



El Dorado Elementary

1540 N. Lincoln St. • Stockton, CA 95204 • (209) 933-7175 • Grades K-8

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<http://edes-susd-ca.schoolloop.com/>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Stockton Unified School District

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District Governing Board

Gloria Allen
Andrea Burrise
Kathleen Garcia
Colleen Keenan
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Eliseo Dávalos, Ph.D.
Superintendent
Mr. Thomas Anderson
**Assistant Superintendent,
Educational Services**

Principal's Message

The School Accountability Report Card is to provide parents with information about our educational programs, academic achievement, materials, facilities, and staff.

Our mission is to provide every student with an educational foundation that will prepare them for higher education. Students will master critical academic and life skills in a safe learning environment that engages all students, fosters respect, reciprocal accountability and perseverance.

El Dorado will become an exceptional model for academic and behavioral excellence and promote a culture of daily celebration. We will develop a reputation as leaders for our collaborative efforts and commitment to providing all students with a high-quality, engaging learning environment that promotes the development of responsible and resourceful thinkers. Daily instructional time will provide students with academic freedom and fun and will be based on student centered goals. We are committed to developing school and community partnerships and will make all decisions based on student outcomes.

Our teachers provide instruction and assessment based on the California Common Core Standards and utilize the curriculum and resources adopted by the Stockton Unified School District as well as supplemental technology supported resources. The students at El Dorado Elementary School benefit from a number of programs and strategies designed to address their individual needs. We strive to provide all students with the optimal program that benefits their unique needs. We offer English language acquisition support, additional tutoring for at risk and our special needs population. We have a full time counselor and part-time therapist that provide support to students with their social-emotional development and attendance. Our staff is committed to working collaboratively with our parents and the community to provide our students with an opportunity to grow academically, socially and emotionally.

In an effort to create a culture of community and inclusion, El Dorado has implemented restorative practices school wide. This approach to student discipline is one that provides students with an opportunity to make amends when a mistake has been made and repair relationships when harm has been done. Restorative conferences and other interventions based on the principles of restorative practices are used as an alternative to suspension. This systematic approach to student misbehavior provides logical consequences and allows them to be welcomed back into the school community after harm has occurred. All members of the school community have a voice and the opportunity to be heard. Through daily/weekly "Classroom Circles", students build trust, develop healthy relationships and learn to communicate effectively with peers and adults. The goal is to keep kids in school and provide the support needed to shape positive behaviors.

We have a large library with books to support preschool to eighth grade students. We host several mobile computer labs that can be accessed in the classroom. All computers have supplemental and intervention programs available for students who require additional support in English Language Arts and Math.

We are focused on building our parent teacher association into a strong and important component of our school. It will be instrumental in helping us build a solid partnership with families, staff, and community members.

Kristin Buckenham, PRINCIPAL & Michelle Bello, Assistant 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 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
Kindergarten	93
Grade 1	61
Grade 2	61
Grade 3	61
Grade 4	79
Grade 5	65
Grade 6	65
Grade 7	55
Grade 8	59
Total Enrollment	599

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	19.4
American Indian or Alaska Native	3
Asian	2.2
Filipino	1.7
Hispanic or Latino	59.6
Native Hawaiian or Pacific Islander	0.2
White	9.7
Two or More Races	4.3
Socioeconomically Disadvantaged	84.1
English Learners	16.2
Students with Disabilities	10
Foster Youth	3.3

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			
El Dorado Elementary	14-15	15-16	16-17
With Full Credential	24	22	22
Without Full Credential	0	2	3
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
El Dorado Elementary	14-15	15-16	16-17
Teachers of English Learners	0	1	2
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	0	0	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.

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	97.2	2.8
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
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 2016-17)

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 16, 2016	
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 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 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)

El Dorado was built in 1977. Modernization was completed prior to the start of the 2010-2011 school year with the support of Measure C funds.

El Dorado School site has 25 classrooms to support our student population. We have a multipurpose room which supports our lunch program and school events. We had new heating and air conditioning units installed in 2008 and during the modernization in the 2009-2010 school year.

Our district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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: 6/14/2016				
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	boys/girls restrooms: crack on ceiling in girls restroom. Kitchen/Multi/Purpose: rips on walls in multipurpose. p 101: carpet torn p 104: missing floor tile and baseboard,cabinet door needs to be secured, asphalt ramp needs to be replace. rm 15: water stain on ceiling tile,internet outlet hanging needs to be secured. rm 21: rips on walls, internet outlet hanging needs to be secured. rm 5: rips on walls in multipurpose.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		rm 15: water stain on ceiling tile,internet outlet hanging needs to be secured. rm 21: rips on walls, internet outlet hanging needs to be secured.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			overall: paint peeling on facing in front of school building. rm 12: crack under flooring by door.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		p 104: missing floor tile and baseboard,cabinet door needs to be secured, asphalt ramp needs to be replace.
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

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	21	24	24	25	44	48
Math	13	15	18	21	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.

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	22	19	28	31	29	30	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	17.7	19.4	11.3
7	11.1	13	3.7

* 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	128	122	95.3	27.9
Male	64	62	96.9	30.7
Female	64	60	93.8	25.0
Black or African American	23	21	91.3	19.1
Hispanic or Latino	73	69	94.5	24.6
White	11	11	100.0	36.4
Socioeconomically Disadvantaged	94	88	93.6	25.0
English Learners	18	18	100.0	

* 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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	61	61	100.0	22.9
	4	86	84	97.7	20.2
	5	62	62	100.0	24.2
	6	59	59	100.0	18.6
	7	54	54	100.0	14.8
	8	63	61	96.8	41.0
Male	3	34	34	100.0	26.5
	4	43	42	97.7	23.8
	5	31	31	100.0	22.6
	6	32	32	100.0	12.5
	7	24	24	100.0	4.2
	8	32	31	96.9	45.2
Female	3	27	27	100.0	18.5
	4	43	42	97.7	16.7
	5	31	31	100.0	25.8
	6	27	27	100.0	25.9
	7	30	30	100.0	23.3
	8	31	30	96.8	36.7
Black or African American	4	16	14	87.5	21.4
	5	11	11	100.0	
	6	15	15	100.0	6.7
	8	12	11	91.7	27.3
Hispanic or Latino	3	40	40	100.0	20.0
	4	54	54	100.0	18.5
	5	36	36	100.0	16.7
	6	32	32	100.0	21.9
	7	32	32	100.0	12.5
	8	35	34	97.1	35.3
Socioeconomically Disadvantaged	3	49	49	100.0	20.4
	4	69	67	97.1	22.4
	5	47	47	100.0	21.3
	6	43	43	100.0	16.3
	7	41	41	100.0	12.2
	8	44	42	95.5	33.3
English Learners	4	11	11	100.0	

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					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	61	61	100.0	24.6
	4	84	83	98.8	19.3
	5	62	62	100.0	8.1
	6	59	59	100.0	11.9
	7	54	54	100.0	9.3
	8	54	54	100.0	9.3
Male	3	34	34	100.0	26.5
	4	43	42	97.7	23.8
	5	31	31	100.0	9.7
	6	32	32	100.0	6.3
	7	24	24	100.0	4.2
	8	24	24	100.0	4.2
Female	3	27	27	100.0	22.2
	4	41	41	100.0	14.6
	5	31	31	100.0	6.5
	6	27	27	100.0	18.5
	7	30	30	100.0	13.3
	8	30	30	100.0	13.3
Black or African American	4	15	14	93.3	21.4
	5	11	11	100.0	
	6	15	15	100.0	
Hispanic or Latino	3	40	40	100.0	25.0
	4	54	54	100.0	20.4
	5	36	36	100.0	5.6
	6	32	32	100.0	15.6
	7	32	32	100.0	9.4
	8	32	32	100.0	9.4
Socioeconomically Disadvantaged	3	49	49	100.0	24.5
	4	67	66	98.5	18.2
	5	47	47	100.0	4.3
	6	43	43	100.0	11.6
	7	41	41	100.0	7.3
	8	41	41	100.0	7.3
English Learners	4	11	11	100.0	9.1

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)

El Dorado School recognizes that parents and the community play an important role in the success and education of their students. We strive to provide our parents with a number of flexible and timely meetings with pertinent information regarding parent involvement, their child's achievement and the school's performance.

This includes, but is not limited to, the following:

Yearly Title I and Curriculum information during Parent Coffee Hour

Monthly Parent Coffee Hours

Monthly School Site Council (SSC) meetings

English Learner Parent Information Committee (ELPIC) meetings

School performance records and proficiency level expectations distributed after MAP results

Communication from teacher, including: weekly take-home folders, quarterly report cards, and oral communication from teacher- such as phone contact

Conference opportunities (at least two opportunities per year)

Interaction during after-school functions

PTA meetings

Parent Workshops

Wed-based information and School Messenger messages on school updates and daily attendance

El Dorado Elementary School has jointly developed with and distributed to parents of participating students, a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the California Common Core standards. The compact describes the following items in addition to items added by parents of Title I students.

The administration's responsibility to provide a safe and secure campus.

The teacher's responsibility to provide high-quality curriculum and instruction.

The parent's responsibility to support their child's learning.

The student's responsibility to take an active role in their own education.

The importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

Parents and community members who wish to become a part of the school community and participate are encouraged to call the school's 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

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, also called Readiness and Emergency Management for Schools (REMS), is updated annually and reviewed by all staff, helps to provide a secure, peaceful and clean environment for the school community. The school's REMS plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, campus safety assistant, teachers, site administrators and other school staff as assigned provide supervision for students before and during school. The playground is safe for all students and well supervised during recess time by certificated and classified staff. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	11.0	12.1	9.8
Expulsions Rate	0.0	0.1	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	10.1	9.4	9.4
Expulsions Rate	0.1	0.1	0.1
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	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.50
Social Worker	0.10
Nurse	0.20
Speech/Language/Hearing Specialist	0.25
Resource Specialist	1.20
Other	1.5
Average Number of Students per Staff Member	
Academic Counselor	0

* 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	19	18	24	2	4	0	4	2	3			0
1	20	20	31	2	2	0	2	2	2			0
2	26	18	30	1	2	0	3	2	2			0
3	31	22	31		1	0	3	3	2			0
4	22	28	24	1		0	2	3	3			0
5	27	31	32	1		0	2	2	2			0
6	19	20	30	2	2	0	2	2	2			0
Other	17			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	20	23	23	1				1	1			
Mathematics	31	16	16		1	1	1					
Science												
Social Science												

* 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

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASPP state assessment implemented in spring of 2015.

Professional development in the common core standards and units of study instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2014-2015 and two are planned for 2015-2016. Additionally, teachers at El Dorado School engaged in a minimum of 1 full day of collaboration each quarter during the 2015-2016 school year. These collaboration sessions focused on Common Core grade level priority standards, development of common formative assessments, student outcomes with evidence, and continued development of and clarification of our shared vision of success. Onsite coaching is provided for all teachers. We will continue providing full day collaboration sessions for all teachers during the 2016-2017 school year. These sessions will focus on the data teams process.

On-going teacher support is provided through site-based ELA and Math coaching, staff PLC collaboration meetings, and data team meetings.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,226	\$45,092
Mid-Range Teacher Salary	\$64,239	\$71,627
Highest Teacher Salary	\$80,927	\$93,288
Average Principal Salary (ES)	\$107,767	\$115,631
Average Principal Salary (MS)		\$120,915
Average Principal Salary (HS)	\$115,639	\$132,029
Superintendent Salary	\$230,000	\$249,537
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	5%	5%

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

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 (B TSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6000.51	962.62	5037.89	70951.56
District	◆	◆	6920.96	\$65,674
State	◆	◆	\$5,677	\$75,837
Percent Difference: School Site/District			-27.2	-8.3
Percent Difference: School Site/ State			-19.6	-13.7

* Cells with ◆ do not require data.

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.