



McKinley Elementary

30 W. Ninth St. • Stockton, CA 95206 • (209) 933-7245 • Grades K-8

Sonia Ambriz, Principal

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

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



Stockton Unified School District

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Stockton, CA 95202-1634
(209) 933-7000
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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

"Our McKinley community SOARs: We are Safe, Organized, Accountable, and Respectful." Thus, McKinley's school staff takes responsibility in working with students in our community by providing the academic and social foundation necessary to guide them in being safe, organized, accountable and respectful (SOAR). We acknowledge and understand the importance of building strong positive relationships with students, parents, and community members. Our students focus on learning and our staff strives to provide a safe and nurturing learning environment. In addition, our staff has adopted the implementation of the Professional Learning Community (PLC) system as teachers concentrate on learning, collaboration, and data-driven instruction. Because we foster high academic achievement through rigorous instruction to prepare each student for their journey towards college and career readiness; all teachers implement and embrace Advancement Via Individual Determination (AVID) strategies and philosophy. AVID is a system that embodies effective pedagogy and high expectations for each student. Moreover, McKinley is the only school in Stockton Unified providing a Late Exit Bilingual Model. We are currently servicing students in kindergarten through fourth grade with a gradual expansion to sixth grade. In addition, McKinley's staff instills academic and social responsibility, mutual respect, and self-confidence through the implementation of Positive Behavior Intervention & Support (PBIS). Each student can and will learn at McKinley School because we are committed to the development of the whole child and the celebration of individual growth. I am very proud to represent the community of McKinley Elementary School.

McKinley Mission Statement

McKinley Elementary staff delivers rigorous instruction which prepares each student for their journey towards college and career readiness. We are committed to the development of the whole child and celebrating their individual growth.

McKinley Vision Statement

Our McKinley community SOARs: We are Safe, Organized, Accountable, and Respectful.

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	97
Grade 1	88
Grade 2	84
Grade 3	87
Grade 4	93
Grade 5	101
Grade 6	93
Grade 7	93
Grade 8	84
Total Enrollment	820

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.4
Asian	3
Filipino	9.8
Hispanic or Latino	80
Native Hawaiian or Pacific Islander	0.1
White	1.6
Two or More Races	0.7
Socioeconomically Disadvantaged	92.8
English Learners	47.7
Students with Disabilities	6.1
Foster Youth	0.1

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			
McKinley Elementary	15-16	16-17	17-18
With Full Credential	30	29	30
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			
McKinley Elementary	15-16	16-17	17-18
Teachers of English Learners	0	1	2
Total Teacher Misassignments	0	1	2
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.

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)

McKinley School was built in 1951 and it expanded through the years with the addition of portable classrooms.

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. Several sites have portable class rooms to accommodate increased enrollment.

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. McKinley School currently has three full time custodians. The Assistant Principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. McKinley's custodian team conduct daily cleaning of all classrooms, restrooms, cafeteria, offices, library, and hallways. Our school grounds are kept up to federal and state safety regulations.

During the month of September of 2017, the carpets of six classrooms was replaced in order to provide a clean and healthy classrooms for our students.

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: 7/5/2017				
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		Multipurpose/ Kitchen: entrance doors and frames-paint, stain ceiling tiles-replace, interior walls-paint Rm-10: stain ceiling tiles-replace, south intermediate Girls R/R: north east corner broken tile-repair, sanitary napkin dispensers rusted-replace all
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		across from rm-15 Boys R/R: entrance light fixture lamp/bulb-replace, entrance door missing-replace across from rm-15 Girls R/R: entrance light fixture lamp/bulb-replace
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			girls R/R by rm-15: chalking around sinks, baseboard-replace, light switch-replace intermediate boys R/R: 2-sink faucets not operating primary girls/boys R/R: replace sinks, crack wall tile-repair-south wall
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		across from rm-15 Boys R/R: entrance light fixture lamp/bulb-replace, entrance door missing-replace Multipurpose/ Kitchen: entrance doors and frames-paint, stain ceiling tiles-replace, interior walls-paint P-L: entrance door interior side-paint P-N: handrails-paint Rm-14: entrance doors and frames-paint
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	21	26	25	26	48	48
Math	19	18	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	153	144	94.1	25.7
Male	76	72	94.7	26.4
Female	77	72	93.5	25.0
Filipino	20	20	100.0	55.0
Hispanic or Latino	119	111	93.3	20.7
Socioeconomically Disadvantaged	98	91	92.9	17.6
English Learners	57	50	87.7	6.0

* 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.

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	27	26	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	11	19	10
7	8.6	16.1	8.6

* 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.

**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	560	537	95.89	25.51
Male	303	288	95.05	21.18
Female	257	249	96.89	30.52
Black or African American	26	26	100	23.08
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	11.11
Filipino	65	62	95.38	50
Hispanic or Latino	437	417	95.42	22.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	513	495	96.49	25.05
English Learners	356	337	94.66	19.88
Students with Disabilities	55	55	100	14.55
Students Receiving Migrant Education Services	22	21	95.45	19.05

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	560	552	98.57	17.75
Male	303	297	98.02	18.52
Female	257	255	99.22	16.86
Black or African American	26	26	100	7.69
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	11.11
Filipino	65	65	100	41.54
Hispanic or Latino	437	430	98.4	15.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	513	506	98.64	17
English Learners	356	354	99.44	13.28
Students with Disabilities	55	55	100	14.55
Students Receiving Migrant Education Services	22	22	100	13.64

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)

McKinley School has an inclusive partnership with parents and community members as we provide opportunities for training and involvement through the following programs:

School Site Council

Volunteers in classrooms, student supervision, and special projects

After School Programs

Counseling services through Valley Community Counseling Services (VCCS)

English Learner Parent Involvement Committee (ELPIC)

Parent/Student conferences

Parent/Teacher Organization (PTO)

State Preschool Program

Parent Coffee Hour workshops

Nutritional Classes through Emergency Food Bank

Student Assistance Program (SAP) / CARE Meetings & Student Study Team (SST)

Parent Nights: Family functions with academic and extra-curricular emphasize

Parent Cafe Workshops - CAPC

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

- Monitoring attendance including being punctual
- Making sure homework is completed
- Making sure the child wears uniform to school daily
- Notify the school if child is absent
- Monitoring amount of television/video games the child watches
- Volunteering in the child's classroom
- Promoting positive use of the child's extracurricular time
- Staying informed about the child's education and communicating with the school by promptly reading all notices from the school or the district either received by my child, by phone or by mail and responding as appropriate
- Participating in, to the extent possible, on school advisory groups and committees
- Make all Doctor's and other appointments after school hours and not pick up students early from school

Parents and community members who wish to become a part of the school community and participate should call the school's office and contact Mrs. Ambriz

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

Safety, Organization, Accountability, and Respect (SOAR) is the basis of our positive behavior system at McKinley Elementary. It is our goal to provide quality instruction in a safe, positive environment for all students. McKinley School implements a comprehensive school safety plan assuring all staff members at McKinley are aware of safety expectations and procedures.

McKinley School has a full time Principal and a full time Assistant Principal who equally share the responsibilities of providing a safe and positive campus by supervising students, monitoring the campus for potentially unsafe situations, enforcing safety policies, and overseeing the implementation of safety procedures. McKinley School also has a full time Counselor, an In-School Suspension Teacher, a Coach, and a full time Program Specialist who are actively involved in the development and enforcement of safety procedures.

McKinley School gets support from SUSD Police Department and Stockton Police Department when necessary for any unsafe or unlawful situations. For emergencies, there is no hesitation to call 911. Also, McKinley School is fortunate to have access to a Stockton Police Department Chaplain who is available upon request.

McKinley School has 6 noon-duty supervisors. On any given day, 1-3 parents supervising students in the cafeteria and/or the playground. In addition, there are two (2) full time Campus Security Assistants (CSA). In conjunction, the CSA and the noon-duty supervisors help enforce school rules, monitor the implementation of safety procedures, and supervise students during all transitions to include recess, lunch, and passing periods. The noon-duty supervisors enforce school safety rules and procedures. The CSAs also inspect school property, report graffiti and vandalism, escort and direct authorized visitors to desired destinations, escort students to and from administrative offices, retrieve students as requested by administrators, and assist with helping all visitors to follow site safety procedures. The noon-duty supervisors and CSAs are receiving CPR/First Aid training so that they are better prepared for an emergency. They also meet frequently with administration to communicate any concerns in regards to the school climate and safety and to problem solve to make McKinley a safe place to learn and work.

McKinley School has formed a Positive Behavior Support Team, which meets monthly to review discipline data and review incentive programs for positive behavior. The team, led by the Assistant Principal, has re-evaluated the school-wide behavior management system, revamped and refined current practices, and aligned common goals and expectations throughout the common areas of the campus and individual classrooms..

McKinley's comprehensive School Safety Plan was revised on June 2017. The handbook is based on Positive Behavior Interventions & Support (PBIS) and the Six Pillars of Character. Safety, Organization, Accountability, and Respect (SOAR) are the basis of positive behavior at McKinley Elementary. It is our goal to provide quality instruction in a safe, positive environment for all students. McKinley School will implement a comprehensive school safety plan assuring all members of McKinley's staff are aware of safety expectations and procedures. The school's Readiness and Emergency Management (revised 9/2017) identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis. Parent training workshops are conducted each year to share the emergency plan procedures, responsibilities, and expectations. Tabletop training for faculty and staff are conducted yearly, and teachers train the students on proper procedures in case of emergencies. In the event of a school emergency, the principal notifies appropriate site and district personnel. School and district safety protocol based on the Readiness and Emergency Management (REMS) plan are followed.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	21.4	22.6	15.3
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	0.25
Resource Specialist	1.00
Other	2.00
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	21	23	21	2		2	6	9	7			
1	25	25	24	2	2	2	4	7	7			
2	22	26	22	2	2	2	4	7	7			
3	25	26	23	2	2	2	4	7	7			
4	25	32	25			2	5	4	7		4	
5	26	26	30	2	1	1	2	7	4	1		3
6	18	22	27	3	4	1	3	6	7			

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

Professional Development provided for Teachers

1) The primary staff development focus was on the Common Core State Standards (CCSS), Writing based on new text types and CCSS, and effective instructional strategies. 2) In addition, training and support is on-going for teachers by our district and school on Professional Learning Communities (PLCs) as we move forward with full implementation of PLCs. PLC process is essential as we focus on learning, collaboration, and results. 3) AVID is a focus of implementation at McKinley School. McKinley is in the second year of certification. The AVID process will help students be college and career ready. 4) Executive Functions is being implemented school-wide as we focus on methods to improve student achievement and active learning. McKinley School is one of the three pilot schools. 5) PLUS training was provided for the PLUS facilitators as we focus on one of McKinley's over arching goals of providing a safe and welcoming environment. 6) Restorative Practice is a focus of implementation as part of our Positive Behavior Intervention System (PBIS). Restorative Practice provides the opportunity for staff to help students develop the skills of conflict resolution and making amends with with peers.

1) Professional development in the core standards and writing based on CCSS was provided at district PDs and school-based training. . Additionally, onsite coaching is provided. 2) PLCs is supported by teachers attending conferences and professional development either out of district, within the district, or school- based. 3) Teachers and support staff are trained through conferences out of district, training within the county, and school-based. 4) Teachers and support staff are trained through out of district conferences and school-based training.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings, out of district training and conferences, and training within our district for all concepts mentioned above.

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/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6172.19	667.00	5505.18	71948.55
District	♦	♦	7247.82	\$68,852
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-24.0	4.5
Percent Difference: School Site/ State			-16.3	-9.2

* 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.