



Vista Grande Elementary School

667 Diablo Rd. • Danville, CA 94526 • (925) 314-1000 • Grades K-5

Osi Juergens, Principal

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



San Ramon Valley Unified School District

699 Old Orchard Dr.

Danville, CA 94526

(925) 314-1000

www.srvusd.net

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Principal's Message

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Vista Grande. Every school in California is required to issue an annual report to the community. We are pleased to take this opportunity to inform you about our school programs, our vision and goals, and the progress we are making toward attaining that vision. Vista Grande has a long-standing tradition for excellence. We focus on promoting maximum academic achievement for each and every child. Our purpose is to develop each child's intellectual potential through an innovative, balanced, and challenging curriculum. Our strong academic curriculum is common core standards based, and our teaching strategies provide a balance of skills and knowledge that prepare our children for their future lives. Vista Grande takes pride in its fine reputation for providing a positive, caring, and stimulating setting where students love to learn. The dedicated staff recognizes that parents are partners in our most important goal of preparing our children to be the promising future. Our parents provide our students with additional opportunities to participate in Art, Vocal Music and Computer Lab. The cooperation, collaboration, and active involvement of teachers, support staff, and parents are the foundational base of our exceptional learning environment for the children. Our high expectations and encouragement for responsible citizenship and character values are significant at Vista Grande. We are very involved with community service projects under our PRIDE Program where we have helped organizations all over the world. We are continuing our work as a State Designated "No Place For Hate" school. Children, staff, and parents consistently model positive successes as they work together in our excellent learning community. Children's learning is enhanced because Vista Grande is committed to empowering its staff and students with the technological tools to assist them in becoming information users. Modern technology is integrated into the educational program as we provide a balanced, quality education to all our students. We explore research based educational trends in our efforts to continuously improve our effectiveness with children. Rigor, Relevance and Relationships are the 3 R's that move our students forward in their academic progress. Staff also continually implements the 5 C's (Collaboration, Communication, Creativity, Curiosity, and Critical Thinking) in their lesson planning. Our academic focus for the 2019/20 school year is to implement our new TWIG, TK-5th Grade Next Generation Science Standard Curriculum, continue our implementation of Lucy Caulkins' Reading and Writing Programs, enhance our Eureka Math Adoption with Dreambox and Zearn (computer-based math supplements meeting state standards) continue enhancing Culturally and Linguistically Response to teaching and learning (CLR) and new this year, all teachers have incorporated our Social Emotional Learning lessons through the program Sanford Harmony. We continue to improve our Response to Intervention (RTI) Programs as we work hard to close all achievement gaps through Tier 1, Tier 2 and Tier 3 interventions. Along with our district, we are taking a closer look at student safety on campus with additional training, the creation of a school safety committee, and the installation of security cameras and fencing that will be installed in the near future. We welcome your inquiries, and if you wish to visit the campus or meet a teacher, please call our office for an appointment. Our school motto is TEAM (Together Everybody Achieves More).

Osi Juergens, Principal

(Email: ojuergens@srvusd.net)

Mission Statement

The District and State Common Core Standards and Vista Grande's School Improvement Plan are the documents used to direct academic and school-wide visions. Our mission as a Vista Grande TEAM, consisting of teachers, students and parents is to provide a creative and challenging educational environment that enables all students to reach a high level of academic achievement as determined by state and national standards. We commit to a comprehensive system of support to develop each student's confidence and potential to successfully function in a global society and continue a life-long commitment to learning. Our student-centered classrooms view students as thinkers. It is this spirit that allows Vista Grande Falcons to Soar Higher and Take Pride in Excellence.

The number one focus in all decisions made at Vista Grande is "students come first." To meet the needs of a diversified student population, two educational programs are offered to our families. Our traditional program provides split reading in 1st grade and paraeducator support. Our Alternative Program provides extended paraeducator support, and a Spanish teacher who delivers two 1/2 hour enrichment classes a week.

School Profile

Vista Grande, a TK-5 elementary school established in 1960, is located in central Danville and serves the area adjacent to Diablo Road and Camino Tassajara, as a neighborhood school in Contra Costa County. Surrounded by the beauty of Mt. Diablo, Vista Grande is in close proximity to major universities and major corporations with whom we have developed professional partnerships. At Vista Grande, (with 607 students) we have listened and responded carefully to the wishes of our community to achieve a program of educational excellence. In 2014, Vista Grande was recognized for the fourth time in the past 13 years as a California Distinguished school and in 2015 Vista Grande was recognized by the State of California as a Gold Ribbon School. We have also been acknowledged as a Digital Citizenship and a No Place for Hate School.

Staff, parents, and students work together planning the curriculum and developing an environment that is safe, nurturing and caring. The TEAM approach at Vista Grande means that "Together Everyone Achieves More."

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
Kindergarten	130
Grade 1	98
Grade 2	90
Grade 3	92
Grade 4	110
Grade 5	103
Total Enrollment	623

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
Asian	10.9
Filipino	0.8
Hispanic or Latino	10
Native Hawaiian or Pacific Islander	0.2
White	68.9
Two or More Races	9.1
Socioeconomically Disadvantaged	2.9
English Learners	2.9
Students with Disabilities	9.5

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 for Vista Grande	17-18	18-19	19-20
With Full Credential	34	34	34
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	3

Teacher Credentials for San Ramon Valley	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Vista Grande Elementary 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	0.2	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)

Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; and Mathematics for grades K-12 in 2016.

For grades K-5 science SRVUSD adopted TWIG Science in 2019. Currently SRVUSD is piloting science materials for grades 6-12 with a grades 6-8 adoption planned for 2020 and a grades 9-12 adoption in the subsequent years. Each time textbooks are adopted, professional development is offered on units of study and strategies in using the materials. All textbooks and materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: October 4, 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	N2Y.com – Adopted 2015 Heinemann, Reading and Writing Units of Study - Adopted 2015 Phonics Lessons, Wilson Foundations, Words Their Way, Word Study Lessons, SLI– Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Great Minds, Eureka Math/EngageNY – Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	TWIG Science - Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman - Adopted 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)

Built in 1960, Vista Grande was completely remodeled and modernized in 1993 and again in 2006. The new construction funded by Measure A features a school-wide computer network, two computer labs, nine state of the art classrooms, a large media/library facility, a new science lab, art room and a new multi-use room/performing arts center. In addition, the staff lounge was expanded with conference room facilities. In the summer of 2018 new roofing, heating and air conditioning were replaced in the 100 and 200 buildings. Multiple areas on campus received new cement and a few trees were removed from our quad area. The PTA and the Town of Danville along with the District, funded a new playing field and resurfaced our blacktop play area in the summer of 2008. Our custodial staff and student volunteer helpers clean our school regularly and district personnel maintain our grounds. In the summer of 2019, the 100 building and 200 buildings were modernized with new doors, windows, lighting, whiteboards, electrical and wifi upgrades, new carpet in 4 rooms, and new stucco on the exterior. Part of this project which will be in the next phase is fencing around the perimeter of our school and our main office access will be reconfigured.

Adults at all recesses supervise the playgrounds and school visitors are required to check in at the office. All adults on our campus wear school identification badges and volunteers wear a name badge sticker.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 4/14/19

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

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	74	75	82	81	50	50
Math	76	76	77	78	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
5	5.8	17.5	72.8

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	303	298	98.35	75.17
Male	150	147	98.00	68.03
Female	153	151	98.69	82.12
Black or African American	--	--	--	--
Asian	28	28	100.00	78.57
Hispanic or Latino	30	27	90.00	62.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	210	208	99.05	74.52
Two or More Races	33	33	100.00	87.88
Socioeconomically Disadvantaged	--	--	--	--
English Learners	13	13	100.00	76.92
Students with Disabilities	34	32	94.12	53.13

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	303	299	98.68	75.92
Male	150	148	98.67	74.32
Female	153	151	98.69	77.48
Black or African American	--	--	--	--
Asian	28	28	100.00	78.57
Hispanic or Latino	30	27	90.00	66.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	210	209	99.52	75.12
Two or More Races	33	33	100.00	87.88
Socioeconomically Disadvantaged	--	--	--	--
English Learners	13	13	100.00	84.62
Students with Disabilities	34	33	97.06	45.45

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)

Strong Parental Leadership

Vista Grande parents are highly supportive of the school's program through an active Parent-Teacher Association, Traditional Program Board, Alternative Program Board, the School Site Council, Safety Committee, and the Computer/Technology Committee. Parent involvement at Vista Grande is a strong asset as evidenced by 20,000 volunteer hours, leadership on school committees, and donations that fund science, art, music, technology, paraeducators, curriculum materials, instructional supplies and staff development. It is a high priority at Vista Grande to welcome and encourage parents to visit, volunteer, attend our parent education sessions, and participate in decision-making meetings. Our site community liaisons are continuously looking for parents to volunteer in our classrooms. Throughout the school year, a variety of parent education sessions are offered. Topics are selected based on an annual parent needs assessment conducted at a School Site Council and PTA meetings. Notifications are incorporated in our on-line communication newsletters on all-parent education sessions.

Strong Community Support

At Vista Grande, we are fortunate to have strong community support through the PTA and active parent involvement in the classroom. PTA fund raisers such as the carnival and art auction provide additional funds to support our library, science, technology, music and art programs. Our Traditional and Alternative Board sponsors a Jog-a-thon and multiple dinner nights to support paraprofessional time in all classrooms. An annual book fair is held to purchase additional library materials. Area businesses support the school by providing grant opportunities, tutorial support, guest readers and certificates for student recognition. Our local Rotary provides each third grader with a personal dictionary. Senior volunteers assist teachers in the classroom and work with small groups of students. "Coffee with the Principal" is held throughout the year and provides an open forum for dialogue and discussion. After school enrichment programs such as academic chess, drama, dance, hands on Science, Spanish, Math Olympiad, and karate are available to all students. Kids Country offers before and after daycare to extend extra curricular activities. Our PRIDE Program is sponsored by parents and our student body and provides several charitable events that support our community and our adopted sister school in San Pablo, CA.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Vista Grande Elementary at (925) 314-1000 or our website <http://vges-srvusd-ca.schoolloop.com>.

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

Vista Grande has a Comprehensive School Safety plan that is reviewed each year by staff, parents and student leadership. Our 2018-2019 plan was approved by School Site Council in May of 2018. We have monthly safety drills to practice evacuation procedures for fire, earthquake, lockdown/stranger on campus, and shelter in place disaster preparedness.

With the assistance of our PTA and School Site Council, we have an extensive stranger-on-campus drill in the fall and a full major disaster drill in the spring that is reviewed and evaluated by our local fire and police departments. Safety backpacks and emergency sheds are updated and reviewed annually. Staff members work together to continuously monitor preparedness and compliance with safety issues confronting our school.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.2	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.4	1.5
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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	1.0
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+
K	22	2	4		23	1	5		22	2	4	
1	23		8		22		4		25		4	
2	22		10		26		3		26		3	
3	26		8		25		5		26		4	
4	29		6		30		3		32		3	
5	48		8	1	61		4	1	66		4	1
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4.5	4.5

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development for all staff. Our high quality professional development program is focused on Common Core State Standards (CCSS) as well as balanced literacy and instructional strategies. In 2012-13, we established district-wide K-12 Task Forces in English language arts, mathematics, and other content areas along with targeted professional development offerings. We hold affiliation status with Columbia University Teachers College Reading and Writing Project and the Silicon Valley Math Initiative. Both organizations are highly respected and have strong ties to the development and implementation of the CCSS and professional learning offerings.

These learning experiences are supported with on-site coaching provided by a team of instructional coaches who work and train together. The coaches received certification as Common Core trainers through the Leadership and Learning Center. They provide one-to-one coaching, team and grade level coaching, whole school professional development, in addition to targeted cross-grade level, cross-discipline professional development sessions. These trainings connect to every aspect of school practice: relevant and rigorous curriculum, intentional instructional practices, formative assessment for learning, and lesson design.

In addition, every SRVUSD teacher is provided an opportunity to participate in a coach-led cohort to study instructional strategies in a small group setting. These cohorts are both semester-long and yearlong and are focused on topics that run the gamut from Interactive Lecture to Reading Workshop for Innovators to Problem Solving Strategies. There are dozens of cohorts running simultaneously.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSA). Our summer intensive trainings along with on-going staff development days and release day trainings deeply align with the needs of our individual schools and our Framework for Excellence: Supporting Students and their Learning; Supporting Staff and their Work.

Under the leadership and guidance of site administrators, such communities of practices afford our staff the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,107	\$48,612
Mid-Range Teacher Salary	\$77,310	\$74,676
Highest Teacher Salary	\$96,311	\$99,791
Average Principal Salary (ES)	\$129,880	\$125,830
Average Principal Salary (MS)	\$138,066	\$131,167
Average Principal Salary (HS)	\$149,818	\$144,822
Superintendent Salary	\$318,954	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	34%
Administrative Salaries	5%	5%

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

Types of Services Funded

- Gifted and Talented Education (GATE)
- Instructional Materials Realignment
- Teacher Credentialing Block Grant (BTSA)
- Professional Development Block Grant
- School and Library Improvement Program Block Grant (SIP)
- Supplemental Hourly Program
- NCLB: Title II Teacher Quality & Principal Training
- Title III-Immigrant Education
- Title III-Limited English
- Lottery Instructional Materials
- Special Education IDEA Grants and Preschool Grants
- Special Education IDEA Pre K Staff Development
- VEA (Secondary Vocational Ed.)
- Personnel Staff Development
- Special Education and Special Education Infant
- Transportation Home/School
- Transportation Special Education (if required)

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	7395.13	1039.4	6355.72	87351.06
District	N/A	N/A	5,786	\$77,512.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	4.1	12.8
School Site/ State	-16.7	5.2

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.