

Rio Calaveras Elementary

1819 East Bianchi Rd. • Stockton, CA 95210 • (209) 933-7270 • Grades K-8

Gina Hall, Principal

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<http://www.stocktonusd.net/RioCalaveras>

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

I am proud to be the principal of Rio Calaveras Elementary School, a community of dedicated, knowledgeable professionals, responsible, smart students, and caring, concerned parents.

The staff, students, and parents collaborate to ensure a challenging curriculum, high academic standards, and a safe school environment for our students. Our students have worked hard to continue improving and excelling on state testing. We are proud to continue our tradition of excellence in education and continue to hold high expectations for all of our students in academics and behavior. With the Common Core State Standards Rio is continuing to provide students with a Rigorous Curriculum Design and differentiate our instruction to meet student needs. We are excited to be able to participate in the new Standards and encouraged by the rigorous instruction it allows us to provide.

Rio Calaveras Elementary School students participate in a number of contests such as Academic Pentathlon, and Young Author's Fair, winning numerous awards. The community and our students' families attend Orientation Day, Academic Achievement Assemblies, a Spring Open House, Multicultural Fair, Literacy Night, Science Night, our annual Fun Run, Kennedy Games, Parent Dinners, parent meetings and other family functions.

Gina Hall, PRINCIPAL

MISSION STATEMENT:

Rio Calaveras School provides academic programs that reflect high expectations for all students in a positive learning environment. Academic programs focus on mastery of the standards and build critical thinking skills through rigorous, engaging and evolving curriculum.

As a community of students, teachers, parents, staff and supporters, we will have a positive impact in the future of our community.

VISION STATEMENT

Rio Calaveras Elementary School provides academic programs that reflect high expectations for all students in a positive learning environment. Programs focus on master of the standards through rigorous, challenging and evolving curriculum. Students are inspired to become self-directed, goal oriented, creative problem solvers and life-long learners. Students are encouraged to become active citizens who pursue their passions to positively affect society.

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	120
Grade 1	94
Grade 2	93
Grade 3	124
Grade 4	125
Grade 5	130
Grade 6	120
Grade 7	97
Grade 8	115
Total Enrollment	1,018

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.5
American Indian or Alaska Native	1.2
Asian	31.1
Filipino	6.1
Hispanic or Latino	43.4
Native Hawaiian or Pacific Islander	1
White	5.9
Two or More Races	2.8
Socioeconomically Disadvantaged	83
English Learners	22.8
Students with Disabilities	5.5
Foster Youth	0.3

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			
Rio Calaveras Elementary	14-15	15-16	16-17
With Full Credential	36	37	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			
Rio Calaveras Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>FOSS (Full Option Science System) Adopted in 2007</p> <p>CK-12 Earth Science Adopted in 2016</p> <p>CK-12 Life Science Adopted in 2016</p> <p>CK-12 Physical Science Adopted in 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>K-5 Scott Foresman Adopted in 2006</p> <p>6-8 Glencoe: Discovering Our Past Adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Each school site has classrooms, a multipurpose room, a library and an administration building. The number of classrooms at each school site varies, depending on enrollment and available space. Rio Calaveras School is a fairly new school site. It was built in 1999.

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: 8/2/2016				
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	a-8: crack on floor tile. boys and girls restroom: hole in ceiling boys & girls restroom. By A-1 e-9: rips on carpet. f-1: rips on walls
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			e-4: extension cord running under rug.
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: asphalt by playgrounds lifting.
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	43	46	24	25	44	48
Math	42	48	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	49	59	54	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	17.3	18.1	44.9
7	12.6	30.5	43.2

* 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.

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	246	243	98.8	53.5
Male	141	141	100.0	55.3
Female	105	102	97.1	51.0
Black or African American	25	24	96.0	41.7
Asian	78	77	98.7	68.8
Filipino	14	14	100.0	64.3
Hispanic or Latino	99	99	100.0	43.4
White	19	19	100.0	63.2
Socioeconomically Disadvantaged	92	90	97.8	43.3
English Learners	35	35	100.0	20.0

* 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	125	123	98.4	46.7
	4	133	130	97.7	43.1
	5	128	127	99.2	48.0
	6	119	117	98.3	46.5
	7	97	95	97.9	47.9
	8	118	118	100.0	44.9
Male	3	56	56	100.0	41.8
	4	76	74	97.4	39.2
	5	73	73	100.0	50.7
	6	60	59	98.3	41.4
	7	54	53	98.2	45.3
	8	68	68	100.0	35.3
Female	3	69	67	97.1	50.8
	4	57	56	98.3	48.2
	5	55	54	98.2	44.4
	6	59	58	98.3	51.7
	7	43	42	97.7	51.2
	8	50	50	100.0	58.0
Black or African American	4	23	22	95.7	36.4
	5	12	12	100.0	25.0
	6	16	15	93.8	33.3
	8	13	13	100.0	23.1
Asian	3	45	44	97.8	50.0
	4	41	40	97.6	52.5
	5	40	39	97.5	64.1
	6	36	36	100.0	61.1
	7	26	26	100.0	46.1
	8	38	38	100.0	63.2
Hispanic or Latino	3	47	46	97.9	35.6
	4	53	52	98.1	34.6
	5	53	53	100.0	41.5
	6	50	49	98.0	33.3
	7	43	43	100.0	47.6
	8	46	46	100.0	37.0
White	3	11	11	100.0	72.7
	5	12	12	100.0	41.7

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
Socioeconomically Disadvantaged	3	55	53	96.4	40.4
	4	73	70	95.9	41.4
	5	52	51	98.1	47.1
	6	49	48	98.0	27.1
	7	40	38	95.0	37.8
	8	40	40	100.0	20.0
English Learners	3	27	27	100.0	7.4
	4	18	18	100.0	22.2
	5	19	19	100.0	10.5
	8	16	16	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	125	123	98.4	57.7
	4	133	130	97.7	46.1
	5	128	127	99.2	48.8
	6	119	117	98.3	43.6
	7	97	95	97.9	52.6
	8	97	95	97.9	52.6
Male	3	56	56	100.0	62.5
	4	76	74	97.4	46.0
	5	73	73	100.0	57.5
	6	60	59	98.3	44.1
	7	54	53	98.2	47.2
	8	54	53	98.2	47.2
Female	3	69	67	97.1	53.7
	4	57	56	98.3	46.4
	5	55	54	98.2	37.0
	6	59	58	98.3	43.1
	7	43	42	97.7	59.5
	8	43	42	97.7	59.5

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
Black or African American	4	23	22	95.7	36.4
	5	12	12	100.0	8.3
	6	16	15	93.8	33.3
Asian	3	45	44	97.8	59.1
	4	41	40	97.6	55.0
	5	40	39	97.5	66.7
	6	36	36	100.0	55.6
	7	26	26	100.0	61.5
	8	26	26	100.0	61.5
Hispanic or Latino	3	47	46	97.9	47.8
	4	53	52	98.1	38.5
	5	53	53	100.0	47.2
	6	50	49	98.0	28.6
	7	43	43	100.0	46.5
	8	43	43	100.0	46.5
White	3	11	11	100.0	90.9
	5	12	12	100.0	50.0
Socioeconomically Disadvantaged	3	55	53	96.4	50.9
	4	73	70	95.9	38.6
	5	52	51	98.1	47.1
	6	49	48	98.0	22.9
	7	40	38	95.0	47.4
	8	40	38	95.0	47.4
English Learners	3	27	27	100.0	14.8
	4	18	18	100.0	11.1
	5	19	19	100.0	21.1

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)

Our school recognizes that parents and the community play an important role in the success and education of their students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement:

After School Programs

Counseling services when available

English Language Advisory Committee (ELAC)
English Language Learner instruction and support (ELD)
Parent/Student conferences when possible
Parent/Teacher organizations –PTA
School Site Council (SSC)

The school believes that the parents and guardians can support the learning environment of the school and their students by:

Monitoring student attendance
Monitoring completion of student homework
Monitoring and regulating television viewing and gaming
Participating in the decision making process in school organizations and committees
Planning and participating in activities at home that support classroom learning
Volunteering in the classroom
Monitoring student dress based on Uniform and Dress Code
Monitor and encourage nightly reading
Being involved with our PTA and school sponsored events

Parents and community members who wish to become a part of the school community and participate should 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 a 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. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, which was reviewed by our teachers on August 11, 2015 and our School Site Council on May 27, 2015, 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 on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The playground 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.

Our staff and students are trained in emergency operations through drills and table top exercises as well as classroom discussions. Students are informed of expectations during each drill by their teachers prior to us having the drills and are reminded each time they are repeated. Our staff is trained at staff meetings and we have practice drills monthly.

Our staff and students participate in a Positive Behavior Plan across all grade levels at Rio Calaveras. Students are taught lesson that provide them with expectations for behavior in the classroom and all common areas such as playgrounds, bathrooms, halls, and cafeteria at the beginning of every school year. Expectations are taught and practiced over the first two weeks of each new school year and reviewed with students by classroom teachers when we return from every school break. The three tenets for behavior at Rio Calaveras are Safe, Respectful and Responsible. Our mascot is a river otter and our students earn "Otter Be Awesome" tickets for good behavior that goes into a weekly drawing for prizes. Rio has had very little instances where we have had to call in the authorities since implementing this plan. This plan is reviewed annually with teachers, staff, students and parents and throughout the year as needed.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	9.5	8.0	7.9
Expulsions Rate	0.0	0.0	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	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	

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)	0.62
Psychologist	0.33
Social Worker	0.06
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist	1.40
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	20	24	24	8		0		5	4			0
1	30	28	31		1	0	6	3	3		1	0
2	26	29	31	1		0	5	6	3			0
3	31	31	31			0	4	4	3		1	0
4	27	31	32	1		0	4	4	4		1	0
5	26	30	32	1		0	1	3	3	2	2	0
6	23	30	31	2	1	0	2		4	2	3	0
Other	32						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	7	23	23	2				1	1			
Mathematics	33	30	30				2	2	2	2	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

Teachers collaborate within their grade levels and with grade levels above and below them for 6 hours per month. This collaboration centers around data and instructional strategies. We are working on Professional Learning Community collaboration because it allows us to come together and work interdependently to serve our students needs. We are participating in on-going training related to the PLC process through the PLC Team who attended the conference and brought back the information to train the rest of our staff. Training is held before school, and teachers are supported through in-class and out of class coaching, planning and following the coaching model as well as supported by our Program Specialist in all areas of the curriculum. Our teachers meet 4 times per month to complete the training and collaboration related to PLC's.

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/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4890.86	483.63	4407.23	76105.05
District	♦	♦	6920.96	\$65,674
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			-36.3	-1.6
Percent Difference: School Site/ State			-25.8	-8.1

* Cells with ♦ do not require data.

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.