

Kermit McKenzie Jr. High School

4710 West Main Street, P.O. Box 788 • Guadalupe, CA 93434-0788 • 805-343-1951 • Grades 6-8

Gabriel Solorio, Principal

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<http://www.mckenziejrhigh.com/>

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



Guadalupe Union School District

4465 Ninth St., P.O. Box 788
Guadalupe, CA 93434-0788
(805) 343-2114
www.guadusd.org/

District Governing Board

Anna Marie Santillan Michaud
Maria Luisa Baro
Sheila Marie Cepeda
Diana Arriola
MaryLou Sabedra-Cuello

District Administration

Ed Cora
Superintendent
Julie Lopez
Director of Educational Services
Kim Greer
Chief Business Official
Matt Dwyer
Director of Food Services
Alejandra Serrato Mora
ASES Program Supervisor
Kevin Baldizón
Dean of Students
Alma Wilson
**Healthy Start Family Services
Coordinator**

School Description

MISSION STATEMENT:

"The Guadalupe Union School District will provide each student the academic and social skills that will assist them in becoming high school graduates as well as college and career ready, independent thinkers, lifelong learners, and responsible, productive members of society. We will educate students in an emotionally safe environment and in partnership with parents and community."

COMMUNITY DESCRIPTION

The Guadalupe Union School District (K-8) is located on the beautiful California Central Coast, approximately 70 miles north of Santa Barbara and 32 miles south of San Luis Obispo. The city which is situated in the northwest section of Santa Barbara County has a population of approximately 7,000 residents.

Guadalupe is located in the rural agricultural section of the greater Santa Maria Valley. Agriculture is the biggest industry in and around the city. Our district serves families of Guadalupe as well as families from the neighboring farms and ranches. Many of our students come from migrant families. Enrollment in October, 2013 was 1,201 students in Kindergarten through 8th Grade. The student population is 95.8% Hispanic, 2.08% White, .33% Black, 1.08% Asian and .25% American Indian or Alaska Native, .17% Pacific Islander and .29% Other.

FROM THE PRINCIPAL

I would like to welcome you to the Kermit McKenzie Jr. High School Annual School Accountability Report Card and thank you for taking time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis of such pride with you. The opportunity to do so has presented itself in the form of compliance with Proposition 98, which identifies the School Accountability as a required component that every school in California must issue. The purpose of this report card is to afford you further insight into the quality educational program we offer.

It is the belief of Kermit McKenzie Junior High School that students can and will excel in an environment that is tailored to their evolving needs. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the stimulation and encouragement to accomplish such feats, but the means to do so as well.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together, we will continue to improve our effectiveness in educating the students of today, preparing them to become productive citizens of tomorrow. It is in light of this fact that we welcome any suggestions, ideas, or comments you may have.

Thank you for assisting Kermit McKenzie Jr. High School in making our students' experience here not only a memorable one, but also an enjoyable one that will last a lifetime.

Mr. Gabriel Solorio, Principal

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 805-343-1951 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	159
Grade 7	124
Grade 8	137
Total Enrollment	420

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Asian	0.2
Filipino	0.2
Hispanic or Latino	97.4
White	2.1
Socioeconomically Disadvantaged	88.6
English Learners	41.4
Students with Disabilities	11
Foster Youth	0.5

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			
Kermit McKenzie Jr. High School	13-14	14-15	15-16
With Full Credential	17	18	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	0	0
Guadalupe Union School District	13-14	14-15	15-16
With Full Credential	◆	◆	64
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School

Kermit McKenzie Jr. High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	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

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	94.2	5.8
Districtwide		
All Schools	96.3	3.7
High-Poverty Schools	96.3	3.7
Low-Poverty Schools	0.0	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 2015-16)

Guadalupe Union School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. Guadalupe Union School District held a Public Hearing on September 9, 2015, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, health, and visual and performing arts for use in the classroom and to take home. Textbooks in all subject areas are aligned with the Common Core State Standards and are selected from the state's most recent list of standards-based materials. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making textbooks used in the school the most current available.

The table displays information collected in January 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	6th-8th - English/Language Arts - Holt Rinehart & Winston - Adoption Year 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	6th - 8th - Mathematics - McDougal Littell - Adoption Year: 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	6th - 8th - Science - Prentice Hall - Adoption Year: 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	6th - 8th - History/Social Science - Teacher's Curriculum Institute - Adoption Year: 2006 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)

Kermit McKenzie Jr. High School is suited on eleven acres. School facilities span 30,000 square feet, and include 18 classrooms, a library, computer lab, workout room, student services center, cafeteria, administrative offices, restrooms, and storage rooms.

The November 2014 election did not address the need for a school facilities bond. Guadalupe Union School District is experiencing the highest enrollment ever, increasing by over 80 students over the last three years. Developers have begun construction on a new housing development. During the course of the next several years as the new (800) homes are built, it is estimated that 448 new students will enroll in our district. It is estimated that each new residential unit will generate 0.6 students for grades kindergarten through eighth grade. Until the new housing development becomes a reality, and the district is able to build a new junior high school, adequate facilities will continue to be a challenge. The Guadalupe Union School District participates in the State Financial Hardship program which provides assistance for districts that cannot provide all or part of their local share for a School Facility project. The district does not have the bonding capacity to be able to build a school using local funds. The district is hopeful that a facilities bond will be placed on the November 2016 ballot allowing for the construction of a new middle school to be built at the southeast corner of the new Pasadera Development Project.

The district is using its reserves to accomplish much needed facility improvements and repairs. During the summer of 2015, the McKenzie Media Center was been relocated, and renovations were completed in December 2015.

Last January, 227 school sites across the State were awarded almost \$27 million in Broadband Infrastructure Improvement Grants (BIIG). Both Mary Buren and Kermit McKenzie were recipients. These funds will increase our bandwidth from the current 20 megabytes per second (MBPS) to 100 MBPS. In May 2015 the Board approved the purchase and installation of a Voice over Internet Protocol (VoIP) system to replace our current phone system. The District has also invested one time funds to update the current infrastructure to be able to support these upgrades.

Future planned projects include pavement rehabilitation at Kermit McKenzie Junior High School, replacing the fields and irrigation and painting the entire junior high school. During the fall of 2015, the student services center was renovated and is now our new learning center. The new learning center now houses our media center, and student support services staff which include our Dean of Students, counselor, psychologist, speech therapist and community liaison. The district is also looking into re-locating the Maintenance and Operations Department building.

MAINTENANCE REPAIR

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working are completed in a timely manner. A work order process is used to ensure efficient service and that emergency and safety related repairs are given the highest priority.

CLEANING PROCESS AND SCHEDULE

The district governing board has adopted cleaning standards for all schools in the district. All schools are cleaned daily. A summary of these standards is available at the school office of the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The chart below displays the results of the most recent facilities inspection.

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

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	17	12	44
Math	4	6	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.

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	60	35	20	46	30	22	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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	29.30	28.50	16.30

* 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	22
All Student at the School	20
Male	15
Female	27
Asian	--
Hispanic or Latino	20
White	--

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
Socioeconomically Disadvantaged	0
English Learners	2
Students with Disabilities	20
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.

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	159	155	97.5	56	28	14	1
	7	124	122	98.4	51	30	19	1
	8	141	134	95.0	51	32	15	1
Male	6		79	49.7	67	20	10	0
	7		76	61.3	59	25	16	0
	8		76	53.9	67	29	4	0
Female	6		76	47.8	45	36	18	1
	7		46	37.1	37	37	24	2
	8		58	41.1	31	36	29	3
American Indian or Alaska Native	6		1	0.6	--	--	--	--
	7		1	0.8	--	--	--	--
Asian	8		1	0.7	--	--	--	--
Filipino	7		1	0.8	--	--	--	--
Hispanic or Latino	6		149	93.7	56	28	14	1
	7		118	95.2	50	31	19	1
	8		128	90.8	52	30	16	2
White	6		5	3.1	--	--	--	--
	7		2	1.6	--	--	--	--
	8		5	3.5	--	--	--	--
Socioeconomically Disadvantaged	6		139	87.4	59	25	14	1
	7		108	87.1	53	32	14	1
	8		115	81.6	54	33	11	2
English Learners	6		80	50.3	79	15	4	0
	7		37	29.8	95	5	0	0
	8		46	32.6	87	11	2	0

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		15	9.4	87	13	0	0
	7		12	9.7	92	0	8	0
	8		14	9.9	100	0	0	0
Students Receiving Migrant Education Services	6		11	6.9	45	27	27	0
	7		16	12.9	69	25	6	0
	8		8	5.7	--	--	--	--
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	159	155	97.5	79	17	3	1
	7	124	121	97.6	71	18	8	2
	8	141	133	94.3	84	16	0	0
Male	6		79	49.7	81	16	3	0
	7		75	60.5	72	15	9	4
	8		75	53.2	93	7	0	0
Female	6		76	47.8	78	18	3	1
	7		46	37.1	70	24	7	0
	8		58	41.1	72	28	0	0
American Indian or Alaska Native	6		1	0.6	--	--	--	--
	7		1	0.8	--	--	--	--
Asian	8		1	0.7	--	--	--	--
Filipino	7		1	0.8	--	--	--	--
Hispanic or Latino	6		149	93.7	80	17	2	1
	7		117	94.4	71	18	9	3
	8		127	90.1	84	16	0	0
White	6		5	3.1	--	--	--	--
	7		2	1.6	--	--	--	--
	8		5	3.5	--	--	--	--

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
Socioeconomically Disadvantaged	6		139	87.4	81	16	3	1
	7		107	86.3	74	16	8	2
	8		114	80.9	84	16	0	0
English Learners	6		80	50.3	93	8	0	0
	7		36	29.0	97	0	3	0
	8		45	31.9	98	2	0	0
Students with Disabilities	6		15	9.4	100	0	0	0
	7		12	9.7	83	17	0	0
	8		14	9.9	100	0	0	0
Students Receiving Migrant Education Services	6		11	6.9	73	18	9	0
	7		16	12.9	88	0	13	0
	8		8	5.7	--	--	--	--
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

Parents and the community are very supportive of the education program at Kermit McKenzie Jr. High School. Parents and community members are welcome to visit the campus. Our school programs are enriched by contributions of local organizations as the local Kiwanis Club, Guadalupe Historical Society, local American Legion, etc.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, participating at curriculum nights, as well as attending school-wide events held throughout the year, including the annual Science Fair Night, quarterly Coffee with the Superintendent meetings, etc. Parents are kept abreast of school activities through Blackboard Connect announcements, principal's newsletters, school website, FaceBook, progress reports, report cards, and grade level parent conferences.

The Annual Science Fair gives students the chance to display their ingenuity and understanding of science to their parents and the community. The school is also proud to have parents participate in this year's Parent Institute for Quality Education (PIQUE).

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

Kermit McKenzie Jr. High School is a closed campus. All visitors are required to sign in and wear visitor badges during their stay. During lunch, breaks, and before and after school, the principal and teachers supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate bill 187 (S 187) of 1997. The plan provides students and staff members a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: Current status of school crime, child abuse reporting procedures, disaster procedures, routine, and emergency policies related to suspension and expulsion, notification to teachers and sexual harassment policy, provision of a school-wide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	14.97	10.51	15.53
Expulsions Rate	0.25	0.00	0.23
District	2012-13	2013-14	2014-15
Suspensions Rate	7.98	4.56	6.89
Expulsions Rate	0.08	0.00	0.07
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	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	100.0	

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	18	20	20	19	11	7	8	12	9			
Math	22	24	30	6	5		3	7	9	3		2
Science	27	27	29	2	2		5	7	8	1		1
SS	27	27	26	2	2	1	4	4	8	2	3	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	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,450	\$42,723
Mid-Range Teacher Salary	\$68,571	\$65,936
Highest Teacher Salary	\$91,968	\$84,545
Average Principal Salary (ES)	\$101,042	\$106,864
Average Principal Salary (MS)	\$106,095	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$138,000	\$159,133
Percent of District Budget		
Teacher Salaries	43%	40%
Administrative Salaries	5%	6%

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

Types of Services Funded

Emergency Repair Programs, Common Core, AVID, Home-to-School Transportation, Special Education, Title I, Title II, Title III, Migrant Education, After School Education and Safety, Flexible Funding, Instructional Materials and Staff Development.

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.

Professional Development provided for Teachers

All training and curriculum development at Guadalupe Union School District revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. For the past four years, the district offered three staff development days where teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8929	\$2788	\$6141	\$78,272
District	♦	♦	\$2678	\$76,917
State	♦	♦	\$5,348	\$69,086
Percent Difference: School Site/District			129.3	2.0
Percent Difference: School Site/ State			30.9	16.3

* Cells with ♦ do not require data.