John Muir Middle School

1444 Williams St. • San Leandro, CA 94577 • (510) 610-4400 • Grades 6-8
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

San Leandro Unified School District
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School Description

John Muir Middle School is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. The city of San Leandro is a suburban community of approximately 74,000 residents. The city occupies 15 square miles between the cities of Oakland and Hayward and is bordered on the west by the San Francisco Bay and in the east by the East Bay Foothills. 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.

John Muir Middle School is an Advancement via Individual Determination (AVID) site. The AVID program promotes a college-going culture and provides the instructional framework that supports teachers in the implementation of Common Core State Standards and Next Generation Science Standards. The core academic program at John Muir includes English Language Arts, Mathematics, Science, History, Physical Education, and Electives. Students can choose from among the following electives: Art, Instrumental Music, Orchestra, Computers, Spanish, Leadership, AVID Independent Work Education (IWE), Drama and Choir. During the instructional day, Support classes in Math and English Language Arts (ELA) are available to students that need additional support and interventions.John Muir Middle School has a full-service library media center and three computer labs with thirty-five computers each. John Muir also has 38 chromecarts with close to 1000 Chromebooks for classroom use. John Muir's student to computer ratio is 1:1. John Muir Middle School is committed to providing all students with a learning environment that encourages higher-level thinking skills, creativity, meaning-centered learning, collaborative exploration, discovery, and independent reflective work. The John Muir teaching faculty of highly qualified teachers are dedicated to teaching students a rigorous core academic program based on the Common Core Standards and Next Generation Science Standards. The John Muir staff regularly analyzes data to inform their instruction. Examination of data by the John Muir teaching staff includes STAR Renaissance data, CASPP data, district interim assessment data, and CELDT data,

AVID

John Muir is an Advancement via Individual Determination (AVID) site. A number of John Muir teachers have been trained in the AVID methodology. John Muir teachers receive ongoing professional development in AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies from the AVID site team. Through the AVID methodology, John Muir Middle School is committed to providing our students with access to all college and career opportunities.

ACADEMIC EXCELLENCE

John Muir is committed to providing our students with a variety of enrichment programs to promote academic excellence, college and career readiness, positive student behavior, and a positive climate for learning. The John Muir staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of every student. Our teachers strive to provide students with high-quality instruction through project-based learning (PBL), blended learning, and classroom environments that are culturally responsive to students. It is John Muir's goal to provide academic programs that are rigorous, personalized, culturally responsive, and appropriately challenging for all students.

COLLABORATION

A core value of John Muir is to promote a collaborative culture where all stakeholders have a voice. John Muir Middle School is a school community that promotes shared decision-making, parent involvement, community involvement, and continuous learning for staff. We believe that it is through the collaboration of students, families, staff, and the John Muir community, where we will attain positive experiences and success for all John Muir students.

INSTRUCTION

The instructional periods at John Muir are fifty minutes long on Mondays, Tuesdays, and Thursdays, and forty-five minutes long on Wednesday and Friday. Fridays are early release days and this time is used for teacher collaboration, parent communication, and professional development. Staff works together to meet needs of all students by sharing resources and best instructional practices. The focus of staff collaboration is to align our instructional activities in order to improve the academic performance of all students, specifically English Learners (EL) and students who require additional intervention to support their learning needs. Recognizing the need to focus on the whole child, our teachers provide learning experiences which foster social/emotional growth through the development of students' communication and collaboration skills.

PROFESSIONAL DEVELOPMENT

During the 2016-2017 school year, John Muir teachers participated in professional development at the district level as well as site level. At the site level, professional development occurs during a variety of meetings (faculty, departmental, grade level, cross-school collaboration, admin updates). The John Muir administrators, AVID Site team, Department Chairs, and other members of the staff facilitate professional development. All teachers participate in the district-wide professional development days in the fall and spring that support San Leandro Unified instructional vision of providing responsive, personalized learning pathways for college and career readiness.

CONFERENCES AND WORKSHOPS

John Muir teachers attend conferences and workshops throughout the year. Teachers have had focused professional development in the areas of the Common Core Standards, Next Generation Science Standards, Project Based Learning, Eureka Math, and Designated and Integrated ELD. Teachers have also attended the Advancement via Individual Determination (AVID) Summer Institute, and Alameda County Office of Education's Science Partners for Instructional Innovation (SPIFII). These conferences and workshops have supported the staff in the implementing the Common Core Standards and Next Generation Science Standards. New teachers at John Muir are provided support through John Muir's monthly new teacher meetings and through the Center for Teacher Innovation.

LOCAL AND STATE ASSESSMENTS

John Muir administered the STAR Renaissance assessments three times throughout the 2016-2017 school year and the District interim assessment twice during the 2016-2017 school year. The math teachers used the Eureka end of Module assessments as their district benchmark assessment. John Muir administers the SBAC to all students as their end of year summative assessment. In combination these assessments are used to analyze our instructional program.

ENGLISH LEARNERS (EL)

During the 2016-2017 school year John Muir had approximately 234 EL students. The majority of the English Learners speak Spanish (150) The other languages spoken in the school are Tagalog (23), Vietnamese (20), Chinese (22). Arabic, and Japanese. The number of English Learners at each proficiency level are:

Level 1 (33)
Level 2 (26)
Level 3 (64)
Level 4 (75)
Level 5 (29)

Most John Muir English Learners scored in the Intermediate and Early Advanced levels on the 2016 CELDT. The 2016 Smarter Balanced Assessment Consortium (SBAC) shows that 95% John Muir English Learners are not meeting standards in Math and 96% of John Muir English Learners are not meeting Standards in English Language Arts. Many of the students in the John Muir English Language Development (ELD) program are not making progress toward language proficiency. In 2016 there was a 0.9% reclassification rate of English Learners at John Muir. John Muir staff's goal is to improve the academic performance English Learners and improve their reclassification rates. Steps have already been set in motion to support this need by ensuring that all English Learners receive systematic language instruction throughout the instructional day. To support the systematic language instruction of English Learners at John Muir teachers are participating in professional development training in Designated ELD and Integrated ELD. The Designated ELD course will provide English Learners with 30 minutes a day of English Language Development instructions. In addition to the Designated ELD instruction, all content area teachers will provide Integrated language supports for their English Learners.

JOHN MUIR MISSION VISION AND SOCIAL VISSION

John Muir Mission Statement - To prepare each student for academic, emotional, and social success.
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

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**
Grade 6	324
Grade 7	322
Grade 8	324
Total Enrollment	970

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	9.5
American Indian or Alaska Native	0.2
Asian	23.3
Filipino	11.6
Hispanic or Latino	43.9
Native Hawaiian or Pacific Islander	1.6
White	6.5
Two or More Races	3.3
Socioeconomically Disadvantaged	62.5
English Learners	23.7
Students with Disabilities	14.9
Foster Youth	0.5

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			
John Muir Middle School	**15-16**	**16-17**	**17-18**
With Full Credential	46	46	42
Without Full Credential	0	2	
Teaching Outside Subject Area of Competence	0	2	
San Leandro Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
John Muir Middle School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	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)

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 November 14, 2017 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 as of January 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	StudySync Adopted 2017 McGraw Hill **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Eureka Math Adopted April 2016 Great Minds **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Holt, Rinehart & Winston Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Holt, Rinehart & Winston Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 gymnasium, and a playfield with soccer and baseball fields. Recent renovations include the installation of new exterior fencing, exterior paint, and connection to the city's fiber loop for high-speed internet access. The library was renovated in the 2017-18 school year.

Cleaning Process
The principal works daily with the head custodian and custodial staff to ensure a clean and safe school environment.

Maintenance & Repair
District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:
The school received new heating, ventilation, and air conditioning (HVAC) units in all classrooms in 2016. Additionally, the school's electrical system will be upgraded to accommodate future needs.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/23/18				
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
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			
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						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	**School**		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	50	55	43	44	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						
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	32	40	38	38	48	48
Math	24	25	24	25	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**
7	17.6	19.6	19.2

* 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)				
	Number of Students		**Percent of Students**	
Group	**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 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	978	958	97.96	39.92
Male	488	474	97.13	33.97
Female	490	484	98.78	45.76
Black or African American	91	91	100	28.89
American Indian or Alaska Native	--	--	--	--
Asian	228	228	100	62.72
Filipino	113	111	98.23	51.35
Hispanic or Latino	428	413	96.5	28.57
Native Hawaiian or Pacific Islander	15	15	100	6.67
White	64	62	96.88	33.87
Two or More Races	36	35	97.22	42.86
Socioeconomically Disadvantaged	607	594	97.86	35.24
English Learners	372	365	98.12	27.95
Students with Disabilities	150	142	94.67	8.45
Foster Youth	--	--	--	--

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	978	949	97.03	25.08
Male	488	472	96.72	23.52
Female	490	477	97.35	26.62
Black or African American	91	88	96.7	11.36
American Indian or Alaska Native	--	--	--	--
Asian	228	228	100	50.44
Filipino	113	110	97.35	28.18
Hispanic or Latino	428	408	95.33	13.97
Native Hawaiian or Pacific Islander	15	15	100	6.67
White	64	62	96.88	19.35
Two or More Races	36	35	97.22	28.57
Socioeconomically Disadvantaged	607	592	97.53	19.93
English Learners	372	362	97.31	15.47
Students with Disabilities	150	141	94	2.13
Foster Youth	--	--	--	--

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)
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. 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 State priority: School Climate (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	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	8.9	9.3	11.4
Expulsions Rate	0.1	0.1	0.1
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	5.9	6.4	6.5
Expulsions Rate	0.1	0.1	0.1
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	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	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1.0
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	600

*   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)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
English	19	23	25	22	10	8	12	15	11	6	5	9
Mathematics	24	26	24	10	6	10	13	4	8	7	14	10
Science	27	29	27	1		2	22	22	22			
Social Science	30	28	28	3	4	4	3	11	7	15	8	12

*   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 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 John Muir staff receives continuous professional development in AVID WICOR strategies. In addition, the John Muir staff receives monthly trainings in Positive Behavior Interventions and Supports (PBIS) to maintain a positive school climate and address the Social Emotional needs of our students. A number of our John Muir teachers have been receiving training in Project Based Learning and Assessing Student Learning Accurately. Project Based Learning, or (PBL), is a teaching method that engages students actively in learning by asking them to investigate an interesting and complex question, problem, or challenge, and then to create something in response. Assessing Student Work Accurately or (ASLA), supports teachers in examining their grading practices and supports teachers in creating grading systems that provide equitable outcomes for all students. All John Muir teachers participate in our monthly staff development meetings, department meetings, and grade level meetings. Staff development for beginning teachers is supported through Beginning Teachers Support and Assessment (BTSA), and all teachers have access to,and may receive assistance through the district Instructional coaches. San Leandro Unified School District supports staff development through two Staff Development days each year.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$58,645	$46,511
Mid-Range Teacher Salary	$80,977	$73,293
Highest Teacher Salary	$107,065	$92,082
Average Principal Salary (ES)	$122,739	$113,263
Average Principal Salary (MS)	$134,702	$120,172
Average Principal Salary (HS)	$156,104	$131,203
Superintendent Salary	$284,181	$213,732
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	6%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	5916	320	5596	90246
District	♦	♦	5916	$86,964
State	♦	♦	$6,574	$74,476
Percent Difference: School Site/District			-5.4	3.8
Percent Difference: School Site/ State			-14.9	21.2

* 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.