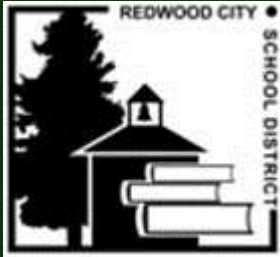


# Orion Alternative Elementary School

815 Allerton St. • Redwood City, CA 94063 • (650) 363-0611 • Grades K-5

Cathy Okubo, Principal  
cathyokubo@rcsd.k12.ca.us  
orionshool.org

## 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

Orion School is a school of choice for parents who want to be actively involved in their child's education. Parents agree to participate in classroom or school activities, parent education and school leadership activities during the year. Parents may work in the classroom or help with activities outside the classroom a minimum of 2 hours a week (total of 72 hours for one child; 108 hours for two or more children). Parents can engage and participate in various opportunities based on their availability during the week and on the weekends, before and after work and during the school day. Orion School instills in each child a love of learning, as well as the confidence and skills necessary to meet future challenges.

A sense of calmness and intimacy welcomes students, parents and staff each day at Orion School. Orion School is a cooperative partnership of parents, teachers and community working together to educate children throughout Redwood City School District with a focus on the maximum development of the whole child. Our small school ensures that teachers share information so that all children receive personal understanding and a thoughtfully designed education. Each child is viewed as a unique individual with his/her own distinct style and rate of growth. An integrated, hands-on curriculum that incorporates a variety of off-site learning opportunities, while adhering to mandatory California State Standards, helps children form real-life connections to classroom learning. Orion students grow academically, socially and emotionally due to the ongoing and seamless partnership of the valued ideas, collaboration, leadership and support of the staff, parents and community. Orion School thrives because of its calm and positive community of mutual care and support where everyone feels connected.

## 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) 363-0611 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	30
Grade 1	30
Grade 2	37
Grade 3	44
Grade 4	53
Grade 5	47
<b>Total Enrollment</b>	<b>241</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.4
Asian	4.1
Hispanic or Latino	39.4
Native Hawaiian or Pacific Islander	0.4
White	45.6
Two or More Races	7.9
Socioeconomically Disadvantaged	34.9
English Learners	21.6
Students with Disabilities	8.3

## 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			
Orion Alternative Elementary School	13-14	14-15	15-16
<b>With Full Credential</b>	12	9	
<b>Without Full Credential</b>	0	0	
<b>Teaching Outside Subject Area of Competence</b>	0	0	
Redwood City School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	12
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Orion Alternative Elementary	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	
<b>Total Teacher Misassignments</b>	0	0	
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	99.5	0.6
<b>High-Poverty Schools</b>	99.5	0.5
<b>Low-Poverty Schools</b>	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 Orion 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 2009 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Orion School was originally constructed in the 1950s and remodeled in the 1990s. It currently comprises nine classrooms, one computer area, one library, one multi-purpose room, one staff lounge, an administrative support center, and two playgrounds.

The school was completely modernized in 1997 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed on all classrooms by October, 1997. At that time, Orion School received a new library/media center, a reclaimed cafeteria/multi-purpose room, and administrative support center. Measure B projects have been completed at various times over the past three years and have included/will include: installation of energy-efficient lighting; replacement of damaged fencing; repairs to landscape; fresh painting; 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: August 18, 2011

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Room 100, FAU making noise. Work Order 19969 completed 8-27-11. Room 103, FAU access blocked. Work Order 19975 completed by Principal. Room 105, FAU access blocked. Work Order 19977 completed by Principal. Room 109, FAU access blocked. Work Order 19979 completed by Principal. MUR, FAU access blocked. Work Order 19980 completed 8-18-11. Girls' RR by 120, exhaust fan not working properly. Work Order 19983 completed 8-18-11.
<b>Interior:</b> Interior Surfaces	X			Principal Office, CCTV cabinet needs ventilation. Work Order 19968 completed 9-13-11. Room 101 Resource, cabinet hinge loose. Work Order 19972 completed 8-23-11. Workroom between 103 & 105, remove pencil sharpener without shavings catch. WO 19976 comp. 8-18-11 Room 103 and 105, coat hook broken in each room. Work Order 19974 completed 8-23-11.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No Issues
<b>Electrical:</b> Electrical		X		Room 100, electrical floor box missing cover. Work Order 19971 completed 9-9-11. PE Storage, duplex cover plate cracked. Work Order 19981 completed 8-18-11. PE Storage, install tube protector for light. Work Order 19981 completed 8-18-11.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Staff Restroom door in corridor, install Unisex Emblem. Work Order 19973 to be completed by 2-29-12.
<b>Safety:</b> Fire Safety, Hazardous Materials			X	Room 105, egress from restroom impeded by furniture. Work Order 19978 completed by Principal.
<b>Structural:</b> Structural Damage, Roofs	X			No Issues

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: August 18, 2011

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 100, floor mount door stop missing. Work Order 19970 completed 9-21-11. PE Storage, Door missing required closer. Work Order 19982 completed 8-22-11.
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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	17.40	21.70	50.00

\* 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 for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	54	39	44
<b>Math</b>	35	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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	49
<b>All Student at the School</b>	48
<b>Male</b>	59
<b>Female</b>	36
<b>Asian</b>	--
<b>Hispanic or Latino</b>	21
<b>Native Hawaiian or Pacific Islander</b>	--
<b>White</b>	76
<b>Two or More Races</b>	--
<b>Socioeconomically Disadvantaged</b>	--
<b>English Learners</b>	--
<b>Students with Disabilities</b>	26
<b>Foster Youth</b>	--

\* 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.

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
<b>Science</b>	58	73	48	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.

**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	42	42	100.0	10	26	17	48
	4	49	48	98.0	29	21	35	13
	5	46	45	97.8	20	27	24	27
Male	3		21	50.0	14	43	10	33
	4		29	59.2	34	21	28	14
	5		24	52.2	17	21	29	29
Female	3		21	50.0	5	10	24	62
	4		19	38.8	21	21	47	11
	5		21	45.7	24	33	19	24
Black or African American	3		1	2.4	--	--	--	--
	4		2	4.1	--	--	--	--
Asian	4		1	2.0	--	--	--	--
	5		2	4.3	--	--	--	--
Filipino	4		1	2.0	--	--	--	--
Hispanic or Latino	3		18	42.9	22	44	17	17
	4		26	53.1	38	23	35	4
	5		21	45.7	24	52	19	5
Native Hawaiian or Pacific Islander	5		1	2.2	--	--	--	--
White	3		18	42.9	0	11	17	72
	4		13	26.5	23	8	46	23
	5		19	41.3	16	0	32	47
Two or More Races	3		4	9.5	--	--	--	--
	4		5	10.2	--	--	--	--
	5		2	4.3	--	--	--	--
Socioeconomically Disadvantaged	3		15	35.7	27	40	20	13
	4		23	46.9	43	22	35	0
	5		21	45.7	24	48	19	10
English Learners	3		9	21.4	--	--	--	--
	4		10	20.4	--	--	--	--
	5		8	17.4	--	--	--	--
Students with Disabilities	3		2	4.8	--	--	--	--
	4		4	8.2	--	--	--	--
	5		7	15.2	--	--	--	--
Students Receiving Migrant Education Services	4		2	4.1	--	--	--	--

**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	42	42	100.0	14	21	36	29
	4	49	48	98.0	31	46	19	4
	5	46	44	95.7	41	39	9	11
Male	3		21	50.0	19	24	29	29
	4		29	59.2	31	48	14	7
	5		23	50.0	30	48	9	13
Female	3		21	50.0	10	19	43	29
	4		19	38.8	32	42	26	0
	5		21	45.7	52	29	10	10
Black or African American	3		1	2.4	--	--	--	--
	4		2	4.1	--	--	--	--
Asian	4		1	2.0	--	--	--	--
	5		2	4.3	--	--	--	--
Filipino	4		1	2.0	--	--	--	--
Hispanic or Latino	3		18	42.9	28	33	33	6
	4		26	53.1	42	50	8	0
	5		21	45.7	67	33	0	0
Native Hawaiian or Pacific Islander	5		1	2.2	--	--	--	--
White	3		18	42.9	0	17	39	44
	4		13	26.5	15	38	31	15
	5		18	39.1	22	28	22	28
Two or More Races	3		4	9.5	--	--	--	--
	4		5	10.2	--	--	--	--
	5		2	4.3	--	--	--	--

**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
Socioeconomically Disadvantaged	3		15	35.7	27	40	33	0
	4		23	46.9	48	48	4	0
	5		21	45.7	57	43	0	0
English Learners	3		9	21.4	--	--	--	--
	4		10	20.4	--	--	--	--
	5		8	17.4	--	--	--	--
Students with Disabilities	3		2	4.8	--	--	--	--
	4		4	8.2	--	--	--	--
	5		6	13.0	--	--	--	--
Students Receiving Migrant Education Services	4		2	4.1	--	--	--	--
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

Orion School understands how important parent involvement and support is in the success of students. For this reason, Orion School has a parent participation requirement. Parents make a commitment to participate in school activities, school committees, and volunteer in the classrooms. School committees include: Starship Board, School Site Council, Starship Fundraising, English Learners Advisory Council (ELAC), Green Club, Art-in Action, Health and Nutrition, Library, Author and Illustrator Festival, and many more. Parents and community members are also encouraged to volunteer in any and all campus projects.

Parents who wish to participate in Orion School's committees, school activities, or become a volunteer may contact the school at (650) 363-0611 or visit the school's website at <http://www.orionschool.org>.

#### 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 by members of the School Site Council and the Safety Committee. Revisions to the Safety Plan are communicated to staff members annually. Key elements of the Safety Plan include: Emergency and Disaster Planning, Child Abuse Reporting, and School Discipline.

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 conducted monthly, earthquake drills occur once a year, and lockdown drills are practiced twice a year.

The safety of students and staff is of primary importance to Orion School. To ensure student safety, supervision is provided on campus at all times. Teachers and the administrator supervise students before and after school, as well as during breaks. All visitors to the school must sign in and out at the office and have prior authorization for classroom visits.



**Suspensions and Expulsions**

School	2012-13	2013-14	2014-15
Suspensions Rate	1.56	3.94	2.02
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
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
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)**

Grade	Average Class Size			Number of Classrooms*								
	2012-13	2013-14	2014-15	1-20			21-32			33+		
				2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	29	30	30				1	1	1			
1	30	30	30				2	1	1			
2	27	28	30				2	2	1			
3	27	30	26				2	2	2			
4	28	25	27				1	2	2			
5	28	27	24				1	1	2			

### 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	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist	0
Other	1

#### 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/](http://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

### 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	9084.117677	3559.236428	5524.881249	70752.63888
District	◆	◆	\$5,150	\$70,822
State	◆	◆	\$5,348	\$72,993
Percent Difference: School Site/District			3.9	1.3
Percent Difference: School Site/ State			-3.4	1.5

\* 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