Rolling Hills Middle School

1585 More Avenue • Los Gatos CA, 95030 • (408) 364-4235 • Grades 5-8
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Rolling Hills Middle School

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School Description

COMMUNITY

Located in the West portion of Santa Clara County, Campbell Union School District serves more than 7,600 students from the communities of Campbell, San Jose, Saratoga, Santa Clara, Monte Sereno and Los Gatos.

Rolling Hills Middle, one of the District's three grade 5-8 middle schools, educates a diverse population of approximately 1000 students from Campbell, Los Gatos and Saratoga. Our staff provides a safe and orderly campus, fosters individual creativity, promotes a culture of respect for all, and encourages students to reach their full potential by engaging in their own learning and giving support back to their community. (NOTE: The District's Home School program operates out of Rolling Hills, which is why some elementary student data appears in this middle school's report.)

Mission Statement

RHMS—where a creative, dedicated staff, in collaboration with parents and students, provides dynamic multifaceted learning experiences that inspire young adolescents to be independent, thoughtful, reflective and respectful members of their community. Together we strive to cultivate goal oriented, lifelong learners through engaging learning opportunities which allow students to SOAR.

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 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 1	4
Grade 2	1
Grade 3	2
Grade 4	2
Grade 5	92
Grade 6	300
Grade 7	278
Grade 8	285
Total Enrollment	964

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.1
Asian	22.4
Filipino	2.4
Hispanic or Latino	19.9
Native Hawaiian or Pacific Islander	0.4
White	46.8
Two or More Races	3.5
Socioeconomically Disadvantaged	16.5
English Learners	7
Students with Disabilities	9.6
Foster Youth	0.2

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			
Rolling Hills Middle School	14-15	15-16	16-17
With Full Credential	43	42	37
Without Full Credential	2	3	0
Teaching Outside Subject Area of Competence	0	0	0
Rolling Hills Middle School	14-15	15-16	16-17
With Full Credential	♦	♦	37
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rolling Hills Middle School	14-15	15-16	16-17
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	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

2015-16 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	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

*   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 2016-17)
Quality and Currency of Textbooks and Other Instructional Materials

District Curriculum committees select the majority of textbooks and other instructional materials with representatives from every school and grade level. Purchase of textbooks follows the State adoption cycle. All textbooks series are recommended by the State and are purchased with State Instructional Materials money. Every student has a current textbook in the basic subject areas and every classroom has calculators, dictionaries, maps/globes, and math manipulatives.

Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Senate Bill 70 (Chapter 7 of the Statutes of 2011) extended that suspension until the 2015-16 school year. For more information go to the California Department of Education website at http://www.cde.ca.gov/ci/ District teachers are piloting textbooks and materials aligned with Common Core standards. The District began piltoing several texts and curricula in 2015-15, and recommendation and Board adoption is anticipated in the 2016-17 school year.

Textbooks and Instructional Materials Year and month in which data were collected: Dec. 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Grade 5: Benchmark Education: Benchmark Advance (English and Spanish) Grades 6-8: Pilot Program In process (Amplify Core Knowledge & Houghton Mifflin Harcourt) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	5(pilot): Eureka Math - Common Core 6-8: Houghton Mifflin Harcourt California GO Math **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Grade 5: Houghton Mifflin California Science Grades 6-8: HHolt McDougal **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Grade 5: Houghton Mifflin U.S. History: The Early Years Grades 6-8: Glencoe McGraw-Hill Discovering Our Past **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Spanish I Title: En Espanol! Grades: 6-8 Publisher: McDougal, Littell & Co. Spanish II Title: Nuevas Vistas Grades: 8 Publisher: Holt **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	Health education materials are available through HealthTeacher.com for use with students in every grade in school and at home. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	VAPA courses are exploratory. Materials are chosen from the State-adopted list and vary by subject and teacher. **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)

Rolling Hills Middle School, originally constructed in 1963, is comprised of 45 classrooms (including portables), a library, two computer labs, a staff lounge, cafeteria, gymnasium/event center, CampbellCare facility, and a large recreation yard with baseball and track and field areas. Campus-wide improvements have been underway since 2010, including: construction of CampbellCare facility and two new classrooms, roof repairs and replacements, solar panel installation, new exterior walkways, landscaping, parking areas and shade structures funded through Measure G. Classroom windows and doors have been replaced and the school buildings have been painted. Ceiling mounted projector installation in classrooms has been completed. This site is part of the solar photovoltaic project in 2016.

Cleaning Process:

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. Administrators work daily with the school's custodial staff to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A preventative maintenance program is administered by the Facility Maintenance Department staff, with heavy maintenance functions occurring during vacation periods. Additionally, Campbell Union School District administers a scheduled landscape and building maintenance program to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) **Year and month in which data were collected: 7/22/2016**				
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		gate hardware upgrades planned in 2016-17
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 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**		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	90	93	93	69	66	64	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	28.6	29.8	17.9
7	18.3	39.2	23.8

* 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.

2015-16 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	71	71	48	51	44	48
Math	62	63	42	45	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	375	364	97.1	93.4
Male	201	193	96.0	89.6
Female	174	171	98.3	97.7
Asian	100	98	98.0	96.9
Filipino	11	11	100.0	81.8
Hispanic or Latino	74	72	97.3	87.5
White	159	153	96.2	95.4
Two or More Races	13	12	92.3	91.7
Socioeconomically Disadvantaged	67	65	97.0	83.1
English Learners	13	13	100.0	69.2
Students with Disabilities	29	29	100.0	82.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
		Number of Students		**Percent of Students**	
Student Group	**Grade**	**Enrolled**	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	5	92	90	97.8	65.6
	6	303	292	96.4	72.3
	7	280	274	97.9	68.6
	8	282	278	98.6	75.1
Male	5	58	57	98.3	56.1
	6	143	136	95.1	69.1
	7	154	149	96.8	63.8
	8	142	139	97.9	66.2
Female	5	34	33	97.1	81.8
	6	160	156	97.5	75.0
	7	126	125	99.2	74.4
	8	140	139	99.3	84.1
Asian	5	28	28	100.0	78.6
	6	67	64	95.5	90.6
	7	52	51	98.1	82.3
	8	72	72	100.0	93.1
Hispanic or Latino	5	18	18	100.0	61.1
	6	57	55	96.5	45.5
	7	53	50	94.3	44.0
	8	55	54	98.2	55.6
White	5	31	29	93.5	55.2
	6	147	142	96.6	76.1
	7	143	141	98.6	75.9
	8	128	126	98.4	74.6
Two or More Races	6	11	11	100.0	81.8
Socioeconomically Disadvantaged	5	13	13	100.0	46.1
	6	45	44	97.8	31.8
	7	48	46	95.8	41.3
	8	54	52	96.3	55.8
English Learners	6	32	30	93.8	40.0
	7	24	23	95.8	34.8
Students with Disabilities	6	36	34	94.4	20.6
	7	32	30	93.8	16.7
	8	22	21	95.5	19.1

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
		Number of Students		Percent of Students	
Student Group	Grade	Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	5	92	90	97.8	55.6
	6	303	291	96.0	61.9
	7	280	276	98.6	60.7
	8	280	276	98.6	60.7
Male	5	58	57	98.3	52.6
	6	143	136	95.1	61.0
	7	154	151	98.0	58.0
	8	154	151	98.0	58.0
Female	5	34	33	97.1	60.6
	6	160	155	96.9	62.6
	7	126	125	99.2	64.0
	8	126	125	99.2	64.0
Asian	5	28	28	100.0	75.0
	6	67	64	95.5	89.1
	7	52	51	98.1	86.3
	8	52	51	98.1	86.3
Hispanic or Latino	5	18	18	100.0	33.3
	6	57	55	96.5	27.3
	7	53	52	98.1	31.4
	8	53	52	98.1	31.4
White	5	31	29	93.5	51.7
	6	147	142	96.6	66.2
	7	143	141	98.6	63.8
	8	143	141	98.6	63.8
Two or More Races	6	11	11	100.0	54.5
Socioeconomically Disadvantaged	5	13	13	100.0	30.8
	6	45	44	97.8	18.2
	7	48	47	97.9	29.8
	8	48	47	97.9	29.8
English Learners	6	32	30	93.8	30.0
	7	24	24	100.0	33.3
	8	24	24	100.0	33.3
Students with Disabilities	6	36	33	91.7	18.2
	7	32	31	96.9	16.7
	8	32	31	96.9	16.7

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)
Our partnerships with the community and families represent one of our greatest assets at RHMS. Parents play an important role through volunteering on campus, fund-raising efforts, chaperoning school events, and participation in various organizations, including the School Site Council, Booster Clubs, and Parent-Teacher Association, Technology Committee, English Language Advisory Committee (ELAC), and Project Cornerstone. At the district level, parents can participate in the new Parent University program, serve on advisory committees, and provide input at annual Local Control & Accountability Plan updates. Parents who wish to participate in committees or school activities may contact the school office.

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
The School Safety plan was updated and approved 11/15/16 and reviewed with staff 11/16/16.

The Comprehensive School Safety Plan is developed and reviewed with participation from staff, the school site council and local law enforcement representatives at the beginning of every school year. The plan includes information about our strategies and programs that provide and maintain a high level of school safety, including, but not limited to: ICS- Incident Command system for schools during a crisis, including adaptations for pupils with disabilities; Earthquake, Fire and Lockdown emergency procedures and drills; Procedures for safe ingress and egress of pupils, parents, and employees from school site, including access to the school campus; Suspension and Expulsion policies and procedures; policy prohibiting discrimination, harassment, hate crimes, intimidation, and bullying; Child Abuse Reporting procedures; and School Discipline policies and procedures.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.1	2.3	4.2
Expulsions Rate	1.8	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	2.0	2.0	2.4
Expulsions Rate	0.1	0.0	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		60.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.5
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	0
Nurse	0.35
Speech/Language/Hearing Specialist	1
Resource Specialist	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	961

* 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	**Average Class Size**			**Number of Classrooms***							
				1-20			**21-32**			**33+**		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
K		13	13		1	1						
5	24	27	27	5	2	2	20	18	18		1	1
6	26	24	0	10	12	0	58	62	0	6	3	0
Other		3	3		1	1						

Average Class Size and Class Size Distribution (Secondary)											
Subject	**Average Class Size**			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
English	21	26	27	11	3	0	18	18	32		1	0
Mathematics	27	27	27	3	2	0	13	17	31	5	1	2
Science	29	28	27	3	2	0	17	18	33			0
Social Science	27	28	28	2	1	0	17	17	31	1	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.

Professional Development provided for Teachers

Campbell Union School District's work year calendar allocated, four full-day Professional Development days in the 2014-15, three in 2015-16 and two are planned for the 2016-17 school year. The District provides professional development for all credentialed and non-credentialed staff. Classified staff members who work directly with students are trained in the same focal areas as the teachers.

PRIMARY AREAS OF FOCUS FOR STAFF DEVELOPMENT:

The primary areas of focus for staff development in all CUSD schools is training to support the implementation of the Common Core State Standards. The focus is on understanding the instructional shifts associated with Common Core standards, the content standards themselves and the Eight Mathematical Practices. Carefully examining student data takes place at regularly scheduled collaboration meetings where teachers discuss specific learning needs and develop intervention plans for targeted students. The professional development offered supports teachers in learning best practices for meeting the needs of all learners through a variety of Common Core aligned assessments. Professional Development is also offered in the area of STEAM and 21st Century Learning strategies.

METHODS OF PD:

We use many different models for delivery of professional development. Our teachers are given release days to attend sessions or conferences. Sometimes teachers are paid a stipend to do professional development on a weekend or during the summer. We offer after school sessions throughout the entire school year, and we take into consideration staff requests for both content and timing of the professional development.

HOW TEACHERS ARE SUPPORTED:

We have extensive coaching in our district, both through our site Common Core Coaches and through our district math, literacy and STEAM Coaches. All of our coaches follow coaching cycles to ensure that teachers are regularly examining student data to align instructional practices that maximize student learning. Grade Level Leader meetings and district job-alike meetings happen regularly to support teachers in planned collaboration time where best strategies can be shared across the district. Collaboration time is also planned at each school site so that teachers and administrators can do the work of a professional learning community. Administrators conduct regular classroom visitations to offer support and feedback for teachers so that they can continually improve their practice.

FY 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$51,278	$44,573
Mid-Range Teacher Salary	$76,765	$72,868
Highest Teacher Salary	$91,930	$92,972
Average Principal Salary (ES)	$127,123	$116,229
Average Principal Salary (MS)	$128,514	$119,596
Average Principal Salary (HS)		$121,883
Superintendent Salary	$257,860	$201,784
Percent of District Budget		
Teacher Salaries	41%	39%
Administrative Salaries	8%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	4860.87	280.79	4616.10	72351.19
District	♦	♦	4860.87	$74,377
State	♦	♦	$5,677	$75,137
Percent Difference: School Site/District			-5.0	2.2
Percent Difference: School Site/ State			-1.6	2.2

* Cells with ♦ do not require data.

Types of Services Funded

In 2015-16, district funding through the Local Control Funding Formula (LCFF) included a Base Grant, a Supplemental allocation, and a Concentration allocation. The Base Grant funded the services that we provide to all students, such as regular classroom teachers, custodians, office staffs, electricity and most of the basic operational cost. The Supplemental and Concentration allocations support targeted services to students who are designated as Low Income, English Learners, and/or Foster Youth.

State and federal funding also supported the following special programs.
- Title I, Part A Basic Grant
- Title II, Part A Improving Teacher Quality
- Title III, Part A Limited English Proficiency (LEP)
- State Preschool
- State Child Care
- Federal Free/Reduced meals

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 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.