McSweeny Elementary School

451 West Chambers Ave. • Hemet, CA 92543 • (951) 925-4366 • Grades K-5
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

"Be the BEST you can be"

Hemet Unified School District

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District Governing Board

Mrs. Marilyn Forst

Mr. Patrick Searl

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Mr. Jim Smith

Mr. Ross Valenzuela

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Superintendent

Dr. Barry L. Kayrell
Superintendent

Dr. David Horton
Assistant Superintendent
Educational Services

Dr. LaFaye Platter
Deputy Superintendent
Human Resources

Vince Christakos
Assistant Superintendent
Business Services

Principal's Message

Welcome to McSweeny Elementary School! It is an honor to be your partner in education and to share my excitement about working with a staff that is truly dedicated to our students and their academic achievement and positive social development. We strive to ensure that students are successful and enjoy learning, parents and our community are making a difference, and students are being prepared for the world of work or college. We invite you to visit our school so that you can experience first hand the commitment we have to our students.

Our highly trained staff provides learning opportunities that assist students at reaching their academic proficiency levels and strive towards their individual potential. Students are active participants in the learning process and work closely with staff in setting these goals. The integration of technology compliments the core curriculum as well as weekly offerings of choral music and band (for upper grades), and physical education for all students. Imagine Learning, Typing Pal, Google Apps, ST Math (MIND), and Compass Learning are just a few on-line programs that we offer students to enhance their technology skills and additional support for mastering the state standards.

Parents, families, and community members of McSweeny Elementary School are integral to the success of our students! Their devote commitment and support is reflected in the hours they spend volunteering their time and participation in advisory councils, committees, and school events. Our PTA is an amazing success that is seen throughout the school in forms of newsletters, student involvement in community programs, and the commitment to every student through our school events! The attendance at our school and it's functions speak volumes about the level of dedication each parent has for their child and those of others.   All of this combined promotes and creates an unparalleled learning experience for our students.

About This School

We opened our doors in August 2003, serving one of the largest geographic attendance areas in the district. Our school boundaries extend from rural to densely populated city areas. It is here where one can experience high expectations for academic achievement, responsible citizenship, and a wonderful sense of community with an emphasis on mutual respect and observance of personal rights balanced with responsibility. Students at McSweeny Elementary School come from a variety of backgrounds, which represent cultural diversity and socioeconomic population.

The staff maintains high professional standards, working collaboratively towards academic success, participating in valuable workshops/trainings, and implementing instructional and program practices proven to promote student achievement. All aspects of McSweeny Elementary School promote student learning and serve to enhance their understanding of the ever changing world.

District Profile

Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of over 21,157 students. Preschool centers at nine school locations, eleven elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter high school, a science-based charter Middle School, an Adult Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure attainment of the California Content Standards and passing the California High School Exit Exam. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

Hemet Unified School District's Core Values

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.
2. All students can develop their intellect and improve their academic achievement level in each subject each year.
3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.
4. Good first teaching is the most powerful tool for improving student achievement.
5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.
6. The maintenance and development of students' nutritional and physical well being supports and enhances intellectual development and academic achievement.
7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.
8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.
9. It is the District's responsibility to respond positively to the changing needs of our community and students.
10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

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 (951) 925-4366 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	124
Grade 1	126
Grade 2	110
Grade 3	124
Grade 4	114
Grade 5	134
Total Enrollment	732

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	5.6
American Indian or Alaska Native	0.5
Asian	0.1
Filipino	1.1
Hispanic or Latino	64.2
Native Hawaiian or Pacific Islander	0.1
White	25.4
Two or More Races	2.9
Socioeconomically Disadvantaged	90
English Learners	21.3
Students with Disabilities	12.4
Foster Youth	1.2

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			
McSweeny Elementary School	**13-14**	**14-15**	**15-16**
With Full Credential	31	34	35
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Hemet Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	1061
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	57

Teacher Misassignments and Vacant Teacher Positions at this School			
McSweeny Elementary School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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	96.5	3.5
High-Poverty Schools	96.4	3.6
Low-Poverty Schools	100.0	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)

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or 60605.8." This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9-1-15 that each pupil, including English learners, in the district in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Adopted Textbooks

	Grade Levels / Title	Publisher	Edition	Adopted
Reading/Language Arts				
K-5	Open Court Reading	SRA/McGraw Hill	2002	5/02
6-8	Holt Literature & Lang Arts	Harcourt Brace	2003	5/02
9-12	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
English Language Development				
K-5	English Now! V 2.0	LitConn, Inc.	2007	12/06
6-12	English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12	High Point	National Geographic	2001	6/05
Mathematics				
K-5	Scott Foresman - Addison Wesley enVisionMath - California	Pearson Scott Foresman	2010	6/08
6-8	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell (Houghton Mifflin)	2008	6/08
8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8	California Pre-Algebra	McDougal, Littell and Company	2008	12/11
8-12	California Geometry	McDougal Littell	2007	6/08
9-12	Algebra 1	McDougal, Littell	2008	6/08
9-12	Geometry, Concepts and Skills	McDougal Littell	2005	6/08
9-12	Algebra 2	McDougal Littell	2007	6/08
9-12	Integrated Mathematics I & II	McDougal Littell	2002	5/04
9-12	PreCalculus with Limits, 5th Edition	McDougal Littell	2008	6/08
13	Calculus	Addison Wesley	1999	6/99
13	Trigonometry, 6th Edition	Turner, Brooks, Cole	2008	6/08
Social Science				
K-5	History-Social Science for California	Pearson, Scott-Foresman	2006	6/07
6	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	6/07
7	History Alive! The Medieval World	Teachers' Curriculum Institute	2005	6/07
8	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	6/07
9	World Geography	McDougal Littell	2006	6/07
9	Health	Prentice Hall	2011	11/09
11	World History, The Modern World	Prentice Hall	2007	6/07
12	US History, Modern America	Prentice Hall	2008	6/07
13	Magruders American Government / American Govt. 10th E. (AP)	Prentice Hall Houghton Mifflin	1992/1994	6/07 & 12/06
13	Economics, Principles in Action Economics, 7th Ed.	Prentice Hall South-Western	2001/20072005	6/07 & 12/06
13	Western Civilization	Thomson Learning, Inc.	2006	1/06
Foreign Language				
6-8	Dime! Uno	McDougal Littell	1997	
9-12	Deutsch Aktuell, 1, 2 & 3	Paradigm Publications	1998	7/01
9-12	Bienvenue, French 1	Glencoe	1998	7/00
9-12	A bord, French 2	McDougal Littell	2000	6/00
9-12	En voyage, French 3 & 4	McDougal Littell	2003	6/27
9-12	En español! 1 & 2	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antologia de Literatura en Español, Tomo I (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antologia de Literatura en Español, Tomo II (AP)	McDougal Littell	2003	6/27
9-12	Abiendo Puertas (AP)	McDougal Littell	2003	6/27

Adopted Textbooks			
Grade Levels / Title	Publisher	Edition	Adopted
----Science----			
K-5 Harcourt Science California Edition	Harcourt Brace	2001	3/01
6 Earth Science	Holt, Rinehart & Winston	2001	3/01
7 Life Science	Holt, Rinehart & Winston	2001	3/01
8 Physical Science	Holt, Rinehart & Winston	2001	3/01
9 California Earth Science	Prentice Hall	2006	6/08
10-12 California Biology	Prentice Hall	2007	6/08
10-12 Hole's Human Anatomy & Physiology	Glenco McGraw Hill	2010	6/08
10-12 Holt Physics California Edition	Holt	2007	6/08
12-13 Holt Modern Chemistry	Holt	2010	6/08
12-13 Astronomy - Journey to The Cosmic Frontier, 5th Edition	Glenco McGraw Hill	2008	6/08
12-13 Integrated Principles of Zoology	McGraw Hill	2006	1/06
----Health----			
K-5 Health and Fitness	Harcourt, Inc.	2006	7/05
6-8 Decisions for Health	Holt, Rinehart & Winston	2005	7/05
Visual & Performing Arts			
9-12 Music Appreciation	McGraw Hill	2000	12/01
9-12 Stage Makeup	Watson-Guptill	1999	12/01
9-12 Simply 3D	Micrografx	1998	4/00

School Facility Conditions and Planned Improvements (Most Recent Year)

McSweeny Elementary School opened in the fall of 2003 and provides a safe, clean environment for learning. Students and staff take pride in the beauty and cleanliness of the school. The design of the school creates a home-like feeling as the majority of classrooms are contained under one roof, with a large, open library situated in the heart of the school. Twenty-five classrooms, school office and health office, multipurpose room with a state of the art sound system surrounding an open-air courtyard used for celebrations and events. Eight relocatable classrooms and restrooms were added to our campus in 2004 to accommodate enrollment growth. Every classroom has adequate space and all the materials needed to ensure student success. In 2007 we welcomed a Head Start Pre-School Program.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/30/2015				
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			MPR: 1 Light out, 3 bad ceiling tiles bad. R/2: Carpet need to be replaced. R/3: Loose countertop, Drinking fountain needs maint svc. Carpet need to be replaced. R/6: Carpet need to be replaced. R/8: Carpet need to be replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			B/7: Water to low on fountain. C-1: Sink frame needs caulking Office: Low presure on sink Portable Girls: VCT - Cracked. R/3: Loose countertop, Drinking fountain needs maint svc. Carpet need to be replaced.
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/30/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			R/1: Carpet, light fuser missing, ramp has two breaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
• The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	23	33	44
Math	19	22	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	39	28	40	47	48	45	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	**2014-15 Percent of Students Meeting Fitness Standards**		
	4 of 6	**5 of 6**	**6 of 6**
5	14.70	20.90	38.00

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

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	45
All Student at the School	40
Male	52
Female	29
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	39
White	43
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	10
Students with Disabilities	37
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	125	122	97.6	60	22	13	3
	4	119	118	99.2	53	21	19	8
	5	137	135	98.5	51	23	19	7
Male	3		74	59.2	64	18	14	3
	4		58	48.7	53	17	22	7
	5		66	48.2	56	21	18	5
Female	3		48	38.4	54	29	13	4
	4		60	50.4	52	25	15	8
	5		69	50.4	46	25	20	9
Black or African American	3		12	9.6	83	0	8	0
	4		8	6.7	--	--	--	--
	5		6	4.4	--	--	--	--
Asian	5		1	0.7	--	--	--	--
Filipino	3		1	0.8	--	--	--	--
	4		2	1.7	--	--	--	--
	5		3	2.2	--	--	--	--
Hispanic or Latino	3		73	58.4	68	25	5	1
	4		71	59.7	58	17	18	7
	5		82	59.9	49	26	21	5

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
White	3		32	25.6	34	25	31	6
	4		33	27.7	39	30	21	9
	5		39	28.5	56	15	18	10
Two or More Races	3		4	3.2	--	--	--	--
	4		4	3.4	--	--	--	--
	5		4	2.9	--	--	--	--
Socioeconomically Disadvantaged	3		109	87.2	63	22	10	3
	4		105	88.2	53	23	17	7
	5		120	87.6	56	21	18	5
English Learners	3		27	21.6	89	11	0	0
	4		23	19.3	87	13	0	0
	5		23	16.8	78	22	0	0
Students with Disabilities	3		21	16.8	81	5	10	0
	4		23	19.3	91	4	4	0
	5		19	13.9	84	11	0	5
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	125	122	97.6	48	33	15	4
	4	119	119	100.0	39	39	18	5
	5	137	136	99.3	56	28	11	4
Male	3		74	59.2	50	32	12	5
	4		58	48.7	36	34	24	5
	5		67	48.9	52	28	12	6
Female	3		48	38.4	46	33	19	2
	4		61	51.3	41	43	11	5
	5		69	50.4	59	28	10	3
Black or African American	3		12	9.6	75	25	0	0
	4		8	6.7	--	--	--	--
	5		6	4.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	5		1	0.7	--	--	--	--
Filipino	3		1	0.8	--	--	--	--
	4		2	1.7	--	--	--	--
	5		3	2.2	--	--	--	--
Hispanic or Latino	3		73	58.4	52	38	8	1
	4		71	59.7	39	38	17	6
	5		82	59.9	57	29	9	5
White	3		32	25.6	34	22	38	6
	4		34	28.6	35	38	21	6
	5		39	28.5	51	28	18	3
Two or More Races	3		4	3.2	--	--	--	--
	4		4	3.4	--	--	--	--
	5		5	3.6	--	--	--	--
Socioeconomically Disadvantaged	3		109	87.2	51	34	12	3
	4		106	89.1	41	38	17	5
	5		121	88.3	58	29	9	3
English Learners	3		27	21.6	81	19	0	0
	4		23	19.3	65	35	0	0
	5		24	17.5	75	17	4	0
Students with Disabilities	3		21	16.8	71	24	5	0
	4		24	20.2	71	25	4	0
	5		20	14.6	80	10	0	5
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
Parent involvement opportunities are available to all parents at all schools. These offerings are available in both English and Spanish. These opportunities include, Parent Project® (secondary), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parent Engagement Leadership Institute (PELI), Action Team for Partnerships (ATP), a district-wide PTA/ELAC community event, named the "Hemet Posada," and the District Curriculum Council.

Parents and community members are encouraged to share ideas for program development through an annual survey and participation in numerous committees and councils:

- School Site Council (SSC)
- English Language Advisory Council (site/ELAC) (district/DELAC)
- Curriculum Council
- Student Success Team (SST)
- Academic Probation/Retention Meetings
- Parent-Teacher Student conferences
- Parent-Teacher Association (PTA)/Parent Volunteer Program
- Title One Parent Involvements Meetings
- Family Reading Nights/Family Math Nights
- District Advisory Council (DAC)
- Leadership Team
- Individual Education Plan (IEP)
- Special Education Parent Advisory

Parents are also provided with an annual Parent/School compact outlining everyone's responsibilities towards student achievement and social expectations. A McSweeny Handbook is provided to each student and family detailing all programs, rules, and procedures.

McSweeny is fortunate to have tremendous community support, consisting of individual reading tutors, business/organization sponsors and numerous parent volunteers. Motivational awards, volunteer tutoring, library books, band instruments, and field trip opportunities and assemblies are provided through our community supporters. Their offerings have made a difference and allowed us to grow together as a school and community.

The site addresses all areas of parent involvement through their Single Plan for Student Achievement. For more information, contact the site Principal, Christina San Nicolas at (951) 925-4366

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
COMPREHENSIVE SCHOOL SITE SAFETY PLAN
Board approved: March 17, 2015

Per Board Policy 0450 and Education Code 32288, the school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site. Each school shall review and update its safety plan by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32286). Each school shall forward the safety plan to the Board for approval. (Education Code 32288). The Board shall review the comprehensive districtwide and/or school safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation. The Board shall approve the plan at a regularly scheduled meeting. A copy of the Safe School Plan is available at the school site.

The Comprehensive Safe School Plan includes data regarding California Healthy Kids Survey, crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5.

A clean, safe, and secure teaching and learning environment is the highest priority to administration and staff. Fire drills are conducted monthly and a disaster preparedness plan exists for emergencies. Staff is trained in emergency procedures, including evacuation routes and safety checks. Supervision is assigned with the maximum coverage before and after school and at lunches. Walkie talkies provide communication on campus with administrators. In the event of a disaster, such as an earthquake during school hours, all students will be kept at school. They will not be released until a parent or parent designee arrives at the school to pick them up. Parents are requested to list their designees on the "Emergency Release" card sent home at the beginning of the school year. The office must be notified if home or business phone numbers are changed. There is a functioning Safety Committee that continually monitors the school's safety plan and preparedness.

School gates are closed right after the morning bell rings and opened when school lets out. We are a closed campus. All visitors and volunteers are required to sign in at the office through Lobby Guard, state their business at the school, and show identification. They are provided with a visitor tag to wear while on school grounds. They must return to sign out at the office at the end of their visit.

The school's physical facility is well maintained. District personnel periodically examine the school's physical facility regularly and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to the school safety. The classrooms are monitored for safety and appearance by administration and individual classroom teachers, custodians and administration. The pupils take pride in the appearance of their school

The SAFE after school program offers both academic enrichment and positive behavior support from the end of the school day until 6 p.m. each day school is in session.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	2.60	3.73	5.37
Expulsions Rate	0.00	0.00	0.12
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	6.90	7.29	6.95
Expulsions Rate	0.26	0.23	0.34
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	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		20
Percent of Schools Currently in Program Improvement		80.0

Average Class Size and Class Size Distribution (Elementary)												
				Number of Classrooms*								
Average Class Size				**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	27	30	25				4	5	5			
1	31	27	25				4	3	5			
2	28	27	26				4	4	4			
3	26	25	21		1	2	5	4	4			
4	30	34	19			2	4	1	4		3	
5	28	28	34	1	1		2	1		2	3	4
Other	7	9	6	2	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)	.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	0
Nurse	0.20
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs and initiatives. The training provided through the Professional Development Academy allows teachers, administrators, and paraprofessionals to become highly skilled at providing quality leadership, instruction, and support to the district's students.

The focus of the Professional Development Academy has been on the implementation, support, and instructional improvement of California State Standards. The district's Educational Department, including Academic Coaches provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the Academic Coaches provide a variety of district and site based trainings based on data, principal feedback and, teacher survey results. Achievement data is used to determine site support and priorities for professional development opportunities. Teachers are provided with multiple opportunities throughout the school year and during the summer to participate in trainings. The PDA also supports our new teachers through our Center for Teacher Innovation (CTI) Induction Program and provides intensive coaching to support them in their new teaching assignment.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$44,161	$43,165
Mid-Range Teacher Salary	$66,464	$68,574
Highest Teacher Salary	$87,860	$89,146
Average Principal Salary (ES)	$118,248	$111,129
Average Principal Salary (MS)	$127,067	$116,569
Average Principal Salary (HS)	$135,629	$127,448
Superintendent Salary	$227,058	$234,382
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	6%	5%

* 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	$5,476	$1,292	$4,184	$71,856
District	♦	♦	$4,324	$71,130
State	♦	♦	$5,348	$72,971
Percent Difference: School Site/District			-3.2	4.5
Percent Difference: School Site/ State			-10.8	3.7

* Cells with ♦ do not require data.

Types of Services Funded
The SAFE after school program services students in grades K-5 from the time the dismissal bell rings until 6:00 PM. There are approximately 118 students enrolled in the program. The program is financed through State funds (Prop-49). The SAFE program also funds after school interventions targeting students who are scoring below proficiency on grade level standards. Funding also supports after school tutoring, relase time for teachers to collaborate and differentiate instruction for specific populations of students, to conduct SST's, and to attend professional developments. Funding also supports technology upgrades in order to give students access to the most up to date devices.

Other programs that are funded are: Pathfinder, Elementary Counselors, ST Math, Compass Learning, Imagine Learning, Reading Learning Dynamics.

OTHER PROGRAMS
To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

Supplemental/Concentration -- $48,360
Site Lottery -- $17,112
Title I -- $140,774
Spec Ed Federal Local Asst -- $101,053
ASES-After School Program -- $98,596
Special Education State/Local -- $452,756
Common Core State Standards -- $41,775

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.