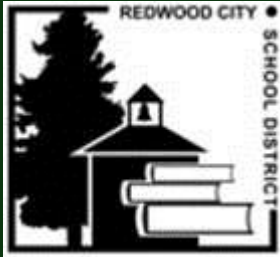


Kennedy Middle School

2521 Goodwin Ave. • Redwood City, CA 94061 • (650) 365-4611 • Grades 6-8

David Paliughi, Principal
dpaliughi@rcsd.k12.ca.us

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



Redwood City School District

750 Bradford Street
Redwood City, CA 9406
(650) 482-2200
www.rcsdk8.net

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

MISSION STATEMENT

To improve student achievement.

Kennedy Middle School Core Values

All students will have options to demonstrate what they learn and the opportunities to be successful and achieve their dreams.

SCHOOL PROFILE

With a commitment to excellence, Kennedy Middle School engages, encourages and empowers students in challenging and creative learning opportunities while preparing them for their futures in high school and beyond. Kennedy offers an array of programs to support middle school students' social, emotional, physical and academic needs. Our programs, such as AVID (Advancement Via Individual Determination), Cornell notes, or WIN (What I Need) are aimed at supporting students in a traditional middle school setting by supporting their learning needs in a way that focuses on self-monitoring and mindfulness. Upon completing the Kennedy program, our graduates will be well-prepared for any high school or secondary learning experience.

Kennedy Middle School is committed to empowering our students with the foundation of knowledge and skills they need to reach their fullest potential in a positive learning environment.. Kennedy's extracurricular activities, Spanish and Mandarin language programs, and academic and social supports ensure that Kennedy students succeed in every aspect of their lives. Future coders, mathematicians, journalists, environmentalists, or avid readers can find an extracurricular activity to suit any of their interests. Optional trips to the Grand Canyon, learning about law and participating in a mock trial, leadership on the Student Council, socializing at dances, and participation in after school sports and our performing arts program are also available to students. Kennedy also provides Spanish Immersion and Mandarin Immersion Program that students from Adelante and John Gill Schools can continue their language immersion experience in their social studies classes. We support students and families with a number of resources, including our after-school program, Think Together, Mondays through Fridays until 6 p.m. The Kennedy Family Center provides fresh fruits and vegetables through the Second Harvest Food Bank, counseling, financial resources, school supplies, and more. Kennedy Middle School flourishes because of its close-knit partnership of students, staff, parents and community.

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) 365-4611 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 5	3
Grade 6	234
Grade 7	225
Grade 8	266
Total Enrollment	728

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
Asian	1.8
Filipino	2.1
Hispanic or Latino	79.4
Native Hawaiian or Pacific Islander	2.3
White	10.9
Two or More Races	1.9
Socioeconomically Disadvantaged	76.5
English Learners	32.4
Students with Disabilities	14.1
Foster Youth	0.1

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			
Kennedy Middle School	13-14	14-15	15-16
With Full Credential	36	35	
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	♦	♦	36
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Kennedy Middle School	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 6 – 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.

Kennedy is also using Scholastic English 3D Language and Writing program ©2006 as supplemental English Language Development materials.

The chart below displays data collected during the August 2015 District Textbook Audit, in regards to student editions in use at Kennedy Middle 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	<p>Pearson Literature for California & Language Central ©2010, 6th grade through 8th grade – State Approved, Board Adopted 2009</p> <p>Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Macmillan / McGraw – Hill California Mathematics, Concepts Skills and Problem Solving ©2009, 6th grade – State Approved, Board Adopted 2009</p> <p>Glencoe / McGraw – Hill California Mathematics Concepts, Skills & Problem Solving ©2008, Pre-Algebra – State Approved, Board Adopted 2009</p> <p>Pearson Prentice Hall Algebra 1 Classics, Smith Charles ©2008 – State Approved, Board Adopted 2009</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>CPO Science - Focus on Earth/Life/Physical ©2007, 6th grade through 8th grade – State Approved, Board Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Teachers' Curriculum Institute, History Alive! ©2004/2005, 6th grade through 8th grade – State Approved, Board Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Percent of students lacking their own assigned textbook: 0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Kennedy Middle School was originally constructed in 1952 and is currently comprised of 54 classrooms, one computer lab, one library, one multi-purpose room, one staff lounge, the administrative support area, a playground, and new athletic fields. During the 2005-06 school year, a rock-climbing wall was installed in the gymnasium for student use during physical education. A new dance studio was also constructed and opened in fall of 2006.

The school was completely modernized in 1995, and further renovated in 2000 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by February 2002 and included the construction of a new cafeteria/gymnasium, and the complete remodeling of two classrooms, the library/media center, and the administrative support area.

Measure B projects have been completed at variable times over the past three years and have included/will include: the purchase and installation of a sound system for the gymnasium, and video equipment for the television studio; replacement of window coverings, roofing, and perimeter fencing; rebuilding of the play field and all restrooms in older buildings; resurfacing of the playground areas, parking lot, and areas between classroom buildings; fresh painting on all buildings; and campus-wide American Disabilities Act (ADA) improvements. The following chart displays the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/24/14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X		
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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	28	39	44
Math	20	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	55	69	54	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
7	23.90	15.30	9.90

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

2014-15 CAASPP Results 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	54
Male	54
Female	54
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	50
Native Hawaiian or Pacific Islander	--
White	85
Two or More Races	--
Socioeconomically Disadvantaged	35
English Learners	12
Students with Disabilities	48
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	6	237	229	96.6	42	26	24	7
	7	239	235	98.3	49	30	20	1
	8	268	259	96.6	43	26	25	5
Male	6		103	43.5	49	26	19	5
	7		119	49.8	54	26	19	1
	8		142	53.0	54	23	23	1
Female	6		126	53.2	37	25	29	10
	7		116	48.5	43	34	21	2
	8		117	43.7	31	31	27	10
Black or African American	6		3	1.3	--	--	--	--
	7		3	1.3	--	--	--	--
	8		5	1.9	--	--	--	--

**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
Asian	6		6	2.5	--	--	--	--
	7		5	2.1	--	--	--	--
	8		3	1.1	--	--	--	--
Filipino	6		9	3.8	--	--	--	--
	7		4	1.7	--	--	--	--
	8		9	3.4	--	--	--	--
Hispanic or Latino	6		162	68.4	49	28	19	4
	7		192	80.3	54	30	16	1
	8		211	78.7	47	27	21	4
Native Hawaiian or Pacific Islander	6		8	3.4	--	--	--	--
	7		3	1.3	--	--	--	--
	8		8	3.0	--	--	--	--
White	6		33	13.9	15	18	48	18
	7		23	9.6	22	22	57	0
	8		21	7.8	10	29	48	14
Two or More Races	6		8	3.4	--	--	--	--
	7		4	1.7	--	--	--	--
	8		2	0.7	--	--	--	--
Socioeconomically Disadvantaged	6		145	61.2	54	29	12	4
	7		178	74.5	55	30	13	1
	8		200	74.6	50	28	20	3
English Learners	6		56	23.6	89	9	0	0
	7		76	31.8	86	12	3	0
	8		76	28.4	83	16	1	0
Students with Disabilities	6		21	8.9	76	19	5	0
	7		36	15.1	75	19	3	0
	8		33	12.3	73	21	3	3
Students Receiving Migrant Education Services	6		2	0.8	--	--	--	--
	7		3	1.3	--	--	--	--
	8		6	2.2	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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	6	237	229	96.6	44	31	17	8
	7	239	235	98.3	56	27	11	5
	8	268	261	97.4	56	24	11	8
Male	6		103	43.5	46	31	16	8
	7		119	49.8	56	26	12	6
	8		143	53.4	57	22	12	8
Female	6		126	53.2	42	31	18	9
	7		116	48.5	56	28	10	4
	8		118	44.0	53	27	10	8
Black or African American	6		3	1.3	--	--	--	--
	7		3	1.3	--	--	--	--
	8		5	1.9	--	--	--	--
Asian	6		6	2.5	--	--	--	--
	7		5	2.1	--	--	--	--
	8		3	1.1	--	--	--	--
Filipino	6		9	3.8	--	--	--	--
	7		4	1.7	--	--	--	--
	8		9	3.4	--	--	--	--
Hispanic or Latino	6		161	67.9	52	30	13	4
	7		192	80.3	61	27	8	4
	8		213	79.5	60	24	8	7
Native Hawaiian or Pacific Islander	6		8	3.4	--	--	--	--
	7		3	1.3	--	--	--	--
	8		8	3.0	--	--	--	--
White	6		34	14.3	18	29	29	24
	7		23	9.6	22	39	26	13
	8		21	7.8	19	33	24	24
Two or More Races	6		8	3.4	--	--	--	--
	7		4	1.7	--	--	--	--
	8		2	0.7	--	--	--	--
Socioeconomically Disadvantaged	6		145	61.2	56	31	10	3
	7		178	74.5	65	23	9	3
	8		202	75.4	61	25	8	4
English Learners	6		56	23.6	93	7	0	0
	7		76	31.8	91	8	1	0
	8		79	29.5	87	9	0	0

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
Students with Disabilities	6		21	8.9	81	10	10	0
	7		36	15.1	83	6	8	0
	8		33	12.3	82	9	3	6
Students Receiving Migrant Education Services	6		2	0.8	--	--	--	--
	7		3	1.3	--	--	--	--
	8		6	2.2	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 Kennedy Middle School through active participation and involvement in the School Site Council, English Language Advisory Committee (ELAC), Parent Teacher Association (PTO) and other support committees. Parents are encouraged to volunteer at school events and in classrooms.

Kennedy Middle School is very proud of the strong support it receives from community school partnerships with Peninsula Covenant Church, John Gardner Center at Stanford University, and the County Office for Human Services.

Parents who wish to participate in Kennedy Middle School's committees, school activities, or become a volunteer may contact the school at (650) 482-2409, or visit the website at <http://www.rcsdk8.net/kennedy>

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The School Site Safety Plan is evaluated and revised annually in the fall by the School Site Council. Revisions to the Safety Plan are communicated to staff members annually. Key elements of the Safety Plan include: Anti-Bullying plan, G.R.E.A.T program with the Redwood City Police Department and proactive programs such as Cougar Paws and Character Themes of the month to support kids doing well! 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, earthquake and lock down drills are held every month alternately. We have also parked CERT trailer filled with first aid, generators, and other emergency preparedness items and water storage in case of a major disaster.

Safety of students and staff is a primary concern of Kennedy Middle School. To ensure student safety, supervision is provided on campus at all times. Teachers and administrators supervise students before and after school and during breaks. 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	10.80	11.81	12.48
Expulsions Rate	0.12	0.12	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	2007-2008	2008-2009
Year in Program Improvement	Year 5	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 (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	22	23	23	23	20	9	18	21	11	15	12	3
Math	26	24	26	7	9	4	9	14	8	6	1	6
Science	31	30	30	2	2	1	8	7	9	8	8	6
SS	27	24	28	4	7	2	12	12	12	5	3	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.7
Psychologist	0.6
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	0.6
Resource Specialist	0
Other	0

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	9223.332511	3471.038001	5752.294510	75986.87013
District	◆	◆	\$5,150	\$70,822
State	◆	◆	\$5,348	\$72,993
Percent Difference: School Site/District			8.8	7.2
Percent Difference: School Site/ State			1.2	7.4

* 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