



Taylor Leadership Academy

1101 Lever Blvd. • Stockton, CA 95206 • (209) 933-7290 • Grades K-8

Benjamin Yang, Principal

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

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Stockton Unified School District

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

District Governing Board

Cecilia Mendez
Board Clerk, Area 1

AngelAnn Flores
Area 2

Kathleen Garcia
Board Vice President, Area 3

Lange Luntao
Board President, Area 4

Maria Mendez
Area 5

Scot McBrian
Area 6

Candelaria Vargas
Area 7

District Administration

John E. Deasy, Ph.D.
Superintendent

Nik Howard
**Interim Assistant Superintendent
of Human Resources**

MaryJo Cowan
**Assistant Superintendent of
Educational Support Services**

Sonjhia Lowery
**Assistant Superintendent of
Educational Services**

Principal's Message

The Professional Learning Community at Taylor Leadership Academy begins each day with assuming positive intent and taking part in a collective mindfulness activity. Taylor Leadership Academy serves an ethnically diverse population of students, 100% of students receive free and reduced breakfast and lunch, and around 28% of the student population are identified as English Language Learners. We are committed to fostering a place of learning for all students to learn and excel within a democratic society through collaboratively engaging the heads and hearts of all learners, inspiring and promoting the use of their imaginations, and the desire to always put forth your best effort. Our vision is that we are leaders, learners, and thinkers preparing for our future. Our mission is working collaboratively as a professional learning community we will close the achievement gap by preparing all students for college, career readiness, to be successful in a global society, and utilizing their imagination and critical thinking skills. Our social-emotional learning commitment is that we will treat ourselves and others with respect and kindness at all times. As a staff we pride take pride in creating an inspiring school environment that promotes creativity and respectful self-expression, critical thinking, solution oriented approaches, and all learners developing and utilizing a growth mindset.

At Taylor Leadership Academy we strive to provide a safe learning environment for all students while implementing rigorous instructional practices that inspire and promote students' active participation in their learning while enjoying the learning process and developing their capacity to be creative, innovative, and transfer their academic knowledge into practice. Taylor Leadership Academy provides educational opportunities that are aligned with AVID, Direct Interactive Instruction, Common Core State Standards, STEM, Academic Parent Teacher Team meetings, and the development of a professional learning community driven by student data and the needs of the learners we serve. Some of the programs that are utilized at Taylor Leadership Academy to support student achievement and social-emotional growth are: AVID, PLUS, ST Math, Imagine Learning, Point Break Anger Management groups, PBIS, Restorative Justice Circles, and No Bully Solution Teams. Teachers utilize Units of Study as a framework for delivery of Common Core State Standards instruction in the areas of ELA, Math, and ELD and utilize MAP, CCSS pre, post, and performance task assessments as well as teacher created common formative assessments to measure student academic growth. Science and Social Studies are taught using core textbooks and all students receive their P.E. instructional minutes as outlined by the CDE guidelines.

Our Family Resource Center offers on-going programs and training that provide learning opportunities for parents, guardians, and community members including health, medical, and dental services, parent and student counseling, tax services, health and parenting classes, community social events, and weekly Thursday parent coffees.

School wide goals represent our desire to reduce chronic absenteeism, increase daily student attendance, provide research-based instructional practices utilizing DII and AVID research-based strategies that engage and prepare all students to be proficient readers by the end of third grade, provide CCSS math instruction that supports increasing students' problem solving and mathematical reasoning abilities so they will be successful in understanding higher level math and pass Algebra courses, and through utilizing AVID instructional strategies preparing students to graduate high school with A-G requirements so they are college and career ready. At Taylor Leadership Academy we are actively facilitating the development of active leaders, learners, and thinkers.

The school goals in the areas of Math and Reading for the 2017-2018 school year are:

By June of 2019, the school-wide percentage of students who meet their projected growth target for Reading on the MAP assessment will increase by 10% in reading, as compared to the 2018 MAP growth data. Students will move from 49% to 59% of students meeting their projected growth target in Reading as measured by MAP.

By June of 2019, the school-wide percentage of students who have met or exceeded the standard target for Reading as measured on the SBAC will increase by 10% in reading, as compared to the 2018 SBAC growth data. Students will move from 16% to 26%.

By June of 2019, the school-wide percentage of students who meet their projected growth target for Math on the MAP assessment will increase by 10% as compared to the 2018 MAP growth data. Students will move from 48% to 58% of students meeting their projected growth target in Math as measured by MAP. .

By June of 2019, the school-wide percentage of students who have met or exceeded the standard target for Math as measured on the SBAC will increase by 10% in Math, as compared to the 2018 SBAC growth data. Students will move from 13% to 23%.

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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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	47
Grade 2	50
Grade 3	50
Grade 4	45
Grade 5	32
Grade 6	63
Grade 7	58
Grade 8	31
Total Enrollment	468

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	18.6
American Indian or Alaska Native	1.9
Asian	9.4
Filipino	9.8
Hispanic or Latino	52.6
Native Hawaiian or Pacific Islander	0.6
White	1.9
Two or More Races	5.1
Socioeconomically Disadvantaged	85.7
English Learners	25.4
Students with Disabilities	9
Foster Youth	0.2
Homeless	2.8

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 for Taylor Leadership	17-18	18-19	19-20
With Full Credential	18	22	22
Without Full Credential	5	2	3
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	◆	◆	1475
Without Full Credential	◆	◆	309
Teaching Outside Subject Area of Competence	◆	◆	15

Teacher Misassignments and Vacant Teacher Positions at Taylor Leadership Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2019-20)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and 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 California Studies Weekly 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Taylor School has been in operation for over 56 years. The site hosts grades PK-8, has a multipurpose room, a library and an administration building. Our site is comprised of the original school building as well as portable classrooms to accommodate our enrollment.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure service requests and that emergency repairs are addressed.

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

This year the team at Taylor will be working with community partners on gardening and cultural history projects to provide a more beautiful, inviting and informative campus. In the 2013-2014 school year, we extended these projects and worked with the community to add public art such as murals to support our identity as The Taylor Leadership Academy.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/1/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Multipurpose Room: west wall -paint, stage -resurface& seal, west stage stairs-repair, entrance double doors & frames-paint Rm-15: entrance door & frame-paint, bookshelves-paint Rm-22: entrance door & frame-paint, walls-spot paint, bookshelves-paint, ceiling ceiling tiles-replace some, curtains-rehang South/West Boys R/R: entrance doors and & frames-paint, light switch-replace, partitions-replace, windows fiberglass-replace, dispensers wood backing-paint South/West Girls R/R: entrance door & frame-paint, dispensers wood backing-paint, windows fiberglass-replace
Interior: Interior Surfaces	Poor	P-46: ramp & handrails-paint, dumtar-repair, west data box-re-secure, carpet worn, replace South Boys R/R: entrance door & frame-paint, handicap stall blue cover plate rusted-paint South Girls R/R: entrance door & frame-paint, metal sanitary containers rusted-replace5, toilet paper heavy duty dispenser-re-secure to wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	P-46: ramp & handrails-paint, dumtar-repair, west data box-re-secure, carpet worn, replace South/West Boys R/R: entrance doors and & frames-paint, light switch-replace, partitions-replace, windows fiberglass-replace, dispensers wood backing-paint
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Kitchen: entrance door & frame-paint Multipurpose Room: west wall -paint, stage -resurface& seal, west stage stairs-repair, entrance double doors & frames-paint P-46: ramp & handrails-paint, dumtar-repair, west data box-re-secure, carpet worn, replace Rm-15: entrance door & frame-paint, bookshelves-paint

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Rm-22: entrance door & frame-paint, walls-spot paint, bookshelves-paint, ceiling ceiling tiles-replace some, curtains-rehang Rm-35: entrance door & frame-paint South Boys R/R: entrance door & frame-paint, handicap stall blue cover plate rusted-paint South Girls R/R: entrance door & frame-paint, metal sanitary containers rusted-replace5, toilet paper heavy duty dispenser-re-secure to wall. South/West Boys R/R: entrance doors and & frames-paint, light switch-replace, partitions-replace, windows fiberglass-replace, dispensers wood backing-paint South/West Girls R/R: entrance door & frame-paint, dispensers wood backing-paint, windows fiberglass-replace
Overall Rating	Fair	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	16	18	28	31	50	50
Math	13	9	21	21	38	39

Note: 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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.6	3.1	3.1
7	14.8	9.8	9.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	285	284	99.65	17.61
Male	138	137	99.28	15.33
Female	147	147	100.00	19.73
Black or African American	49	49	100.00	18.37
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100.00	25.00
Filipino	33	33	100.00	30.30
Hispanic or Latino	146	145	99.32	11.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	13	13	100.00	23.08
Socioeconomically Disadvantaged	248	247	99.60	16.60
English Learners	104	103	99.04	10.68
Students with Disabilities	24	24	100.00	4.17
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	11	11	100.00	0.00

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 2018-19 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	286	286	100.00	9.44
Male	138	138	100.00	9.42
Female	148	148	100.00	9.46
Black or African American	50	50	100.00	8.00
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100.00	14.29
Filipino	33	33	100.00	24.24
Hispanic or Latino	146	146	100.00	5.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	13	13	100.00	15.38
Socioeconomically Disadvantaged	248	248	100.00	6.85
English Learners	104	104	100.00	6.73
Students with Disabilities	24	24	100.00	4.17
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	11	11	100.00	0.00

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

Taylor Leadership Academy 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 and volunteer opportunities both in the classroom and around the school campus. Taylor Leadership Academy offers several opportunities and programs to encourage parent involvement.

- Academic Parent Teacher Teams (APTT)
- Individual Teacher & Parent Conferences
- AVID/STEM Showcases
- Thursday Parent Coffees
- AVID Parent Academies
- Garden Support Group
- Trimester Academic Growth Assembly Celebrations
- Community Partnership Community School Program and Events
- Adult Education Classes
- ESL Classes
- After School Programs
- Valley Community Counseling Services
- English Language Parent Involvement Committee (ELPIC)
- Family Health Center and programs
- Parent Resource Center
- Student Success Teams
- Preschool Program
- School Site Council (SSC)
- Community & School Garden
- Weekly Parent Meetings
- Valley Days Volunteer Opportunities
- Crossing Guards

Taylor Leadership Academy urges parents who are interested in getting involved with their children's learning and or participating in their own personal growth to contact Jennifer Morales in the Taylor Family Center at 1-209-933-7290 and you can sign up through beamentor.org online.

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 is extremely important to us at Taylor. Our school places a strong emphasis on ensuring the safety of all students, staff and community members. We do this through annual and on-going reviews of our safety plans, procedures and needs as well as proactive measures to address health and safety. July 31st., 2018, August 23rd, 2018 & August 24th, 2018 were the first three dates at which the safety plan was reviewed, updated, and discussed with the entire school staff and community for the 2018-2019 school year, the Leadership Team, and the School Site Council.

The school’s custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a school wide cleaning process occurs during the summer, and strategic cleaning occurs during the fall, winter, and spring breaks. In the event of a school site emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, staff, and all people on campus based upon the site and district emergency preparedness plans (REMS). Emergency drills are conducted on a regular basis and are scheduled monthly to ensure all safety procedures are practiced.

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. We work to ensure the playground is safe for all students by using proactive interventions and conflict resolution strategies. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

The following is a summary of data provided by Sgt. Tim Kegarice with the SUSD police department representing incidents at Taylor Leadership Academy from July 2017-July 2018:

Incident Summary by Common Name: TAYLOR

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.0	9.1	9.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5
Other	1.7

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	23		16		17	16	1		23		16	
1	26	2	10		20	3	15		19	3	9	
2	24	2	10		24	2	10		21	2	10	
3	24	2	10		23	2	10		21	3	9	
4	29	2	5	5	14	12			19	7	5	
5	28	2	10		28	2	10		24	2	4	
6	27	1	5		28	2	10		28	2	5	5
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,710	\$48,612
Mid-Range Teacher Salary	\$75,625	\$74,676
Highest Teacher Salary	\$95,270	\$99,791
Average Principal Salary (ES)	\$127,877	\$125,830
Average Principal Salary (MS)	\$0	\$131,167
Average Principal Salary (HS)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,441	\$720	\$6,720	\$53,980
District	N/A	N/A	\$6,928	\$75,370.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.0	-29.8
School Site/ State	-22.4	-39.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.