



Fillmore Elementary

2644 E. Poplar St. • Stockton, CA 95205 • (209) 933-7185 • Grades K-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Stockton Unified School District

701 North Madison St.
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District Governing Board

Cecilia Mendez
Andrea Burrise
Kathleen Garcia
Lange P. Luntao
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Dan Wright, Acting Superintendent
Superintendent
Dr. Ward Andrus
**Assistant Superintendent,
Educational Services**

School Description

Vision

Fillmore creates an environment that supports and encourages forward movement for all.

Mission:

Our Fillmore Family is a positive learning community that works collaboratively with all stakeholders to maintain a respectful and rigorous environment promoting student achievement.

Tamara Pronoitis, 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.

| 2016-17 Student Enrollment by Grade Level | |
|-------------------------------------------|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 93 |
| Grade 1 | 83 |
| Grade 2 | 84 |
| Grade 3 | 86 |
| Grade 4 | 101 |
| Grade 5 | 85 |
| Grade 6 | 91 |
| Grade 7 | 91 |
| Grade 8 | 87 |
| Total Enrollment | 801 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 3.5 |
| American Indian or Alaska Native | 0.6 |
| Asian | 4.6 |
| Filipino | 0.2 |
| Hispanic or Latino | 80.8 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 8.5 |
| Two or More Races | 1.7 |
| Socioeconomically Disadvantaged | 91.5 |
| English Learners | 43.2 |
| Students with Disabilities | 6.6 |
| Foster Youth | 1.1 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 | | | |
|---------------------------------------------|-------|-------|-------|
| Fillmore Elementary | 15-16 | 16-17 | 17-18 |
| With Full Credential | 29 | 30 | 29 |
| Without Full Credential | 1 | 1 | 3 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Stockton Unified School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--------------------------------------------------------------------|-------|-------|-------|
| Fillmore Elementary | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 2 | 1 |
| Total Teacher Misassignments | 0 | 2 | 1 |
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 23, 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 |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school site has classrooms, a multipurpose room, a library and an administration building. We have several portable class rooms to accommodate increased enrollment. The custodial team does a great job at keeping the grounds clean and well manicured. Classrooms, buildings and restrooms are cleaned daily.

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: 6/16/2017 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | rm 15: replace broken cover on thermostat,light switch cover. |
| Interior: Interior Surfaces | | | X | Boys&Girls restrooms: eastside boys restroom broken floor tile, boys door damage, westside boys holes on walls,westside girls missing trim above sinks. Multipurpose kitchen: west wall in kitchen needs to be repaired and painted, loose ceiling tile in M/P. P -34: broken floor tile,rips on walls, rm 12: rips on walls. rm 21A: rips on carpet,ramp has large hole needs to be repaired. rm 27: stained ceiling tile. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | rm 15: replace broken cover on thermostat,light switch cover. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | | | X | overall: ramps skirting on portables have wood rot,missing vent screens on portables,wood rot on exterior of portables,cracks on walkways, asphalt behind kitchen needs to be repaired. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Boys R/R by rm-5 & P-34: entrance door repair & paint, patch holes in walls, install a wall bumper for partition, replace chalking around sinks, urinals & toilets, repair floor tile-cracks, Multi-purpose/ Kitchen: 2 ceiling lights not operating, paint walls, paint kitchenwest exit door P-42: ceiling tile-stains, entrance door-paint, re-align entrance door rm-12: repair entrance door |
| 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

| 2016-17 CAASPP Results for All Students | | | | | | |
|-----------------------------------------|----------------------------------------------------------------------------------|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 24 | 24 | 25 | 26 | 48 | 48 |
| Math | 23 | 21 | 21 | 20 | 36 | 37 |

* 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 | 183 | 178 | 97.3 | 32.0 |
| Male | 102 | 100 | 98.0 | 31.0 |
| Female | 81 | 78 | 96.3 | 33.3 |
| Hispanic or Latino | 144 | 141 | 97.9 | 32.6 |
| White | 18 | 17 | 94.4 | 35.3 |
| Socioeconomically Disadvantaged | 136 | 133 | 97.8 | 27.1 |
| English Learners | 59 | 59 | 100.0 | 3.4 |

* 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 Test Results in Science for All Students | | | | | | |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 35 | 32 | 29 | 30 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|-------------------------------------------------------|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 19.1 | 16 | 11.7 |
| 7 | 17.9 | 23.2 | 14.7 |

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 551 | 542 | 98.37 | 24.17 |
| Male | 290 | 285 | 98.28 | 20.7 |
| Female | 261 | 257 | 98.47 | 28.02 |
| Black or African American | 18 | 18 | 100 | 22.22 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 23 | 23 | 100 | 60.87 |
| Hispanic or Latino | 456 | 448 | 98.25 | 22.77 |
| White | 38 | 38 | 100 | 21.05 |
| Two or More Races | 13 | 12 | 92.31 | 25 |
| Socioeconomically Disadvantaged | 504 | 497 | 98.61 | 23.34 |
| English Learners | 344 | 336 | 97.67 | 20.24 |
| Students with Disabilities | 44 | 44 | 100 | 0 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | 11 | 11 | 100 | 27.27 |

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 551 | 550 | 99.82 | 20.73 |
| Male | 290 | 289 | 99.66 | 24.57 |
| Female | 261 | 261 | 100 | 16.48 |
| Black or African American | 18 | 18 | 100 | 16.67 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 23 | 23 | 100 | 43.48 |
| Hispanic or Latino | 456 | 455 | 99.78 | 20.44 |
| White | 38 | 38 | 100 | 15.79 |
| Two or More Races | 13 | 13 | 100 | 15.38 |
| Socioeconomically Disadvantaged | 504 | 503 | 99.8 | 20.08 |
| English Learners | 344 | 343 | 99.71 | 16.33 |
| Students with Disabilities | 44 | 44 | 100 | 4.55 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | 11 | 11 | 100 | 36.36 |

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (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 2017-18)

Fillmore recognizes that parents and the community play an important role in the success and education of their students. We have established partnerships with community businesses and organizations to increase parent participation. We offer 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)

Family Health Centers and programs when and where available

Parent Resource Center

Parent/Student Academic Conferences

Parent/Teacher organizations (PTA/PTO/PTC)

School Site Council (SSC)

Field Trips

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

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

Parents and community members who wish to become a part of the school community and participate should call the school's office in order to obtain the proper paperwork. Finger prints and a valid Tuberculosis test are required.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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 districts Readiness and Emergency Management Plan (REMS) occurs at the beginning of each year.

A comprehensive School Safety Plan is revised at the beginning of each school year and was recently reviewed by the School Site Council. The plan helps to provide a secure, peaceful and clean environment for the school community. The school's Readiness and Emergency Management Plan identifies procedures to follow during emergencies and natural disasters. Ongoing teacher training takes place on site for several different disastrous scenarios. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. A Campus Safety Assistant, 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.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.2 | 3.6 | 3.5 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 9.4 | 9.4 | 7.6 |
| Expulsions Rate | 0.1 | 0.1 | 0.0 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| 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.

| 2017-18 Federal Intervention Program | | |
|-----------------------------------------------------|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 1998-1999 | 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 | 0.00 |
| Counselor (Social/Behavioral or Career Development) | 1.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.43 |
| Psychologist | 0.25 |
| Social Worker | 0.10 |
| Nurse | 0.20 |
| Speech/Language/Hearing Specialist | 0.50 |
| Resource Specialist | 1.00 |
| Other | 1.00 |
| 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+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| K | 16 | 23 | 23 | 3 | | | 5 | 8 | 8 | | | |
| 1 | 28 | 25 | 24 | | 2 | 2 | 3 | 7 | 6 | | | |
| 2 | 29 | 26 | 24 | | 2 | 3 | 5 | 7 | 6 | | | |
| 3 | 26 | 29 | 26 | 1 | 1 | 1 | 3 | 7 | 7 | 1 | | |
| 4 | 30 | 28 | 29 | | | 2 | 5 | 8 | 2 | | | 4 |
| 5 | 33 | 25 | 22 | | 3 | 3 | | 6 | 6 | 2 | | |
| 6 | 27 | 23 | 23 | 2 | 4 | 3 | 1 | | 6 | 2 | 4 | |
| Other | 15 | | 22 | 2 | | | 1 | | 1 | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

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

Fillmore site staff has been fully trained in Common Formative Assessments as well as Response to Intervention - providing a more solid foundation to the Professional Learning Community Philosophy.

| FY 2015-16 Teacher and Administrative Salaries | | |
|------------------------------------------------|-----------------|----------------------------------------------|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$44,548 | \$47,808 |
| Mid-Range Teacher Salary | \$67,772 | \$73,555 |
| Highest Teacher Salary | \$85,377 | \$95,850 |
| Average Principal Salary (ES) | \$117,335 | \$120,448 |
| Average Principal Salary (MS) | | \$125,592 |
| Average Principal Salary (HS) | \$124,976 | \$138,175 |
| Superintendent Salary | \$241,638 | \$264,457 |
| Percent of District Budget | | |
| Teacher Salaries | 32% | 35% |
| 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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--------------------------------------------------------------------|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 5990.60 | 660.90 | 5329.70 | 74558.12 |
| District | ♦ | ♦ | 7247.82 | \$68,852 |
| State | ♦ | ♦ | \$6,574 | \$79,228 |
| Percent Difference: School Site/District | | | -26.5 | 8.3 |
| Percent Difference: School Site/ State | | | -18.9 | -5.9 |

* Cells with ♦ do not require data.