

# Cleo Gordon Elementary School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

## Cleo Gordon Elementary



### Contact Information (School Year 2013-14)

1950 Dover Ave.

Fairfield, CA 94533-2345

(707) 421-4125

Principal: Cindy Brown, Principal

Contact E-mail Address: [cindyb@fsusd.org](mailto:cindyb@fsusd.org)

County-District-School (CDS) Code: 48705406051098

## Fairfield-Suisun Unified

### Contact Information (School Year 2013-14)

(707) 399-5000

[www.fsusd.org](http://www.fsusd.org)

Superintendent: Kris Corey

Contact E-mail Address: [krisc@fsusd.org](mailto: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	<a href="http://www.fsusd.org">www.fsusd.org</a>
Superintendent	Kris Corey
E-mail Address	<a href="mailto:krisc@fsusd.org">krisc@fsusd.org</a>
CDS Code	48705406051098

### School Contact Information (School Year 2013-14)

Name	Cleo Gordon Elementary
Street	1950 Dover Ave.
City, State, Zip	Fairfield, CA 94533-2345
Phone Number	(707) 421-4125
Principal	Cindy Brown, Principal
E-mail Address	<a href="mailto:cindyb@fsusd.org">cindyb@fsusd.org</a>

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

Cleo Gordon strives to support the academic success for every child by being committed to research supported and data driven educational practices. The staff works in collaborative teams weekly to discuss students' performance and plan instruction that addresses the needs of all students. We are committed to reach out to parents for lasting partnerships in the interest of our students' academic progress and have launched a Parent Leadership Academy in collaboration with the Cowell Foundation to promote our families' involvement in academic support and school governance. We have also initiated a Parent Passport program to encourage parent involvement in many ways and we are in the process of implementing a Community School Grant from the United Way Bay Area that will allow us to provide educational services to families of all ages. We have increased our support for all students by offering before and after-school interventions in Math, English Language Development, and Language Arts instruction. Our mission statement says, "At Cleo Gordon School it is our mission to provide a safe, nurturing and motivating environment that is academically challenging. All our students will be taught with unwavering determination, so they will reach their potential and are college ready when they leave us." We are committed to do what ever it takes to make that mission a reality for our students and our staff, students and parents have signed pledges to commit to our mission.

## Opportunities for Parental Involvement (School Year 2012-13)

The Cleo Gordon community understands the important role that parents play in the teaching and learning process. In collaboration with the Cowell Foundation the school established a Family Resource Center with a full time Outreach Worker. In addition we have added a new partnership with United Way for our Spark Point program for job development and community Schools Grant. The Center also supports families with consultation on how to access health and human services in the community. As part of our outreach efforts we have developed a Parent Leadership Academy that has trained 20 parents every year for active involvement in volunteer opportunities, school governance, and peer outreach. The Center offers parenting classes, support groups, ESL classes, a school readiness program for 13 children and family literacy activities. We have an active School Site Council, English Language Advisory Committee, African American Advisory Committee, School Advisory Council and Parent Teacher Organization. Parents are recognized and celebrated each month at "Success Celebration" assemblies. Parent education classes are offered in the morning dealing with such important topics as homework, discipline and effective parenting. Monthly newsletters/calendars in English and Spanish are distributed as one way to communicate with families. We have "Back-to-School Night", Math and Reading, and crafts nights. Parents/guardians volunteer in a number of ways including field trip chaperones, playground volunteers, cafeteria volunteers and as classroom helpers. Parents know they can meet with teachers and administrators whenever the need arises. Our new Parent Passport Program encourages parent participation and rewards families for participating in our community.

## 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://istar.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	40%	45%	44%	53%	56%	56%	54%	56%	55%
Mathematics	58%	57%	56%	48%	50%	51%	49%	50%	50%
Science	27%	31%	34%	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	44%	56%	34%	N/A
Male	40%	53%	33%	N/A
Female	48%	60%	36%	N/A
Black or African American	38%	52%	26%	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	76%	81%	N/A	N/A
Hispanic or Latino	40%	53%	36%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	57%	66%	N/A	N/A
Two or More Races	53%	63%	N/A	N/A
Socioeconomically Disadvantaged	42%	56%	34%	N/A
English Learners	25%	43%	N/A	N/A
Students with Disabilities	26%	41%	N/A	N/A
Students Receiving Migrant Education Services	N/A	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.

## 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	18.8%	11.2%	11.2%
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	1	2	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	28	27	3
Black or African American	41	44	15
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	8	32	-18
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	28	28	1
English Learners	37	35	-31
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	405	764	15,643	790	4,655,989	790
Black or African American	88	757	2,746	728	296,463	708
American Indian or Alaska Native	2		165	803	30,394	743
Asian	10		793	861	406,527	906
Filipino	18	913	1,425	877	121,054	867
Hispanic or Latino	237	744	5,846	754	2,438,951	744
Native Hawaiian or Pacific Islander	1		187	796	25,351	774
White	31	801	3,028	845	1,200,127	853
Two or More Races	18	816	1,453	811	125,025	824
Socioeconomically Disadvantaged	383	757	9,086	743	2,774,640	743
English Learners	201	733	3,792	714	1,482,316	721
Students with Disabilities	51	623	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	Yes	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	2003-2004	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	120
Grade 1	107
Grade 2	120
Grade 3	118
Grade 4	120
Grade 5	100
Total Enrollment	685

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

Group	Percent of Total Enrollment
Black or African American	22.5
American Indian or Alaska Native	0.3
Asian	2.7
Filipino	3.8
Hispanic or Latino	57.1
Native Hawaiian/Pacific Islander	0.2
White	8.1
Two or More Races	5.4
Socioeconomically Disadvantaged	93.1
English Learners	46.5
Students with Disabilities	8.6

### 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	29.5	0	4	0	31	0	4	0	27	1		0
1	29	0	4	0	30.8	0	4	0	30		3	1
2	27.3	0	4	0	28.3	0	4	0	30			0
3	28.3	0	3	0	31	0	3	0	30			0
4	26.5	1	2	1	33.5	0	0	2	29	1		3
5	32.3	0	2	1	34	0	0	3	28	1		2
Other												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; BP 3515, School Safety and Security; AR 3515.5, 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 that site. A copy of each school's plan is available at the school and in the office of the Directors of Elementary and Secondary Education. The plan is reviewed at the beginning of each year by the principal with her complete faculty. Each school site annually updates the plans. Our School safety Plan was developed on September 21, 2011 by the Principal, a teacher representative, our secretary, and a parent representative. The plan was then presented to the staff on October 13, 2013 for comments and adjustments. The plan reflects our implementation of the BEST model for positive discipline practices and emphasizes of school-wide prevention strategies including:

- Consistent school-wide rules and procedures
- Posting of rules and expectations in all common areas and classrooms
- Consistent classroom management across classrooms
- Social skill curriculum (Second Step) taught in all classrooms once a week
- Character education including monthly assembly and recognition of deserving students
- School-wide reinforcement system (Comet Cash)
- Increase in supervision during recesses.

The plan also outlines our procedures for dealing with behavior difficulties including:

- Consistent system of data collection to quickly identify and monitor trends in office referrals
- Use of alternative to suspension such as lunch detention
- Anger management small group counseling led by the School Psychologist, Saturday School and Project Support
- Referral for counseling through our Family Resource Center
- Implementation of behavior support plans
- Parent conferences for more serious behaviors the plan includes individual services such as
- Outside agency referrals
- Consultation with Coordinator of Student Services
- Use of Behavior Specialists such as Project Support.

The Safety Plan has resulted in a decrease in the number of suspensions and office referrals.

## Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
<b>Suspensions</b>	3.88	15.4	6.6	15.53	19.7	20.6
<b>Expulsions</b>	0.16	0	0	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)

Cleo Gordon is located on Dover 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

Cleo Gordon was originally built in 1953 and has received \$1.5 million in safety and electrical upgrades in 2001 during a renovation of the campus. The campus includes 31 classrooms, a library media center, and a multi-purpose facility wired for assisted hearing for the hearing impaired. The multi-purpose also includes a full service kitchen that allows the District to provide both breakfast and lunch for the students. The playground was resurfaced during the summer of 2002. In 2003 a new kindergarten Classroom was added consisting of a 1,350 square foot building designed in a complex with the existing kindergarten classroom and a separate play area. The new building is constructed utilizing a modern stucco exterior, pitched roofs and an up to date interior designed specifically for teachers and students. Some of the enhancements inside include: plenty of storage space for teachers, built-in student cubbies, a separate teacher's prep room, a teaching wall, a carpeted sitting area for story time and wall to wall tackable surfaces to display children's artwork and learning posters. The classrooms also have restrooms with child-size toilets and sinks. Having the restrooms within the buildings assures that students can use the restroom within the safety of the classroom setting for supervision.

#### Maintenance and Repair

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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

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. A modernization project was completed at this site in 2001. Please see the description of this project under the heading "Age of School Buildings."

### 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		—	—	One area of asphalt in the south driveway needs repair.

## 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	26	24	26	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	
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	0	
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non - teaching)	1.5	N/A
Other	0	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
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>			0%
<b>Health</b>	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%
<b>Science Laboratory Equipment (grades 9-12)</b>			0%
<b>Visual and Performing Arts</b>			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	\$4,732	\$953	\$3,779	\$62,197
District	N/A	N/A	\$4,073	\$64,449
Percent Difference - School Site and District	N/A	N/A	-7.22	-3.49
State	N/A	N/A	\$5,537	\$69,704
Percent Difference - School Site and State	N/A	N/A	-31.75	-10.77

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)

Our school receives funds from the district general fund, School and Library Improvement Block Grant, lottery funds, Title 1, Economic Impact Aid, State Compensatory Education and donations. The funds from state and federal sources (Title 1, EIA, SCE, and SLIP) are expended in accordance with policies and guidelines established for those programs and governed by our School Site Council process.

### 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.

Every year teachers and support staff receive one staff development day prior to the beginning of the school year. Additional staff development is provided every Tuesday for 2 hours. Many teachers attend additional workshops over the year, including many common core workshops. Topics for staff development and workshops are selected based on the school's assessed needs which included analysis of formative results, data from district wide assessments, and school based assessments. They also included an analysis of our discipline referrals, input from parents, and attendance figures. In 2006 we started the implementation of the Building Effective School Together and the entire staff participated in analyzing discipline data, developing prevention strategies and procedures, and reflecting on effective classroom management practices. This process was repeated in August 2008 through August 2013. In 2010 our main focus was on the study of best practices in teaching English Learners. We contracted with West Ed to provide ongoing staff development for English Learners. That work will continue in 2013. During 2008 we concentrated on our progress in adopting a Professional Learning Community model for collaboration, data analysis, and formative assessment as the foundation of a Response to Intervention model. In the Spring of 2009 we concentrated on the teaching strategies included in the WestEd Teaching for Success tool, according to the new LEA plan. All staff were trained in all the Teach Four Success modules. Additional staff development provided during the school year has addressed Accelerated Reader, Smart Boards, Second Step social skills curriculum, effective instructional strategies based on Marzano's research, writing instruction and teaching reading comprehension.