

# SARC 2014-15

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

### Renaissance at Mathson

Address: 2050 Kammerer Ave. San Jose, CA 95116-3020

Principal: Dr. Doug J Kleinhenz, Principal

Phone: (408) 928-6800

Email: [doug.kleinhenz@arUSD.org](mailto:doug.kleinhenz@arUSD.org)

Web Site:

CDS Code: 43693690126284



### Alum Rock Union Elementary

Superintendent: Hilaria Bauer

Phone: (408) 928-6800

Email: [hilaria.bauer@arUSD.org](mailto:hilaria.bauer@arUSD.org)

Web Site: [www.arUSD.org](http://www.arUSD.org)



## I DATA AND ACCESS

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 and community members should contact the school principal or the district office.

### 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Alum Rock Union Elementary  
 Phone Number: (408) 928-6800  
 Superintendent: Hilaria Bauer  
 E-mail Address: [hilaria.bauer@arUSD.org](mailto:hilaria.bauer@arUSD.org)  
 Web Site: [www.arUSD.org](http://www.arUSD.org)

### School Contact Information Most Recent Year

School Name: Renaissance at Mathson  
 Street: 2050 Kammerer Ave.  
 City, State, Zip: San Jose, CA 95116-3020  
 Phone Number: (408) 928-6800  
 Principal: Dr. Doug J Kleinhenz, Principal  
 E-mail Address: [doug.kleinhenz@arUSD.org](mailto:doug.kleinhenz@arUSD.org)  
 Web Site:  
 County-District-School  
 (CDS) Code: 43693690126284

## School Description and Mission Statement – Most Recent Year

Renaissance is a small middle school of choice serving approximately 288 sixth and seventh grade students. All Renaissance students, parents, and educators have chosen to come to Renaissance to participate, work hard, and focus on preparing students to be successful in high school, college and beyond. At Renaissance there is a strong emphasis on building the student, parent, teacher relationship. The community believes that when all stakeholders know one another's hearts and minds well, the students will be best supported and able to achieve their full potential. The parents' active support and cooperation, combined with the staff's best professional efforts, will continue to make Renaissance a place for students to learn and grow. Renaissance provides a safe, equitable, rigorous and relationship-centered learning environment for all students.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	94
Grade 7	99
Grade 8	96
Total Enrollment	289

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.4%
American Indian or Alaska Native	0%
Asian	12.1%
Filipino	2.4%
Hispanic or Latino	77.2%
Native Hawaiian/Pacific Islander	0.7%
White	4.8%
Two or More Races	0.3%
Socioeconomically Disadvantaged	79.9%
English Learners	18.7%
Students with Disabilities	14.2%
Foster Youth	0.3%

## 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

Teachers	School 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	8	10	13	568
Without Full Credential	1	2	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	92.86%	7.14%
All Schools in District	94.37%	5.63%
High-Poverty Schools in District	94.37%	5.63%
Low-Poverty Schools in District	0%	0%

NOTE: 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 – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	2	2	0%
Mathematics	4	4	0%
Science	6	6	0%
History-Social Science	8	8	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	14	0%

## School Facility Conditions and Planned Improvements – Most Recent Year

The District makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

The building in which Renaissance resides was built in 1959. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance crews ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

### School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2016

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

### Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

## 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.

### California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	42%	33%	44%
Mathematics (grades 3-8 and 11)	26%	23%	33%

NOTE: 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.

## ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	93	92	98.9%	39%	38%	18%	4%
Male	93	51	54.8%	47%	37%	16%	0%
Female	93	41	44.1%	29%	39%	22%	10%
Black or African American	93	4	4.3%	--	--	--	--
American Indian or Alaska Native							
Asian	93	10	10.8%	--	--	--	--
Filipino	93	3	3.2%	--	--	--	--
Hispanic or Latino	93	70	75.3%	49%	39%	13%	0%
Native Hawaiian or Pacific Islander							
White	93	4	4.3%	--	--	--	--
Two or More Races	93	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	93	73	78.5%	45%	38%	15%	1%
English Learners	93	11	11.8%	91%	9%	0%	0%
Students with Disabilities	93	8	8.6%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 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.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	94	94	100%	26%	33%	28%	14%
Male	94	54	57.4%	28%	33%	30%	9%
Female	94	40	42.6%	23%	33%	25%	20%
Black or African American	94	2	2.1%	--	--	--	--
American Indian or Alaska Native							
Asian	94	15	16%	7%	13%	33%	47%
Filipino	94	1	1.1%	--	--	--	--
Hispanic or Latino	94	72	76.6%	32%	38%	24%	7%
Native Hawaiian or Pacific Islander	94	2	2.1%	--	--	--	--
White	94	2	2.1%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	94	81	86.2%	28%	38%	22%	11%
English Learners	94	22	23.4%	64%	36%	0%	0%
Students with Disabilities	94	11	11.7%	82%	9%	9%	0%
Students Receiving Migrant Education Services	94	5	5.3%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: 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.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	96	87	90.6%	11%	25%	48%	14%
Male	96	51	53.1%	16%	22%	49%	14%
Female	96	36	37.5%	6%	31%	47%	14%
Black or African American	96	1	1%	--	--	--	--
American Indian or Alaska Native							
Asian	96	10	10.4%	--	--	--	--
Filipino	96	3	3.1%	--	--	--	--
Hispanic or Latino	96	68	70.8%	15%	26%	49%	9%
Native Hawaiian or Pacific Islander							
White	96	5	5.2%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	96	62	64.6%	15%	34%	44%	6%
English Learners	96	12	12.5%	33%	42%	25%	0%
Students with Disabilities	96	4	4.2%	--	--	--	--
Students Receiving Migrant Education Services	96	5	5.2%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: 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.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	93	93	100%	37%	38%	18%	8%
Male	93	51	54.8%	39%	33%	24%	4%
Female	93	42	45.2%	33%	43%	12%	12%
Black or African American	93	4	4.3%	--	--	--	--
American Indian or Alaska Native							
Asian	93	10	10.8%	--	--	--	--
Filipino	93	3	3.2%	--	--	--	--
Hispanic or Latino	93	70	75.3%	46%	36%	17%	1%
Native Hawaiian or Pacific Islander							
White	93	5	5.4%	--	--	--	--
Two or More Races	93	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	93	73	78.5%	44%	38%	14%	4%
English Learners	93	11	11.8%	91%	9%	0%	0%
Students with Disabilities	93	8	8.6%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: 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.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	94	94	100%	33%	33%	15%	19%
Male	94	54	57.4%	31%	33%	15%	20%
Female	94	40	42.6%	35%	33%	15%	18%
Black or African American	94	2	2.1%	--	--	--	--
American Indian or Alaska Native							
Asian	94	15	16%	0%	20%	13%	67%
Filipino	94	1	1.1%	--	--	--	--
Hispanic or Latino	94	72	76.6%	40%	38%	14%	8%
Native Hawaiian or Pacific Islander	94	2	2.1%	--	--	--	--
White	94	2	2.1%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	94	81	86.2%	37%	38%	12%	12%
English Learners	94	22	23.4%	73%	27%	0%	0%
Students with Disabilities	94	11	11.7%	73%	18%	0%	9%
Students Receiving Migrant Education Services	94	5	5.3%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: 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.

- \* Level 1 = Standard not met
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- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	96	88	91.7%	51%	31%	16%	2%
Male	96	51	53.1%	53%	29%	16%	2%
Female	96	37	38.5%	49%	32%	16%	3%
Black or African American	96	1	1%	--	--	--	--
American Indian or Alaska Native							
Asian	96	10	10.4%	--	--	--	--
Filipino	96	3	3.1%	--	--	--	--
Hispanic or Latino	96	69	71.9%	59%	25%	14%	1%
Native Hawaiian or Pacific Islander							
White	96	5	5.2%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	96	63	65.6%	59%	25%	14%	2%
English Learners	96	12	12.5%	92%	8%	0%	0%
Students with Disabilities	96	5	5.2%	--	--	--	--
Students Receiving Migrant Education Services	96	5	5.2%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 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.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)			84%			47%			56%

NOTE: 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.

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47%	Native Hawaiian or Pacific Islander	
All Students at the School	84%	White	--
Male	91%	Two or More Races	
Female	75%	Socioeconomically Disadvantaged	79%
Black or African American	--	English Learners	--
American Indian or Alaska Native		Students with Disabilities	
Asian	--	Students Receiving Migrant Education Services	--
Filipino	--	Foster Youth	--
Hispanic or Latino	81%		

NOTE: 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.

### STATE PRIORITY: OTHER PUPIL OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5			
7	12.9%	11.9%	12.9%
9			

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.

## 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 - Most Recent Year

Renaissance values and includes all stakeholders in all facets of the educational process. To facilitate parent involvement in the students' academic success, each student is assigned to an advisory teacher. Advisory teachers closely monitor and support student performance and learning plans and maintain close communication with parents. One example includes Learner-led Conferences. Each student facilitates three Learner-led Conferences a school year with his/her parent(s) and advisory teacher. At these conferences the student presents what he/she has learned, a portfolio of their work, their goals, and challenges. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including results of the school evaluation process, school data, and school programs are also available to parents in the Renaissance Register (newsletter), which is written in English and Spanish.

Parent and community participation are essential to student achievement. When enrolling their child at Renaissance, the parents sign a Compact for Education. This compact indicates each parent's commitment to remain actively involved in their child's education and to participate in a minimum of 30 hours of school events over the course of the school year. Renaissance provides a number of parent and community involvement opportunities which include but are not limited to parent-child lunches, monthly community meetings, attending student exhibition events, and community service events. Renaissance has an active Parent Teacher Organization (PTO) which coordinates many fundraisers and community and social events. Please contact the Renaissance principal at (408)928-8500 if you have any questions regarding parent involvement at Renaissance.

### 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.

## Suspensions and Expulsions

Rate*	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.55	3.35	1.32	3.41	2.28	3.22	5.07	4.36	3.8
Expulsions	0	0	0	0.01	0	0	0.13	0.1	0.09

## School Safety Plan – Most Recent Year

The Renaissance community works hard to ensure all students are safe. Renaissance has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The safety plan is developed by the Renaissance Safety Committee, presented to the School Site Council and then sent to the Alum Rock School District Board of Trustees for approval. The revised plan was last approved in February 2013. The safety plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff. When guests are visiting Renaissance, they first check in at the office and are required to wear a visitor pass while spending time on campus. The Renaissance staff follows a yard-duty schedule to ensure that students are well supervised before school, during brunch, during lunch, and at dismissal. The Renaissance safety plan has a comprehensive, enforceable, continuous behavior policy, rules and regulations, dress code policy, protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, and nondiscriminatory policy on student rights and responsibilities. The safety plan is revised annually.

## 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.

## Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

## Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	38.1%

NOTE: Cells with NA values do not require data.

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

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	2	2			20	3	3		22	5	6	
Mathematics	2	1			26	1	3		28	1	6	
Science	2	1			26	1	3		28	1	6	
Social Science	2	1			26	1	3		28	1	6	

\* 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 (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	.3	N/A
Resource Specialist (non - teaching)	1	N/A
Other		N/A

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

\* 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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,278	\$2,197	\$5,081	\$53,459
District	N/A	N/A	\$6,466	\$70,088
Percent Difference – School Site and District	N/A	N/A	-21.42%	-23.73%
State	N/A	N/A	\$5,348	\$72,993
Percent Difference – School Site and State	N/A	N/A	-4.99%	-26.76%

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

## Types of Services Funded (Fiscal Year 2014-15)

Services provided by the regular program to enable underperforming students to meet standards:

- Staff development is provided in differentiated instructional practices in the areas of language arts and math.
- Teachers identify at-risk or low-performing students and provide in-class intervention.
- The after school intervention program provides additional instruction to students falling below standards-based benchmark proficiency in the areas of reading, writing and math.

Additional services to enable underperforming students to meet standards:

- Teachers and principal meet to analyze and assess student data to determine if English language learners are meeting standards.
- English learners are enrolled in a designated English Language Development (ELD) class.
- English learners receive integrated ELD support in content area classes.
- Staff development is provided to improve instruction in language arts and writing.
- Intervention programs for at-risk students are in place.
- Students below grade-level proficiency are provided with homework assistance and small group tutoring during our afterschool program.
- Teachers use resources, materials, and supplies to prepare and facilitate lessons that challenge students to meet and exceed proficiency.

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,266	\$43,091
Mid-Range Teacher Salary	\$73,584	\$70,247
Highest Teacher Salary	\$85,887	\$89,152
Average Principal Salary (Elementary)	\$108,978	\$112,492
Average Principal Salary (Middle)	\$114,421	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$204,900	\$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	6%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The staff collaborates every Thursday after school dismisses. Generally, half an hour is spent on current school issues & programs, half an hour is spent on increasing staff proficiency in some area - and the remaining hour is spent in grade level collaboration (looking at student issues at the grade level and how teachers can better support students) or in content area collaboration (aligning content, reviewing tests & work for consistent rigor, etc).

Staff also have the opportunity for paid collaboration as a content area team on Saturdays or after homework center.

Finally, staff participate in district level professional development and are encouraged (and supported) in attending outside professional development opportunities.