



John F. Kennedy Elementary

630 Ponce de Leon Ave • Stockton, CA 95210 • (209) 933-7225 • Grades K-8

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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**

Vision

Team Kennedy - Empowering students to be critical thinkers and problem solvers.

Mission Statement

The mission of the Kennedy Community is to cultivate life-long learners, responsible and caring citizens, and critical thinkers. We believe in the development of the whole child and celebrating growth. We are committed to the inclusion of project based learning, 21st century skills, and social awareness.

School Goals

- Ensure the safety of all members of the Kennedy Community
- Provide quality, rigorous instruction for all students
- Increase parent/community involvement to support student learning

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	94
Grade 1	57
Grade 2	59
Grade 3	43
Grade 4	64
Grade 5	60
Grade 6	55
Grade 7	36
Grade 8	32
Total Enrollment	500

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	22.8
American Indian or Alaska Native	1.6
Asian	20.2
Filipino	6.4
Hispanic or Latino	41.6
Native Hawaiian or Pacific Islander	0.4
White	4
Two or More Races	3
Socioeconomically Disadvantaged	81.8
English Learners	23.2
Students with Disabilities	11.4
Foster Youth	0.6

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			
John F. Kennedy Elementary	14-15	15-16	16-17
With Full Credential	21	23	25
Without Full Credential	0	0	1
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			
John F. Kennedy Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	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)

Our school is not in good repair, according to the criteria established by the Office of Public School Construction. Some of our deficiencies are critical, or may be widespread. Maintenance or minor repairs are required in several areas. We scored between 75 and 90 percent on the 15 categories of our evaluation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/13/2016

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		Multi/purpose kitchen: broken floor tile, hole on west wall. p-23: broken floor tile, internet outlethanging needs to be secured to wall. p-29: stained ceiling tile, countertop damage rm 2: missing baseboard.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				p-23: broken floor tile, internet outlethanging needs to be secured to wall.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				rm 17: paint peeling on ceiling
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				overall: portable exterior wood rot, asphalt around portable in bad condition.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				overall: portable exterior wood rot, asphalt around portable in bad condition.
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	21	24	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.

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	97	92	94.9	48.9
Male	45	41	91.1	63.4
Female	52	51	98.1	37.3
Black or African American	19	19	100.0	21.1
Asian	22	20	90.9	65.0
Hispanic or Latino	39	38	97.4	52.6
Socioeconomically Disadvantaged	69	65	94.2	38.5
English Learners	17	14	82.4	42.9

* 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.

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	32	19	49	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	21	16.1	3.2

* 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.

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	51	46	90.2	30.4
	4	68	66	97.1	16.7
	5	63	61	96.8	32.8
	6	65	62	95.4	14.5
	7	37	33	89.2	15.2
	8	34	33	97.1	39.4
Male	3	29	25	86.2	28.0
	4	41	40	97.6	17.5
	5	32	30	93.8	33.3
	6	29	29	100.0	17.2
	7	15	13	86.7	15.4
	8	13	12	92.3	25.0
Female	3	22	21	95.5	33.3
	4	27	26	96.3	15.4
	5	31	31	100.0	32.3
	6	36	33	91.7	12.1
	7	22	20	90.9	15.0
	8	21	21	100.0	47.6
Black or African American	3	15	14	93.3	7.1
	4	15	14	93.3	
	5	14	14	100.0	21.4
	6	20	18	90.0	11.1
Asian	5	12	11	91.7	36.4
	6	11	11	100.0	
Hispanic or Latino	3	22	21	95.5	47.6
	4	33	33	100.0	24.2
	5	23	22	95.7	40.9
	6	23	22	95.7	27.3
	7	17	15	88.2	13.3
	8	16	16	100.0	43.8
Socioeconomically Disadvantaged	3	40	35	87.5	28.6
	4	54	52	96.3	11.5
	5	45	44	97.8	22.7
	6	45	42	93.3	14.3
	7	27	24	88.9	16.7
	8	24	23	95.8	34.8

**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
English Learners	3	15	11	73.3	27.3
	4	12	11	91.7	9.1

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	51	47	92.2	38.3
	4	68	67	98.5	31.3
	5	63	62	98.4	22.6
	6	66	63	95.5	14.5
	7	38	34	89.5	8.8
	8	38	34	89.5	8.8
Male	3	29	26	89.7	42.3
	4	41	41	100.0	34.1
	5	32	31	96.9	29.0
	6	29	29	100.0	10.3
	7	15	13	86.7	15.4
	8	15	13	86.7	15.4
Female	3	22	21	95.5	33.3
	4	27	26	96.3	26.9
	5	31	31	100.0	16.1
	6	37	34	91.9	18.2
	7	23	21	91.3	4.8
	8	23	21	91.3	4.8
Black or African American	3	15	14	93.3	7.1
	4	15	14	93.3	14.3
	5	14	14	100.0	7.1
	6	21	19	90.5	5.6
Asian	5	12	11	91.7	45.5
	6	11	11	100.0	9.1

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
Hispanic or Latino	3	22	21	95.5	47.6
	4	33	33	100.0	36.4
	5	23	23	100.0	21.7
	6	23	22	95.7	22.7
	7	17	15	88.2	6.7
	8	17	15	88.2	6.7
Socioeconomically Disadvantaged	3	40	36	90.0	36.1
	4	54	53	98.2	24.5
	5	45	44	97.8	11.4
	6	46	43	93.5	7.1
	7	28	25	89.3	8.0
	8	28	25	89.3	8.0
English Learners	3	15	12	80.0	8.3
	4	12	12	100.0	8.3

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Our school recognizes that parents and the community play an important role in the success and education of their students. Kennedy has established partnerships with community businesses and organizations to increase parent participation. The school offers several opportunities and programs to encourage parent involvement. After School Programs: The Step-Up Program is in full swing from the first day of school to the last day of school. Students are tutored with the assistance of the program supervisors. They are fed healthy snacks and participate in exercise daily. Students enjoy activities that relate to school as well as opportunities to sing, dance, create, and play cooperatively. Working together the SSC and ELPIC parent committees of Kennedy School advise the principal about the instructional programs, resources, and ways to offer the absolute best for their children. The School Site Council reviews and develops the School Plan for Student Achievement as well as oversees the school budget. Kennedy teachers stay in close contact with parents on a regular basis to keep them apprised of their child's progress. When necessary, however, the Principal, Counselor, Program Specialist, and teachers, hold CARE Team meetings to provide student interventions and Student Success Team conferences for all students who are at risk for retention and/or need additional behavioral or educational support. Students who are identified as having difficulties in the classroom, irregular attendance, behavior and academic struggles may also meet with this team alongside their classroom teachers to identify strategies and solutions that will diminish obstacles to student success. In addition, parents are welcome to volunteer in the classroom, help with student supervision, and participate in family and student events. Monthly Parent Coffee Hours are the first Friday of each month and the Child Abuse Prevention Council (CAPC) also has parenting classes every two weeks on Tuesday mornings for interested parents. Kennedy School also hosts the SUSD Parent Academies parents that are seeking effective ways to help their child be successful in class.

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. Each year a deep cleaning process occurs during the close of school, either during the summer or other extended breaks. 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. This year parents will also be given the opportunity to review the REMS plan at our monthly Parent Coffee Hour in January. A site review with the district Internal Evaluation Instrument (IEI) occurs annually. A comprehensive Readiness and Emergency Management for Schools document helps to provide a safe 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 monthly basis. This plan was updated in December 2015 and reviewed by the faculty at the August 2016 and January 2017 staff meeting. Kennedy staff members are also being trained on Share 911 at their staff meeting in October 2016 to ensure effective communication in the event of an emergency. The principal is certified in the national REMS guidelines and procedures. Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators, the Campus Security Assistant and school staff provide supervision for students before, during, and after school. The playground is safe for all students. All visitors must sign in at the office, receive proper authorization to be on campus, and must display their Visitor Badge or Volunteer Identification at all times. There is a crossing guard in front of the school and on the corner of El Dorado and Ponce de Leon so that students can walk safely to and from home. Parents are not allowed to drop off students in the staff parking lot due to safety concerns. Outside gates are to remain locked during school hours thus requiring visitors to enter and sign-in through the front office.

In an effort to improve safety, John F. Kennedy School is partnering with the City of Stockton and the SAFE Moves program to improve safety for students on the way to and from school. Parents, teachers, and students learn about the real and perceived dangers in the community and then are given an opportunity to problem solve with the City of Stockton to increase the safety of students. Finally, Kennedy School is one of 2 elementary schools in SUSD that was selected to participate in Project Prevent, a grant from the U.S. Department of Education. Project Prevent is school wide and focuses on reducing the cycle of violence and address trauma in the lives of students. The effectiveness of the grant will be measured by the Healthy Kids Survey, discipline data, and the number of students receiving mental health services.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	9.1	11.0	12.1
Expulsions Rate	0.0	0.2	0.5
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	2004-2005	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	0.33
Social Worker	0.06
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
Other	2.0
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	12	13	24	8	5	0			3			0
1	18	18	30	2	2	0	2	2	2			0
2	17	22	30	2	1	0	2	2	2			0
3	32	25	22		1	0	1	2	2			0
4	12	19	31	3	2	0	1	2	2			0
5	18	16	27	1	2	0	1	1	2			0
6	15	17	27	3	2	0	1	1	2			0
Other	26			1			1					

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	17	9	9	1	2	2						
Mathematics	25						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 to be implemented in spring of 2016. Teachers also attended a one day follow-up training in 2015-2016. Additionally, onsite coaching is provided.

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

In addition, a team of teachers across grade levels wrote and received a grant to integrate Writing and Science so that students would have more experience reading and writing about non-fiction texts in order to better align instruction with the CAASPP and MAP Science assessments. The team of teachers coached, provided PD and modeled lessons using the writing strategies and providing hands on experiences in the Science Room in 2015-2016. The team of teachers also took STEM classes at the San Joaquin County Office of Education to develop content knowledge and help assist their peers with the new Next Generation Science Standards. Teachers are supported by the Kennedy Science Writing Team, the coach, and the administrator.

John F. Kennedy School is one of 3 pilot schools that is focusing on Executive Functions. Lead teachers present strategies and lessons to develop EF skills at staff meetings. The teachers do pre and post BRIEFS or Behavior Rating Inventory of Executive Function on a group of students to see if the lessons are effective in addition to using MAP and SBAC results. The teachers are supported by a school psychologist, lead EF teachers, and the administrator.

In 2015-2016 the 7/8th grade teachers and AVID Coordinator and school counselor went to professional development provided by AVID and attended the Summer AVID Institute. In 2016-2017 the 7/8th grade teachers, AVID Coordinator and administrator are continuing to receive staff development through the district and AVID. Teachers also collaborate onsite about how to best utilize the WICOR strategies and implement the components on the AVID program. Teachers receive support from the onsite AVID coordinator, coach, and administrator.

In the summer of 2016 members of the Leadership Team attended the Solution Tree At Work PLC Conference and provided PD to the rest of the staff in Aug. and Sept. of 2016. Members of the Science Writing Team went to PBL Word to learn about project based learning. About 9 teachers went to a 3 day summer institute for Project Lead the Way to begin implementation of the program in 2016-2017.

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 (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 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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6400.66	1278.06	5122.60	74995.15
District	◆	◆	6920.96	\$65,674
State	◆	◆	\$5,677	\$75,837
Percent Difference: School Site/District			-26.0	-3.0
Percent Difference: School Site/ State			-13.1	-10.8

* Cells with ◆ do not require data.