



Crittenden Middle School

1701 Rock Street • Mountain View, CA 94043 • (650) 903-6945

Mountain View Whisman School District

Angie Dillman Principal

adillman@mvwsd.org

Sonia Gomez, Assistant Principal

sgomez@mvwsd.org

<http://crittenden.mvwsd.org/>

2016-17 School Accountability Report Card

Published in 2017-18 School Year

Serving Grades
Six through Eight
CDS: 43-69591-6049472

District Address

750-A San Pierre Way
Mountain View, CA 94043
(650) 526-3500

District Administration

Dr. Ayindé Rudolph
supt@mvwsd.org
Superintendent


Dr. Robert Clark
Associate Superintendent/
Chief Business Officer

Cathy Baur
Assistant Superintendent,
Educational Services

Carmen Ghysels
Chief Human Relations
Officer

Board of Trustees

Laura Blakely
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José Gutiérrez, Jr.
Ellen Wheeler
Tamara Wilson

 Mountain View
Whisman
School District

www.mvwsd.org

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

Our school's vision is that we are a learning community of Positive People, Actively Engaged, Working Together, Striving for Excellence. These are our Panther Pillars, the PAWS.

Our mission is to empower every student by:

- fostering meaningful, positive relationships
- engaging in rigorous, deeper learning
- nurturing a growth mindset for life-long inquiry.

In 2015, Crittenden was designated a California Gold Ribbon School for our work with Project Based Learning, a pedagogical approach that reflects our vision for every learner in our community.



Community & School Profile (School Year 2017-18)

Crittenden Middle School is located in Mountain View, a suburban community of over 77,000, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which serves more than 5,000 students in eight elementary schools and two middle schools.

School Attendance & Enrollment (School Year 2016-17)

Regular daily attendance is a priority at the school and is an important component of academic achievement. Attendance, tardy, and truancy policies are clearly stated and consistently enforced.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Attendance is monitored very closely with follow up phone calls made daily by the school secretary. Parents are advised of excessive absences through letters and, if necessary, parent conferences. Those students who continue to exhibit excessive absences are directed to the appropriate authorities, including the local Student Attendance Review Board (SARB).

This chart displays school enrollment broken down by grade.

Enrollment Trend by Grade Level

	2014-15	2015-16	2016-17
6th	219	226	231
7th	187	224	216
8th	197	180	216

This chart displays school enrollment broken down by student group.

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	2.9%
American Indian or Alaska Native	0.2%
Asian	7.2%
Filipino	4.8%
Hispanic or Latino	52.9%
Native Hawaiian or Pacific Islander	1.5%
White	23.5%
Two or More Races	6.9%
EL Students	15.4%
Socioeconomically Disadvantaged	51.1%
Students with Disabilities	14.2%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	37	37	33	268
Without Full Credentials	1	1	2	4
Teaching Outside Subject Area of Competence (with full credential)	0	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. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	1
Total Misassignments of Teachers	0	0	1
Vacant Teacher Positions	0	0	1

Instructional Materials (School Year 2017-18)

The school district held a public hearing on September 21, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/Language Arts	McGraw-Hill	2016	Yes	0.0%
6th-8th	Mathematics	Eureka Math	2015	Yes	0.0%
6th-8th	Science	Prentice Hall	2007	Yes	0.0%
6th-8th	Social Science/History	Holt	2006	Yes	0.0%
6th-8th	Social Science/History	Teacher's Curriculum Institute	2006	Yes	0.0%

School Facilities (School Year 2017-18)

Originally constructed in 1948, Crittenden Middle School was thoroughly modernized and renovated between 1998 and 2000. The school is currently being renovated and enlarged. All but a handful of classrooms have completed phase one of a school-wide renovation which includes more whiteboard space, state-of-the-art 75 inch audio visual displays, specialized speakers and front row microphone system. The campus is currently comprised of 35 permanent classrooms, a multi-purpose room, a library, a gym, a staff room, a new theater, a playground, two locker rooms, a community room (602), a meeting room, a half-size counseling room, and an auxiliary room.

Cleaning Process

The assistant principal works daily with the custodial team to ensure classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.

The chart shows the results of the most recent school facilities inspection (as of October 2017). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 07/24/2017				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			CR #107: Fan motor on HVAC unit is making noise; repair.
Interior	X			CR #112 (Portable): Tackable wall surface is worn/gouged. Ceiling tiles need replacement. CR #113 (Portable): Wall surfaces are worn. Carpeting is worn, fraying. MVEF (Portable): Interior tackable wall surface is worn/gouged.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Mechanical Rooms: Housekeeping, remove clutter & keep equipment & supplies away from the doors and electrical panels.
Electrical	X			CR #504: Lighting fixture is not working (2); ballast/bulb replace.
Restrooms/Fountains	X			CR #105: Sink faucet is not working; low pressure; repair. CR #120: Sink faucet is loose and leaks, repair. CR #501: Sink faucet is leaking, replace seals & handles. Boys Restrooms by CR #205: Sink brackets need replacing; loose on wall; replace with new brackets. CR #802 (Boys Locker Room): Composite flooring is wearing and needs to be resurfaced & resealed. CR #902 (Girls Locker Room): Floor needs re-sealing.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			CR #118: Double-door does not open all the way; adjust door closer. CR #209: Back door rubs on floor; repair door threshold.

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)

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. **Because this was a pilot year, no Science scores will be disclosed.**

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	64	63	--	66	66	--	48	48
Mathematics (Grades 3-8 and 11)	--	51	55	--	60	62	--	36	37
Science (Grades 5, 8, and 10)	73	80	--	73	73	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	656	647	98.63	63.21	650	99.09	54.77
Male	331	328	99.09	56.71	329	99.40	51.06
Female	325	319	98.15	69.91	321	98.77	58.57
Black or African American	18	18	100.00	61.11	18	100.00	33.33
Asian	48	46	95.83	80.43	47	97.92	76.6
Filipino	32	32	100.00	68.75	32	100.00	71.88
Hispanic or Latino	346	341	98.55	49.27	343	99.13	38.48
White	154	152	98.70	81.58	152	98.70	80.92
Two or More Races	47	47	100.00	85.11	47	100.00	65.96
Socioeconomically Disadvantaged	337	333	98.81	51.05	335	99.41	39.4
English Learners	281	277	98.58	50.18	281	100.00	37.37
Students with Disabilities	90	89	98.89	20.22	89	98.89	19.1

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2016-17)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in seventh grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.1%	31.3%	38.9%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent & Community Involvement (School Year 2017-18)

Crittenden Middle School benefits greatly from the involvement of parents and local community partnerships. There are several avenues in which parents may become involved: Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), School Site Council, Mountain View Education Foundation (MVEF), and volunteering in classrooms and at school events. The school also has partnerships with the City of Mountain View for its after-school program, the Challenge Team, and the P.A.L. program.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at (650) 903-6945 or visit the school's website: www.crittenden.mvwsd.org for more information.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

Students at Crittenden Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the following:

- School Handbook
- Weekly newsletter
- Back-To-School Night
- Sixth Grade Orientation
- Summer letter
- Student-led conferences
- E-mail
- Autodialer
- School website
- Welcome Week (Pillars Workshop)
- Panther Days (Welcome Week Review)

The table displays the suspension and expulsion rates for the past three years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	6.68	7.55	3.93	0.00	0.00	0.00
District	2.01	2.63	1.66	0.00	0.00	0.00
State	3.79	3.65	3.65	0.09	0.09	0.09

Safe School Plan (School Year 2017-18)

The safety of students and staff is a primary concern of Crittenden Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is reviewed and updated annually by the School Safety Committee, which is composed of the assistant principal and five CERT-trained staff. All revisions were communicated to both the classified and certificated staff. The plan was last updated and reviewed in March 2017.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted monthly; earthquake drills are conducted twice a year. Students are supervised before-and-after school by teachers and the campus supervisor. Noon duty aides, the at-risk specialist, and the principal provide supervision during lunch. There are three designated areas for student drop off and pick up: front of the school, gym parking lot, and field parking lot. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

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.

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no district or school will be newly identified for PI in the 2017–18 school year. Districts and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require districts or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

Districts and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	
Year in PI	-	
# of Title I Schools Currently In PI	-	0
% of Title I Schools Currently In PI	-	0.0%

School Leadership

Leadership at Crittenden Middle School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Principal Angela Dillman joined the school in the fall of 2016. Working with her is Assistant Principal Sonia Gomez.

The school offers the following leadership opportunities for its staff:

- Grade-level teams
- Safety Committee
- Department Chairs
- School Culture Committee
- School Site Council
- English Language Advisory Council (ELAC)
- PTA

The School Site Council is made up of staff and parents that serve as the governing body.

Both the group and the entire staff have involvement in the School Site Plan that sets the goals and focus for Crittenden Middle School.

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	15	16	17	1-20 Students			21-32 Students			33+ Students		
	15	16	17	15	16	17	15	16	17	15	16	17
	By Subject Area											
English	20	19	21	14	13	11	11	10	11	-	2	-
Mathematics	25	26	27	7	5	3	18	7	11	-	3	1
Science	25	28	27	3	4	3	11	7	9	-	3	3
Social Science	29	29	27	1	-	2	10	10	11	1	3	2

Staff Development

The staff development plan is coordinated by the District Educational Services department in accordance with district and site priorities. Six professional days are planned annually to update and extend adult learning.

Counseling & Support Staff (School Year 2016-17)

It is the goal of the school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The school does not have an academic counselor. The table lists the support service personnel available to students at Crittenden Middle School.

Note: 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.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Bilingual Aide	1	0.5
Community Engagement Facilitator	1	1.0
Instructional Coach – Certificated	1	1.0
Intervention Specialist	1	1.0
Library Technician	1	1.0
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Resource Specialist Aide	2	1.5
Resource Specialist Program (RSP) Teacher	3	3.0
SDC Aide	6	4.5
Special Day Class (SDC) Teacher	3	3.0
Speech/Language Specialist	1	0.6

GATE

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Each school site receives District parcel tax funding to support enrichment and extra-curricular activities designed to challenge any student who is motivated to participate.

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, a Special Day Class Teacher and/or Aide, and a psychologist, as determined by their Individualized Education Plan (IEP). The Resource teacher provides instruction in class using the full inclusion model. Special Day Class students are mainstreamed whenever possible.

English Language Learners

English Language Learners (ELL) receive specialized services and instruction in an environment conducive to maximizing English learning. Students receive specialized instruction in leveled classes by certificated teachers. Students also receive specialized instruction in leveled classes maximizing English learning in all classes.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Crittenden offers the following activities for its students:

- After-school sports
- Beyond the Bell
- Chess Club
- Choir
- Debate Club
- Destination Imagination
- Glee Club
- Jazz Band
- Jazz Choir
- Karate
- Lunchtime game room
- Music Groups: Barbershop & Ensembles
- Orchestra
- Performing Arts
- Robotics
- Rocketry
- Student Activism Club
- Student Council
- Technology Club

Recognition Programs

Crittenden students are outstanding young people with a great variety of talents and strengths. It is Crittenden's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community. Crittenden offers the following recognition programs for its students:

- Attendance Awards
- Citizenship
- Extracurricular Activity Awards
- Honor Roll
- Most Improved (GPA & Citizenship)
- Other Awards
- Panther Paws
- Panther Pride Award
- Trimester Awards

Computer Resources

Each classroom at Crittenden Middle School has a set of 33 Chromebook laptops. The school also has three computer labs on campus with two labs containing 32 computers and one lab containing 16 computers. Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities.

Library Information

Crittenden Middle School's library is staffed by a full-time library technician. The school's library also contains a collection of textbooks that can be checked out by students. Crittenden Middle School's eight Language Arts classrooms contain libraries of at least 500 books each. Since our library is currently under construction, we are operating a small temporary library until construction is completed.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Mountain View Public Library, which contains numerous computer workstations.

Curriculum Development

All curriculum development at Crittenden Middle School revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Teachers, the Leadership Team, and the principal evaluate Crittenden's curriculum continuously using assessment data, district benchmarks, and maps.

All students have access to the core curriculum. Crittenden Middle School provides everything from interventions to enrichment opportunities. Student progress is monitored through ongoing assessment and is conveyed to parents every six weeks, via a progress report and report card each trimester. Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data as needed and appropriate. Crittenden offers block scheduling to allow for more in-depth instruction in the subjects of math and English language arts.

District Revenue Sources (Fiscal Year 2016-17)

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)

Expenditures & Services Funded (Fiscal Year 2015-16)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,230
From Supplemental/Restricted Sources	\$424
From Basic/Unrestricted Sources	\$5,806
District	
From Basic/Unrestricted Sources	\$2,197
Percentage of Variation between School & District	164.3%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	-11.7%

Average Teacher & Administrative Salaries (Fiscal Year 2015-16)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2015-16		
	District	State
Beginning Teachers	\$52,207	\$47,034
Mid-Range Teachers	\$77,030	\$73,126
Highest Teachers	\$96,334	\$91,838
Elementary School Principals	\$124,641	\$116,119
Middle School Principals	\$132,102	\$119,610
High School Principals	-	\$115,194
Superintendent	\$200,000	\$178,388
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.0%	37.0%
Administrative Salaries	6.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2015-16)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

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, the county, and the state. 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).

Average Teacher Salaries	
School & District	
School	\$70,488
District	\$73,652
Percentage of Variation	-4.3%
School & State	
All Elementary School Districts	\$74,194
Percentage of Variation	-5%