

# Sunset School

8301 Sunset Blvd • Bakersfield, CA 93307-9289 • 661.845.1320 • Grades 5-8

Mrs. Lourdes Licea, Principal

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<https://vineland.k12.ca.us/sunset>



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



**Vineland School District**  
14713 Weedpatch Highway  
Bakersfield  
661.845.3713  
<https://vineland.k12.ca.us>

### District Governing Board

Mario Pena, President

Christopher R. Carreon

Edelmira Gonzales

Alejandra Segura

Francisco Segura

### District Administration

Cindy M. Castro  
**Superintendent**

### School Description

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters. As you read the Report Card, you will gain a better understanding of Sunset as a school with a record for improvement, a faculty that is professionally skilled and personally committed to meeting the learning needs of students and a student body which is enthusiastic and motivated to perform well.

The Vineland School District encompasses 33 square miles in rural/agricultural southeast Kern County and is composed of two schools: Vineland Elementary School, which serves students in grades kindergarten through four; and Sunset Middle School, which serves students in grades five through eight. The Vineland School District has historical significance in Kern County because it served the children from a large migrant labor camp established in the area during the 1930's-1940's. Located between Arvin and Weedpatch and situated on Weedpatch Highway, it was more commonly referred to as "Weedpatch Camp" by the families who lived there. The goal was to provide affordable housing to thousands of families during the time of the Great Depression and Dust Bowl.

Sunset School, established in 1940, serves students in grades Five through Eight. During the 2018-2019 school year, the total student population of 301 enrolled included: 100 % Socioeconomically Disadvantaged, 47.5% English Learners, 98.7% Hispanic / Latino, and 10.3% Students with Disabilities. Every student attends regular day core academic classes and are offered After School Education and Safety (ASES ) program. All students receive research- based instructional strategies that are focused on the State Standards. We are dedicated to providing quality academic instruction in a safe environment for our students each day.

Sunset School has a full-time Principal, At-Risk Counselor, RSP/Special Education Teacher and 17 Self-Contained Classroom Teachers. Additional support includes 9 part time Comprehensive Aides. The district provides Speech

Language Therapist, School Psychologist, and nursing services . All students have access to 2 computer labs, and all students in grades 5-8 have a 1:1 computer device. Staff members are highly trained and personally committed to meeting the learning needs of all students.

### Mission Statement

The Vineland School District Board of Trustees, administrators, faculty, and staff are committed to providing rewarding and memorable experiences for all students in a safe, caring, nurturing, and healthy environment where they can reach their maximum potential in intellectual, social, emotional, and physical knowledge, skills, and competencies so that they may become positive, contributing members of society

## 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 5	73
Grade 6	81
Grade 7	64
Grade 8	83
Total Enrollment	301

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	98.7
White	1.3
Socioeconomically Disadvantaged	100
English Learners	47.5
Students with Disabilities	10.3

## 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 Sunset School	17-18	18-19	19-20
With Full Credential	9	9	7
Without Full Credential	7	7	8
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Vineland School District	17-18	18-19	19-20
With Full Credential	♦	♦	21
Without Full Credential	♦	♦	13
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Sunset School

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

All textbooks used in the core curriculum at Vineland School are currently being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/ language arts, math, science, and social science).

On August 20, 2018 the Vineland School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. #0820-01 which certifies as required by Education §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, the Vineland School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

### Textbooks and Instructional Materials

Year and month in which data were collected: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grade 5 / ReadyGen / Pearson Education, Inc. / 2016 Grades 6-8 / MyPerspectives / Pearson Education, Inc. / 2016  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Grade 5 / GoMath! / Houghton Mifflin, / 2015 Grades 6-8 / Big Ideas / Houghton Mifflin / 2015  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Grade 5 / California Science / Macmillan/McGraw-Hill / 2006 Grade 6 / Focus on Earth / Macmillan/McGraw-Hill / 2006 Grade 7 / Focus on Life Science / Glencoe / 2006 Grade 8 / Focus on Physical Science / Glencoe / 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Grade 5 / Making a New Nation / Macmillan/McGraw-Hill / 2006 Grade 6 / Ancient Civilizations / Holt, Rinehart & Winston / 2007 Grade 7 / Medieval to Early Modern Times / Holt, Rinehart & Winston / 2007 Grade 8 / US History: Independence to 1914 / Holt, Rinehart & Winston / 2007  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)

The district takes significant efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Sunset School's original facilities were built in 1940; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed promptly. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installed new irrigation valves.
- Repaired well for irrigation
- Installed water fountains
- Repaired egress gate
- Repaired electrical hazards near/around cafeteria
- Trimming and removal of hazardous trees

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention before students and staff

entering school grounds. Two day custodian and two evening custodians are assigned to Vineland School. The day custodians are responsible for:

- General grounds maintenance
- Trash removal
- other duties assigned by the site administrator/supervisor

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Restroom cleaning
- trash removal

\* clean/maintain gymnasium

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/20/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
<b>Interior:</b> Interior Surfaces	Good	N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	N/A
<b>Electrical:</b> Electrical	Good	N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	N/A
<b>Structural:</b> Structural Damage, Roofs	Good	N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	N/A
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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	25	26	25	25	50	50
Math	11	12	14	14	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.

### 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	306	293	95.75	26.28
Male	152	145	95.39	18.62
Female	154	148	96.10	33.78
Hispanic or Latino	301	290	96.35	26.55
White	--	--	--	--
Socioeconomically Disadvantaged	304	292	96.05	26.37
English Learners	217	206	94.93	16.99
Students with Disabilities	30	27	90.00	3.70
Students Receiving Migrant Education Services	38	33	86.84	24.24
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.

### 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
5	20.3	14.9	18.9
7	18.6	14.3	22.9

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.

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	305	292	95.74	12.03
Male	152	146	96.05	10.27
Female	153	146	95.42	13.79
Hispanic or Latino	301	289	96.01	12.15
White	--	--	--	--
Socioeconomically Disadvantaged	303	291	96.04	12.07
English Learners	217	207	95.39	6.76
Students with Disabilities	29	27	93.10	7.41
Students Receiving Migrant Education Services	38	34	89.47	8.82
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 school site

### Opportunities for Parental Involvement (School Year 2019-20)

Our goal is to build strong relationships with families and community members to increase capacity to navigate the educational system in order to partner and advocate for educational opportunities and access to high quality teaching and learning to optimize student achievement. Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school.

To this end, the district and/or schools will design, plans, and implements meaningful family and community engagement opportunities designed to involve and engage staff, families, and community members in activities in support of student learning. These activities will build capacity for families and community members; provide opportunities for families and community members to develop and demonstrate leadership; provide opportunities for family and community members to be involved in the monitoring the progress of the school's programs; and will provide for appropriate access and equity for all families and community members.

Parents are informed on upcoming events and school activities through flyers, the school marquee, and phone calls and texts. Contact Mrs. Lourdes Licea, Principal, at (661) 845-1320.

#### Parent Involvement Opportunities:

- Back-to-School Night / Title I Parent Meeting
- Family Learning Nights
- Open House
- Parent-Teacher Conferences- two per year
- Color Splash/ Carnival
- Student of the Month Luncheons
- Las Posadas
- Thanksgiving/Harvest Luncheon
- Christmas Winter Program
- Trunk or Treat
- Pozole Night

- Science Fair
- Athletic Program
- Book Fair
- Literary Luncheon
- Movie Night
- Student Assemblies/Recognition
- Red Ribbon Week
- Cesar Chavez Beautification Day

**Leadership and Program Monitoring Opportunities:**

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- LCAP Meetings
- LCAP Surveys

**Opportunities to Volunteer:**

- Classroom
- Book Fair
- Carnival
- Library
- Parent/Booster Club

For more information about the school's parent and community involvement opportunities, please contact one of the following:

Mrs. Lourdes Licea, Principal- Phone 661) 845-1320 or Email: lolicea@vineland.k12.ca.us

Mrs. Dolores Torres, District Categorical Secretary - Phone: (661) 845-3713 or Email: dtorres@vineland.k12.ca.us

Mrs. Rosalva Gonzalez, Community Liaison-Phone: (661) 845-1320 or E-mail: rgonzalez@vineland.k12.ca.us

**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 Comprehensive School Safety Plan was developed for Sunset School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure for school, sexual harassment policy, and dress code policy.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.8	8.5	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.0	4.3	2.9
Expulsions Rate	0.0	0.0	0.0

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*	.0

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

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
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 (Elementary)**

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
5	25		23	2	23	9	24	2	19	10	21	2
6	28		24	2	24	1	23	2	20	10	23	2
Other**	26		1						24		1	

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

\*\* "Other" category is for multi-grade level classes.

**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	23	10	8		23	5	16		20	13	8	
Mathematics	25	3	3		24	1	6		21	4	3	
Science	25	3	3		24	1	6		21	4	3	
Social Science	25	3	3		24	1	6		21	4	3	

\* 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	35	34	34

The Following Professional Development was provided for all Certificated Staff during the 2017-18, and 2018-2019 school year. Learning Sciences International created by the Marzano Center was implemented across the curriculum and professional development was delivered every Wednesday throughout the year during Teacher PLC time.

The District/School provides ongoing, job-embedded professional development opportunities designed to develop and support high-quality instructional leaders at all levels focusing on the following four areas:

- Induction, Mentoring, and Support. The District ensures all new teachers are enrolled in an approved teacher induction program and that teachers receive continued support in such activities as planning and preparation, teacher collaboration, student goal-setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instruction.



- ----Academic Content and Performance Standards. The District provides all teachers and administrators with ongoing professional development and support structured around the specific learning targets and performance expectations associated with the academic content and performance standards.
- ----Adopted Core and Ancillary Instructional Material. The District provides all teachers and administrators with ongoing professional development and support structured around the content, structure, lesson planning, pacing, and instructional delivery of the adopted core instructional materials and other instructional support materials and/or programs.
- ----Instructional Strategies, Techniques, and Practices. The District provide all teachers and administrators with ongoing professional development and support focused on the district-identified, research-based instructional strategies designed to improve student learning and which are aligned with the state academic content and performance standards and adopted instructional materials.

In addition, the District regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research in order to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.

The 2019-2020 school year, decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Vineland School District supports ongoing professional growth throughout the year. Teachers meet in both grade level and school/district teams every Wednesday for one hour to receive professional development , conduct data analysis to identify areas of need, to plan curriculum and instruction, and to share best teaching practices. Also, teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or

training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. Teachers may also request to attend conferences or workshops that relate to improving instruction.

Training and curriculum development activities at Vineland School revolve around the Common Core State Standards, Next Generation Science Standards, Language Development, Positive Behavior Intervention and Supports, and STEM/Technology. The Vineland School District held staff development training or had teachers or other staff members attend training devoted to:

- Positive Behavior Intervention Systems , PBIS
- Renaissance-Accelerated Reader
- Renaissance- Star Reader
- ELA: Big Idea
- Math- Go Math- Think Central
- Whole Brain Teaching
- Technology
- Primary Magic- Primary Classroom Excellence
- Intervention-Lexia/Power up
- Intervention- Standard Plus
- ELD- iLit
- ELD- El Achieve
- Rosetta Stone
- ELA/PHONICS- Zoophonics
- Student Success Team Training
- CPI Training

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (ES)	\$	\$107,614
Average Principal Salary (MS)	\$	\$112,242
Average Principal Salary (HS)	\$	\$
Superintendent Salary	\$	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	26%	31%
Administrative Salaries	5%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

- After School Learning & Safe Neighborhood Partnerships
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Special Education
- State Lottery
- Title I
- Title II
- Title III

#### 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.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,098	\$2,405	\$5,693	\$62,749
District	N/A	N/A	\$5,425	
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	4.8	6.1
School Site/ State	-22.3	-0.7

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.