

# Kepler Neighborhood School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Kepler Neighborhood School
<b>Street</b>	1537 Fulton St.
<b>City, State, Zip</b>	Fresno, CA 93721-1611
<b>Phone Number</b>	(559) 495-0849
<b>Principal</b>	Christine Montanez
<b>E-mail Address</b>	hello@keplerschool.org
<b>Web Site</b>	www.keplerschool.org
<b>CDS Code</b>	10 62166 0127514

<b>District Contact Information</b>	
<b>District Name</b>	Kepler Neighborhood School District
<b>Phone Number</b>	(559) 495-0849
<b>Superintendent</b>	Christine Montanez
<b>E-mail Address</b>	hello@keplerschool.org
<b>Web Site</b>	www.keplerschool.org

### **School Description and Mission Statement (School Year 2016-17)**

Kepler Neighborhood School (KNS) operates as a tuition-free public charter school in Downtown Fresno. Authorized under the Fresno Unified School District as an independent charter school, KNS opened its doors August 19, 2013. KNS exists to inspire K-8 students to find passion and joy in learning and to become ethical, caring, effective, innovative members of their community and informed world citizens who develop and leverage their strengths to achieve educational, personal, civic, and career goals.

Service-Learning (S-L) is the heart of Kepler's program. S-L differs from traditional Community Service, which is primarily focused on the benefit to the recipient of the service. By contrast, S-L takes place within the context of academic study, and provides equal benefit to the learner and to the individual, group, or organization being served. S-L connects students in a proactive way to their community as they identify real needs and actively work to find solutions. Students engage in a minimum of one full-scale Service-Learning project per year, and may elect to participate in additional S-L projects on a smaller scale.

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	43
<b>Grade 1</b>	39
<b>Grade 2</b>	41
<b>Grade 3</b>	41
<b>Grade 4</b>	36
<b>Grade 5</b>	43
<b>Grade 6</b>	22
<b>Grade 7</b>	22
<b>Grade 8</b>	22
<b>Total Enrollment</b>	309

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7.4
American Indian or Alaska Native	2.3
Asian	1.3
Filipino	0.3
Hispanic or Latino	44
Native Hawaiian or Pacific Islander	0
White	42.4
Two or More Races	1.6
Socioeconomically Disadvantaged	57
English Learners	4.2
Students with Disabilities	3.2
Foster Youth	0.3

## 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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	12	14		
Without Full Credential	2	2		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	80.0	20.0
<b>All Schools in District</b>	89.1	10.9
<b>High-Poverty Schools in District</b>	88.9	11.1
<b>Low-Poverty Schools in District</b>	98.6	1.5

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: 8/1/2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Teacher-created, Common Core Standards-aligned, language arts units using authentic literature (fiction & nonfiction); Guided Reading (Fountas & Pinnell); Wheatley Portfolio (Great Minds); Units of Study, Writing (Heinemann); 6+1 Traits of Writing; Word Nerds & Vocabularians; Spelling City and vocabulary; Winston Grammar; Barton Reading & Spelling; Let's Talk About It, ELD (Mondo); Learning Ally (audio books).	No	N/A
<b>Mathematics</b>	Teacher-created, Common Core Standards-aligned, math units; Eureka Math (Great Minds); AIMS math units; College Preparatory Mathematics; Teaching Number in the Classroom, Developing Number Knowledge (Wright)	No	N/A
<b>Science</b>	Teacher-created, Next Generation Science Standards-aligned science units; AIMS science units	No	N/A
<b>History-Social Science</b>	Teacher-created, California History-Social Science Standards-aligned units; Social Studies Alive!, History Alive! (Teacher's Curriculum Institute); Alexandria Plan (Great Minds)	No	N/A
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	Teacher-created, California Visual and Performing Arts Standards-aligned lessons; Art in Action; Alfreds Basic Ukulele Method 1; Rubank Elementary & Advanced Method Books for Instrumental Music; After school instrumental music program; Carnegie Hall Weill Music Institute "Link Up"	No	N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A

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

Kepler moved into a facility owned by the Cornerstone Church Assembly of God in fall 2013. Kepler will move into its own exclusive school site spring 2016. Although, classroom space and play yard space is small Kepler’s furnishings provide excellent support for student learning. Technology built into each classroom provide for wireless internet, document camera projection, computer screen projection, audio and visual equipment, tablets for grades K-2 and chromebooks for grades 3-8.

Repairs needed are submitted by the Head of School to the landlord to fix miscellaneous problems (i.e., broken doors, plumbing, light replacement, etc.). Maintenance repair orders are submitted to the landlord as soon as problems arise. The campus is cleaned daily by the janitorial staff, as well as twice a year during fall and summer break for carpet cleaning and once a year for common space painting by the landlord.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/1/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Walls should be cleaned and painted by landlord per semester
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		Annual Pest Control is hired by landlord
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X		The landlord hires a plumber to fix occasional clogs
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Water spots on some classroom ceilings
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Landlord hires services to repair doors, gates, and fences. The playground space is small.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 8/1/15				
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 Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	27	41	28	31	44	48
Mathematics	13	23	18	22	34	36

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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	44	42	95.5	30.9
	4	45	43	95.6	46.5
	5	43	40	93.0	45.0
	6	21	20	95.2	55.0
	7	22	19	86.4	15.8
	8	21	21	100.0	47.6
Male	3	28	27	96.4	29.6
	4	21	20	95.2	40.0
	5	25	23	92.0	52.2
	6	--	--	--	--
	7	14	12	85.7	8.3
	8	--	--	--	--
Female	3	16	15	93.8	33.3
	4	24	23	95.8	52.2
	5	18	17	94.4	35.3
	6	11	10	90.9	80.0
	7	--	--	--	--
	8	14	14	100.0	57.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	8	--	--	--	--
Filipino	6	--	--	--	--
Hispanic or Latino	3	20	20	100.0	10.0
	4	14	14	100.0	14.3
	5	25	25	100.0	32.0
	6	--	--	--	--
	7	12	12	100.0	
	8	--	--	--	--
White	3	16	14	87.5	71.4
	4	24	22	91.7	68.2
	5	16	13	81.3	69.2
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
Socioeconomically Disadvantaged	3	26	25	96.2	12.0
	4	26	26	100.0	30.8
	5	28	27	96.4	40.7
	6	11	11	100.0	45.5
	7	14	13	92.9	7.7
	8	15	15	100.0	40.0
English Learners	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

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.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	44	42	95.5	21.4
	4	45	43	95.6	25.6
	5	43	41	95.3	34.1
	6	21	20	95.2	25.0
	7	22	19	86.4	5.3
	8	21	21	100.0	9.5
Male	3	28	27	96.4	22.2
	4	21	20	95.2	25.0
	5	25	24	96.0	41.7
	6	--	--	--	--
	7	14	12	85.7	
	8	--	--	--	--
Female	3	16	15	93.8	20.0
	4	24	23	95.8	26.1
	5	18	17	94.4	23.5
	6	11	10	90.9	30.0
	7	--	--	--	--
	8	14	14	100.0	7.1



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	8	--	--	--	--
Filipino	6	--	--	--	--
Hispanic or Latino	3	20	20	100.0	10.0
	4	14	14	100.0	
	5	25	25	100.0	24.0
	6	--	--	--	--
	7	12	12	100.0	
	8	--	--	--	--
White	3	16	14	87.5	50.0
	4	24	22	91.7	50.0
	5	16	14	87.5	50.0
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
Socioeconomically Disadvantaged	3	26	25	96.2	4.0
	4	26	26	100.0	15.4
	5	28	28	100.0	28.6
	6	11	11	100.0	
	7	14	13	92.9	
	8	15	15	100.0	
English Learners	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

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.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	47	51	60	41	36	34	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	64	58	90.6	60.3
<b>Male</b>	32	28	87.5	64.3
<b>Female</b>	32	30	93.8	56.7
<b>Hispanic or Latino</b>	35	30	85.7	40.0
<b>White</b>	23	22	95.7	86.4
<b>Socioeconomically Disadvantaged</b>	43	38	88.4	55.3
<b>Students with Disabilities</b>	11	10	90.9	30.0

Note: 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.

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

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.3	11.6	11.6
7	15	35	

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the 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)

Kepler utilizes multiple channels to engage with parents/guardians and community stakeholders including the following: Social Media, weekly newsletters, parent information sessions, and "One Call Now" phone announcements provide a larger scope of awareness delivered to parents, students, and community members. Data collection from Kepler's "One Call Now" voice messaging system and Kepler's Student Information system enables Kepler to better understand the demographic characteristics of the population reached. Quarterly Kepler Neighborhood Night events, parent workshops, the 2015-2016 Parent Satisfaction Survey, parent/student conferences, and the Kepler Parent Teacher Organization, makes the home school connection stronger.

Key planned actions to expand and leverage the involvement of parents include the following:

- Providing family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstances, and needs.
- Implementing electronic platforms to expand and simplify access for parents and community members to express concerns and issues and receive a timely response.
- Providing translation and interpretation services to facilitate effective communication.

Communities need to feel welcome and confident that their neighborhood school provides the highest quality teaching and learning. Key actions directed at this include:

- Assuring that the school facility is welcoming, attractive, safe, and well maintained using a rubric and check off sheet.
- Monitoring neighborhood enrollment, including reasons for any increase or decrease via parent survey data and exit interview forms.
- Setting and monitoring goals for new enrollment and student retention.

## 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.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	5.0	1.8	0.3	7.3	6.5	6.4	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.3	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

The Safe School Plan provides guidance and direction to administration, faculty and staff who have emergency management responsibilities. The administrative staff and Principal's Advisory Committee review Kepler Neighborhood School's Safety Plan annually. Changes are shared with the faculty. A copy of the Safe School Plan is also sent to Fresno Unified. All teachers have updated CPR cards and the on site safe school team has first aid training in addition to CPR training. Fire drills are practiced monthly. Cover and Hold procedures and lockdown drills are practiced quarterly for all students.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	N/A	
<b>First Year of Program Improvement</b>	N/A	
<b>Year in Program Improvement*</b>	N/A	
<b>Number of Schools Currently in Program Improvement</b>	N/A	84
<b>Percent of Schools Currently in Program Improvement</b>	N/A	89.4

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

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

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	17	2			22		2		22		2	
<b>1</b>	17	1			16	2			16	2		
<b>2</b>	23		1		21	1	1		21	1	1	
<b>3</b>	22		1		15	1	1		15	1	1	
<b>4</b>	25		1		22		1		22	1	1	
<b>5</b>	20	1			21		1		21	1	1	
<b>6</b>	17	1			20	1			20		1	
<b>Other</b>	15	3			22	2	1		22	2	1	

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

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

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	2	1									
Mathematics	18	2	1									
Science	17	3										
Social Science	17	3										

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	Contracted by FUSD	N/A
Social Worker	0	N/A
Nurse	Contracted by FUSD	N/A
Speech/Language/Hearing Specialist	Contracted by FUSD	N/A
Resource Specialist	Contracted by FUSD	N/A
Other	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,502	\$7,356	\$2,146	\$45,000
District	N/A	N/A	N/A	\$69,938
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A		

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

### Types of Services Funded (Fiscal Year 2015-16)

In addition to implementing project based curricula, technology integration, character development, and the Arts, KNS has adopted The Parallel Curriculum Model (PCM) (Thompson et al., 2009) to provide the framework for our educational program. The PCM was created to provide the highest quality of instruction and learning to all students no matter their position on the novice to expert continuum while maintaining alignment to content standards. The majority of classroom instruction is delivered through small group learning centers. Assessments are rubric based ranging from novice to expert. Students demonstrate their knowledge and understanding in a variety of ways.

Through the Local Control Accountability Plan, the School has identified areas of need with our low income, English Learner, and Foster Youth populations. The LCFF regulations dictate that our School provides increased services for these students that are above and beyond services provided to all students during the school year. The supplemental funds allocation is budgeted for expenditures to increase student achievement. Funds are targeted to provide professional development for instructional staff in the areas reflected in section 3B which support the state’s priorities as identified by the State Board of Education and California Department of Education. Priority topics for professional development include Common Core State Standards in all content areas, effective use of technology in the classroom for teaching and learning, assessment of student progress, strategies for students with disabilities in general education settings, and access to core strategies for English learners. Our low income, EL, and Foster populations all receive additional, targeted support in the classroom from instructional aides hired with supplemental and concentration funds. The addition of new staff allow us to diagnose individual student learning gaps and correct those, thus moving us towards an increase in students performing at grade level in math and English Language Arts. The School is above 55% for unduplicated students and will be spending its monies in a school-wide manner per the LCFF regulations.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,760	\$45,092
<b>Mid-Range Teacher Salary</b>	\$67,662	\$71,627
<b>Highest Teacher Salary</b>	\$87,756	\$93,288
<b>Average Principal Salary (Elementary)</b>	\$106,766	\$115,631
<b>Average Principal Salary (Middle)</b>	\$112,308	\$120,915
<b>Average Principal Salary (High)</b>	\$121,292	\$132,029
<b>Superintendent Salary</b>	\$303,534	\$249,537
<b>Percent of Budget for Teacher Salaries</b>	36%	37%
<b>Percent of Budget for Administrative Salaries</b>	7%	5%

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

**Professional Development (Most Recent Three Years)**

Professional development in the most recent years includes weekly shared planning time for teachers in grade-level and cross-grade groups; Training in: Academic vocabulary instruction for training in curriculum mapping and unit planning by the Administration team. Teachers also receive training in Common Core by Global Center for College and Career Readiness, professional noticing and selecting math tasks for students based on this information by the AIMS Center. Teachers are also trained in utilizing companion texts across the Lexile band ranges to reach Common Core reading expectations. Administration and lead teachers attend Common Core trainings hosted by FUSD. Teachers also receive coaching in our school wide system for discipline through the Discipline that Restores model from Fresno Pacific University, seizure training (FCOE Nurse), ELD best practices, and Google Classroom.