Kennedy Middle School

2521 Goodwin Ave. • Redwood City, CA 94061 • (650) 482-2409 • Grades 5-8
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Redwood City School District
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Superintendent

Dr. Linda Montes
Assistant Superintendent, Educational Services, Grades TK-5

Wendy Kelly
Assistant Superintendent, Educational Services, Grades 6-8 and Human Resources

Priscilla Aquino-Dichoso
Chief Business Official

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 immersion 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 and 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 5	2
Grade 6	205
Grade 7	236
Grade 8	261
Total Enrollment	704

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.0
Asian	0.7
Filipino	1.1
Hispanic or Latino	74.1
Native Hawaiian or Pacific Islander	1.6
White	17.6
Socioeconomically Disadvantaged	58.0
English Learners	25.4
Students with Disabilities	15.5
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (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	16-17	17-18	18-19
With Full Credential	30	29	27
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	0	0	0
Redwood City School District	16-17	17-18	18-19
With Full Credential	♦	♦	300
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Kennedy Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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, the district is using EngageNY http://www.engageny.org to support English language arts instruction as we transition to the Common Core State Standards.

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 2018-2019 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 2018 District Textbook Audit, in regards to student editions in use at Kennedy Middle School during the current school year (2018-2019).

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Amplify Education Inc. ©2015, 6th grade through 8th grade – State Approved, Board Adopted 2015 Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Mathematics	CPM Educational Program, Core Connections, Courses 1-3 ©2013, 6th through 8th grade. – State Approved, Board Adopted in 2016 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Science	CPO Science - Focus on Earth/Life/Physical ©2007, 6th grade through 8th grade – State Approved, Board Adopted 2007 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
History-Social Science	Teachers' Curriculum Institute, History Alive! ©2004/2005, 6th grade through 8th grade – State Approved, Board Adopted 2006 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%

Note: Cells with N/A values do not require data.

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: 3/29/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Room 315: Secure loose ceiling tiles - 67221
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 527: Food left in room - pest infestation potential - 67218
Electrical: Electrical	Good	Annex 1: (3) light diffusers missing - 67219 Room 102: Illegal extension cord - 67217 Room 316: Light out - 67219 Room 424: Illegal extension cord - 67218
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 420: Adjust drinking fountain - 67222 Room 533: Leaky drinking fountain - 67222
Safety: Fire Safety, Hazardous Materials	Good	Room B10: Blocked HVAC vent - 67217 Room B2: Blocked HVAC vent - 67217 Room B7: Blocked HVAC vent - 67217 Room B8: Blocked HVAC vent - 67217
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students 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

Subject	2017-18 CAASPP Results for All Students Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	43.0	50.0	46.0	51.0	48.0	50.0
Math	33.0	36.0	39.0	44.0	37.0	38.0

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	CAASPP Test Results in Science for All Students Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	**	**	**
7	18.4	22.4	17.1

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	702	669	95.30	50.37
Male	353	335	94.90	41.49
Female	349	334	95.70	59.28
Black or African American	14	14	100.00	42.86
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	514	493	95.91	41.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	122	117	95.90	77.78
Two or More Races	19	19	100.00	89.47
Socioeconomically Disadvantaged	359	336	93.59	36.61
English Learners	345	323	93.62	26.32
Students with Disabilities	108	98	90.74	12.24
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	702	688	98.01	35.76
Male	353	348	98.58	31.9
Female	349	340	97.42	39.71
Black or African American	14	14	100	21.43
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	514	505	98.25	27.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	122	117	95.9	64.96
Two or More Races	19	19	100	73.68
Socioeconomically Disadvantaged	359	353	98.33	19.26
English Learners	345	338	97.97	12.13
Students with Disabilities	108	99	91.67	9.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

C. Engagement

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

Opportunities for Parental Involvement (School Year 2018-19)
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 like dances, the school musical, and chaperoning for our Yosemite and Grand Canyon trips.

Kennedy Middle School is very proud of the strong support it receives from community school partnerships with StarVista, The Marine Science Institute, Science From Scientists, El Centro de Libertad, Los Ayudantes, and more.

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 State priority: School Climate (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 students who are 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 also have a CERT trailer (from the Red Cross) 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 priority for 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	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	5.1	3.9	2.8
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	2.3	1.5	2.3
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.8
Social Worker	0
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	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.

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	22.0	18.0	22.0	12	16	13	14	11	8	1	4	5
Mathematics	24.0	18.0	25.0	4	1	6	11	2	4	4		10
Science	28.0	27.0	26.0	4	3	4	9	12	9	3	3	6
Social Science	28.0	23.0	26.0	2	6	4	9	8	9	3	4	5

* 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.

Professional Development provided for Teachers
2016-2017

A District Curriculum Planning Committee was formed to monitor district progress toward Common Core State Standards implementation and ultimately ensure students' academic achievement. The Curriculum Planning Committee met to establish a district timetable, conduct a needs assessment, analyze results of the needs assessments and determine a plan toward CCSS implementation. The professional development plan was directly connected to meet student needs as per data analysis. Reading instruction, language acquisition and a systematic approach toward student achievement was developed. RCSD began implementation of "non-negotiable" items presented as our district Platinum Ticket.

The Platinum Ticket included instructional expectations across content areas in Reading, Math, English Language Development, Science, and Social Science instruction. In order to support classroom teachers toward implementation RCSD determined there needed to be a stronger investment in new technology with Professional Development for all teachers on the use of integrated technology. RCSD built a stronger Staff Development Team by adding on one additional Staff Development member with English Learner and Middle School to support the work with an identified need: Long-term English Learners. Principals participated in Instructional Rounds to better develop their understanding on the expectations for the Platinum Ticket.

Professional Development was provided in the following areas to ensure alignment with district expectations on the Platinum Ticket:
- Sobrato Early Academic Learning (SEAL)- a method of instruction that supports the development of oral language while learning content standards
- ELA and Math pacing guides to match CCSS expectations to ensure alignment in standards instruction and curriculum
- Best instructional practices that deepen conceptual understanding and increase student mastery of the focused standards in the pacing guides.
- Designated ELD classes to include intellectual quality in lessons that are grade specific, and academic English focused from content areas, extended language interaction, and focused on meaning, forms of language and formative assessment practices.
- Instructional practice for the Middle Schools for Long-Term English Learners
- Small-targeted reading instruction in grades K-5 to explicitly address the Foundational Skills
- ELA, ELD, and Social Science/Science curriculum to develop lessons for Designated ELD to ensure academic achievement in the core academic subjects.
- of the PD and offer guidance for improvement as needed.
- Fountas and Pinnell reading assessments and analysis of the reading records
- Fountas and Pinnell Intensive Reading Intervention program
- Authentic use of technology to create and extend learning. The PD will be a part of the lesson planning and integrated into the district developed content -based units of study.

Finally, Middle School Math teachers participated in monthly PD as they implemented a new math program.

2017-2018

RCSD continued to provide Professional Development as per data analysis targets. There was a new adoption for English Language Arts and English Language Development curriculum. The focus for the year was on the understanding and implementation of the new ELA/ELD curriculum.There were two full days in August, one faculty meeting in October and one full day in January for Professional Development. In addition, each school site was asked to commit two minimum planning days for data analysis. Professional Development was provided to all teachers to ensure alignment on the data analysis process that included SMART Goals development.

Special Education teachers were provided with more focused PD to meet the needs of their specialized population. As per the SBAC results, more support was needed in instructional practice in all grades.

The Middle School teachers in Math worked on their second year of implementation on their new Math program. PD was provided with a focus on supporting language learners on this more rigorous math program.

Principals continued with Instructional Rounds to better develop their understanding of the teaching of reading.

SEAL Training continued for new teachers. SEAL Planning days were also provided for the development or refinement of their integrated content-base units.

This year coaches were added to ensure that classroom teachers were provided with real time coaching to implement the instructional practices expected. The SEAL and Literacy Coaches, as well as the district level Staff Development personnel, were visible each day at school sites. We have learned that one day PD is not enough, teachers need the real-time coaching to develop strong instructional practice.

2018-2019

The Redwood City School District Staff Development team continues to plan and provide professional development for PreK-8 classified and certificated staff.

This year the focus of professional development is on the social emotional and academic success of all learners. Administrators, teachers, and classified staff will gain an awareness and understanding of current challenges, which include Trauma Informed Classroom Practices, Human Trafficking Issues, a presentation on Gender Spectrum, implications for instruction with the new English Learner Performance Assessment of California, content specific pedagogy for integrating academic language across content, and including writing across the content areas.

In order to further deepen state standard implementation, RCSD will embark on a new Instructional Coaching model. The Instructional Coaching Model has the potential to raise the academic rigor across the district.

"The goal of the RCSD Instructional Coaching Model is to remove any barriers obstructing the implementation of effective instruction that positively impacts student success. "

Together, with the Staff Development personnel, each principal will be released two days a month to provide coaching for teachers and/or lead data analysis meetings to target coaching sessions.

The Staff Development Team, including the SEAL and Literacy Coaches, will continue to provide additional coaching support to all school sites on the implementation of the Platinum Ticket using district-adopted curriculum. Clifford School has been added as an official SEAL Site.

Finally, in partnership with the National Urban Alliance (NUA) and international speaker, Dr. Yvette Jackson, the Redwood City School District will work to create classrooms as places where there is truly a belief in the intellectual capacity of all students. Instructional practices that develop the cognitive potential of students will be highlighted and shared. These "gifted" practices will be implemented with all students through this work. The understanding is students develop higher cognitive potential through the intentional implementation of high order teaching practices. RCSD understands that instruction begins with student strengths and provides enriching options and direction to bring those strengths to the surface and promotes high intellectual performance for all students.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,116	$50,084
Mid-Range Teacher Salary	$75,145	$80,256
Highest Teacher Salary	$95,588	$100,154
Average Principal Salary (ES)	$123,025	$125,899
Average Principal Salary (MS)	$123,025	$130,255
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$208,950	$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	7.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	12,125	3,995	8,131	$75,720
District	◆	◆	7,781	$76,621
State	◆	◆	$7,125	$80,910
Percent Difference: School Site/District			4.4	-1.2
Percent Difference: School Site/ State			13.2	-6.6

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded
Federal Funding:
Title I: Basic Grants Low Income
Title I: Migrant Education
Special Education
Title II: Part A Teacher Quality
Title III: Limited English Proficiency
Medi-Cal Billing Option

State Funding:
After School Education and Safety ("ASES")
Lottery: Instructional Materials
Targeted Instructional Improvement Block Grant
Special Education

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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.