

Branciforte Middle School

315 Poplar St. • Santa Cruz, CA 95062-1131 • (831) 429-3883 • Grades 6-8

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



Santa Cruz City Schools

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District Governing Board

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District Administration

Kris Munro

Superintendent

Angela Meeker

Assistant Superintendent

Educational Services

Jim Monreal

Assistant Superintendent

Business Services

Molly Parks

Assistant Superintendent

Human Resources

School Description

Vision Statement: Opening Minds - Opening Hearts - Opening Doors

Mission Statement: Branciforte is a creative and stimulating learning community built on a foundation of respect and integrity, where individuals are safe, known well, and cared for, where everyone contributes and values the contributions of others, where everyone learns every day, and where scholarship leads to academic excellence.

Branciforte Middle School serves a diverse student population primarily from the east side of Santa Cruz. Our academic program is designed to meet individual students' needs. Our base program includes an English/Social Studies Core, math, science, P.E., and an elective. Our math classes use the College Prep Math curriculum with a focus on problem solving, explaining your reasoning, collaboration, and perseverance. The program includes both a standard middle school track and an opportunity for acceleration. We have an outstanding elective program that includes courses in fine arts, music, culinary arts, publications, theater, the Advancement Via Individual Determination (AVID) college-preparatory program and MESA, (math, engineering, and science achievement). Students from our district's dual-immersion program continue their studies in Spanish language on our site.

Branciforte is proud of the many programs and services we offer, including: our state-of-the-art library computer lab staffed by our librarian; our "Bee Inn", (an innovation center designed to support use of technology in research, collaboration, and presentation; seven computer laptop carts; our Wednesday afternoon Arts Academy, which includes courses in visual, performing, and applied arts; and our Gifted and Talented Education (GATE) program, which offers a Spanish course.

Major Achievements

This past two years we have been concentrating on the creation of an Innovation Center. We have created an open-flexible space where students are involved in meaningful and engaging work. The center includes 30 desktop computers, 30 laptop computers, 30 iPads, a recording studio, and a green screen for video production. Our vision for this center is to have students:

- working in a flexible space that promotes 21st century skills;
- making films based on their own creative writing and real world issues;
- making Public Service Announcements for their community;
- mixing their own music in the Sound and Recording Room;
- engaged in projects designed to teach fellow students science concepts;
- investigating inventions of the past and proposing new inventions;
- creating peer-to-peer tutorials;
- anchoring the school wide TV news cast, written and produced by sixth, seventh, and eighth graders;
- teaching their parents to use technology;
- collaborating on Google documents; and
- designing digital art.

At Branciforte we strive to involve families in the school community. Our Home and School Club, English Language Advisory Committee (ELAC), and School Site Council (SSC) offer formal ways for parents to participate. We also host workshops on parenting and planning for college. Our Home and School Club and ELAC parents partner to celebrate our community cultures. In the fall, we host an annual Tamalada that includes wonderful food and Baile Folklorico. In the spring, we host our Spring Festival, which highlights student performances and fabulous food. Both events bring thousands of dollars into Branciforte classrooms.

Another way we involve families at Branciforte is through celebrations of student learning. We host activities throughout the school year that celebrate student success, including music concerts, a Tamalada, featuring performances from our Arts Academy classes, a Turkey Trot (a Thanksgiving fun run), the Egyptian Museum for sixth graders, the Renaissance Presentations for seventh grade students, and an Invention Convention for eighth grade students. Our eighth graders also produce the Best of the West night. This includes an evening of student produced videos, theatrical vignettes, and musical interludes.

Focus for Improvement

We continue to work towards our goal that all students will be proficient or advanced in English Language Arts and math. Our professional development time focuses on building our repertoire of teaching strategies to engage students in the content, improving content literacy, increasing academic talk in the classroom, and developing common assessments in each department so that we can use student results to inform our practice. We measure our students' progress throughout the year, and we use data systems to track students' mastery of the standards.

Our school community coordinator provides support to our students and their families. This work has increased the connection between home and school. We work to promote a college-going culture at our school. Our AVID students visit universities and partner with UCSC tutors to develop college level study skills. Students in the MESA program also visit universities to participate in regional competitions. All seventh graders visit either the University of California or the Clifornia State Monterey Bay campus. Students in our dual immersion program are working towards the Seal of Biliteracy, which represents master attainment of two or more languages. In addition, our school community coordinator is the driving force for the Latino Role Model conference that is held annually and provides students with the opportunity to hear Latino professionals talk about their preparation and experience in a wide range of careers. Branciforte students have flourished in an environment that promotes higher education and celebrates learning.

In 2015–2016, our staff will continue to collaborate to create opportunities for students to extend their learning. During our teacher-led professional development, teams work on developing engaging curriculum that integrates the Common Core Standards and prepares students for college and career. Additionally we are using universal screening tools to identify students' areas of need and connect students with appropriate intervention.

Leadership

Kristin Pfothenauer is enjoying her fourth year as principal. She brings thirty-four years of teaching and administrative experience. She uses her skills in data analysis, leadership and collaboration to focus on equity of outcomes for students.

Teachers, students, parents, and administrators take part in decision making at this school. Teachers determine instructional methods as a team; the leadership team, along with the administration, plans staff development. Our School Site Council, which includes parent members as well as students, teachers, staff, and administrators, plays a key role in shaping our students' educational experience. The Student Council advises the school administration and helps guide our activities and enrichment.

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 (831) 429-3883 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	176
Grade 7	170
Grade 8	142
Total Enrollment	488

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.6
Asian	1.2
Filipino	1.2
Hispanic or Latino	48.6
Native Hawaiian or Pacific Islander	0.2
White	43.9
Two or More Races	2.9
Socioeconomically Disadvantaged	53.7
English Learners	15
Students with Disabilities	15.6
Foster Youth	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			
	13-14	14-15	15-16
Branciforte Middle School			
With Full Credential	25	27	27
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	1	1	1
Santa Cruz City Schools			
With Full Credential	♦	♦	30
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
	13-14	14-15	15-16
Branciforte Middle School			
Teachers of English Learners	0	0	
Total Teacher Misassignments	1	1	1
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.3	1.7
Districtwide		
All Schools	86.2	13.8
High-Poverty Schools	83.4	16.6
Low-Poverty Schools	88.5	11.5

* 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)

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials Year and month in which data were collected: December 5, 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature and Language Arts - Holt, Rinehart & Winston Adopted 2009 Shining Star - Pearson Longman Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Core Connections: Course 1, 2, and 3 - College Preparatory Mathematics Adopted 2013 Algebra I - College Preparatory Mathematics Adopted 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	CPO Earth Science - CPO Adopted 2007 Focus on Life Science - Glencoe McGraw Hill Adopted 2007 Focus on Physical Science - Glencoe McGraw Hill Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History Alive!: The Ancient World - TCI Adopted 2006 History Alive!: The Medieval World & Beyond - TCI Adopted 2006 History Alive!: The U.S. Through Industrialism - TCI Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Middle School Spanish: ?Como te va? - Glencoe Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Much work has been done on our campus in the last few years. We have recently painted, added student murals, renovated electrical wiring, purchased furniture for our computer lab, and updated a sewage line. We are working on creating a bus loading and unloading zone to increase student safety. Our new field project was completed in the spring of 2012 - resulting in an all-weather track and soccer field - expanded life lab and picnic and eating areas.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/20/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical			X		Several classrooms have burned out bulbs. Two classrooms have broken outside lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X	X			
Safety: Fire Safety, Hazardous Materials	X				Items stacked on tall cabinets; several cabinets not secured to wall.
Structural: Structural Damage, Roofs	X			X	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
			X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.50	21.40	26.00

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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	52	60	44
Math	44	43	33

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

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	70
All Student at the School	82
Male	81
Female	83
Black or African American	--
Filipino	--
Hispanic or Latino	72
White	88
Two or More Races	--
Socioeconomically Disadvantaged	50
English Learners	--
Students with Disabilities	76
Students Receiving Migrant Education Services	--
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.

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	75	62	82	63	62	70	59	60	56

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	178	170	95.5	29	20	32	19
	7	168	160	95.2	21	30	37	12
	8	139	134	96.4	16	26	38	19
Male	6		87	48.9	36	22	28	15
	7		70	41.7	30	27	31	11
	8		72	51.8	24	31	31	15
Female	6		83	46.6	22	18	36	23
	7		90	53.6	14	32	41	12
	8		62	44.6	8	21	47	24
Black or African American	6		3	1.7	--	--	--	--
	7		1	0.6	--	--	--	--
	8		2	1.4	--	--	--	--
American Indian or Alaska Native	6		0	0.0	--	--	--	--
	7		3	1.8	--	--	--	--
Asian	6		2	1.1	--	--	--	--
	7		3	1.8	--	--	--	--
Filipino	6		2	1.1	--	--	--	--
	7		2	1.2	--	--	--	--
	8		2	1.4	--	--	--	--
Hispanic or Latino	6		83	46.6	51	28	16	6
	7		80	47.6	28	38	33	3
	8		55	39.6	27	35	36	2
Native Hawaiian or Pacific Islander	6		1	0.6	--	--	--	--
White	6		74	41.6	9	12	43	34
	7		65	38.7	14	20	45	22
	8		72	51.8	10	21	38	32
Two or More Races	6		5	2.8	--	--	--	--
	7		6	3.6	--	--	--	--
	8		3	2.2	--	--	--	--
Socioeconomically Disadvantaged	6		88	49.4	45	30	18	7
	7		98	58.3	27	37	32	5
	8		59	42.4	25	37	34	3
English Learners	6		37	20.8	73	22	5	0
	7		22	13.1	68	32	0	0
	8		9	6.5	--	--	--	--

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
Students with Disabilities	6		29	16.3	62	14	17	7
	7		25	14.9	60	20	20	0
	8		14	10.1	57	29	14	0
Students Receiving Migrant Education Services	6		7	3.9	--	--	--	--
	7		7	4.2	--	--	--	--
	8		7	5.0	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	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	6	178	170	95.5	40	22	19	18
	7	168	161	95.8	27	30	24	20
	8	139	134	96.4	23	25	26	26
Male	6		87	48.9	43	23	18	16
	7		70	41.7	30	26	27	17
	8		72	51.8	28	24	25	24
Female	6		83	46.6	37	20	20	20
	7		91	54.2	24	33	21	22
	8		62	44.6	18	26	27	29
Black or African American	6		3	1.7	--	--	--	--
	7		1	0.6	--	--	--	--
	8		2	1.4	--	--	--	--
American Indian or Alaska Native	6		0	0.0	--	--	--	--
	7		3	1.8	--	--	--	--
Asian	6		2	1.1	--	--	--	--
	7		3	1.8	--	--	--	--
Filipino	6		2	1.1	--	--	--	--
	7		2	1.2	--	--	--	--
	8		2	1.4	--	--	--	--

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
Hispanic or Latino	6		83	46.6	63	20	8	7
	7		80	47.6	40	29	20	11
	8		55	39.6	40	24	24	13
Native Hawaiian or Pacific Islander	6		1	0.6	--	--	--	--
White	6		74	41.6	20	22	28	30
	7		66	39.3	11	32	27	30
	8		72	51.8	13	25	28	35
Two or More Races	6		5	2.8	--	--	--	--
	7		6	3.6	--	--	--	--
	8		3	2.2	--	--	--	--
Socioeconomically Disadvantaged	6		88	49.4	61	22	9	7
	7		98	58.3	33	34	22	11
	8		59	42.4	39	27	22	12
English Learners	6		37	20.8	86	11	3	0
	7		22	13.1	68	18	14	0
	8		9	6.5	--	--	--	--
Students with Disabilities	6		29	16.3	72	7	14	7
	7		25	14.9	56	24	20	0
	8		14	10.1	57	29	14	0
Students Receiving Migrant Education Services	6		7	3.9	--	--	--	--
	7		7	4.2	--	--	--	--
	8		7	5.0	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	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

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents join our School Site Council, which works with administration, staff and students to make financial decisions. Parents of English Learners are vital to our English Learner Advisory Committee (ELAC) and to our efforts to reach out to our Spanish speaking families. Our Home and School Club provides support for our students in a variety of ways including co-hosting, with ELAC, the annual Tamalada and Spring Festival, organizing several fundraisers and supporting our school financially with teacher grants, support of student field trips, support of the Arts Academy, and support of our technology equipment and lab. Our parents assist with a variety of school activities, including Open House, Back-to-School Night, The Turkey Trot, fundraising, and important feedback and communication about our programs. Parents also volunteer to provide adult supervision at lunch and at school activities, teach Wednesday Arts Academy classes, coach teams, chaperone school dances, and much more.

To become more involved, please call or visit the school office - (831) 429-3883

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

We revise our safety plan yearly, and we hold regular fire, earthquake, and lockdown drills to ensure that all students are prepared in the event of an emergency or natural disaster. We also monitor our school throughout the day, and all of our facilities have phones and intercoms. Our site council reviews our safety plan each October. The plan includes goals for creating a safe environment through Positive Behavior and Intervention Systems and Trauma Informed Services. Branciforte students participate in self-defense classes each fall to learn strategies for maintaining safe and positive relationships with others. In addition, our counselor and Teaching Tolerance student group are active in planning activities and education to support a safe and respectful campus culture, and our Gay Straight Alliance club designs educational presentations with a goal to eliminate homophobia. Our counselor runs weekly "Making Changes" groups to support students who are making poor choices with behavior or academics.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	9.98	1.96	0.59
Expulsions Rate	0.67	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.24	2.68	1.26
Expulsions Rate	0.30	0.14	0.10
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
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	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	In PI	Not In PI
First Year of Program Improvement	2004-2005	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75.0	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	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	6	10	8	4	6	6						
Math	24	23	26	2	4	4	10	8	6			2
Science	27	26	29	2	2	1	8	7	9		2	1

* 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	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.875
Psychologist	.5
Social Worker	0.1666
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist	2.4
Other	0
Average Number of Students per Staff Member	
Academic Counselor	518

* 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.

Professional Development provided for Teachers

The primary focus of professional development is Common Core State Standards alignment, supporting productive academic student talk, engagement strategies, common assessments, and the use of Data Team Records to use student results to inform instruction. This decision was made based on several factors including our student achievement data, research into what improves student achievement, district goals and metrics, and staff leadership discussions. Teachers have the opportunity to collaborate every week during the afternoon of a Wednesday shortened day. The fourth week focuses on schoolwide professional development with a lens on supporting academic talk strategies, teacher clarity, and Trauma Informed services. These include strategies to engage students in the content through reading, writing, speaking, and listening, strategies to check for understanding, content literacy strategies, and paired, group, and whole class discussion strategies. Department collaboration, and grade alike collaboration occur on the first and third Wednesday. This collaboration is focused on student engagement through curriculum development, sharing best practices, aligning with the Common Core State Standards, developing common assessments, and using the results of these assessments to drive instruction. Grade level teams meet on the second Wednesday to review student achievement data, attendance data, and discipline data and plan appropriate interventions. Teams of teachers participate in series of workshops offered through various agencies. These include: Teacher Clarity led by Paul Bloomberg; College Preparatory Math curriculum training and collaboration; ELA collaboration focused on the Common Core State Standards; ELD training and AVID training. In addition, each teacher is expected to complete at least two peer observations each year. These observations are designed to have teachers support each other with best practices connected to classroom management, student engagement, or any area of specific need. Teachers share their learning from these observations during the staff development time. Finally, new teachers and administrators are assigned teacher/administrator coaches who provide regular observations and dialogues, giving staff the opportunity to reflect on practice with veterans in the field. Time is built into the professional development for teachers to share the strategies they have tried and to get feedback regarding any questions. In addition, staff and district administration make regular visits into the classroom and share observed best practices through e-mails, newsletters, and personal interactions, and follow-up with concerns individually.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries	%	%
Administrative Salaries	%	%

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

Types of Services Funded

Our school works closely with the district's state and federal program director to use specialized funding to provide extra help to students who need it. We update our school plan each year to ensure that our instruction is focused on student needs. For example, we are using federal funds to support a reading intervention class, 75 minutes of weekly math intervention and after school homework hours three days a week. Approximately 30 students attend this daily. Additionally, we use federal funds to provide an ELA Common Core coach to support implementation of Common Core State Standards. Additional funds are used to purchase materials, translation services, professional development, and release time for teachers to participate in planning. The effectiveness of these additional resources is measured through our quarterly assessments.

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,218	\$1,695	\$5,523	\$59,480
District	♦	♦	\$5,132	
State	♦	♦	\$5,348	
Percent Difference: School Site/District			7.6	-23.5
Percent Difference: School Site/ State			3.3	

* Cells with ♦ do not require data.