John Muir Middle School

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

San Leandro Unified School District
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School Description

JOHN MUIR MIDDLE SCHOOL

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 90,000 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 associations.

John Muir Middle School is an Advancement via Individual Determination (AVID) site. The AVID program promotes a college-going culture through an 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, Computers, Maker Space, Spanish, Leadership, AVID, ELD, Independent Work Education (IWE), Drama, Symphonic Band, Orchestra, and Choir. During the instructional day, John Muir Middle School has a full-service multimedia center including a 3-D printer and laser cutter. John Muir also has a thriving Athletic program that includes softball, track, and field, boys/girls basketball, boys/girls volleyball, flag football, wrestling, cross county, tennis, and golf. With a 1:1 computer ratio, John Muir 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. Our teaching faculty of highly qualified teachers are dedicated to teaching students a rigorous core academic program that will prepare students for the rigors of high school. The John Muir staff regularly analyzes data to inform their instruction. Analysis of data by the John Muir teaching staff includes the examination of STAR Renaissance data, CAASPP data, District Interim Assessment Data, California Healthy Kids Survey, and ELPAC data.

AVID (Advancement via Individual Determination)

John Muir is an Advancement via Individual Determination (AVID) site. A number of John Muir teachers have been trained in the AVID methodology. Through the AVID College Readiness System, the John Muir staff is committed to providing all students with a middle school experience that will support them in accessing college and career opportunities. In addition, through the instructional methodology of the AVID College Readiness System, all John Muir teachers receive ongoing professional development in WICOR (Writing, Inquiry, Collaboration, Organization, Reading) to support their delivery of instruction.

PBL (Project Based Learning)

Most teachers at John Muir Middle School have been trained in Project-Based Learning. 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. Projects can vary in length; some may take a week or two, others a month or more. Projects may be done individually, in teams, or by a whole class. There are exhibitions of PBL projects throughout the year and many of our students' projects are showcased at Open House during the spring.

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 to promote 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 WICOR, Project-Based Learning (PBL), blended learning, and PBIS, leading to 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 foster a collaborative community where all stakeholders have a voice. John Muir Middle School is a school community that promotes shared decision-making, parent involvement, and community involvement. 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

During the 2018-2019 school year, the instructional periods at John Muir were seventy minutes long on Mondays, 90 minutes long on Tuesdays, and Wednesdays, and fifty-four minutes long on Thursdays and Fridays. On our Tuesday and Wednesday block days, the instructional day ended at 2:00 pm, and this early release time was used for teacher collaboration, parent communication, and professional development. 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 that foster social/emotional growth through the development of students' communication and collaboration skills.

PROFESSIONAL DEVELOPMENT

During the 2018-2019 school year, John Muir teachers were provided with a number of opportunities to grow professionally and improve. At the site level, professional development occurs during a variety of meetings (faculty, departmental, grade level, admin updates). The John Muir administrators, AVID Site team, Department Chairs, and other members of the staff facilitate professional development sessions. In addition, 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. Classified staff also participates in a variety of training throughout the school year focused on Trauma-Informed Instruction.

CONFERENCES AND WORKSHOPS

John Muir teachers attend conferences and workshops throughout the year. Teachers focus their professional development in the areas of the Common Core Standards, Next Generation Science Standards, Project Based Learning, Eureka Math, Studysync, Integrated ELD, and Designated ELD. Many John Muir teachers have attended an Advancement via Individual Determination (AVID) Summer Institute. Our Science teachers have worked closely with the Alameda County Office of Education as they have transitioned to the Next Generation Science Standards. These conferences and workshops have supported the staff in 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 assessment three times throughout the 2018-2019 school year and a District interim assessment midyear. In addition, John Muir math teachers use Eureka end of Module assessments as a district benchmark assessment. John Muir administers the SBAC to all students as our end of year summative assessment. In combination, the above assessments are used to analyze our instructional program.

ENGLISH LEARNERS (EL)

During the 2018-2019 school year, John Muir had approximately 270 EL students. The majority of English Learners speak Spanish. The other languages spoken in the school are Tagalog, Vietnamese, Chinese, Arabic, and Japanese. A Designated ELD course provides the John Muir English Learners with 30 minutes a day of English Language Development instruction. In addition to the Designated ELD instruction, all content area teachers provide Integrated language supports for our English Learners. To support the teacher with the systematic language instruction of English, John Muir teachers participate in professional development training in Designated ELD and Integrated ELD.

JOHN MUIR MISSION VISION AND SOCIAL VISION

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	338
Grade 7	340
Grade 8	325
Total Enrollment	1,003

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.4
American Indian or Alaska Native	0.2
Asian	22.8
Filipino	10.2
Hispanic or Latino	44.9
Native Hawaiian or Pacific Islander	2
White	7.3
Two or More Races	3.9
Socioeconomically Disadvantaged	64.4
English Learners	28.3
Students with Disabilities	15.5
Foster Youth	0.2
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for John Muir Middle	17-18	18-19	19-20
With Full Credential	42	45	47.6
Without Full Credential	0	2	3.2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Leandro Unified	17-18	18-19	19-20
With Full Credential	♦	♦	426.7
Without Full Credential	♦	♦	12.2
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at John Muir Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 August 20, 2019, 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 August 2019 are illustrated in the chart.

Textbooks and Instructional Materials
Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	StudySync Adopted 2018 McGraw Hill **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Eureka Math Adopted April 2016 Algebra 1 Great Minds **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	California: Earth, Life and Physical Science Holt, Rinehart & Winston Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	World History: Ancient Civilization, World History: Medieval and Early Modern Times, Us History Holt, Rinehart & Winston Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Realidades 1 Adopted 2003 Prentice Hall **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Teen Health 2006 Positive Prevention: HIV/STD Prevention for California Youth 2004 Botvin's LifeSkills 2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/25/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Classroom B7 - Door not latching. Classroom D1 - door dragging on floor.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Gym Girls Locker Room - Sewer line blockage.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	39	45	38	42	50	50
Math	26	31	26	29	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	23.7	18.2	13.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	974	960	98.56	44.58
Male	487	483	99.18	39.75
Female	487	477	97.95	49.48
Black or African American	80	78	97.50	34.62
American Indian or Alaska Native	--	--	--	--
Asian	226	222	98.23	63.51
Filipino	100	97	97.00	56.70
Hispanic or Latino	433	431	99.54	34.11
Native Hawaiian or Pacific Islander	21	20	95.24	40.00
White	68	66	97.06	42.42
Two or More Races	39	39	100.00	53.85
Socioeconomically Disadvantaged	626	616	98.40	38.31
English Learners	377	370	98.14	28.65
Students with Disabilities	130	129	99.23	12.40
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	974	963	98.87	31.36
Male	487	486	99.79	32.92
Female	487	477	97.95	29.77
Black or African American	80	78	97.50	17.95
American Indian or Alaska Native	--	--	--	--
Asian	226	225	99.56	56.00
Filipino	100	99	99.00	43.43
Hispanic or Latino	433	429	99.08	19.58
Native Hawaiian or Pacific Islander	21	20	95.24	10.00
White	68	66	97.06	28.79
Two or More Races	39	39	100.00	35.90
Socioeconomically Disadvantaged	626	619	98.88	25.36
English Learners	377	374	99.20	17.38
Students with Disabilities	130	128	98.46	5.47
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
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, and the English Language Advisory Committee (ELAC). Parents also volunteer to participate in a number of school-related events throughout the school year. 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	11.4	9.2	8.0
Expulsions Rate	0.1	0.1	0.4

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.5	5.6	5.2
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	501.5

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	25	8	11	9	26	9	8	13	24	10	18	4
Mathematics	24	10	8	10	26	9	11	13	27	6	18	9
Science	27	2	22		29		22		28		23	
Social Science	28	4	7	12	32	2	2	16	28	3	15	5

* 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

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

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. A number of our John Muir teachers participate in ongoing 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, grade level meetings and weekly Professional Learning Communities (PLC). Staff development for beginning teachers is supported through Center for Teacher Innovation (CTI) and all teachers have access to and may receive support from our district Instructional Coaches. San Leandro Unified School District supports staff development through two Staff Development days each year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$61,314	$49,084
Mid-Range Teacher Salary	$84,662	$76,091
Highest Teacher Salary	$111,937	$95,728
Average Principal Salary (ES)	$132,635	$118,990
Average Principal Salary (MS)	$140,831	$125,674
Average Principal Salary (HS)	$163,207	$137,589
Superintendent Salary	$321,143	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	42%	35%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$6,561.00	$199.00	$6,363.00	$98,016.00
District	N/A	N/A	$6,034.00	$90,101.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.3	10.2
School Site/ State	-11.3	24.6

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

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

Types of Services Funded
- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- Special Education Services (state and federal)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety
- Behavioral Health
- Coordination of Services (COST)
- Learning Communities for School Success (LCSSP Grant)
- Tobacco Use Prevention Education (TUPE)
- Title IV, Part A, Student Support and Academic Enrichment
- Youth Reinvestment Grant Program (YRG)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.