



# Rio Norte Junior High School

28771 Rio Norte Drive • Santa Clarita, CA 91354 • (661) 295-3700 • Grades 7-8

Vince Ferry, Principal  
vferry@hartdistrict.org

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



### William S. Hart Union High School District

21380 Centre Pointe Parkway  
Santa Clarita, CA 91350  
(661) 259-0033  
www.hartdistrict.org

#### District Governing Board

Robert P. Hall

Robert Jensen, Jr.

Linda Storli

Joseph Messina

Steven M. Sturgeon

Will Jones, Student Board member

#### District Administration

Vicki Engbrecht

**Superintendent**

Michael Vierra

**Assistant Superintendent, Human  
Resources**

Mike Kuhlman

**Assistant Superintendent,  
Educational Services**

### School Description

#### Mission:

The Rio Norte Junior High School community is dedicated to providing a safe, flexible, positive, and nurturing learning environment, in which all its members have the opportunity to experience a sense of belonging and personal growth, and all students have the opportunity to develop academic excellence.

#### Vision:

Rio Norte Junior High School is committed to:

- providing the tools, technology, environment, and motivation to facilitate high academic achievement and the essential skills required to be successful in our society
- teaching students respect and tolerance through school and community by providing suitable role models and opportunities for students to interact positively with one another
- providing a supportive and caring atmosphere for all members of the Rio Norte community and for our unique groups of students in transition
- developing small, creative learning environments which encourage intellectual, social, physical, and emotional growth fostering an environment in which expectations of continuous improvement permeate the school
- flexible scheduling to meet rigorous academic standards
- cultivating an atmosphere where the voice of each member of the Rio Norte Community is heard, acknowledged, and respected

#### Principal's Message:

Rio Norte Junior High School is a student-centered community that focuses on respect and tolerance among faculty, staff, students, and parents. To promote a safe environment, we include programs such as Safe School Ambassadors, Drug Free Youth in Town (DFYIT) and Text-a-Tip. Our students and staff value student achievement. Staff members provide academic intervention to help students succeed during the school day, via our Advisory/Intervention model. After school Intervention programs are also available to students in need of additional, in-depth instruction. Each quarter, we celebrate students with a grade point average of 3.0 and above via an Academic Awards Assembly. In addition, we hold monthly Student of the Month Lunches, sponsored by our PTSA, which honor students selected by their teachers for growth in their academics, or meeting the criteria of one of the six pillars of Character Counts (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship).

Each semester, the administrative team meets with students in small groups to discuss issues of safety and character. Recently, we worked with students on a simple motto of Work Hard, and Be Kind. Students looked at various scenarios including social media misuse, academic integrity, and bullying. Students constructed their own action plan on how to respond in cases such as these, and maintain a campus where all students work hard toward academic success and are kind to one another.

Rio Norte continues to have the lowest suspension and expulsion rates in the district, and this rate is significantly lower than that of the state of California. This is due to a two-prong approach to maintaining excellent student behavior. Administrators are visible during brunch, lunch, and in the classroom. The Administrative Team follows a classroom walk-through schedule that guarantees each classroom is visited at least once per week. We believe our visibility helps us make connections with students, while also allowing us to be proactive with student behavior. In addition, the collaboration of counselors and administrators when working with students has helped to reduce student behavior issues, especially repeat behaviors. The team has focused on keeping students in the classroom, emphasizing the importance of their education, while providing other means of correction activities during unstructured time to help students learn from choices they have made. As a result, in a parent survey sent home, nearly 100% of parents reported that both they, and their students, felt Rio Norte Junior High School was a safe place for learning.

Our staff utilizes student performance data to set and assess progress in school wide goals. This year, our staff is focused on three goals that align to the district's Local Control and Accountability Plan:

1. LCAP Goal: Narrow the Achievement Gap between Subgroups

Data showed a significant gap between the achievement of male students and female students on campus. In addition, there were several gaps in smaller subgroups based on ethnicity. The students that were underachieving in these subgroups were also represented by, and included in, the larger subgroup of male students. In the 2015-2016 school year, the percentage of males earning at least one D or F will decrease by 5% as measured by comparison of Quarter grades in 2014-15 to 2015-16.

2. LCAP Goal: Increase College and Career Readiness

Data showed that while many students were being exposed to college and career readiness tools, such as Naviance, it was not consistent school wide. In the 2015-2016 school year, 90% of students will complete at least two Naviance activities, guided by their counselor, by June 2016.

3. LCAP Goal: Implementation of the California Common Core State Standards

In the 2014-2015 school year, interdisciplinary teams developed, proctored, and assessed literacy performance tasks. As a result, students were well prepared for the end of the year, state assessment (CAASPP). Our students out-performed each school in the district in English Language Arts and Literacy, and the percentage of students who met or exceeded the standard far surpassed the performance of students state-wide. To continue this focus, and begin including a focus on the Mathematics Practice Standards, our staff set two goals in this area. In the fall of 2015-2016, 50% of students will demonstrate mastery of citing evidence, including data, in an informative/explanatory writing task for the Quarter 2 Performance Task. In the Spring of 2015-2016, 60% of students will demonstrate mastery of using evidence, including data, to develop an argument in an argumentative writing task for the Quarter 3 Performance Task.

Data is regularly reviewed and team and departmental action plans are assessed and revised. Our staff is committed to continuous improvement based on student achievement data, and attend professional development to further their ability to meet, and even exceed, these goals for student achievement. Our leadership team consists of the Team Leader from each interdisciplinary team, the department chairs, all administrators, one counselor, the librarian, ASB Director, Instructional Coach, and Head Custodian. This leadership team meets monthly to analyze student achievement data, and utilizes it as a basis for discussion and decision-making. In addition, the same student achievement data is presented to the School Site Council at quarterly meetings.

Our motto, Charting a New Course of Excellence, appropriately summarizes the commitment of our school to ensure the optimum development of all members of the Rio Community.

Vince Ferry, PRINCIPAL

### 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 (661) 295-3700 or the district office.

**2014-15 Student Enrollment by Grade Level**

Grade Level	Number of Students
Grade 7	580
Grade 8	564
<b>Total Enrollment</b>	<b>1,144</b>

**2014-15 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.1
Asian	14.2
Filipino	8.7
Hispanic or Latino	19.5
White	45.6
Two or More Races	6.8
Socioeconomically Disadvantaged	8
English Learners	3.5
Students with Disabilities	10.8
Foster Youth	0.1

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Rio Norte Junior High School	13-14	14-15	15-16
With Full Credential	49	48	53
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	888
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rio Norte Junior High School	13-14	14-15	15-16
Teachers of English Learners	0	1	1
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* "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>	92.5	7.5
<b>Districtwide</b>		
<b>All Schools</b>	69.6	30.4
<b>High-Poverty Schools</b>	48.3	51.7
<b>Low-Poverty Schools</b>	95.3	4.7

\* 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)**

Textbooks and Instructional Materials Year and month in which data were collected: December 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Grade 7 - Timeless Voices, Timeless Themes (Bronze) - Prentice Hall Adopted 2002</p> <p>Grade 8 - Timeless Voices, Timeless Themes (Silver) - Prentice Hall Adopted 2002</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>Math 7 - Glencoe Math Course 2 - Glencoe McGraw-Hill Adopted 2014</p> <p>Math 7 - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014</p> <p>Math 8 - Glencoe Math Course 3 - Glencoe McGraw-Hill Adopted 2014</p> <p>Algebra - SpringBoard Adopted 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>Grade 7 - Focus on Life Science - Prentice Hall Adopted 2006</p> <p>Grade 8 - Focus on Physical Science - Prentice Hall Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006</p> <p>Grade 8 - America: History of our Nation - Prentice Hall Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<p>Grade 8 Spanish - Navegando 1 - EMC Program Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Health</b>	<b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	<b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	<b>Percent of students lacking their own assigned textbook:</b> 0%

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

Rio Norte is in its ninth year of operation. Visitors to our campus often comment that the school still looks brand-new. The school has 40 classrooms, nine portable classrooms, one main computer lab, an Internet research lab with 24 computers, seven smaller computer labs that are part of the core to regular classrooms, a library, a gym, locker rooms, a multipurpose room, and a staff room.

Rio Norte is a clean, well-landscaped school that is visually welcoming and functional. Any malfunctions or needed repairs are quickly handled by a responsive maintenance department at the district level.

Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner. As of 12/18/15 there are 33 work orders in progress.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/14/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Several flush valves and faucets were noted as leaking, Work orders have been processed.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	76	65	44
Math	59	46	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	88	88	86	75	77	75	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.00	18.40	59.10

\* 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	75
All Student at the School	86
Male	88
Female	85
Black or African American	70
Asian	89
Filipino	97
Hispanic or Latino	81
White	88
Two or More Races	89
Socioeconomically Disadvantaged	57
English Learners	59
Students with Disabilities	75
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	7	579	569	98.3	7	16	46	30
	8	581	542	93.3	5	18	50	27
Male	7		277	47.8	10	19	44	27
	8		255	43.9	9	24	45	22
Female	7		292	50.4	5	14	48	33
	8		287	49.4	2	12	54	31
Black or African American	7		26	4.5	15	19	42	19
	8		32	5.5	13	25	50	13
American Indian or Alaska Native	8		1	0.2	--	--	--	--
Asian	7		92	15.9	1	8	35	57
	8		69	11.9	4	14	38	43
Filipino	7		47	8.1	6	6	49	38
	8		48	8.3	4	8	54	33
Hispanic or Latino	7		117	20.2	11	26	45	17
	8		94	16.2	6	20	54	18
White	7		248	42.8	7	13	51	29
	8		260	44.8	4	17	51	27

**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
Two or More Races	7		39	6.7	8	36	38	15
	8		38	6.5	8	21	50	21
Socioeconomically Disadvantaged	7		47	8.1	21	17	43	15
	8		49	8.4	6	35	35	20
English Learners	7		10	1.7	--	--	--	--
	8		24	4.1	25	46	25	0
Students with Disabilities	7		44	7.6	50	25	14	9
	8		48	8.3	42	33	17	4
Foster Youth	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	7	579	569	98.3	16	24	31	29
	8	581	543	93.5	15	26	30	29
Male	7		278	48.0	15	24	29	31
	8		256	44.1	16	27	27	29
Female	7		291	50.3	18	23	32	27
	8		287	49.4	14	25	32	29
Black or African American	7		26	4.5	31	38	23	8
	8		32	5.5	34	31	19	16
American Indian or Alaska Native	8		1	0.2	--	--	--	--
Asian	7		92	15.9	4	11	22	63
	8		69	11.9	6	17	30	46
Filipino	7		47	8.1	9	19	38	34
	8		48	8.3	8	25	33	33
Hispanic or Latino	7		117	20.2	27	28	31	14
	8		95	16.4	23	25	26	24
White	7		248	42.8	14	25	35	25
	8		260	44.8	13	28	32	27

**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	7		39	6.7	28	26	21	26
	8		38	6.5	16	29	29	26
Socioeconomically Disadvantaged	7		47	8.1	32	32	28	9
	8		49	8.4	27	33	18	22
English Learners	7		10	1.7	--	--	--	--
	8		24	4.1	38	17	29	17
Students with Disabilities	7		44	7.6	66	23	9	2
	8		48	8.3	71	21	4	2
Foster Youth	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

Rio Norte PTSA  
 President, Kelly Scully  
 familyofscullys@yahoo.com

School Site Council  
 Rio Norte Principal, Vince Ferry  
 vferry@hartdistrict.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

Principal's Message

Rio Norte Junior High School is a student-centered community that focuses on respect and tolerance among faculty, staff, students, and parents. Expectations of continuous improvement permeate the school.

Our mission is to dedicate ourselves to providing a safe, flexible, positive, and nurturing learning environment in which all of our members have the opportunity to experience a sense of belonging and personal growth, and all students have the opportunity to develop academic excellence.

Our staff members are conscientious and dedicated professionals who demonstrate genuine caring and concern for their students through their actions and their words. They create a classroom environment in which all students are respected. Teachers consistently involve students in interactive activities that provide learning experiences. They encourage students to draw on their own backgrounds of understanding, add to what they already know, and extend their thinking in new and different directions.

Our motto, Charting a New Course of Excellence, appropriately summarizes the continued commitment of our school community to take full advantage of the time and tasks with which we are entrusted to ensure the optimum development of all members of the Rio Community.

Vince Ferry, PRINCIPAL



**Suspensions and Expulsions**

School	2012-13	2013-14	2014-15
Suspensions Rate	3.31	0.84	0.42
Expulsions Rate	0.08	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.73	2.15	1.50
Expulsions Rate	0.08	0.12	0.05
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	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	55	46	54	6	11	8	2			15	14	13
Math	49	46	53	6	7		2	2		17	16	2
Science	61	54	60	5	7	6	2			13	14	13
SS	55	54	59	5	7	6	1	1		16	13	13

\* 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	3
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	430

\* 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	\$43,824	\$44,363
Mid-Range Teacher Salary	\$68,115	\$71,768
Highest Teacher Salary	\$88,632	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$124,736	\$121,276
Average Principal Salary (HS)	\$138,346	\$133,673
Superintendent Salary	\$236,700	\$210,998
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

\* 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

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses.

### 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

Professional Development for the 13-14,14-15 and 15-16 school years have focused on the implementation of the Common Core State Standards, while improving their teaching practice. In 2013-14, our staff focused on strategies essential to increasing literacy in the classroom. We utilized the book, the Core Six as our foundation and supplemented with additional research-based resources as necessary. In 2014-2015, our staff focused on strategies that would increase literacy skills, as well as increase the depth of knowledge. Teachers attended two workshop series, one each semester. Each series consisted of three one-hour sessions designed to provide in-depth knowledge on the skill. The workshops offered were Assessments, Homework, Motivation and Engagement, Questions and Discussions, and Technology in the Classroom. This year, our staff has followed the same model, but with workshops provided that align to our school wide goals: Assessments, Creating Structured Movement in the Classroom, Critical Thinking, Finding and Citing Evidence, Online Resources, Writing Structures for all Content Areas. In addition, our professional development team is utilizing the Lesson Study process to increase their knowledge of differentiation, as this will be a focus for professional development in upcoming years.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,600	\$2,490	\$6,110	\$67,976
District	♦	♦	\$6,292	\$72,381
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			-2.9	-6.1
Percent Difference: School Site/ State			14.2	-9.3

\* Cells with ♦ do not require data.