# Robbins Elementary School

**17451 Pepper Street • Robbins, CA 95676 • (530) 738-4386 • Grades K-8**
**Dr. Laurie Goodman, Principal**
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**http://winship-robbins.sutter.k12.ca.us**

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

**Winship-Robbins Elementary School District**
4305 South Meridian Rd.
Meridian, CA 95957
(530) 696-2451
http://winship-robbins.sutter.k12.ca.us

**District Governing Board**

Hassen Mohsen - President

Janet Alonso - Clerk/VP

Dick Akin - Member

Mona Sakurada - Member

Jamellh Mohsen - Member

**District Administration**

Dr. Laurie Goodman
**Superintendent**

Kim Richter- Director of C & I

## School Description

Robbins School is a small, rural school in the center of the Sutter Basin, in southern Sutter County. Known for its community involvement and warm, neighborly atmosphere, Robbins School strives for academic excellence through high expectations and strict compliance to the California Standards as well as preparing students for college and career.

At Robbins, our goal is to provide educational experiences that will:

- Promote and encourage literacy for all students
- Promote a responsible, confident attitude in our students
- Establish an intrinsic need for lifelong learning
- Develop a strong sense of right and wrong
- Encourage students to accept new challenges and risk failure
- Encourage students to pursue academic excellence
- Teach students to value individual differences

Our staff is dedicated to providing our students with a positive, safe educational experience that enables our students to attain his or her potential. Consistent with our District Strategic Plan, each student and teacher has an individual list of goals to accomplish on a regular basis, updating them as necessary.

## 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 | 11 |
| Grade 1 | 10 |
| Grade 2 | 14 |
| Grade 3 | 15 |
| Grade 4 | 17 |
| Grade 5 | 20 |
| Grade 6 | 16 |
| Grade 7 | 18 |
| Grade 8 | 21 |
| Total Enrollment | 142 |

| 2016-17 Student Enrollment by Group | |
|---|---|
| Group | Percent of Total Enrollment |
| Black or African American | 0 |
| American Indian or Alaska Native | 0 |
| Asian | 2.1 |
| Filipino | 0 |
| Hispanic or Latino | 77.5 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 19.7 |
| Two or More Races | 0.7 |
| Socioeconomically Disadvantaged | 81.7 |
| English Learners | 40.8 |
| Students with Disabilities | 7.7 |
| Foster Youth | 0 |

## 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 | | | |
|---|---|---|---|
| **Robbins Elementary School** | **15-16** | **16-17** | **17-18** |
| With Full Credential | 10 | 7 | 5 |
| Without Full Credential | 0 | 2 | 2 |
| Teaching Outside Subject Area of Competence | 2 | 0 | 0 |
| **Winship-Robbins Elementary School District** | **15-16** | **16-17** | **17-18** |
| With Full Credential | ♦ | ♦ | 5 |
| Without Full Credential | ♦ | ♦ | 2 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

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

\* "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)

Both school sites within Winship-Robbins Elementary School District have sufficient and good-quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs.the State of California. All students have access to and 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. Because of the changes in the Common Core Standards, our District teachers have added expository texts to the current reading curriculum that we use. Some examples include publications such as Ranger Rick, Scholastic News, and online newspapers. Public hearings are held yearly; the most recent one was September 2014.

| Textbooks and Instructional Materials<br>Year and month in which data were collected: 07/2017 | |
|---|---|
| **Core Curriculum Area** | **Textbooks and Instructional Materials/Year of Adoption** |
| **Reading/Language Arts** | Houghton Mifflin (K-6)<br>Adopted in 2016<br><br>Houghton Mifflin/Study Sync<br>Adopted in 2016<br><br>**The textbooks listed are from most recent adoption:**  Yes<br>**Percent of students lacking their own assigned textbook:**  0 |
| **Mathematics** | Houghton Mifflin/Harcourt (K-5)<br>Adopted in 2017<br><br>College Preparatory Math (CPM) (6-8)<br>Adopted in 2016<br><br>**The textbooks listed are from most recent adoption:**  Yes<br>**Percent of students lacking their own assigned textbook:**  0 |
| **Science** | Macmillan/McGraw-Hill (K-5)<br>Adopted in 2007<br><br>Holt, Rinehart, and Winston (6-8)<br>Adopted in 2007<br><br>Next Generation Science Standards (K-8) 2016<br><br>**The textbooks listed are from most recent adoption:**  Yes<br>**Percent of students lacking their own assigned textbook:**  0 |
| **History-Social Science** | Macmillan/McGraw-Hill (K-5)<br>Adopted in 2007<br><br>Holt, Rinehart, and Winston (6-8)<br>Adopted in 2007<br><br>**The textbooks listed are from most recent adoption:**  Yes<br>**Percent of students lacking their own assigned textbook:**  0 |
| **Science Laboratory Equipment** | N/A<br>**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)

Robbins School was originally constructed in 1927 and has since been completely modernized. Recent renovations to the school have included the installation of new security and fire alarm systems and the addition of four portable classrooms. The campus is currently comprised of eight classrooms, a staff room, a multi-purpose room, a playground, an athletic field, the main office, and a Learning Center.

Cleaning Process: Robbins School provides a safe, clean environment for students, staff, and volunteers. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school or District Office. The principal works daily with the custodial staff to develop cleaning schedules that ensure a clean and safe school. Some cleaning is done during school hours, and classrooms are cleaned before and after school hours.

Maintenance and Repair: A scheduled maintenance program is administered by Winship-Robbins Elementary School District and the Sutter County Office of Education to ensure that all classrooms and facilities are well maintained. 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 highest priority to emergency repairs.

A new roof was installed over the summer of 2009 funded by a hardship grant.

Three portable classrooms were added, which were purchased by the Robbins School Foundation and installed with money from the General Fund as well as community donations. A fourth portable classroom was added in the summer of 2013. Additional concrete sidewalks and improvements to current sidewalks were added as well, also funded by the Foundation.

The District has applied for and received Modernization Design money but did not the list for funding by DSA. The plans are on hold until a later date. The District has also applied for Prop. 39 and is has selected a provider which is working closely with district staff. The light installation has been completed at Robbins and Winship School and new HVAC units are planned for implementation for the end of the 2018 school year.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2017 | | | | | |
|---|---|---|---|---|---|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned | |
| | Good | Fair | Poor | | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | | X | | HVAC needs to be replaced in both main buildings; there is no A/C in the multipurpose room | |
| **Interior:** Interior Surfaces | X | | | | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | X | | | | |
| **Electrical:** Electrical | X | | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | | |
| **Structural:** Structural Damage, Roofs | X | | | There is a crack in the K-1 building which has been inspected by a structural engineer. | |
| **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 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 | 29 | 36 | 30 | 32 | 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.

| 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 | 49 | 48 | 48 | 37 | 48 | 48 |
| Math | 41 | 48 | 38 | 26 | 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.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 5.3 | 10.5 | 73.7 |
| 7 | 5.3 | 21.1 | 26.3 |

\* 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 | 34 | 33 | 97.1 | 36.4 |
| Male | 13 | 12 | 92.3 | 50.0 |
| Female | 21 | 21 | 100.0 | 28.6 |
| Hispanic or Latino | 26 | 26 | 100.0 | 30.8 |
| Socioeconomically Disadvantaged | 28 | 27 | 96.4 | 37.0 |

\* 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.

| 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** | 108 | 101 | 93.52 | 47.52 |
| **Male** | 45 | 39 | 86.67 | 38.46 |
| **Female** | 63 | 62 | 98.41 | 53.23 |
| **Asian** | -- | -- | -- | -- |
| **Hispanic or Latino** | 80 | 74 | 92.5 | 39.19 |
| **White** | 25 | 24 | 96 | 66.67 |
| **Socioeconomically Disadvantaged** | 86 | 81 | 94.19 | 43.21 |
| **English Learners** | 48 | 45 | 93.75 | 28.89 |
| **Students with Disabilities** | -- | -- | -- | -- |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |

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** | 108 | 101 | 93.52 | 47.52 |
| **Male** | 45 | 39 | 86.67 | 41.03 |
| **Female** | 63 | 62 | 98.41 | 51.61 |
| **Asian** | -- | -- | -- | -- |
| **Hispanic or Latino** | 80 | 74 | 92.5 | 43.24 |
| **White** | 25 | 24 | 96 | 54.17 |
| **Socioeconomically Disadvantaged** | 86 | 81 | 94.19 | 43.21 |
| **English Learners** | 48 | 45 | 93.75 | 37.78 |
| **Students with Disabilities** | -- | -- | -- | -- |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |

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)**

Robbins School has an active Parent Club. This group has regular meetings each month. The Parent Club plans and coordinates several important fundraisers throughout the year, including gift wrap sales, the Color Fun Run, the Pancake Breakfast, and the Book Fair. The funds that are raised are used to support our award program and our sports and wellness program. The Parent Club also helps provide volunteers for special events, classroom events, and the library program. Parents coach sports and drive students to many events in the area. Since the school is in a remote location, these trips would not be possible without parent drivers.

Math and Science nights also give parents an opportunity to become involved.

In addition, the Robbins School Foundation, Valley Truck and Tractor Company, and Sutter Basin Growers Co-Op financially support many programs at Robbins School.

Parents who wish to participate in Robbins School's leadership teams, school committees, school activities, or become a volunteer may leave a message at the school at (530) 738-4386.

**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 of students and staff is a primary concern of Robbins School. The School Site Safety plan is updated annually by the School Site Council, which consists of staff and administration, with recommendations by the District. Key elements of the plan focus on the maintenance of a safe and secure campus for students and staff. The plan is approved each time it is up-dated by the Board of Trustees. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster drills, and active shooter training are conducted throughout the school year.

Students are supervised during lunch and recess by the instructional aides. There is a designated area for student drop off and pickup. Parents are required to check in at the office and sign a visitor log. The entire School's Safety Plan can be found on the district web site.

| Suspensions and Expulsions | | | |
|---|---|---|---|
| **School** | **2014-15** | **2015-16** | **2016-17** |
| **Suspensions Rate** | 2.1 | 2.4 | 1.3 |
| **Expulsions Rate** | 0.0 | 0.0 | 0.0 |
| **District** | **2014-15** | **2015-16** | **2016-17** |
| **Suspensions Rate** | 1.8 | 2.1 | 0.2 |
| **Expulsions Rate** | 0.0 | 0.0 | 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 | Not In PI |
| **First Year of Program Improvement** | 2013-2014 | |
| **Year in Program Improvement** | Year 1 | |
| **Number of Schools Currently in Program Improvement** | 1 | |
| **Percent of Schools Currently in Program Improvement** | 100 | |

| 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** | .3 |
| **Social Worker** | 0 |
| **Nurse** | 0 |

| Academic Counselors and Other Support Staff at this School | |
|---|---|
| **Speech/Language/Hearing Specialist** | .1 |
| **Resource Specialist** | .3 |
| **Other** | 1.5 |
| **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 (Elementary) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade** | **Average Class Size** | | | **Number of Classrooms\*** | | | | | | | | |
| | | | | **1-20** | | | **21-32** | | | **33+** | | |
| | **2014-15** | **2015-16** | **2016-17** | **2014-15** | **2015-16** | **2016-17** | **2014-15** | **2015-16** | **2016-17** | **2014-15** | **2015-16** | **2016-17** |
| **K** | 16 | 6 | 6 | 1 | 2 | 2 | | | | | | |
| **1** | 18 | 14 | 5 | 1 | 1 | 2 | | | | | | |
| **2** | 18 | 16 | 14 | 1 | 1 | 1 | | | | | | |
| **3** | 21 | 18 | 15 | | 1 | 1 | 1 | | | | | |
| **4** | 16 | 18 | 17 | 1 | 1 | 1 | | | | | | |
| **5** | 20 | 15 | 20 | 1 | 1 | 1 | | | | | | |
| **6** | 19 | 18 | 16 | 1 | 1 | 1 | | | | | | |

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

## Professional Development provided for Teachers

Staff members build teaching skills, strategies and improve concept development through participation in professional development workshops through the Winship-Robbins Elementary School District and the Sutter County Office of Education, along with conferences throughout the year. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies that meet the needs of all learners and learning styles. During the 2015-2018 academic school years, the district's teachers focused on creating a Growth Mindset among educators and students, the implementation of the EDI lesson plan, strategies and lesson planning for English Language learners and the interpretation and analysis of MAPs assessment. In 2011-12 we focused on strategies for teaching English Learners as well as planning implementation of our Strategic Plan goals. The Winship-Robbins Elementary School District has structured two minimum days a month for the 2016 – 2017 and 2017-2018 school year. Each minimum student attendance day, two days during each month of the academic school year, meets for professional development every other Wednesday. Each Professional Development workshop's agenda speaks to teaching strategies to engage student learning, assessment tools to monitor and direct instruction, lesson planning that promotes district norms and a mindset that promotes goals and aspiration of student achievement. During the 2016 – 2017 and 2017-2018 academic school year, the Winship-Robbins Elementary School District, devoted eighteen afternoons from 1:00 p.m. to 3:30 p.m. to engage and collaborate on curriculum, strategies and student outcomes that promote student achievement. In addition, beginning teachers participate in TCIP through the Tri-Counties BTSA Induction Program through the Sutter County Office of Education. In 2010-11, there were 4.25 days and in 2011-12, there were 4.5 days dedicated for professional development. For 2012-13, 6.5 days were dedicated to professional development. Also in 2012-13, teachers were offered a day-long workshop in Explicit Direct Instruction. Each year, EDI is reviewed and required with each teacher. They spent two more full days before school started in 2015-2018 in training including differentiated Instruction and instructional strategies for English Learners. There were also seven minimum days when, in the afternoons, teachers were given additional training in all of the above, plus working on the transition to the CA Common Core State Standards. Additional observations, engagement and support is given through the Sutter County Educational Services Department. These services provide observation of teacher engagement and strategies, summit workshops that provide curriculum access and exploration, peer collaboration and on-going grade level student outcomes. At all times teachers are supported through on-going observations, analysis of data, and conferences that provide them effective feedback that will drive their instruction and support their teaching to provide the best outcomes for the Winship-Robbins Elementary School District students.

| FY 2015-16 Teacher and Administrative Salaries | | |
|---|---|---|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | $36,860 | $42,598 |
| Mid-Range Teacher Salary | $52,472 | $62,232 |
| Highest Teacher Salary | $72,437 | $80,964 |
| Average Principal Salary (ES) | | $102,366 |
| Average Principal Salary (MS) | | $104,982 |
| Average Principal Salary (HS) | | |
| Superintendent Salary | $130,000 | $117,868 |
| Percent of District Budget | | |
| Teacher Salaries | 23% | 32% |
| Administrative Salaries | 6% | 7% |

* 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 | 9,060 | 2,336 | 6,724 | 58,522 |
| District | ♦ | ♦ | 6,724 | $49,283 |
| State | ♦ | ♦ | $6,574 | $61,939 |
| Percent Difference: School Site/District | | | 0.0 | 0.0 |
| Percent Difference: School Site/ State | | | 18.4 | -4.0 |

* Cells with ♦ do not require data.

## Types of Services Funded

These programs and Supplemental Educational Services (SES) are provided at the schools either through categorical funds or other sources that support and assist students:

- LCFF
- Title I
- Title II
* Title III
- Tile IV
- Gifted and Talented Education (GATE) (funds are flexed into General Fund)
- School Safety and Violence
- School Library Block Grants (funds are flexed into General Fund)
- Class Size Reduction
- MTSS

## 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.