

KIPP Adelante Preparatory Academy

396 Euclid Avenue • San Diego, CA 92114 • 619-233-3242 • Grades 5-8

Rachelle Minix, Principal

rminix@kippsocal.org

www.kippsocal.org/adelante



2018-19 School Accountability Report Card Published During the 2019-20 School Year

San Diego Unified

(619) 725-8000

www.sandi.net

District Governing Board

District Administration

Cindy Marten

Superintendent

School Description

KIPP Adelante Preparatory Academy (KAPA) is proud to have completed 15 years of service to our community and to see so many of our alumni thriving in college and careers. Translated from Spanish, adelante means to “get ahead, progress, advance” and it is the guiding belief upon which our school was originally founded. At KIPP Adelante, we believe that all students are capable of getting ahead, achieving at high levels, and attaining a college education. There is a sense of powerful forward momentum inherent in the word Adelante. We commit to the promise we, our families, and our community make - students will “seguir adelante” or “continue to progress” in pursuit of their dreams and a choice-filled life.

At KIPP Adelante, our mission is to provide a comprehensive education that ignites hearts as much as minds. By teaching academic skills, fostering intellectual habits and cultivating character strengths, we nurture the momentum within each child necessary to advance and succeed on the path to and through college and to a happy, choice-filled life. Our students will transform their lives and the lives of many others as advocates who confidently think, speak and act for themselves, their communities and for positive change throughout the world.

In order to fulfill our mission for a comprehensive school experience that leads to choice-filled lives, KIPP Adelante commits to three core components:

1. **Rigorous Academics** - our goal is to provide strong college preparatory programming from 5th grade through 8th. We want our students to develop a love of learning, the ability to think critically, and to expand their curiosity through exposure to science, technology, music, art, physical education and more! Our students enjoy extended class blocks daily that allow for both remediation and acceleration of standards-based content. In addition to daily humanities, English, math and science, our students also have art, music and PE daily. To expand curiosity and nurture a love of learning, our Advocates also have an 'electives' block in which they can choose from a range of classes including dance, coding, cooking, yoga, competitive sports, leadership, and more!
2. **Values-based Character** - our school has 5 core values (ganas, reflection, advocacy, excellence and love) that permeate our 'way of being'. On Mondays we start the week with character lessons and we carry the focus for the week throughout our lessons and as a theme of our morning meetings and Friday team and family time. As a trauma-informed school, we utilize restorative practices both proactively and reactively to build a sense of belonging and accountability to our community for each child and family. We have introduced Calm Corners and Calm Classroom programming throughout and have a team of mental health and special education professionals that help us to meet the social-emotional needs of our students. Students are recognized and rewarded for their character-based contributions to our school. By focusing on character, we hope to foster advocates who understand that their voice and minds matter in all spaces and who confidently speak, think and act for themselves and children who develop into citizens who will make positive contributions to our school and world.

3. Community Partnership - we are a learning organization and we become better when we work in close partnership with families and our community. Our job is to serve our children and our wider community through collaboration. We host many meetings for families where they can express their opinions, vote on initiatives, and generally contribute to our 'way of being'. In addition to parent meetings, we have many celebrations and rituals in which parents can participate - from events on campus to field trips to our end-of-year field lessons in which students spend multiple days visiting college campuses and exploring new sites across the country! We look forward to adding many amazing community-based agencies to our list of reliable partners in the years to come as we continue to serve the southeastern San Diego 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	49
Grade 6	97
Grade 7	90
Grade 8	91
Total Enrollment	327

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.6
Hispanic or Latino	96.3
White	0.3
Two or More Races	0.6
Socioeconomically Disadvantaged	91.7
English Learners	51.4
Students with Disabilities	17.1
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 for KIPP Adelante	17-18	18-19	19-20
With Full Credential	9	8	17
Without Full Credential	3	6	3
Teaching Outside Subject Area of Competence	5	4	0

Teacher Credentials for San Diego Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at KIPP Adelante Preparatory Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	3	6	0
Total Teacher Misassignments*	9	7	0
Vacant Teacher Positions	0	0	1

* 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 2019-20)

At KIPP Adelante, we commit to a rigorous, equitable education through the provision of common core aligned instruction in all content areas. While our highly-trained teachers have the flexibility to adapt lessons and methods to best meet the spectrum of needs of our students, they must anchor all content in the common core standards. Teachers have access to many instructional resources both in print and online in order to customize the learning experience in their class. Curriculum resources range from fully adopted coursework in mathematics, science and English language-arts to regionally created resources through KIPPSocal to nationally shared resources through the KIPP Foundation (ex. KIPP Wheatley) and other partners. Additionally, we infuse online programs to further individualize instruction and support standards mastery for all learners.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	EL Education and KIPP Wheatley Percent of students lacking their own assigned textbook: 0.0 %
Mathematics	Bridges and OpenUp Percent of students lacking their own assigned textbook: 0.0 %
Science	Amplify Percent of students lacking their own assigned textbook: 0.0 %
History-Social Science	HistoryAlive Percent of students lacking their own assigned textbook: 0.0 %
Health	Standards-Aligned Teacher Created Percent of students lacking their own assigned textbook: 0.0 %
Visual and Performing Arts	Standards-Aligned Teacher Created Percent of students lacking their own assigned textbook: 0.0 %
Science Laboratory Equipment	Amplify Percent of students lacking their own assigned textbook: 0.0 %

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In January 2020, KIPP Adelante celebrated the opening of the new permanent facility. We are excited to provide a new, safe-space for our KIPPsters to learn & grow. Consistent and joyful building aesthetics promote teaching, learning, and student engagement. We increased natural daylight in our buildings, and installed energy saving devices throughout the facility. Below are some of the highlights in our Facilities Snapshot January 2020:

- All areas of exterior grounds are clean and organized in a manner that inspire staff and students to take pride in campus grounds. All areas of exterior landscaping are well-maintained and appear healthy.
- Main office creates a warm and welcoming environment for staff, students & families. Entering the building presents a very attractive, inviting appearance that draws one in and makes you feel that you are in an exceptional facility.
- The building interior is well-maintained and appears healthy in a way that complements the appearance of the campus and inspires a culture where staff and students take care of campus grounds.
- Common areas are clean and organized. Air quality is odor-free.
- Restrooms are being deep-cleaned. Air quality is odor-free.
- Classrooms are clean and organized in a manner that inspire staff and students to take pride in campus grounds.

Construction of Phase 2:

The second phase of construction to our new school facility will be completed in Spring of 2020. Some of the additions that will be added to our school grounds are:

- Cafeteria/Multi Purpose room
- Music Room
- Additional play space for students
- Additional classrooms

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	40	46	55	55	50	50
Math	24	33	45	46	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	29.1	10.9	7.3
7	27.1	11.8	2.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	322	320	99.38	45.94
Male	155	155	100.00	36.77
Female	167	165	98.80	54.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	312	310	99.36	46.13
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	298	296	99.33	44.93
English Learners	259	257	99.23	41.63
Students with Disabilities	56	56	100.00	10.71

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 2018-19 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	322	322	100.00	33.23
Male	155	155	100.00	23.87
Female	167	167	100.00	41.92
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	312	312	100.00	33.33
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	298	298	100.00	33.89
English Learners	259	259	100.00	30.12
Students with Disabilities	56	56	100.00	8.93

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 2019-20)

"Somos Adelante" means something - it embodies our beliefs about families - we are one and we must operate in synchronization as a team between home and school. One of the many ways in which we live out our school's larger mission is by building a community and providing a school environment in which the students' families are embraced and honored as partners. Because we believe in this partnership and we understand that communication is critical, we commit to engaging families from the beginning of the year and host a calendar of on-going events and opportunities in which families can engage and participate as partners.

Below is a non-exhaustive list of examples for parental involvement:

- Beginning in the summer and continuing throughout the year, KAPA staff participate in home visits to help engage families. These are opportunities to meet 1:1 with teachers/staff and answer questions and provide critical information about the school. Additionally, these are special opportunities to build meaningful relationships!
- Prior to the start of school, KAPA offers a Parent Orientation so that all students are prepared for the first day of school with information, materials (including uniforms), class assignments, and more!
- Back to School Night is an interactive night of partnership that occurs within the first month of school
- 2 weeks of Parent-Teacher conferences are scheduled (one in the fall and one in the spring); these conferences are an opportunity to speak about each child's individual performance; we are proud to achieve nearly 100% parent attendance at conferences
- Each month, we host "Coffee with Administration" meetings that are an open forum for parents to express both the positive and adjusting feedback that helps us to continue to serve our community at high levels
- Families are invited to participate on SSC and ELAC committees; parents are voted to positions on these councils
- Throughout the year, we host many school-wide events such as: Night of Gratitude, Exhibition Night, Math Night, Literacy Night, Science Night, Enrichment Showcases and more!
- Field trips and Field Lessons - parents are invited to chaperone our many field trips (including some exciting trips to San Francisco and Washington, D.C.!)
- Academic Award and Culmination Ceremonies - families are always invited to celebrate our students' excellence whether it be Perfect Attendance, Academic Excellence (Dean's and Principal's list), Character/Values Awards, 5th grade Rising ceremonies and 8th grade Promotion, and more!
- Community events - KAPA hosts community events on campus and also participates in events hosted throughout our community; families are encouraged to attend our 'block parties' and to represent our school when attending events throughout the neighborhood

In addition to events, KAPA knows that effective communication is a driving facilitator of high levels of parent involvement.

Below is a non-exhaustive list of examples of school-home communication:

- Each week, a bulletin is sent home with students via paper; this same bulletin is also sent electronically
- The school uses ClassDojo to communicate school-wide, grade level, class, and individual student updates; ClassDojo also provide families with live updates on student behavior throughout the day
- All KAPA staff members have a cell phone issued by the school and are available to families via phone and text daily
- In addition to email, letters, Dojo and access to individual team members, parents are contacted via SchoolMessenger and other all-call forums
- Families have live access to student's academic performance via the Illuminate Home portal that hosts our gradebooks
- We maintain an active website and social media platforms to help inform families about upcoming events and to generally celebrate the joy of our Advocates!

Public education is truly a community endeavor and KIPP Adelante welcomes the involvement of the wider community as well. In the past years, our school has benefited from the generosity of numerous volunteers and organizations. Some examples include high school and college level tutoring programs, ties to local Universities, internship and mentoring programs that support early teacher development, partnerships with local community organization to support and celebrate reading and engineering programs, as well as partnerships in project-based learning to name a few.

We look forward to continuing to foster and expand our "somos Adelante" team and family!

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

KIPP Adelante's school safety plan is updated annually and reviewed with teachers and Administration on an ongoing basis. This year's review occurred on October 6, 2019. The plan includes emergency procedures for lockdowns, evacuations, bus evacuations and medical emergencies. It also includes an extensive emergency response guide covering a wide range of emergency situations. The School Safety Plan includes procedures for fire, earthquake, lockdown and bus evacuations, as well as our annual drill calendar. Drills happen every month at KIPP Adelante and staff members practice evacuating and taking attendance of their class. This is also a way for students to practice what to do during an emergency. KIPP Adelante also takes part in the CA Great Shake drill where we initiate our incident command center. During this drill we complete search and rescue, have a first aid station, and practice reunification by allowing parents to practice how to "pick up their kids" during an emergency. This always serves as a great way for staff members to fully know their roles and ask questions if needed. Overall, staff at KIPP Adelante understand our safety plan and know what to do during emergency situations, to ensure student safety is always a priority.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.9	5.5	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.3	3.5	3.6
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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 (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
5	18	3			22		21		19	19		2
6	29		3		31		21		39		12	8
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English					28		6		30		18	
Mathematics					28		6		30		6	
Science					27		3		30		3	
Social Science					27	1	3		30		3	

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	n/a	15	49

KIPP schools receive an incredible amount of data about school health that ranges from bi-annual teacher surveys, student surveys, and parent surveys. These TNTP (staff and parents) and CA Healthy Kids surveys (students) provide insightful perception data about the impact of our programming on the lives of the people/stakeholders in our school's community. Additionally, we have robust data sets about student performance that stem from end-of-year state tests (SBAC, CAST), standards-aligned curriculum assessments that are summative, formative measures from exit ticket data (tracked at minimum 2x/week), F&P/STAR reading assessment data, and so much! We analyze the data through the lens of our KIPPSocal School Health Continuum and ensure that we are disaggregating for student groups to provide a comprehensive view. This analysis drives the priorities we set for the school year and from those priorities we derive our yearlong scope and sequence of professional development.

Teachers and Staff at KIPP Adelante participate in professional development in a variety of ways. The topics of professional development are derived from data analysis about the school's performance and health as well as required topics related to compliance and safety.

Here is a non-exhaustive list of examples of professional development:

- Weekly, all staff participates in priority-aligned PD during our early-release day
- Weekly, all staff members receive observations, feedback and coaching from a member of the administrative team and/or a content coach (the coaching cycle: observation, feedback, debrief/practice, follow-up is all housed on our Whetstone system so that we track teacher performance and growth over time!)
- Bi-weekly, staff members participate in Content Teams and use protocols to examine their practice such as LASW (looking at student work), D3 (Data Driven Decisions), Teachbacks (sharing video of lesson execution and getting feedback), Lesson Internalization (analyzing and giving feedback on planning), and more!
- Weekly, staff members participate in grade level meetings in which they apply school-wide foci on culture to their grade level cohorts
- Summer - we have a unique opportunity to coalesce as a team and prepare for the upcoming year each summer as we host 3 weeks of professional development for our staff prior to starting with students. This is a mixture of school-site and regional professional development.
- Conferences - teachers are able to apply to conferences that help enhance their practice and further our school's priorities and mission/vision

KIPP Adelante is a learning organization and we create a culture of learning by modeling and practicing the intellectual curiosity and responsiveness to feedback as adults that we endeavor to cultivate in our children!

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,124	\$48,612
Mid-Range Teacher Salary	\$70,086	\$74,676
Highest Teacher Salary	\$95,262	\$99,791
Average Principal Salary (ES)	\$125,328	\$125,830
Average Principal Salary (MS)	\$128,724	\$131,167
Average Principal Salary (HS)	\$138,823	\$144,822
Superintendent Salary	\$259,600	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,817	\$2,613	\$10,204	\$53,947
District	N/A	N/A	\$6,754	\$80798.0
State	N/A	N/A	\$7125.0	\$80764.0

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	40.7	-39.9
School Site/ State	35.5	-39.8

Note: Cells with N/A values 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

Funds were used to provide instructional coaches for teachers to ensure that all students are provided with access to challenging work (weekly observation, feedback, lesson plan support.) Also, time and resources are dedicated bi-weekly mixed age-group Advisory periods to provide space for students to develop relationships with teachers in a non-academic setting, to strengthen relationships between students across grade levels and to provide an opportunity for students to discuss personal topics and engage in community projects. Our literacy programs provide tutoring and homework help in the core areas of reading, language arts, mathematics, and science. Students use software to make sure they are reading and completing math at their individual levels. Students participate in at least 1 hour daily in a literacy element. Our educational enrichment programs align with the school's academic program and include, but are not limited to, recreation and prevention activities such as football, volleyball and basketball, youth development strategies like performing arts, music, and dance. Other enrichment activities are implemented based on the students' needs and interests.

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.