

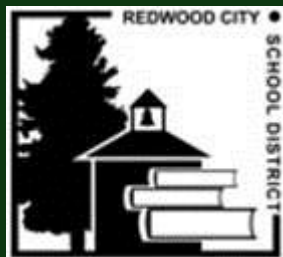
North Star Academy

400 Duane Street • Redwood City, CA 94062 • (650) 482-5973 • Grades 3-8

Leslie Crane, Principal

www.rcsd.k12.ca.us/nsa

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

School Profile

North Star Academy provides an educational environment that is designed to meet the unique needs of high achieving students and to enable them to develop to their fullest potential. North Star Academy offers a public educational experience designed especially for academically talented students who reside within and outside of RCSD. Students demonstrate critical, logical, and creative thinking skills throughout the core curriculum, and use emerging technologies as tools in all areas of the curriculum to solve problems, to think critically, to express their creativity and to communicate effectively. North Star Academy allows students a compacted curriculum approach to mastering the core curriculum so that they can move ahead at their own pace and have more time during the school day to pursue a deeper understanding of the curriculum and pursue enriching activities. Enrichment activities at North Star reflect the diverse interests and passions of teachers and students, including field trips, a robust performing arts program, multimedia presentations, engineering, chess, robotics, computer programming, comic book making, science fiction studies, visual arts, after school sports, and independent study. The program focuses on the combination of creativity, task commitment and high academic rigor, to support students in developing to their fullest potential. The pace of responsive instruction, the depth and complexity of the grade level curriculum, the types of assignments, and the range of experiences provide a learning atmosphere that promotes excellence. All students are expected to demonstrate personal growth through the development of self-discipline, leadership skills, community involvement, and character growth.

North Star Academy students thrive because the staff nurtures our students' social and emotional needs, in addition to their academic desires. Our very engaged and supportive parent community provides volunteer support in and out of the classroom, as well as before and after school.

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) 482-5973 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 3	81
Grade 4	90
Grade 5	92
Grade 6	90
Grade 7	91
Grade 8	88
Total Enrollment	532

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	9.2
Filipino	2.6
Hispanic or Latino	23.3
Native Hawaiian or Pacific Islander	0.2
White	57.9
Two or More Races	5.3
Socioeconomically Disadvantaged	15.6
English Learners	2.6
Students with Disabilities	5.3

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			
North Star Academy	13-14	14-15	15-16
With Full Credential	24	22	
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	♦	♦	21
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
North Star Academy	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 North Star 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>Houghton Mifflin California Reading Medallion Edition ©2010, 3rd grade through 5th Grade – State Approved, Board Adopted 2009</p> <p>Pearson Literature for California & Language Central ©2010, 6th grade through 8th grade – State Approved, Board Adopted 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pearson Scott Foresman, enVision Math ©2015, 3rd through 5th grade – State Approved, Board Adopted 2015</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 Classic, Smith Charles ©2008 – State Approved, Board Adopted 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Full Option Science System (FOSS) Delta Education, Inc. ©2007, 3rd grade through 5th grade – State Approved, Board Adopted 2008</p> <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>Macmillan / McGraw – Hill California Vistas ©2005, 3rd grade through 5th Grade – State Approved, Board Adopted 2006</p> <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>

School Facility Conditions and Planned Improvements (Most Recent Year)

North Star Academy was originally constructed in the 1950s and is currently comprised of 19 classrooms, one computer lab, one library, one gym, one multipurpose room, one staff lounge, a playground, and an athletic field. The following chart displays the results of the most recent school facilities inspection.

The school was completely modernized in 1998, and further renovated in 2002 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by August 2001 and included renovation of the administrative support area. Measure B projects have been completed at variable times and have included/will include: installation of energy-efficient lighting in all buildings, and new lighting in the auditorium; remodel of the kitchen; construction of a 6,500 square foot multi-purpose room, and a maintenance and storage building; replacement of window coverings, the sidewalk in front of the library, areas behind playfield backstops, fencing, and the auditorium stage floor; rebuilding of the play field and drainage system along the field; resurfacing of the playground areas and parking lot; fresh painting on all buildings; and campus-wide American Disabilities Act (ADA) improvements.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 15, 2011

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			FAU Closet in Administration Area needs service card. Work Order 19896 completed 8-18-11. Room 144, access to HVAC equipment blocked. Work Order 19905 completed by Principal. Room 145, access to HVAC equipment blocked. Work Order 19906 completed by Principal. Room 240, access to HVAC equipment blocked. Work Order 19910 completed by Principal.
Interior: Interior Surfaces	X			Room 102, science cabinets have graffiti. Work Order 19895 completed 8-24-11. Room 102, replace ceiling tiles. Work Order 19897 completed 8-22-11. Room 238, remove pencil sharpener missing shavings catch. Work Order 19908 completed 1-5-2012. Hallway by 247, replace ceiling tile. Work Order 19916 completed 8-22-11.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Main Office upper storage, please store food items in appropriate containers. W.O. 19894 completed by Principal.
Electrical: Electrical	X			Room 100, light diffuser missing in storage room. Work Order 19899 completed 8-24-11. Room 107, light fixture in restroom broken. Work Order 19902 completed 8-25-11. Room 140, one light switch broken. Work Order 19904 completed 9-6-11.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Staff Room 239, Men's' restroom toilet leaks. Work Order 19912 completed 8-16-11.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 15, 2011

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	X				Room 107, 3 residential extension cords found not allowed. Work Order 19901 completed by Principal. Room 147, ext. cord being used to permanent equipment not allowed. WO19907 completed by Principal. Room 242, daisy chained surge protectors not allowed. Work Order 19913 completed by Principal. Room 244, extension cord OK if not used for permanent power. Work Order 19914 completed by Principal. Room 245, daisy chained surge protectors not allowed. Work Order 19915 completed by Principal.
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Outside main office, trim trees that block view of camera #1. Work Order 19890 completed 8-18-11.
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

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	97	98	97	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.

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	91	39	44
Math	86	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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.40	28.40	56.80
7	12.50	30.70	44.30

* 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	97
Male	98
Female	97
Black or African American	--
Asian	100
Filipino	--
Hispanic or Latino	90
Native Hawaiian or Pacific Islander	--

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
White	99
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	88
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	81	81	100.0	2	7	25	65
	4	89	88	98.9	1	13	27	58
	5	92	91	98.9	3	2	40	52
	6	89	88	98.9	1	6	42	50
	7	92	88	95.7	0	8	39	53
	8	88	85	96.6	0	5	44	52
Male	3		31	38.3	3	13	16	68
	4		38	42.7	3	18	34	45
	5		35	38.0	0	0	46	49
	6		44	49.4	0	2	39	57
	7		51	55.4	0	8	37	55
	8		31	35.2	0	10	35	55
Female	3		50	61.7	2	4	30	64
	4		50	56.2	0	8	22	68
	5		56	60.9	5	4	36	54
	6		44	49.4	2	9	45	43
	7		37	40.2	0	8	41	51
	8		54	61.4	0	2	48	50
Black or African American	3		1	1.2	--	--	--	--
	4		1	1.1	--	--	--	--
	5		1	1.1	--	--	--	--
	7		2	2.2	--	--	--	--
	8		1	1.1	--	--	--	--
American Indian or Alaska Native	3		1	1.2	--	--	--	--

**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	3		8	9.9	--	--	--	--
	4		11	12.4	0	9	9	82
	5		11	12.0	0	0	45	55
	6		4	4.5	--	--	--	--
	7		6	6.5	--	--	--	--
	8		9	10.2	--	--	--	--
Filipino	3		3	3.7	--	--	--	--
	4		2	2.2	--	--	--	--
	5		1	1.1	--	--	--	--
	6		5	5.6	--	--	--	--
	8		3	3.4	--	--	--	--
Hispanic or Latino	3		23	28.4	0	4	22	74
	4		20	22.5	5	15	35	45
	5		17	18.5	6	6	59	18
	6		29	32.6	3	7	66	24
	7		19	20.7	0	21	47	32
	8		16	18.2	0	19	56	25
Native Hawaiian or Pacific Islander	5		1	1.1	--	--	--	--
White	3		39	48.1	3	10	26	62
	4		41	46.1	0	10	37	51
	5		56	60.9	4	0	32	63
	6		47	52.8	0	6	30	64
	7		60	65.2	0	5	40	55
	8		56	63.6	0	0	46	54
Two or More Races	3		6	7.4	--	--	--	--
	4		12	13.5	0	8	0	92
	5		4	4.3	--	--	--	--
	6		3	3.4	--	--	--	--
	7		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		10	12.3	--	--	--	--
	4		13	14.6	8	15	38	38
	5		12	13.0	8	8	67	8
	6		18	20.2	6	6	72	17
	7		7	7.6	--	--	--	--
	8		15	17.0	0	20	60	20

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
English Learners	3		3	3.7	--	--	--	--
	5		2	2.2	--	--	--	--
	6		4	4.5	--	--	--	--
	8		1	1.1	--	--	--	--
Students with Disabilities	3		1	1.2	--	--	--	--
	4		7	7.9	--	--	--	--
	5		5	5.4	--	--	--	--
	6		2	2.2	--	--	--	--
	7		6	6.5	--	--	--	--
	8		6	6.8	--	--	--	--
Students Receiving Migrant Education Services	4		1	1.1	--	--	--	--
	6		1	1.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	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	3	81	81	100.0	2	10	28	57
	4	89	89	100.0	2	12	40	40
	5	92	91	98.9	1	14	23	60
	6	89	86	96.6	1	15	29	53
	7	92	88	95.7	1	6	26	67
	8	88	85	96.6	1	9	21	67
Male	3		31	38.3	3	3	23	71
	4		39	43.8	0	10	38	46
	5		35	38.0	0	3	6	91
	6		42	47.2	0	7	24	67
	7		51	55.4	0	2	24	75
	8		31	35.2	0	13	19	68

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
Female	3		50	61.7	2	14	32	48
	4		50	56.2	4	14	42	36
	5		56	60.9	2	21	34	41
	6		44	49.4	2	23	34	41
	7		37	40.2	3	11	30	57
	8		54	61.4	2	7	22	67
Black or African American	3		1	1.2	--	--	--	--
	4		1	1.1	--	--	--	--
	5		1	1.1	--	--	--	--
	7		2	2.2	--	--	--	--
	8		1	1.1	--	--	--	--
American Indian or Alaska Native	3		1	1.2	--	--	--	--
Asian	3		8	9.9	--	--	--	--
	4		11	12.4	0	9	18	73
	5		11	12.0	0	0	9	91
	6		3	3.4	--	--	--	--
	7		6	6.5	--	--	--	--
	8		9	10.2	--	--	--	--
Filipino	3		3	3.7	--	--	--	--
	4		2	2.2	--	--	--	--
	5		1	1.1	--	--	--	--
	6		5	5.6	--	--	--	--
	8		3	3.4	--	--	--	--
Hispanic or Latino	3		23	28.4	0	13	30	57
	4		20	22.5	0	20	65	10
	5		17	18.5	0	47	41	12
	6		29	32.6	3	31	34	31
	7		19	20.7	5	21	32	42
	8		16	18.2	6	13	38	44
Native Hawaiian or Pacific Islander	5		1	1.1	--	--	--	--
White	3		39	48.1	3	10	28	56
	4		42	47.2	2	12	40	38
	5		56	60.9	2	7	16	73
	6		46	51.7	0	7	26	65
	7		60	65.2	0	2	28	70
	8		56	63.6	0	11	16	71

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
Two or More Races	3		6	7.4	--	--	--	--
	4		12	13.5	0	8	17	75
	5		4	4.3	--	--	--	--
	6		3	3.4	--	--	--	--
	7		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		10	12.3	--	--	--	--
	4		13	14.6	0	38	54	0
	5		12	13.0	0	58	42	0
	6		18	20.2	6	28	44	22
	7		7	7.6	--	--	--	--
	8		15	17.0	7	20	27	47
English Learners	3		3	3.7	--	--	--	--
	5		2	2.2	--	--	--	--
	6		4	4.5	--	--	--	--
	8		1	1.1	--	--	--	--
Students with Disabilities	3		1	1.2	--	--	--	--
	4		7	7.9	--	--	--	--
	5		5	5.4	--	--	--	--
	6		2	2.2	--	--	--	--
	7		6	6.5	--	--	--	--
	8		6	6.8	--	--	--	--
Students Receiving Migrant Education Services	4		1	1.1	--	--	--	--
	6		1	1.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	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 a significant role in fund raising and supporting various programs at North Star through active participation and involvement in the School Site Council, Parent Club, Art in Action, Bilingual Parent Committee, performing arts events and other community building/family fun events.

Parents and community members are encouraged to participate in school-sponsored committees and activities as well as volunteer in classrooms.

Parents who wish to participate in North Star's school committees, school activities, or become a volunteer may contact the school at (650) 482-5973, or visit the school's website at . Parents are also encouraged to visit the Parent Club's website at .

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 spring by staff, parents, and administrators. Revisions to the Safety Plan are communicated to all staff members annually. Key elements of the Safety Plan include Safety procedures in the event of emergencies, earthquakes, fires, Code Red and Code Blue situations (classes have emergency backpacks and emergency supplies are stored in a connex box on campus). 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 drills are held once a month, an earthquake drill is held once a year, and lockdown drills are held twice a year.

Safety of students and staff is a primary concern of North Star School. To ensure student safety, supervision is provided on campus at all times. Teachers and Administrators supervise students before and after school and during recess. Paid yard duty supervise students at recess and lunch. All visitors to the school must sign in and out at the office, and must have prior authorization for classroom visits.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.36	0.75
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
First Year of Program Improvement		2008-2009
Year in Program Improvement		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)												
Average Class Size				Number of Classrooms*								
				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
3	33	36	31				9	11	11	1	2	2
4	35	36	35				12	11	11	2	2	2
5	35	39	37	1			9	9	10	3	3	3
6	28	31	28	1		2	23	23	24			

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	30	30	30				6	6	6			
Math	30	30	30				6	5	5		1	1
Science	30	30	30				6	6	6			
SS	30	30	30				12	12	12			

* 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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.3
Psychologist	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.2
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

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 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: Migrant Education
- Special Education
- Title II: Part A Teacher Quality
- Title III: Limited English Proficiency
- Medi-Cal Billing Option

STATE:

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

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8474.977661	3132.228550	5342.749111	75231.17111
District	♦	♦	\$5,150	\$70,822
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-0.3	-89.5
Percent Difference: School Site/ State			-7.3	-89.4

* Cells with ♦ do not require data.