

James Monroe Elementary School

3750 Monterey Blvd. • San Leandro, CA 94578 • (510) 618-4340 • Grades K-5

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<http://www.sanleandro.k12.ca.us/site/Default.aspx?PageID=492>

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



San Leandro Unified School District

835 E. 14th Street
San Leandro, CA 94577
(510) 895-4199

<http://www.sanleandro.k12.ca.us/Page/1>

District Governing Board

Monique Tate, Vice-President

Lance James, Clerk

Evelyn Gonzalez, Member

Leo Sheridan, Member

Diana J. Prola, President

Victor Aguilar, Jr., Member

Peter Oshinski, Member At Large

District Administration

Dr. Michael McLaughlin
Superintendent

Dr. Rosanna Mucetti
Deputy Superintendent
Educational Services

Dr. John Thompson
Assistant Superintendent
Human Resources

Dr. Kevin Collins
Assistant Superintendent
Business & Operations

School Description

James Monroe Elementary School is a Community of Learners—students, staff, families, neighbors, community-based organizations, and local San Leandro businesses—who collaboratively work together to ensure students with a nurturing and safe environment, while focusing on an interactive, relevant, and equitable education for all children. As a diverse learning community, Monroe strives towards academic excellence within an inclusive environment that brings all students and families together. Working collaboratively, we strive to close the racial, linguistic, and economic resource gap many of our families face, achieving high academic standards for all of our children. We provide many opportunities both within the school day as well as the extended day, which support and enrich the lives of our students including targeted intervention, enrichment classes, after school library programming, and a comprehensive full service low cost after school program. Daily access and use of technology to enhance learning is an integral component of our instruction both during the school day and after school hours.

James Monroe has very active parent organizations. Our Parent Teacher Organization (PTO,) Dad's Club, English Learner Advisory Committee (ELAC,) School Site Council (SSC,) and our African American Parent Organization work together to ensure all students meet high standards and are included in all aspects of the school. We welcome our community to continue to get involved and become an active part of our school. Please visit our PTO/Dad's Club website at www.gojamesmonroe.org to see the enthusiasm and excitement of our parent community.

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

District Mission Statement

SLUSD mission is to provide Responsive, personalized, learning pathways, for career and college readiness.

Our Monroe Vision:

"Our community is inclusive, engaged, and collaborative; providing a safe, equitable, and rigorous learning environment, promoting resiliency and success for all." (2013)

School Mission Statement

The mission of James Monroe Elementary School is to engage students in rigorous, meaningful learning, that is simultaneously student-centered and standards based.

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	79
Grade 1	59
Grade 2	60
Grade 3	61
Grade 4	58
Grade 5	71
Grade 6	7
Total Enrollment	395

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.8
American Indian or Alaska Native	0
Asian	22.8
Filipino	11.4
Hispanic or Latino	39.2
Native Hawaiian or Pacific Islander	2
White	9.9
Two or More Races	6.8
Socioeconomically Disadvantaged	64.8
English Learners	31.1
Students with Disabilities	14.9
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
James Monroe Elementary School	14-15	15-16	16-17
With Full Credential	21	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
James Monroe Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.4	3.6
High-Poverty Schools	96.4	3.6
Low-Poverty Schools	94.7	5.3

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2012	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Hampton Brown Adopted 2002 Houghton Mifflin Adopted 2002 Hampton Brown Adopted 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Pearson Scott Foresman Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	MacMillan/ McGraw Hill Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Scott Foresman Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Monroe Elementary School was originally constructed in 1955 and is currently comprised of 20 permanent classrooms, five portables, a computer lab, a library, a staff lounge, a staff workroom, a multi-purpose room, and a playground. Recent renovation include new double doors at the hall entrances and restroom renovations.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication 100% of Monroe Elementary's restrooms were in good working order.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated \$164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

The chart displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: www.sanleandro.k12.ca.us.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/22/14

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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				(D) missing bulbs
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall 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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	53	55	58	51	43	44	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.9	25.7	21.6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	31	41	34	38	44	48
Math	15	25	22	24	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**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	74	74	100.0	58.1
Male	34	34	100.0	55.9
Female	40	40	100.0	60.0
Asian	16	16	100.0	81.3
Hispanic or Latino	29	29	100.0	69.0
Socioeconomically Disadvantaged	52	52	100.0	48.1
English Learners	15	15	100.0	33.3
Students with Disabilities	17	17	100.0	29.4

* 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	62	61	98.4	45.9
	4	62	61	98.4	37.7
	5	74	74	100.0	39.2
Male	3	39	39	100.0	43.6
	4	38	38	100.0	26.3
	5	34	34	100.0	26.5
Female	3	23	22	95.7	50.0
	4	24	23	95.8	56.5
	5	40	40	100.0	50.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	15	15	100.0	46.7
	4	13	13	100.0	92.3
	5	16	16	100.0	56.3
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	25	25	100.0	40.0
	4	28	28	100.0	25.0
	5	29	29	100.0	44.8

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	43	42	97.7	42.9
	4	42	42	100.0	35.7
	5	52	52	100.0	28.9
English Learners	3	13	13	100.0	30.8
	4	20	20	100.0	20.0
	5	15	15	100.0	20.0
Students with Disabilities	3	11	11	100.0	36.4
	4	14	14	100.0	
	5	17	17	100.0	5.9
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	62	61	98.4	32.8
	4	62	61	98.4	29.5
	5	74	74	100.0	14.9
Male	3	39	39	100.0	30.8
	4	38	38	100.0	23.7
	5	34	34	100.0	8.8

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	23	22	95.7	36.4
	4	24	23	95.8	39.1
	5	40	40	100.0	20.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	15	15	100.0	33.3
	4	13	13	100.0	84.6
	5	16	16	100.0	37.5
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	25	25	100.0	20.0
	4	28	28	100.0	14.3
	5	29	29	100.0	13.8
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	43	42	97.7	26.2
	4	42	42	100.0	30.9
	5	52	52	100.0	9.6
English Learners	3	13	13	100.0	
	4	20	20	100.0	10.0
	5	15	15	100.0	
Students with Disabilities	3	11	11	100.0	9.1
	4	14	14	100.0	
	5	17	17	100.0	

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents and guardians (and community members) are welcome at Monroe School. We have many opportunities for involvement. The opportunities vary from classroom support to planning and contributing to cultural celebrations, helping with the school carnival, running the book fair, fundraising, and countless other activities. Parents and the community are very supportive of and engaged with the educational program at Monroe Elementary School.

Parents participate in the Parent Teacher Organization (PTO), School Site Council (SSC,) English Learner Advisory Committee (ELAC,) African American Parent Organization, and Dad's Club. Please see our website, www.gojamesmonroe.org to find out how to get involved or to see an updated calendar of meetings and events for James Monroe. You can also check our school website, www.slusd.us/Monroe for updated programming and opportunities.

At Monroe we have a full time Parent Facilitator who supports all members of our community and regularly supports and runs programs for parents and guardians.

Monroe Elementary School has several partnerships with local community organizations and businesses, including the Floresta Homeowners Association, North Face, Wells Fargo Bank, Washington Mutual, Pappa Murphys Pizza, and California Concepts.

We also receive regular donations from community members who are dedicated to our school.

Contact Information:

Individuals or businesses who wish to participate, sponsor, volunteer, or provide donations to Monroe Elementary School may contact the main office at (510) 618-4340.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern at Monroe Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to our Safety Plan and emergency preparedness. The School Site Safety plan was reviewed, discussed and updated by the SSC and by Monroe Elementary School Staff. It was presented and approved by the SSC on March 3, 2016. The key elements of the School Site Safety Plan include anti-bullying policies and procedures, district discipline policies and documents, child abuse reporting procedures, sexual harassment policy, and a section devoted to emergency preparedness. Fire, earthquake, and intruder drills are conducted on a monthly basis throughout the school year. To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. All visitors to the campus are required to check in at the school's office and wear the proper identification badge at all times. Visitors including family members are required to follow updated District Visitor Policies at all times as communicated by the principal and office staff.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	1.6	1.1	0.7
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	7.6	5.9	6.4
Expulsions Rate	0.0	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2009-2010
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	100.0	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	4
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	23	23	23	1	1	1	2	3	3			
1	28	27	27				2	2	2			
2	27	28	28				2	2	2			
3	23	26	26	1			2	2	2			
4	32	25	25		1	1	2	2	2			
5	31	26	26		1	1	2	2	2			
Other	12			2								

Professional Development provided for Teachers

Teachers and staff at James Monroe Elementary are continually working to improve their practice. The District supports staff development through three Professional Growth Days each year. This year at the site level we are continuing to consistently implement English Language Development instruction and Academic Language Development through the use of GLAD strategies, and regrouping students based on their language level/needs. Additionally we meet monthly for 90 minute meetings to work on issues such as implementing the Common Core State Standards, equity, discipline, English Language Development, safety procedures/emergency preparedness, etc..

Teachers meet weekly for 45 minutes in Professional Learning Communities to discuss best practices and examine data and collaborate to ensure mastery of essential standards for all students. This year our emphasis was on integrating technology, and using blended learning daily, to meet the needs of all students.

Teachers regularly receive support from District coaches who work to improve daily teaching practices, provide support for teachers to reflect and stay current with technology, implement the best teaching strategies and District curriculum, as well as other areas of need. The principal visits classrooms regularly, providing feedback to support teachers as they are continuously reflecting and improving their practice. Teachers and staff are also supported by our Title 1 Coordinator who helps in the area of classroom intervention, assessment, and after school programming.

First and second year teachers are additionally assisted by BTSA (Beginning Teachers Support and Assessment) support providers.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,852	\$43,821
Mid-Range Teacher Salary	\$77,121	\$69,131
Highest Teacher Salary	\$101,967	\$89,259
Average Principal Salary (ES)	\$120,214	\$108,566
Average Principal Salary (MS)	\$117,248	\$115,375
Average Principal Salary (HS)	\$148,670	\$125,650
Superintendent Salary	\$245,544	\$198,772
Percent of District Budget		
Teacher Salaries	46%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4472	390	4081	82849
District	♦	♦	5167	\$83,516
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-21.0	-0.8
Percent Difference: School Site/ State			-28.1	15.8

* Cells with ♦ do not require data.

Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- 9-12 Career Technical Education
- Regional Occupational Program
- Career Pathways
- College Readiness Grant
- Special Education Services (state and federal)
- Pre-School (Special Education)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

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.