

# John Muir Middle School

1444 Williams St. • San Leandro, CA 94577 • (510) 610-4400 • Grades 6-8

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<http://www.sanleandro.k12.ca.us/site/Default.aspx?PageID=500>

## 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

John Muir Middle School is an AVID site and we are committed to providing ALL students with a learning environment that encourages higher-level thinking skills, creativity, meaning-centered learning, collaborative exploration, discovery, and independent and reflective work. The staff at John Muir accomplishes this through close collaboration among teachers, staff, students, parents, and community to improve student learning. It is our vision at John Muir Middle School to have a school community that promotes shared decision-making, professional development, parent involvement, community involvement, continuous learning for staff, and opportunities for ALL students to succeed. It is this collaboration within the John Muir community, which helps our students attain positive experiences and success in school, as well as in extra-curricular and school wide activities.

At John Muir Middle School, we have a caring community of teachers who are committed to providing our students with equal access to all opportunities. John Muir is also committed to providing our students with a variety of programs to promote academic excellence, positive student behavior, and a positive climate for learning. We believe that close cooperation between home and school is essential to promote the best interests of the child. We encourage parents to visit the school and to attend scheduled meetings of parents and teachers.

John Muir Mission Statement- John Muir Middle School is an inclusive community where all students are actively engaged in learning.

John Muir Vision Statement - John Muir Middle School is a safe and inclusive community where everyone is actively engaged in learning.

John Muir Social Vision- Falcons Stand Up, Stand Strong, and Stand Together

The following are the goals for John Muir outlined in our Single Plan for Student Achievement. These goals are in alignment with the five goals in the San Leandro Unified School Districts Strategic Action Plan.

Student Achievement, Access, and Equity -Develop and refine best academic practices, implement appropriate programs, and provide access to the core content for all student subgroups in order to meet proficiency and competency in 21st-century skills for college and career readiness.

Technology -Provide sufficient resources in order to equip all classrooms with the infrastructure needed to support instruction in 21st-century classrooms and common core state standards (CCSS)  
Community Public Relations -Communicate effectively with all community. Effectively market programs and events at John Muir Middle School to the community.

School Safety Health Wellness -Implement programs that promote a safe, positive, and healthy school culture.

Facilities-Continue to improve John Muir school facilities to ensure facilities they clean, well maintained, user-friendly, accessible and energy efficient.

#### 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 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
Grade 6	319
Grade 7	328
Grade 8	322
<b>Total Enrollment</b>	<b>969</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.8
American Indian or Alaska Native	0.1
Asian	20.9
Filipino	12.3
Hispanic or Latino	45.1
Native Hawaiian or Pacific Islander	1.8
White	6.9
Two or More Races	3.1
Socioeconomically Disadvantaged	70.3
English Learners	22
Students with Disabilities	15
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			
John Muir Middle School	14-15	15-16	16-17
With Full Credential	47	46	46
Without Full Credential	1	0	2
Teaching Outside Subject Area of Competence	1	0	2
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			
John Muir Middle School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	2	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	97.5	2.5
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	Longman Adopted 2011  Prentice Hall Adopted 2002  Sopris West Adopted 2011  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Mathematics	Holt, Rinehart & Winston Adopted 2008  McDougal Littell Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Science	Holt, Rinehart & Winston Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
History-Social Science	Holt, Rinehart & Winston Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### Age & Condition of Facilities

John Muir Middle School was originally constructed in 1950 and is currently comprised of 58 permanent classrooms, a library, a staff lounge, a multipurpose/ cafeteria room, a computer lab, a gymnasium, and a playfield with soccer and baseball fields.

#### Cleaning Process

The principal works daily with five custodial staff members (three full-time and two part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

#### 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 John Muir Middle School's restrooms were in good working order. The chart below displays the results of the most recent school facilities inspection collected. 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](http://www.sanleandro.k12.ca.us).

**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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/21/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	33	32	34	38	44	48
Math	24	24	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.

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	58	50	55	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
7	17.8	23.2	23.9

\* 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	336	314	93.5	54.8
Male	179	169	94.4	56.2
Female	157	145	92.4	53.1
Black or African American	36	32	88.9	37.5
Asian	61	61	100.0	78.7
Filipino	42	39	92.9	66.7
Hispanic or Latino	155	144	92.9	47.2
White	28	24	85.7	41.7
Socioeconomically Disadvantaged	220	204	92.7	49.0
English Learners	67	63	94.0	22.2
Students with Disabilities	54	49	90.7	42.9

\* 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	6	333	327	98.2	30.7
	7	328	323	98.5	31.4
	8	334	317	94.9	33.1
Male	6	170	166	97.7	25.4
	7	166	163	98.2	25.8
	8	177	169	95.5	30.8
Female	6	163	161	98.8	36.0
	7	162	160	98.8	37.1
	8	157	148	94.3	35.8
Black or African American	6	35	33	94.3	27.3
	7	28	26	92.9	7.7
	8	36	33	91.7	15.2
American Indian or Alaska Native	7	--	--	--	--
Asian	6	71	71	100.0	57.8
	7	72	72	100.0	58.3
	8	61	61	100.0	49.2
Filipino	6	43	43	100.0	27.9
	7	39	39	100.0	53.9
	8	42	39	92.9	56.4
Hispanic or Latino	6	146	145	99.3	17.4
	7	148	146	98.7	19.2
	8	153	145	94.8	26.2
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	21	19	90.5	36.8
	7	22	22	100.0	9.5
	8	28	25	89.3	20.0
Two or More Races	6	11	10	90.9	40.0
	7	12	11	91.7	54.5
	8	--	--	--	--
Socioeconomically Disadvantaged	6	214	211	98.6	24.3
	7	215	214	99.5	25.8
	8	218	208	95.4	22.1

**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
English Learners	6	82	82	100.0	3.7
	7	62	61	98.4	3.3
	8	67	63	94.0	3.2
Students with Disabilities	6	55	54	98.2	3.7
	7	45	45	100.0	8.9
	8	54	51	94.4	5.9
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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	6	333	328	98.5	17.8
	7	327	322	98.5	29.0
	8	334	321	96.1	25.6
Male	6	170	166	97.7	14.6
	7	165	162	98.2	29.6
	8	177	171	96.6	24.6
Female	6	163	162	99.4	21.0
	7	162	160	98.8	28.3
	8	157	150	95.5	26.9
Black or African American	6	35	34	97.1	14.7
	7	28	26	92.9	3.9
	8	36	33	91.7	6.1
American Indian or Alaska Native	7	--	--	--	--
Asian	6	71	71	100.0	39.4
	7	72	72	100.0	62.5
	8	61	61	100.0	49.2
Filipino	6	43	43	100.0	18.6
	7	39	39	100.0	39.5
	8	42	39	92.9	43.6

**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
Hispanic or Latino	6	146	145	99.3	9.1
	7	147	145	98.6	15.2
	8	153	148	96.7	17.6
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	21	19	90.5	10.5
	7	22	22	100.0	22.7
	8	28	26	92.9	12.0
Two or More Races	6	11	10	90.9	10.0
	7	12	11	91.7	36.4
	8	--	--	--	--
Socioeconomically Disadvantaged	6	214	212	99.1	16.7
	7	214	213	99.5	24.5
	8	218	212	97.3	20.4
English Learners	6	82	82	100.0	2.5
	7	62	61	98.4	6.7
	8	67	66	98.5	3.0
Students with Disabilities	6	55	54	98.2	1.9
	7	44	44	100.0	9.1
	8	54	52	96.3	3.9
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 the community are very supportive of the education program at John Muir Middle School. Parents may participate in the Parent Teacher Student Organization (PTSO), School Site Council (SSC), Bi-weekly Principal Chats, Title 1 Parent groups, and the English Language Advisory Committee (ELAC). Parents also participate in a number of school-related events throughout the school year.

John Muir Middle School has several partnerships with local community organizations and businesses, including Target, WalMart, Starbucks, and Wells Fargo.



**Contact Information**

Parents who wish to participate in John Muir Middle School’s leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4400.

**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 John Muir Middle School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated annually by the John Muir Middle School Safe Schools Team. The key elements of the School Site Safety Plan entail disaster preparedness and assignment of responsibilities. Fire, earthquake, and intruder drills are conducted on a regular 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. Any visitors to the campus are required to check in and check out at the school’s office and wear the proper identification badge at all times.

The designated area for student drop-off and pickup is at the front of the school and the West side of the building.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	7.6	8.9	9.3
Expulsions Rate	0.0	0.1	0.1
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	2011-2012	2009-2010
Year in Program Improvement	Year 4	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	1.5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.08
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.4
Resource Specialist	3
Other	5
Average Number of Students per Staff Member	
Academic Counselor	

\* 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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	21	19	19	22	22	22	6	12	12	12	6	6
Mathematics	23	24	24	10	10	10	15	13	13	6	7	7
Science	28	27	27	1	1	1	23	22	22			
Social Science	30	30	30	4	3	3	2	3	3	15	15	15

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

The goal of John Muir's Professional Development plan at John Muir is to support the district vision of creating responsive, personalized, learning pathways for career and college readiness. John Muir Teachers participate in a variety of professional development opportunities to achieve this goal. As an AVID site the staff receives continuous professional development in AVID WICOR strategies. At John Muir, funds from Title I supports yearlong professional development. We have adopted Positive Behavior Interventions and Supports (PBIS) to maintain a positive school climate and address the Social Emotional needs of our students. Additionally, teachers participate in monthly staff development meetings, department meetings, and grade level meetings. Staff development for beginning teachers is supported through Beginning Teachers Support and Assessment (BTSA). All teachers have access to, and may receive assistance through the district Instructional coaches. The district supports staff development through two Staff Development Days each year.

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/](http://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	5692	261	5431	85112
District	♦	♦	5167	\$83,516
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			5.1	1.9
Percent Difference: School Site/ State			-4.3	19.0

\* 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.