

Primary Years Academy of International Education Magnet School

1540 N. Lincoln St • Stockton, CA 95204 • (209) 933-7355 • Grades K-5

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



Stockton Unified School District

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District Governing Board

Gloria Allen
Andrea Burrise
Kathleen Garcia
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Maria Mendez
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Steve Smith

District Administration

Ms. Julie Penn
Superintendent
Ms. Julie Penn
Interim Superintendent
Dr. Mark Hagemann
Interim Deputy Superintendent

Principals' Message

Primary Years Academy of International Education is an authorized K-5 International Baccalaureate (IB) World School. We are a public school and SUSD Magnet School Program, using an IB inquiry model of teaching and learning. Our students learn how to question and explore the world around them while using the skills necessary to be a successful internationally-minded citizen in the 21st century. Students work in an environment which supports their academic, social, and physical needs through a rigorous program of study. Primary Years Academy is a community of students, parents, teachers, and administrators working together as a team.

Vision

Primary Years Academy of International Education (PYA) is a Stockton Unified School District Magnet School. On January 14, 2014, PYA was granted authorization status as an International Baccalaureate World School by the International Baccalaureate Organization. PYA provides a comprehensive and rigorous educational setting for kindergarten to fifth grade students. We envision a school of approximately 340 students each academic year whom we prepare to move beyond the IB Primary Years Program, into the IB Middle Years Program, and successfully complete the IB Diploma Program. Primary Years Academy fosters and promotes active, educated, and caring citizens for our world society.

Mission

The mission of Primary Years Academy is to develop internationally-minded kindergarten through fifth grade students through a rigorous, relevant, and practical International Baccalaureate (IB) curricula and methodology. Our goal is to prepare students to be active, global citizens in the 21st century. By providing a multi-cultural, student-centered environment with an emphasis on inquiry-based learning, it is our desire and intent that students become literate, self-motivated, and competent lifelong learners

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 (209) 933-7355 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	56
Grade 1	56
Grade 2	53
Grade 3	50
Grade 4	54
Grade 5	26
Total Enrollment	295

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	0.7
Asian	3.7
Filipino	4.4
Hispanic or Latino	56.3
Native Hawaiian or Pacific Islander	1
White	21.4
Two or More Races	6.4
Socioeconomically Disadvantaged	75.9
English Learners	11.2
Students with Disabilities	3.4

SOURCE: California Department of Education

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			
Primary Years Academy of International	13-14	14-15	15-16
With Full Credential	11	11	13
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1437
Without Full Credential	♦	♦	133
Teaching Outside Subject Area of Competence	♦	♦	12

SOURCE: This information is provided by the school district.

♦ no data required.

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

* "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.

SOURCE: This information is provided by the school district.

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	100.0	0.0
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
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.

SOURCE: California Department of Education

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

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	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 Earth Science Adopted in 2007 Life Science Adopted in 2007 Physical Science Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 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)

Primary Years Academy shares a campus with El Dorado Elementary School. The El Dorado School buildings were remodeled in 2009-2010. The campus is in new condition, with updated and clean restrooms, and classrooms. In 2012, the parking lot lines and curbs for drop-off zones were repainted. In 2014, solar panels/overhead shade for parking were installed in the parking lot. PYA and El Dorado School are working with community volunteers to refurbish and establish the school garden.

The Primary Years Academy campus occupies the northern section of the school. It includes rooms 30-31, 32, 33, 41-45, 47-53, 105 and 106. During the 2014-2015 school year, Primary Years Academy utilizes 12 of the 12 classrooms and three office spaces.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 6/19/2015				
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		Multipurpose/kitchen: missing vent cover in kitchen, rips on walls in M/P. share with El Dorado P-105: rips on walls
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			rm 43: extension cord.
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	43	23	44
Math	47	17	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.

SOURCE: California Department of Education

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	45	46	46	32	31	29	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.

SOURCE: California Department of Education

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.80	30.80	7.70

* 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.

SOURCE: California Department of Education

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	29
All Student at the School	46
Male	41
Female	50
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	52
Native Hawaiian or Pacific	--
White	--
Two or More Races	--
Students with Disabilities	36
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.

SOURCE: California Department of Education

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	3	50	48	96.0	19	31	29	21
	4	53	53	100.0	28	28	21	23
	5	26	26	100.0	35	35	23	8
Male	3	50	20	40.0	20	25	40	15
	4	53	20	37.7	25	40	20	15
	5	26	12	46.2	50	25	17	8
Female	3	50	28	56.0	18	36	21	25
	4	53	33	62.3	30	21	21	27
	5	26	14	53.8	21	43	29	7
Black or African American	3	50	6	12.0	--	--	--	--
	4	53	1	1.9	--	--	--	--
	5	26	2	7.7	--	--	--	--
American Indian or Alaska Native	3	50	0	0.0	--	--	--	--
Asian	3	50	5	10.0	--	--	--	--
	4	53	3	5.7	--	--	--	--
	5	26	1	3.8	--	--	--	--
Filipino	3	50	1	2.0	--	--	--	--
	4	53	3	5.7	--	--	--	--
	5	26	2	7.7	--	--	--	--

**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
Hispanic or Latino	3	50	22	44.0	27	23	36	14
	4	53	30	56.6	40	23	17	20
	5	26	17	65.4	35	35	24	6
Native Hawaiian or Pacific Islander	5	26	1	3.8	--	--	--	--
White	3	50	12	24.0	0	50	25	25
	4	53	13	24.5	15	38	23	23
	5	26	2	7.7	--	--	--	--
Two or More Races	3	50	2	4.0	--	--	--	--
	4	53	3	5.7	--	--	--	--
	5	26	1	3.8	--	--	--	--
Socioeconomically Disadvantaged	3	50	37	74.0	19	30	30	22
	4	53	37	69.8	32	30	22	16
	5	26	19	73.1	42	37	21	0
Students with Disabilities	3	50	1	2.0	--	--	--	--
	4	53	3	5.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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.

SOURCE: California Department of Education

**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	3	50	48	96.0	15	33	33	19
	4	53	53	100.0	9	40	32	19
	5	26	26	100.0	35	35	15	15
Male	3	50	20	40.0	0	35	45	20
	4	53	20	37.7	15	35	40	10
	5	26	12	46.2	42	33	0	25
Female	3	50	28	56.0	25	32	25	18
	4	53	33	62.3	6	42	27	24
	5	26	14	53.8	29	36	29	7

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
Black or African American	3	50	6	12.0	--	--	--	--
	4	53	1	1.9	--	--	--	--
	5	26	2	7.7	--	--	--	--
American Indian or Alaska Native	3	50	0	0.0	--	--	--	--
Asian	3	50	5	10.0	--	--	--	--
	4	53	3	5.7	--	--	--	--
	5	26	1	3.8	--	--	--	--
Filipino	3	50	1	2.0	--	--	--	--
	4	53	3	5.7	--	--	--	--
	5	26	2	7.7	--	--	--	--
Hispanic or Latino	3	50	22	44.0	27	32	32	9
	4	53	30	56.6	17	43	30	10
	5	26	17	65.4	35	35	18	12
Native Hawaiian or Pacific Islander	5	26	1	3.8	--	--	--	--
White	3	50	12	24.0	0	33	33	33
	4	53	13	24.5	0	54	15	31
	5	26	2	7.7	--	--	--	--
Two or More Races	3	50	2	4.0	--	--	--	--
	4	53	3	5.7	--	--	--	--
	5	26	1	3.8	--	--	--	--
Socioeconomically Disadvantaged	3	50	37	74.0	14	35	38	14
	4	53	37	69.8	14	41	38	8
	5	26	19	73.1	42	37	21	0
Students with Disabilities	3	50	1	2.0	--	--	--	--
	4	53	3	5.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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.

SOURCE: California Department of Education

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

Primary Years Academy parents are encouraged and expected to be involved in the school. Families are required to volunteer or participate in school events for a minimum of 15 hours per year. Parents, with authorization, may volunteer in the classroom, assist during field trips, take material home to prep, help monitor during lunch and recess, and assist during book fairs, and other events. Parents are invited to attend monthly IB parent meetings, PTA meetings and events, school committee meetings and Family Nights. Parents who volunteer on the school grounds must be fingerprinted and have a current TB test. Information on how to obtain this authorization is available in the office. The school informs parents about what they can do to assist the school through teacher letters, school newsletters, PTA flyers, phone messages via Parent Link, and on the school webpage.

Parents are members of the School Site Council and ELPAC Committee and there is an active Parent-Teacher Association.

Parents are invited to their child's classroom when the students' are giving oral presentations. They are invited to quarterly awards assemblies and attendance assemblies as well as several music and performance presentations throughout the year. Parents are invited to the promotion ceremony for the 5th grade students.

The full Parental Involvement Policy document is attached.

The contact person for the 2015-16 school year, is Principal Jean Segura.

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

Primary Years Academy has developed a Positive Behavior Support model for students in common areas such as restrooms, playground, hallways, and the cafeteria. All students have been taught the expected behavior and students are rewarded with "Falcon Feather" coupons for demonstrating that behavior. A Falcon Feather prize raffle is held bi-monthly. Teachers are assigned yard duty during the morning recesses and the principal, counselor, campus security assistant, and parent volunteers monitor the cafeteria and lunch recess. The STEP-Up after school program is monitored by the after school coordinator and the University of the Pacific's Jacoby Center staff. A ratio of 20:1 is maintained for each of the groups in the after school program. The campus gates are locked until 1:55 when students are released to their parents. The gates are relocked until 3:30 when the after school students begin to be picked up from the afterschool program.

Parents are encouraged to volunteer at the school. All volunteers must have their fingerprints approved and on file at the Stockton Unified School District Police Department and they must have a current TB test on file with the school. Any parent or guardian who is visiting their child's classroom or attending a meeting or awards assembly, must sign in at the main office and wear a visitor badge for the length of time that they are on the campus.

The School Safety Plan for Primary Years Academy was reviewed and discussed during the PYA faculty meeting on November 10, 2015, and at the School Site Council meeting on November 17, 2015. The School Site Council voted to approve the Safety Plan on November 17, 2015.

All students and staff are given opportunities throughout the year to practice and prepare for emergencies. Teachers receive training on the Emergency Response Plan before school begin (August 10, 2015) and in two faculty meetings during the year. Fire drills are conducted monthly whereas duck and cover drills and lockdown drills are each practiced 4 times a year. The district police department selects a variety of schools to practice whole school evacuations and earthquake drills.

The full document, 2015-16 PYA School Safety Plan, is attached.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	9.43	4.90	1.56
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	10.96	10.09	9.39
Expulsions Rate	0.02	0.08	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

SOURCE: California Department of Education

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	Yes	Yes

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	19	17	16	3	4	4						
1	25	20	21		1	1	2	2	2			
2	25	21	19		1	1	1	2	2			
3	26	20	19		1	1	2	2	2			
4	24	16	15		1	2	1	1	2			
5	21	14	14		1	1	1	1	1			

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.15
Speech/Language/Hearing Specialist	0.25
Resource Specialist	0
Other	1
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.

SOURCE: This information is provided by the school district.

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

SOURCE: California Department of Education

Professional Development provided for Teachers

At Primary Years Academy (PYA), the professional development focus for the faculty in the last three years was on the development of International Baccalaureate Units of Inquiry, the integration of Common Core State Standards (CCSS) into the Units of Inquiry, the SUSD Common Core Units of Study for Math, and the Next Generation Science Standards. An additional area of focus in 2014-16 is the development of a K-5th grade articulated writing process. PD was offered afterschool during paid collaboration time, and this year, in release time during the school day as well. All of the above areas for focus were selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015, as well as the need to adhere to the implementation of a true IB program.

Professional development in the core standards and units of instruction was initially provided through full day off -site professional development training sessions. Two full day sessions were provided in 2013-14, 2014-15, and 2015-16. All new PYA teachers and administrators receive initial IB training in their first year here, and every teacher attends on-going training at least every other year. In the three year period since 2012-13, 19 teachers have attended twenty one 3 day IB trainings, and seven teachers have attended a one day regional IB Roundtable. Additional PD on technology use and programs and data retrieval and analysis was provided to all teachers each year after school. In 2014-15, four ELD teachers attended three days of professional development on the ELD standards and teaching strategies.

On-going teacher support is provided through the on-site IB Coordinator/Program Specialist, in vertical and horizontal team PLC collaboration meetings, and data team meetings. The district's Technology, Curriculum and Research Office provide multiple opportunities for after-school workshops.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,802	\$43,165
Mid-Range Teacher Salary	\$60,551	\$68,574
Highest Teacher Salary	\$76,281	\$89,146
Average Principal Salary (ES)	\$105,299	\$111,129
Average Principal Salary (MS)		\$116,569
Average Principal Salary (HS)	\$111,870	\$127,448
Superintendent Salary	\$232,300	\$234,382
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	5%

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

SOURCE: California Department of Education

Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

Title I Helping Disadvantaged Students Meet Standards
 Title I Homeless
 Title I Migrant Education
 Title II Improving Teacher Quality
 Title III Limited English Proficient Students
 Beginning Teacher Support and Assessment (BTSA)
 Extended Day Programs
 English Language Acquisition Program (ELAP)

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	6010.11	321.93	5688.18	67261.43
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			14.1	9.9
Percent Difference: School Site/ State			21.3	-4.9

* Cells with ◆ do not require data.

SOURCE: Information is provided by the school district and California Department of Education.

◆ no data required.