



Robert Sanders Elementary School

3411 Rocky Mountain Dr. • San Jose, CA 95127-4853 • 408-258-7288 • Grades K-5

Julie Howard, Principal

jhoward@mpesd.org

www.mpesd.org

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

Mt. Pleasant Elementary School District

3434 Marten Ave.
San Jose, CA 95148-1300
(408) 223-3710
www.mpesd.org

District Governing Board

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President

Antonio Perez, Jr.
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District Administration

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School Description

Robert Sanders Elementary School is situated in a residential community near the east foothills of San Jose. There are 18 classes for students from TK/Kindergarten through sixth grade consisting of both general education and special education classes (Special Day Classes: one K-2, 3-4, 5-6 and a SH-SDC 3rd-6th and a County Office of Education Severely Emotionally Disabled class). In addition, we have a district-wide preschool (Headstart) located on our campus. We have an ethnically diverse student body with an approximate school population of 425 students.

Our mission is to create an atmosphere of continuous social and academic growth, where personal responsibility, respect, and effort are valued in a safe, supportive, and motivating community. Our Vision is "All students will grow..."

Curriculum and Instruction: We are in our third year of becoming an Elementary AVID school, where our AVID (Advancement Via Individual Determination) mission is to close the achievement gap by preparing all students for college readiness and success in a global society. We are implementing strategies and skills beginning in TK/ Kindergarten that will prepare our students for academic success, through college and career readiness skills. Our students get to experience technology through our mobile labs. We provide additional academic support to our students through an Intervention teacher after differentiated instruction. We have counselors and a part time family case manager to support our students and families. Robert Sanders teachers offer comprehensive and thematic lessons in language arts, math, science, and social studies through the use of Project Based Learning. All students participate in art and music provided throughout the year by credentialed teachers, and students in the upper grades are offered music lessons once a week with a credentialed music teacher. Through project-based learning and our EL Curriculum, students tackle a challenging academic curriculum in ways that are engaging, meaningful, and adaptable to a variety of learning styles. Our curriculum is tied to the Common Core State Standards. Kindergarten-2nd grade are participating in our reading curriculum of Fountas and Pinnell, which is a guided reading program where students work at their individual levels through small group reading instruction. Report Cards are provided to parents three times a year. Standardized test results are provided to parents as soon as the State sends them to the district (CAASPP). Student assessment data is gathered every year using standardized test results and benchmark assessments. We also offer Science Camp for our 5th grade students where they can experience science first-hand by living in the environment, and are able to apply learning from their classroom instruction.

Response to Intervention (RtI): We identify students at risk through our RtI process and hold Student Success Team (SST) meetings with their parents, classroom teacher, our intervention teacher, counselors, principal and psychologist. We determine what the student needs with input from all stake-holders and create a plan to help the student succeed. All decisions and plans are based on data. Our intervention teacher works with our academic highest at-risk students in need of extra support, and after a given time of support, we meet again to see the outcome of our plan. Some teachers offer after school interventions in both Math and ELA. We are also offering Elevate math support to selected 3rd grade students, and Math and Reading after school interventions to all students who participate in our after school program (MPAS).

After School Program: We have the Mount Pleasant After School (MPAS) program that serves approximately one hundred twenty students from dismissal to 6 p.m. in grades Transitional Kindergarten to fifth grade. This program provides a homework club, physical activities, enrichment and a sports program. We are also offering a free based admission to MPAS for families who only want their children on campus for a shorter amount of time each day.

School Discipline: We are proud of our school and its commitment to quality education. We have high expectations and believe that all children can and will learn. Our discipline is fair, consistent and research based. Our school adopted the BEST Behavior framework to model positive behavior for our students, and base everything on three principles: Be Respectful, Be Responsible, and Be Safe. We promote a sense of school pride in all students by recognizing student achievement and progress. We focus on making our school a positive learning environment in order to set the foundation for student achievement.

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	79
Grade 1	66
Grade 2	67
Grade 3	70
Grade 4	72
Grade 5	65
Total Enrollment	419

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.5
Asian	8.6
Filipino	1.4
Hispanic or Latino	78.3
Native Hawaiian or Pacific Islander	1
White	4.5
Two or More Races	2.6
Socioeconomically Disadvantaged	83.3
English Learners	56.1
Students with Disabilities	15.5
Foster Youth	1
Homeless	1.9

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 Robert Sanders	17-18	18-19	19-20
With Full Credential	22.25	20	20
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Mt. Pleasant	17-18	18-19	19-20
With Full Credential	♦	♦	91.6
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Robert Sanders 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	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)

The district adopted instructional materials aligned to the CA content standards. The district used a committee to pilot and adopt the most recent adoptions in English Language Arts in grades TK-5th grade and Mathematics in TK-5th grade. The district is also in the process of reviewing the Science curriculum align to the Next Generation Science Standards; the goal is to identify a curriculum for TK-5 this school year and implement it in the 2020-21 school year. Although the HSS curriculum is from our most recent adoption, the district will review instructional materials for a possible pilot in 2020-21.

At the beginning of the 2019-20 school year, the district had the annual Williams audit from the Santa Clara County Office of Education, there were no findings, and to date, there have been no reported insufficiencies. There are sufficient textbooks and instructional materials for all students.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advanced for grades K-2, adopted 2019 & EL Education for grades 3-5th adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Great Minds for grades K-5, adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan/McGraw-Hill California Science for grades K-5, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	MacMillan/McGraw-Hill California Science for grades K-5, adopted 2008 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)

Our classrooms provide adequate space for our students. In addition to classrooms, classes have the use of the library, the community center and our multipurpose room. We have a large playground with a large play structure, basketball courts and tether balls. In addition, we have two baseball diamonds and a large lawn area. We have a small playground structure in a separate Preschool/Kindergarten playground. There are chromebook and iPad carts available for all classrooms. The facility has wireless capability. Every teacher has email. The school has an extensive software collection for student instruction. The central heating and cooling systems maintain a comfortable environment. The campus grounds are expansive and have a generous amount of play areas. Cameras were installed in and around the school building to increase safety.

Our classrooms were completely remodeled four years ago, to make an updated, inviting, safe, and welcoming environment for our students and families.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 8/2018

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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	23	26	36	38	50	50
Math	16	20	25	26	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	40.6	12.5	15.6

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	196	189	96.43	26.06
Male	105	99	94.29	18.37
Female	91	90	98.90	34.44
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00	43.75
Filipino	--	--	--	--
Hispanic or Latino	152	145	95.39	20.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	173	167	96.53	22.29
English Learners	130	124	95.38	21.14
Students with Disabilities	43	39	90.70	2.56
Students Receiving Migrant Education Services	--	--	--	--
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	196	189	96.43	20.11
Male	105	99	94.29	17.17
Female	91	90	98.90	23.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00	41.18
Filipino	--	--	--	--
Hispanic or Latino	152	145	95.39	13.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	173	167	96.53	18.56
English Learners	130	124	95.38	13.71
Students with Disabilities	43	39	90.70	12.82
Students Receiving Migrant Education Services	--	--	--	--
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)

Robert Sanders Elementary School is a community school. Throughout the year our doors are open for parent involvement. Parents are visible on campus, and you will see parents and community members supporting our students and staff daily.

Our PTA is active and meets several times a year for a formal meeting, and collaborate regularly to discuss upcoming events and our academic program. They have schoolwide events such as the Pumpkin Patch, End of the Year Carnival, Family Movie and Craft Nights, Science Nights. We strive to offer activities that allow for families to be involved in our school and their child's education. Parents volunteer during the day in the classrooms, library, on the playground, in the office and on field trips.

We also have an active School Site Council that monitors the Single School Plan and school budgets. We have an active district-wide English Language Advisory Committee, and we meet 4 times a year. At the end of the school year we have a Parent Volunteer Tea to recognize all our volunteers.

The Proud Parenting Program (Triple P) has been available to our families which offers families two opportunities for support – Case Management and a Parenting Workshop Series. Parents can participate in a ten-session standard model or in an eight-session group format.

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

Robert Sanders Elementary School believes in the philosophies behind the Peacebuilder program. We have also incorporated BEST practices (PBIS-Positive Behavior Intervention and Supports), and focus on three overall expectations (Be Respectful, Be Responsible, and Be Safe). Our School provides a safe and engaging learning environment. We have various preventive efforts such as activities that focus on improving our school climate. Students are recognized for good attendance, demonstrating PeaceBuilder/BEST principles, and academic success through out the year.

In order to enhance and compliment our PeaceBuilder program, we also implement the BEST (PBIS) behavior program. A team of administrators, classified and teachers continue to attend the BEST trainings. The BEST team continues to present key ideas to the Leadership Team and the staff. Our district continues to receive ongoing trainings in the Best Behavior Program, a positive behavior program that provides intervention techniques based on research in school discipline. The program addresses schoolwide, common areas, classroom, and individual student intervention. Our staff has worked together to define schoolwide expectations- be respectful, be responsible and be safe. Together we have agreed upon common language to use and have directly taught our students what these expectations are and what they look like for all areas of the school. On going training and implementation will occur through out the next school year.

We have after school programs to provide additional supervision and support for our students. The Mt. Pleasant Afterschool Program (MPAS) enrolls approximately 130 students. This program provides a homework center, enrichment activities, and sports programs.

Robert Sanders provides a safe and engaging learning environment for all of our students. The district installed a 180 degree camera to monitor our campus. Cameras were installed in the front office for added security. The facility is surveyed daily for any safety concerns including graffiti and issues are promptly resolved. Emergency drills are held monthly to ensure students know and can use safety procedures in case of a fire or earthquake. School safety drills, where students practice what to do in case of an intruder on campus, are held two times per year.

Comprehensive Safe School Plan was last reviewed with committee on 3/25/19.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	1.3	0.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.3	3.3	4.7
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*	838.0

* 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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.2
Other	.3

* 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	20	3	1		24		4		26		3	
1	21		3		24		2		25		1	
2	24		3		24		3		26		3	
3	20	2	1		25		2		26		2	
4	29		2		27		2		25		3	
5	21	2	3		19	2	3		21	1	2	
Other**	9	2			9	2			12	3	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.

Professional Development provided for Teachers

The Mt. Pleasant School District has consistently focused its staff development efforts to address the needs of the students and teachers to increase student achievement. In the past three years, the professional development for teachers has been to support teachers with the implementation of the newly adopted English Language Arts and Mathematics curriculum. Below are examples of the professional development that the district and schools have provided in the past three years:

2017-18 to 2019-2020

*Teacher Induction: In partnership with Silicon Valley New Teacher Center, the district assists new teachers to clear their teaching credentials. Teachers receive staff development and mentor support from a credential teacher on special assignment to master the standards for the teaching professions and complete all induction requirements.

*Our AVID teachers provide ongoing professional development on AVID strategies throughout the year.

All Grades reviewed essential components of Project Based Learning (PBL). Teachers received guided support to work collaboratively with grade level peers and departments to develop a PBL unit that is culturally relevant to the students/communities that we serve. The PBL incorporated the Global Citizenship standards to help students understand their role as global citizens who respect and value diversity, understanding social justice, work with others to make the world around them more equitable, and help students take responsibility for their actions.

2017-18:

*Teachers in 3-8 grade participated in a two-day training (8/21-8/22), the goal of the training was to learn how to best implement the new English Language Arts Adoption (EL Education). Follow up training was provided on Jan. 8, 2018.

*All 6-8 grade teachers participated in a two-day training (8/21-8/22) on Integrated ELD. With the use of the ELD/ELA Framework, teachers had the opportunity to understand the connection between Integrated ELD and Grade Level Content.

Teachers worked collaboratively across content areas to plan. Follow-up training took place on Jan. 8, 2018.

2018-2019

July 10-11th:

Teachers met for half a day to collaborate by grade level or department at least once a month. Teachers used cycles of inquiry to monitor student progress. Teachers also developed project-based learning units.

Discover the power of Language Dives, 3rd-5th-grade teachers. Language Dives empower students to analyze, understand, and use the language of academic sentences.

August 16th:

Teachers in grades K-8 grade came together to review the new Math concept maps

August 17th:

All 3-5 grade teachers received a one-day training on how to implement the ALL Block. All Block is an essential component of the newly adopted English Language Arts curriculum. Teachers received additional support during the school year.

All 6-8 grade teachers received a one-day professional development on how to use Language Dives and Conversation Cues. The use of these strategies supports English language learners to deconstruct complex text in all subject areas and engage in collaborative discourse. Teachers received additional support during the school year.

January 24th:

*6th-8th Grade Leadership Team received training on Language Dives to be able to train the rest of the staff.

2019-2020

August 15 -16:

Kindergarten to Fifth-grade teachers reviewed the NGSS as grade level and identified key skills and big ideas. Teachers also identified the gaps within the currently adopted curriculum and identified supplementary material to address the NGSS for their grade level.

K-2 teachers received training on the new English Language Arts adopted curriculum

6-8 grade teachers received AVID training to implement AVID strategies across subject areas and schoolwide.

Throughout the 2019-20 school year:

Teachers and administrators engaged in continuous cycles of inquiry with each of the school's leadership teams. Each school identified a problem of practice and implemented inquiry cycles using the Improvement Science framework to address their problem of practice. Each group received ongoing coaching support from PIVOT learning.

In partnership with the Eastside alliance, every school had a team composed of teachers and administrators; the team received professional development on teacher efficacy. The goal is to engage across grade levels in the district and the feeder High School to address low student performance in Mathematics. The work will continue next school year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,610	\$49,378
Mid-Range Teacher Salary	\$78,334	\$77,190
Highest Teacher Salary	\$109,633	\$96,607
Average Principal Salary (ES)	\$134,363	\$122,074
Average Principal Salary (MS)	\$131,249	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$183,038	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	36%
Administrative Salaries	9%	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	\$12,604	\$4,704	\$7,900	\$75,945
District	N/A	N/A	\$9,374	\$77,334
State	N/A	N/A	\$7,507	\$77,619

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-17.1	-1.8
School Site/ State	5.1	-2.2

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.

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.