Monte Bella Elementary School

1300 Tuscany Blvd • Salinas CA, 93905 • (831) 770-6000 • Grades K-6
Dr. Roberto Núñez, Principal
roberto.nunez@alisal.org
http://www.alisal.org/MonteBella/index.cfm

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Alisal Union School District
1205 East Market Street
Salinas, CA 93905
(831) 753-5700
www.alisal.org

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School Description

CALIFORNIA GOLD RIBBON DISTINGUISHED SCHOOL.

Monte Bella Elementary opened its doors for the first time during the 2013-2014 school year. The school opened serving grades Pre-K through 6th grade and had a total of 550 students. The school is actually built to house 900 scholars. This school year, the scholar population has increased to 792 students. Monte Bella Elementary also has a comprehensive Special Education program with a K-2 SDC and a 2-3 SDC classes; a part-time School Psychologist; two part-time Speech and Language Therapists; and a full-time Resource teacher.

The school is located at 1300 Tuscany Blvd. and is one block south of Alisal High School in the Monte Bella Housing Community. Alisal High will be the feeder high school for our scholars once they finish middle school. Monte Bella is located in the North East section of Salinas. The school itself is a closed campus with fencing all around the perimeter that is locked during school hours. Parents and community members must come in to the main office to sign in during school hours.

The mascot(s) for Monte Bella Elementary are the "Scholars". There is a comprehensive sports program for grades 3-6 and the mascot for athletics is the "ThunderCats". The school motto is Scholars by day, ThunderCats by night. 99% of our scholars wear uniforms on a daily basis with the Scholar Shield on the left chest. Monte Bella Elementary is in its fifth year using the Positive Behavior Intervention and Supports (PBIS) system for scholar behavioral expectations. We imbed the wearing of school uniforms with PBIS in order for Scholars to qualify for Scholar of the Month. Additionally, Scholars are rewarded for adhering to these behavioral expectations with Scholar Dollars. Scholars are voraciously collecting their scholar dollars in order to accumulate 100 scholar dollars so that they can earn their membership cards. The membership card gives them entry to our Scholar store every Wednesday and our monthly PBIS Activity Day. There is a grand prize at the end of the year which is the Limousine Luncheon with the Principal. We are proud to state that there is very minimal discipline on a weekly basis and a 97% attendance rate and PBIS is a direct result of this.

Student safety and support are a couple of our top priorities. Close attention is paid to keeping anti-bullying aspects from infiltrating the environment. We are also involved with the Olweus anti-bullying program. Each week classroom teachers are holding class meetings to address issues that arise both socio-emotionally and peer-to-peer. We have a combination of 25 sixth and fifth graders that serve as peer mediators, hallway monitors, and Scholar Safety Patrol. Scholars walk around before school, at lunch time, and after school with special yellow vests and a clip board assisting students with any issues that may arise. In addition to these efforts, we also have a five-member team of campus supervisors that also walk around during recess and lunch time. In terms of scholar support, we also have partnered with Harmony at Home Counseling services and we have a counselor that comes one day a week.

Monte Bella Elementary truly is a 21st Century school. The school was formulated to emphasize Math, Science, and Technology. Technology is the main emphasis. Firstly, every classroom has surround sound speakers and every teacher uses a lapel microphone. There is an ELMO projector and every teacher is issued a lap top computer and an iPad tablet. The school has WIFI throughout and every teacher and scholar has immediate connectivity once they get onto campus. Second, we are the very first and only public elementary school in our county to give every Scholar (K-6) a one-to-one iPad. Every parent is required to attend the Parent Technology Use meeting before their son/daughter can be issued their iPad. We had 100% attendance for this meeting. Lastly, teachers are going through an extensive Technology Professional Development program so that they can minimally get to the point where they can "Flip the Classroom". Coupled with the work that our district is doing with implementing the Common Core State Standards (CCSS), teachers and scholars are producing incredible work. Teachers have been training our scholars on Listening and Speaking skills, Text Based Questioning and Close Reading fundamentals as our entry points into CCSS. In mathematics, our emphasis has been on Reversibility and Flexibility. Furthermore, teachers have been going through extensive training in learning the Engage NY curriculum in both English Language Arts and Mathematics. Lastly, due to this extensive work, Monte Bella Elementary School was awarded the California Gold Ribbon Distinguished School Award for being a model and innovative program in the area of School Culture and Technology during the 2015-16 school year.

This school year is very exciting for our school and district because we have also created a focus of transitioning from a traditional bilingual program to a Dual Immersion (D.I.) program beginning in Kindergarten. This means that we will be phasing out our traditional program and go completely D.I. We have added two D.I. kinder classes and the program is off to a great start. We will be putting maximum effort to build a solid and quality D.I. program that can be as high quality as our technology program.

Demographics. In terms of significant subgroups, the scholar population is as follows: Latino - 95%; Caucasian - 2%; Asian - 1%; Other - 1%. Our Socioeconomically disadvantaged population is 87%; our English Language Learner population is 70%; our Students with Disability population is 11%; and our Migrant population is 10%.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0
Asian	1.8
Filipino	0.3
Hispanic or Latino	94.6
Native Hawaiian or Pacific Islander	0
White	1.2
Two or More Races	0.3
Socioeconomically Disadvantaged	88.1
English Learners	61.9
Students with Disabilities	11.6
Foster Youth	0.1

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	158
Grade 1	100
Grade 2	99
Grade 3	103
Grade 4	90
Grade 5	101
Grade 6	73
Total Enrollment	724

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			
Monte Bella Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	22	26	29
Without Full Credential	5	7	4
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	334
Without Full Credential	♦	♦	61
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Monte Bella Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

In order to support classroom professionals in teaching the Language Arts and Math Common Core State Standards, Engage NY curriculum, in both content areas was recommended and adopted as district curriculum. Both Engage NY Language Arts and Math were piloted and feedback from teachers attested to the ability of these common core resources to meet the requirements of the new common core state standards (CCSS).

In Language Arts:
K-1-2-3 Wonders is used to teacher all Language Arts standards.
4-6 used Engage NY solely to teach all Language Arts standards.

In Math:
At K-6, teachers used both the adopted Everyday Math curriculum and Engage NY Math, selecting one as their primary resource and the other as a secondary resource.
Bilingual Transference classrooms were able to use the Engage NY Math because student materials became available.

Textbooks and Instructional Materials Year and month in which data were collected: 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- Adopted 2017 Engage New York Language Arts- Adopted 2014 McMillan / McGraw-Hill, Treasures-Adopted 2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Textbooks and Instructional Materials Year and month in which data were collected: 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Mathematics	Engage New York Math- Adopted 2014 McMillan / McGraw-Hill, Every Day Math- Adopted 2012 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	McGraw-Hill, Vistas- Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Not applicable **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0
Health	Not applicable **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Not applicable **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A **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)

Monte Bella Elementary is in it's fifth year of existence. The school serves grades Pre-K through 6th grade and has a total of 792 students. The school is actually built to house 900 scholars comfortably. This school year, every classroom is being utilized to serve students accept for one. We have our instructional coach utilizing that classroom. The school is a closed campus with fencing all around the perimeter that is locked during school hours.

Monte Bella Elementary is truly a state of the art 21st Century facility. The school was formulated to emphasize Math, Science, and Technology. Technology is the main emphasis. Firstly, every classroom has surround sound speakers and every teacher uses a lapel microphone. There is an ELMO projector and every teacher is issued a lap top computer and an iPad tablet. The school has internet infrastructure set for the next 10 years. It has WIFI throughout the campus and every teacher and scholar has immediate connectivity once they get onto campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

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

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	20	29	24	28	48	48
Math	12	17	18	21	36	37

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

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	33	44	31	28	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	16.8	18.8	7.9

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	72	72	100.0	44.4
Male	38	38	100.0	47.4
Female	34	34	100.0	41.2
Hispanic or Latino	66	66	100.0	43.9
Socioeconomically Disadvantaged	63	63	100.0	44.4
English Learners	40	40	100.0	30.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	367	366	99.73	28.61
Male	194	194	100	17.71
Female	173	172	99.42	40.76
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	349	348	99.71	27.53
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	323	322	99.69	25.08
English Learners	283	282	99.65	24.61
Students with Disabilities	41	41	100	2.7
Students Receiving Migrant Education Services	16	16	100	21.43
Foster Youth	--	--	--	--

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	367	366	99.73	16.72
Male	194	194	100	12.29
Female	173	172	99.42	21.6
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	349	348	99.71	15.38
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	323	322	99.69	13.62
English Learners	283	282	99.65	14.07
Students with Disabilities	41	41	100	2.63
Students Receiving Migrant Education Services	16	16	100	14.29
Foster Youth	--	--	--	--

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

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

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

C. Engagement

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

Opportunities for Parental Involvement (School Year 2017-18)
A major aspect to infuse in our school culture in order to make Monte Bella Elementary a high performing school is high parental involvement. There are many meetings that we must hold to meet compliance with state and federal regulations. Having parents attend this important parent meetings is critical to the academic success of the school. We ask all of our parents/guardians to make it a personal goal to at least pick one of the parent groups and attend those meetings at least once a month. Examples of parent participation opportunities include, but not limited to are: School Site Council, English Language Advisory Council, Parent Teacher Organization, District Advisory Council, Parent Teacher Conferences, Parent Technology Trainings, Family Reading and Mathematics Night, Field Trip Chaperoning, Classroom Volunteering, Technology Career Day, Winter Program, Talent Show, PBIS, and Athletics.

In order to create extrinsic motivation, the school has implemented a parent involvement passport program. Parents are encouraged to participate in several of the parent meetings as listed above and they receive a stamp after each meeting. Once a parent fills out the whole passport, they will then qualify for the end of the year incentives like school uniforms and school spirit wear. For all parent involvement opportunities, please do not hesitate to contact Dr. Roberto Núñez, Principal at (831) 770-6000.

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

As mentioned in section two, Monte Bella Elementary has always operated under that notion of student safety first. We have formulated a Safety Committee that consists of the school site administration, seven teachers, four parents, two campus supervisors, our lead custodian, our lead food service clerk, and one front office secretary. This group updates our school safety plan on a yearly basis and we take it to the School Site Council every January to get approved. The safety plan also places a huge emphasis on the Positive Behavior Intervention and Supports (PBIS) program. Everything from Ingress to Egress, walking to the cafeteria and library, field trips, etc., we have an established code of conduct core value expectations. These core values are being Respectful, Responsible, and Ready. We call this being a 3R Scholar. Along with PBIS, we also take not only our safety team but all of our teaching staff and we train them in the Olweus Anti-Bullying program. This program has really taken off for us and our parents really love the notion that we have brought in this program. In addition to these programs, we have also implemented the Playworks curriculum for organized "play" during recesses. This has brought down our negative student behavior issues completely. Lastly, we also have a flip chart that we have created for all staff on different type of emergency situations that may arise and how staff should conduct themselves in the case of these unforeseen events. Every month we practice a fire drill and in October and in the spring, we practice an earthquake drill. These drills are recorded on a chart in the main office that is placed for public display.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.1	7.6	2.5
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.1	1.0	0.5
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	61.5	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
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.

	Average Class Size and Class Size Distribution (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	30	22	24		2	1	4	4	6			
1	21	23	24	3	1		1	3	4			
2	22	31	24	1			2	2	4		1	
3	27	23	23		1		3	2	3			
4	26	27	25	1	1	1	2	1	3		1	
5	33	36	34							2	2	3
6	30	36	37				2				2	2
Other	9	32	26	1				1	1			

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

Professional Development provided for Teachers

The major areas of professional development for teachers in 2017-2018 included the following:

- Common Core State Standards planning for instruction, learning and assessment in both ELA and Math with entry points focusing on RI-1 and Listening and Speaking in ELA and Reversibility and Flexibility in Math
- Training for planning and implementation for Engage New York English Language Arts Curriculum
- Training for planning and implementation of Engage New York Math Curriculum
- Step-Up-To-Writing training for school-wide writing implementation
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Implementation and use of student iPads within the classroom
- 21st Century Innovative Educator Training
- Learning Management System (Google Classroom) training
- California STEM Symposium training
- CUE Powerful Learning National Conference
- Positive Behavior Supports and Intervention (PBIS)
- Olweus Anti-Bullying
- Playworks

Professional development was delivered through grade level sessions during regular work days with release time for classroom teachers.

Teachers were supported during implementation by district Educational Services department, school site administration, Academic Coach, and consultant Dr. Nelson.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$41,752	$48,678
Mid-Range Teacher Salary	$67,888	$78,254
Highest Teacher Salary	$94,604	$96,372
Average Principal Salary (ES)	$114,725	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$190,800	$212,818
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	6%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$6,156	0	$6,156	NA
District	♦	♦	$5,459	$68,478
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			12.8	NA
Percent Difference: School Site/ State			15.1	

* Cells with ♦ do not require data.

Types of Services Funded
- System 44/Read 180 Intervention Teacher
- Achieve 3000 Academic Intervention Teacher for 3rd grade students
- After School Program Tutoring (Lexia Core for all grades, Teacher led interventions)
- After School Program Enrichment (Digital Media, Korean Language and Culture, MakeSpace, Baile Folklorico, Azteca Dance, Symphonic Music and drum line, Girls and Boys Scouts)
- After School Athletics (Volleyball, Flag Football, Soccer, Basketball)
- One-to-One iPad Tablet technology
- iPad Applications especially for remediation
- Library Services (Electronic Library as well)
- Counseling (Home and Harmony)
- Positive Behavior Incentives and Supports (PBIS)
- Olweus Anti-Bullying Program and Counselor

DataQuest

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

Internet Access

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