

Adelante Spanish Immersion School

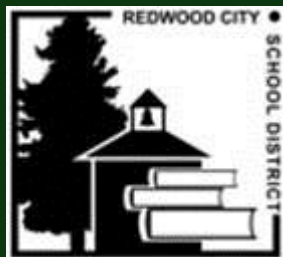
3150 Granger Way • Redwood City, CA 94061 • (650) 482-5999 • Grades K-5

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



Redwood City School District

750 Bradford Street
Redwood City, CA 94063
(650) 482-2200
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District Governing Board

Alisa MacAvoy, President
Hilary Paulson, Vice President
María Díaz-Slocum, Clerk
Dennis McBride, Member
Janet Lawson, Member

District Administration

Dr. John Baker
Superintendent
Dr. Linda Montes
**Executive Director, Educational
Services, Grades TK-5**
Wendy Kelly
**Executive Director, Educational
Services, Grades 6-8**
Wael Saleh
Chief Business Official
Leslie Crane
Director of Human Resources

School Mission Statement

The Adelante Spanish Immersion School is a partnership composed of teachers, parents, students, administrators, and community members dedicated to preparing children linguistically, academically and socially to contribute to, and thrive in, an ever-changing world. In an environment which depends on each person's strengths and contributions, students will achieve academic excellence in all subjects in English and Spanish. Building upon our diverse backgrounds and through rich learning opportunities, students will develop respect for each other and for different cultures. The Adelante Two-way Spanish Immersion School brings together both Spanish speaking and English speaking students in a unique opportunity to learn and achieve in two languages.

School Profile

Adelante Spanish Immersion School is one of 16 schools in the Redwood City School District. Adelante Spanish Immersion School is a two-way Spanish Immersion School of Choice. Our student population is composed of 50% Spanish-speaking students and 50% English-speaking students. We have high expectations for our students. We expect them to show high levels of proficiency in two languages by the time they exit our school. We have observed what research supports – participation in our immersion program has made the students confident, respectful and academically engaged! In an ever-expanding global economy, our nation will need its future leaders to be both biliterate and have an understanding of multiple cultures. Adelante Spanish Immersion School not only provides a rigorous and innovative educational curriculum, but we also prepare our students to be future 21st century leaders through our Spanish Immersion Program. In addition to the enrichment of learning in two languages, Adelante offers an array of activities for students. During the school year, students participate in dance classes, our garden program, the Art in Action program and weekly music instruction. After school opportunities include ballet folklorico, hip-hop, garden, coding club, math club, and theater. Adelante Spanish Immersion School flourishes due to its warm, nurturing, and family-centered culture. We encourage you to visit us and marvel at the capacities of our students to read, write, explain, analyze, and problem solve in two languages!

Adelante was named a California Distinguished School in 2009-10 and was a national finalist for the 2011 Spanish School of the Year Award.

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 (650) 482-5999 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	93
Grade 2	89
Grade 3	87
Grade 4	80
Grade 5	79
Total Enrollment	515

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
Asian	0.8
Filipino	0.6
Hispanic or Latino	74.8
White	21
Two or More Races	1.7
Socioeconomically Disadvantaged	50.5
English Learners	43.5
Students with Disabilities	7.8
Foster Youth	0.2

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

Adelante Spanish Immersion School	13-14	14-15	15-16
With Full Credential	20	20	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Redwood City School District	13-14	14-15	15-16
With Full Credential	♦	♦	20
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School

Adelante Spanish Immersion	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.5	0.6
High-Poverty Schools	99.5	0.5
Low-Poverty Schools	99.4	0.6

* 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)

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Additionally, EngageNY, <http://www.engageny.org> and elementary mathematics from Public Schools of North Carolina State Board of Education, <http://maccss.ncdpi.wikispaces.net> will be utilized in grades 6 – 8 math and ELA instruction to supplement the current district adopted programs as the district transitions to Common Core State Standards. Assessment of student’s mathematical progress in grades 3 – 8 will be measured using the Mathematics Assessment Resource Service (MARS), <http://mathshell.org>.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2015-2016 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2015 District Textbook Audit, in regards to student editions in use at Adelante School during the current school year (2015-16).

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin California Reading Medallion Edition ©2010, Kindergarten through 5th Grade – State Approved, Board Adopted in 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Scott Foresman, enVision Math ©2015, Kindergarten through 2nd grade – State Approved, Board Adopted 2014 Pearson Scott Foresman, enVision Math ©2015, 3rd through 5th grade – State Approved, Board Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Adelante School was originally constructed in the 1950s, and is currently comprised of 23 classrooms, one computer lab, one library, one multi-purpose room, one staff lounge, a playground, and a play field.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2, 2011

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Boys' RR by Room 4 exhaust fan not working. WO 19546 completed 8-30-11. Boys' and Girls' RRs by Room 21 exhaust fans not working. WO 19569 completed 8-12-11. Gravity Vent above Room 22 making noise. WO 19572 completed 8-12-11.
Interior: Interior Surfaces		X		8 ceiling tiles loose in Room 2. WO 19541 completed 8-11-11. Remove old pencil sharpener in Room 3. WO 19544 completed 8-6-11. Re-secure white poster board panels. WO 19545 completed 11-1-11. Room 25 missing 7 coat hooks. WO 19574 completed 8-26-11.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No issues
Electrical: Electrical		X		Music/Kiln room, one light tube out. WO 19548 to be completed by 1-13-12. Room 2, Display wire connected to light fixtures. WO 19543 to be completed by 1-13-12. Room 10, one light tube out. WO 19553 to be completed by 1-13-12. Nurse' Office, GFI cover plate missing screw. WO 19562 completed 8-6-11. Room 18, bank of lights out. WO 19565 to be completed by 1-13-12. Room 19, floor electrical boxes need repair. WO 19566 completed 8-12-11.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 24, re-install eye wash faucet on sink. WO 19573 completed 8-8-11
Safety: Fire Safety, Hazardous Materials			X	Room 1, extension cord used to fridge and TV. WO 19540 to be completed by 1-13-12. Kiln Room, paint red line on floor to prevent storage. WO 19547 completed 8-13-11. Room 8, extension cord with multi-plug stapled to wall. WO 19552 to be completed by 1-13-12. Room 15, residential extension cord used for lamp. WO 19564 to be completed by 1-13-12. Room 21, summer recharge of fire extinguisher missed. WO 19567 to be completed by 1-13-12.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 2, 2011

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Structural: Structural Damage, Roofs	X				No issues
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				No issues
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	54	39	44
Math	48	31	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	66	74	65	52	55	49	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	19.70	21.10	26.30

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

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	49
All Student at the School	65
Male	76
Female	57
Black or African American	--
Filipino	--
Hispanic or Latino	54
White	100
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	56
Students Receiving Migrant Education Services	--
Foster Youth	--

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

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	85	85	100.0	14	26	41	19
	4	80	79	98.8	33	28	20	19
	5	77	76	98.7	21	17	26	36
Male	3		42	49.4	21	24	36	19
	4		42	52.5	33	31	12	24
	5		34	44.2	24	12	32	32
Female	3		43	50.6	7	28	47	19
	4		37	46.3	32	24	30	14
	5		42	54.5	19	21	21	38
Black or African American	3		1	1.2	--	--	--	--
	4		2	2.5	--	--	--	--
	5		2	2.6	--	--	--	--
Asian	4		1	1.3	--	--	--	--
Filipino	5		2	2.6	--	--	--	--
Hispanic or Latino	3		67	78.8	18	31	36	15
	4		65	81.3	37	28	20	15
	5		53	68.8	30	21	23	26
White	3		16	18.8	0	0	69	31
	4		8	10.0	--	--	--	--
	5		18	23.4	0	6	28	67
Two or More Races	3		1	1.2	--	--	--	--
	4		3	3.8	--	--	--	--
	5		1	1.3	--	--	--	--
Socioeconomically Disadvantaged	3		38	44.7	18	42	34	5
	4		45	56.3	47	31	11	11
	5		32	41.6	34	19	25	22
English Learners	3		26	30.6	38	38	23	0
	4		15	18.8	80	13	7	0
	5		7	9.1	--	--	--	--
Students with Disabilities	3		11	12.9	36	18	27	18
	4		3	3.8	--	--	--	--
	5		4	5.2	--	--	--	--
Students Receiving Migrant Education Services	3		2	2.4	--	--	--	--
	4		7	8.8	--	--	--	--
	5		1	1.3	--	--	--	--

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	85	85	100.0	24	24	31	22
	4	80	79	98.8	19	39	18	24
	5	77	76	98.7	26	25	28	21
Male	3		42	49.4	26	21	31	21
	4		42	52.5	19	36	12	33
	5		34	44.2	12	35	29	24
Female	3		43	50.6	21	26	30	23
	4		37	46.3	19	43	24	14
	5		42	54.5	38	17	26	19
Black or African American	3		1	1.2	--	--	--	--
	4		2	2.5	--	--	--	--
	5		2	2.6	--	--	--	--
Asian	4		1	1.3	--	--	--	--
Filipino	5		2	2.6	--	--	--	--
Hispanic or Latino	3		67	78.8	28	28	28	15
	4		65	81.3	23	42	17	18
	5		53	68.8	36	26	25	13
White	3		16	18.8	6	6	38	50
	4		8	10.0	--	--	--	--
	5		18	23.4	0	11	39	50
Two or More Races	3		1	1.2	--	--	--	--
	4		3	3.8	--	--	--	--
	5		1	1.3	--	--	--	--
Socioeconomically Disadvantaged	3		38	44.7	32	37	24	8
	4		45	56.3	29	47	11	13
	5		32	41.6	41	25	31	3

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
English Learners	3		26	30.6	46	38	15	0
	4		15	18.8	47	40	13	0
	5		7	9.1	--	--	--	--
Students with Disabilities	3		11	12.9	45	9	36	9
	4		3	3.8	--	--	--	--
	5		4	5.2	--	--	--	--
Students Receiving Migrant Education Services	3		2	2.4	--	--	--	--
	4		7	8.8	--	--	--	--
	5		1	1.3	--	--	--	--
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

Parents play an important role at Adelante School through active participation and involvement in the School Site Council, the English Language Advisory Council, and our parent group Unidos y Adelante. Parents are encouraged to volunteer at school events and in classrooms.

Unidos y Adelante, is a nonprofit PTO group open to all Adelante families. Membership in this organization is encouraged, and no membership dues or fees are required in order for families to participate. As members of Unidos y Adelante, parents have the opportunity to provide visible support for their child's language acquisition, to help maintain and improve our school programs, expand their cultural horizons, and network with other schools running similar two-way language programs. Specifically, Unidos organizes all fundraising, social and community outreach events, including family fun nights, the Take Home Reading Program, Kermess Latino Carnival, Walk-a-thon, School Book Fairs and the Ice Cream Social. Adelante School also benefits from partnerships with local business and services to provide numerous enrichment opportunities to all Adelante students.

For more information, please contact the school office at 482-5999.

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

Safety of students and staff is of primary concern at Adelante School. The School Site Safety Plan is evaluated and revised annually by members of the School Site Council. Revisions to the Safety Plan are communicated to all staff members annually. Key elements of the Safety Plan include: comprehensive plans for disasters and routine emergencies and the procedures for safe ingress and egress of students. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire and earthquake drills are held on a regular basis throughout the school year.

To ensure student safety, supervision is provided on campus at all times. Teachers and yard duty staff supervise students before and after school and during recesses. All visitors to the school must sign in and out at the office, and must receive prior authorization for classroom visits.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	0.88	1.15	1.91
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.48	4.17	3.60
Expulsions Rate	0.01	0.01	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

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

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	84.6	

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	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	31	29	29				3	3	3			
1	25	30	31				4	3	3			
2	31	32	30				3	3	3			
3	29	27	29				3	3	3			
4	28	29	27				3	3	3			
5	32	26	26				2	3	3			
6	26						13			1		

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.7
Psychologist	0.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist	0
Other	0.8

Average Number of Students per Staff Member

Academic Counselor	0
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* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,415	\$43,091
Mid-Range Teacher Salary	\$69,483	\$70,247
Highest Teacher Salary	\$88,384	\$89,152
Average Principal Salary (ES)	\$119,441	\$112,492
Average Principal Salary (MS)	\$119,441	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$180,390	\$192,072
Percent of District Budget		
Teacher Salaries	36%	41%
Administrative Salaries	7%	6%

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

Types of Services Funded

FEDERAL:

- Title I: Basic Grants Low Income
- Title I: Migrant Education
- Special Education
- Title II: Part A Teacher Quality
- Title IV: Part B 21st Century Community Learning Centers
- Title III: Limited English Proficiency
- Medi-Cal Billing Option

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.

Professional Development provided for Teachers

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the District has sponsored three staff development days, where teachers and principals are offered a variety of growth opportunities. Topics for staff development during the 2014-15 school year included: Instructional Strategies for the Common Core Standards, Technology Integration and Digital Safety in the classroom, Nutrition, Fitness and Well Being, Social and Emotional Learning, Working with Students with Special Needs, and English Language Development strategies.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) program and/or the Peer Assistance and Review (PAR) program.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8573.645671	3417.562107	5156.083563	68947.712
District	◆	◆	\$5,150	\$70,822
State	◆	◆	\$5,348	\$72,993
Percent Difference: School Site/District			-4.7	-2.4
Percent Difference: School Site/ State			-11.3	-2.2

* Cells with ◆ do not require data.

STATE:

- After School Education and Safety ("ASES")
- Lottery: Instructional Materials
- Targeted Instructional Improvement Block Grant
- Special Education
- Common Core