phonemic Awareness Drills; Six Minute Fluency Drills; communicating standards/objectives to students; making learning relevant; higher order questioning; similarities and differences; non-linguistic representation; academic vocabulary; note taking and summarizing; analyzing student formative/benchmark assessment data to plan instruction; utilizing adopted materials and planning for the transition to the common core standards. Additionally, school-wide collaborative planning meetings occur every Wednesday to analyze standards based student assessment results. Collaborative planning has provided all grade levels with an excellent opportunity to improve programs, curriculum, and teaching strategies that support student learning. All personnel capitalize on the opportunity to meet with colleagues and address student progress, share ideas, improve instructional practices, adjust pacing charts, analyze rubrics, modify curriculum, review support materials, ensure equal access to standards in every classroom and plan grade-wide units. Data forms the foundation of these communications and is used by teachers to ensure that we are meeting the needs of every child. Teachers add to weekly collaborative planning professional development by attending workshops and conferences that support the Fairfield-Suisun Unified School District (FSUSD) LEA Plan. In a recent review by the District's credentialed personnel, every certificated staff member at Anna Kyle was No Child Left Behind (NCLB) compliant as well as certified to work with English learners. Beginning District teachers are provided additional instructional and professional development support from the school administration, colleagues, and Beginning Teacher Support and Assessment (BTSA) personnel. National Board certified and experienced teachers provide instructional support, coaching, and mini workshops for teaching staff. Teachers experiencing instructional difficulties are given support by administration and colleagues including coaching and modeling the delivery of lessons that encompass the expected instructional strategies. Teachers may receive formal Peer Assistance Review (PAR) by administrative recommendation or by teacher voluntary request. FSUSD offers professional development assistance to all non-certified staff. Most professional development training for classified members is provided within the classified staff workday, and the District provides subs.