

King Elementary

2640 East Lafayette St. • Stockton, CA 95205 • (209) 933-7230 • Grades K-8

Connie Fabian, Principal
cfabian@stocktonusd.net
www.stocktonusd.net/King

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



Stockton Unified School District

701 North Madison St.
Stockton, CA 95202-1634
(209) 933-7000
www.stocktonusd.net

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**

School Description

Martin Luther King, Jr. Elementary sits in the southeast Stockton community. The school has a little over 1,000 students in grades K-8th. We also have a Transitional Kindergarten class. The population includes 46% English Learners.

Our vision at Martin Luther King, Jr. Elementary, is for all members of the school to work together to ensure that students have the 21st Century Skills necessary to compete in the future Global Market. Students have the opportunity to participate and are successful in a highly engaging and enriching learning environment.

Our mission is to empower students to reach their highest potential, inspire excellence, and engage members of the school community in an effort to enhance the students' academic excellence. In our Guiding Principals, we strive to achieve the following:

- Demonstrate our Tribes Agreements of Mutual Respect, Attentive Listening, Appreciation, and No Put-Downs.
- Use rigorous, challenging standards-based instructional programs and practices that ensure all students attain academic proficiency.
- Provide a safe and structured learning environment.
- Establish and maintain partnerships with businesses and social service agencies in order to fully meet the students' needs, e.g., academic, social, psychological, etc.
- Immerse students in a variety of learning experiences through all learning styles.
- Build students' self-esteem to ensure they become self-reliant, confident, productive citizens.
- Ensure that parents work closely with the staff to ensure they are active participants in their child's education at school and at home.

Our school incorporates many safety net strategies and programs to ensure students have the most optimal learning environment possible. Our school goals include:

1. Every child by the end of 3rd grade will read and comprehend at the proficient level.
2. Every child by the end of the 9th grade will demonstrate mastery of Algebra concepts and application.
3. All English Learners will move up one performance band each year and will be reclassified before leaving King School.
4. All teachers will collaborate together weekly in a professional structure to ensure that all students achieve academic success.

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	142
Grade 1	114
Grade 2	110
Grade 3	101
Grade 4	123
Grade 5	100
Grade 6	101
Grade 7	90
Grade 8	95
Total Enrollment	976

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	1.3
Asian	2
Filipino	0.2
Hispanic or Latino	90.9
Native Hawaiian or Pacific Islander	0
White	0.9
Two or More Races	0.6
Socioeconomically Disadvantaged	81.7
English Learners	47.2
Students with Disabilities	7.8
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			
King Elementary	14-15	15-16	16-17
With Full Credential	33	34	34
Without Full Credential	1	1	2
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			
King Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	1	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	98.0	2.0
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 meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected:

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			P-53: entrance door-paint, carpet needs stretching, cover plate missing- south wall p-59: baseboard-east wall, cover plates missing- north&east walls, ceiling tiles stains, hole and rip domtar-repair east&south walls
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical		X			P-53: entrance door-paint, carpet needs stretching, cover plate missing- south wall p-59: baseboard-east wall, cover plates missing- north&east walls, ceiling tiles stains, hole and rip domtar-repair east&south walls
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				P-53: entrance door-paint, carpet needs stretching, cover plate missing- south wall
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	24	24	24	25	44	48
Math	17	19	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	28	30	24	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	16.2	24.2	15.2
7	22.5	14.6	14.6

* 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	195	192	98.5	24.0
Male	83	81	97.6	32.1
Female	112	111	99.1	18.0
Hispanic or Latino	177	174	98.3	24.7
Socioeconomically Disadvantaged	126	123	97.6	16.3
English Learners	51	50	98.0	

* 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	97	96	99.0	19.8
	4	121	120	99.2	15.1
	5	100	99	99.0	19.2
	6	100	97	97.0	23.7
	7	93	92	98.9	27.2
	8	95	94	99.0	43.0
Male	3	50	49	98.0	22.4
	4	68	68	100.0	10.3
	5	44	43	97.7	27.9
	6	52	49	94.2	18.4
	7	53	52	98.1	15.4
	8	39	39	100.0	47.4
Female	3	47	47	100.0	17.0
	4	53	52	98.1	21.6
	5	56	56	100.0	12.5
	6	48	48	100.0	29.2
	7	40	40	100.0	42.5
	8	56	55	98.2	40.0
Hispanic or Latino	3	90	89	98.9	19.1
	4	111	111	100.0	14.6
	5	93	92	98.9	18.5
	6	86	83	96.5	19.3
	7	86	86	100.0	26.7
	8	84	83	98.8	43.9
Socioeconomically Disadvantaged	3	71	70	98.6	14.3
	4	82	82	100.0	12.2
	5	66	65	98.5	15.4
	6	75	74	98.7	21.6
	7	68	67	98.5	31.3
	8	60	60	100.0	37.3
English Learners	3	39	39	100.0	2.6
	4	47	47	100.0	
	5	29	28	96.5	
	6	36	34	94.4	2.9
	7	24	24	100.0	
	8	22	22	100.0	4.5

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	97	96	99.0	32.3
	4	121	120	99.2	16.0
	5	100	99	99.0	19.2
	6	100	98	98.0	14.3
	7	93	92	98.9	19.6
	8	93	92	98.9	19.6
Male	3	50	49	98.0	36.7
	4	68	68	100.0	17.6
	5	44	43	97.7	30.2
	6	52	50	96.2	12.0
	7	53	52	98.1	11.5
	8	53	52	98.1	11.5
Female	3	47	47	100.0	27.7
	4	53	52	98.1	13.7
	5	56	56	100.0	10.7
	6	48	48	100.0	16.7
	7	40	40	100.0	30.0
	8	40	40	100.0	30.0
Hispanic or Latino	3	90	89	98.9	32.6
	4	111	111	100.0	15.4
	5	93	92	98.9	19.6
	6	86	84	97.7	14.3
	7	86	86	100.0	18.6
	8	86	86	100.0	18.6
Socioeconomically Disadvantaged	3	71	70	98.6	27.1
	4	82	82	100.0	18.3
	5	66	65	98.5	15.4
	6	75	75	100.0	13.3
	7	68	67	98.5	20.9
	8	68	67	98.5	20.9
English Learners	3	39	39	100.0	12.8
	4	47	47	100.0	
	5	29	28	96.5	
	6	36	35	97.2	2.9
	7	24	24	100.0	
	8	24	24	100.0	

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)

King Elementary School believes that parents and the community play an important role in the education of our students. The School Site Council (SSC), Parent Teacher Organization (PTO), and the English Learner Parent Involvement Committee (ELPIC) meet regularly throughout the school year to make decisions on behalf of the children at King School. The SSC reviews and advises on the school's budget and support personnel for the school. The ELPIC provides an opportunity for parents of English Learners to meet together and learn more about the curriculum and programs provided at King Elementary School to assist English Learners in becoming proficient in English, achieve at high levels in core academic subjects, meet challenging state academic content and achievement standards expected of all students. The PTO organizes fund raisers and activities for students and teachers.

In our Parent Compact, we ask that parents bring their children to school daily and on time, assist their child in using the planner or weekly folders in Grades K-8, attend Family Literacy and Math nights, Back to School nights, model the Tribes agreements of showing mutual respect to all teachers, school staff, and other parents, and monitor their child's academic progress.

Parents are encouraged to visit their child's classroom. Before visiting, parents must sign in at the office. Each teacher is required to select a room parent for the school year. This "room parent" assists the teacher with activities, student centers, and field trips. This parent serves as a liaison between the teacher and the parents of the classroom. A Coffee Hour is held in the King Family Center every Wednesday morning, where parents are encouraged to come and discuss various issues, such as children's health and safety. It is also an open forum with the principal to discuss any concerns or answer any questions for parents. A variety of community resource agencies and our support staff provide workshops for our parents. The topics are selected by an annual parent interest survey. Additionally, classes are held daily in the King Family Center. Classes include computers, English as a Second Language (ESL), nutrition, health, exercise, financial planning, and basic parenting skills. King School parents are trainers for the "Parenting Partners" curriculum and they hold sessions every Monday morning.

King Elementary School has a medical clinic on campus open 5 days a week Monday-Friday, 1-5 p.m. Anyone in the community parents, neighbors, and students have access to the clinic for minor health care needs. In addition, WIC meets monthly with parents and community. These medical provisions have helped form an active bond between the school and the community. A parent calendar is sent home monthly with the King Family Center parent activities and a weekly parent bulletin goes home explaining school and classroom student activities.

Parents who wish to participate in King Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Connie M. Fabian, Principal, or Cindy Martel, parent liaison at (209) 933-7230.

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. Additionally, the Head custodian and the Principal inspect the grounds and report through a monthly safety inspection to the district's Risk Management Department. The school has 1 daytime custodian and 2.5 nighttime custodians to maintain a campus of 1003 students.

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 is revised annually in July prior to the opening of the new school year by the school's administration. Training on the plan is provided to all staff at the "Beginning of the Year" staff meeting. Continuous training takes place at staff meetings monthly where staff discusses emergency drills and table top discussions on topics related to student and staff safety. A new program called, "Share 911" has been incorporated into our safety plan. The program allows teachers to be alerted and communicate via phone or computer.

Alongside a Positive Behavior Intervention and Support(PBIS) plan addendum the safety plan helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted monthly.

Emergency Preparedness kits are maintained and available in each teaching area, offices, and library. Communication radios have been purchased for yard duty, each teaching academy, office, library, and administration offices. Every effort is made to ensure students are monitored while on campus throughout the school day. There are 6 yard supervisors, 2 campus safety assistants, 1 full-time counselor, teachers, 2 site administrators and other school staff that provide supervision for students before, during, and after school. The playground is monitored by the staff to ensure that it is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times. The school gates are locked during the day after school begins and reopened during school dismissal. The school district installed a security fence limiting access to the campus and allowing entrance only by coming through the office in 2012-13. We are set to get a camera upgrade during the 16-17 school year.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	3.0	3.0	2.0
Expulsions Rate	0.1	0.0	0.1
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)	0.43
Psychologist	0.33
Social Worker	0.06
Nurse	0.4
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	18	21	24	11	5	0		6	5			0
1	29	28	29			0	7	3	4			0
2	31	29	28		1	0	5	7	4	2		0
3	25	28	34	2	1	0	4	6	1			2
4	24	26	31	2	2	0	1	1	4	3	3	0
5	25	24	33	1	2	0	2	1	1	1	3	2
6	25	24	34	2	1	0	3	3	0	2	1	3
Other		33									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		22	22		2	2		1	1			
Mathematics	38	31	31					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

Professional development for staff is decided upon the school's goals set by the staff and based off data. Over the past 3 years, trainings have been specific in learning technology programs that support students learning, e.g. ST Math, Compass Learning, and Imagine Learning. Teachers have also been trained in depth in establishing and working together in Professional Learning Community Teams. Teachers collaborate weekly in grade level to analyze data, plan, set goals, and prioritize learning. Our goal is to collaborate at least 1 a quarter in vertical teams to create a bridge in learning across grade levels.

On-going teacher coaching and training is provided by our Instructional coach and Program Specialist in content areas. Our administration works with a committee of teachers and parents in Positive Behavioral Intervention training and implementation.

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	5076.06	519.67	4556.39	72442.61
District	♦	♦	6920.96	\$65,674
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			-34.2	-6.3
Percent Difference: School Site/ State			-21.4	-12.1

* Cells with ♦ do not require data.