Monta Loma Elementary School

460 Thompson Avenue • Mountain View, CA 94043 • (650) 903-6915

Mountain View Whisman School District

Gloria Higgins, Principal
ghiggins@mvwsd.org
http://montaloma.mvwsd.org/

2016-17 School Accountability Report Card
Published in 2017-18 School Year

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

Monta Loma Elementary is committed to challenging students to reach their academic and social potential to prepare them for success in the world ahead. We provide opportunities for children to develop a positive attitude toward school and learning. Teachers challenge students to think critically, solve problems, communicate effectively, and collaborate with peers. Our teachers participate in professional development and work with an instructional coach throughout the year to continually improve instructional practice, plan engaging lessons, and provide differentiation for all learners.

At Monta Loma, our staff, students, and families work together to provide a safe and caring environment for all students using an approach that supports both academic and social/emotional teaching, and our core values of Respect, Responsibility, Courage, Compassion, and Hard Work. Our core values are the heart of our school climate and are what guides our behavior and actions throughout the day. Students are recognized for demonstrating our core values throughout the year with weekly Leopard Spot Winners and monthly Leopard Leader Awards.

Monta Loma is focused on building a strong, collaborative community with an emphasis on parent engagement and high student achievement. We offer a variety of community building events and opportunities for parents to contribute to the greater school community. Our goal is for all families to participate in some manner in their child's education during the course of the year. Participation varies from working at one of our many PTA events to volunteering in the classroom to attending the weekly Leopard Launch or other school meetings. Families are a crucial component in the success of our students and we warmly welcome parent participation.

Community & School Profile (School Year 2017-18)

Monta Loma Elementary 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. Monta Loma Elementary School is located adjacent to Monta Loma Park which draws community members during the evening and on weekends.

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).

The charts display school enrollment broken down by grade or student group.

Enrollment Trend by Grade Level

	2014-15	2015-16	2016-17
K	72	87	75
1st	66	75	92
2nd	89	65	71
3rd	88	90	71
4th	82	86	83
5th	75	79	71

Enrollment by Student Group

2016-17	
	Percentage
Black or African American	1.3%
Asian	7.1%
Filipino	6.3%
Hispanic or Latino	45.6%
Native Hawaiian or Pacific Islander	1.1%
White	29.8%
Two or More Races	8.9%
EL Students	31.7%
Socioeconomically Disadvantaged	43.2%
Students with Disabilities	8.4%
Foster Youth	0.2%

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	27	27	23	268
Without Full Credentials	0	0	0	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	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	1	0

School Facilities (School Year 2017-18)

Monta Loma Elementary School was originally constructed in 1955 and thoroughly modernized and renovated in 1999 and 2017. The campus is currently comprised of 24 permanent classrooms, one library, one staff room, one multipurpose room, one computer lab, and two playgrounds (kindergarten & grades 1-5).

Cleaning Process

The 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: 08/26/2017				
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			Clifford Room in Library: HVAC mini-split unit is not working; controls/mechanical.
Interior	X			Storage Rooms by CR #21: Need to paint interior of rooms.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Electrical Room by CR #21: Room needs cleaning/housekeeping. Mechanical Rooms: Housekeeping, need to remove equipment & books from in front of electrical panels. Exterior Mechanical Rooms: Housekeeping needed inside of rooms.
Electrical	X			Library: Light fixtures out (3) replace bulbs/ballast.
Restrooms/Fountains	X			Boys Restroom by Back of Library & Room 14: Sink is leaking (right side); repair. Girls Restroom by Back of Library & Room 14: Restroom partitions need adjustment/latch repair.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			CR #14: Door closer & door stop need repair. CR #25 (Portable): Door threshold rubs on bottom; lock needs tightening & adjustments.

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
TK-5	English/Language Arts	Benchmark Education Company	2016	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Eureka Math	2015	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%

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)	--	47	50	--	66	66	--	48	48
Mathematics (Grades 3-8 and 11)	--	51	44	--	60	62	--	36	37
Science (Grades 5, 8, and 10)	67	56	--	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							
		English-Language Arts			Mathematics		
Student Groups	**Total Enrollment**	**Number Tested**	**Percent Tested**	**% Met or Exceeded CA Standard**	**Number Tested**	**Percent Tested**	**% Met or Exceeded CA Standard**
All Students	228	223	97.81	50.22	223	97.81	43.95
Male	120	115	95.83	50.43	115	95.83	53.04
Female	108	108	100.00	50	108	100.00	34.26
Asian	13	13	100.00	92.31	13	100.00	84.62
Filipino	11	11	100.00	36.36	11	100.00	36.36
Hispanic or Latino	109	106	97.25	35.85	106	97.25	26.42
White	63	61	96.83	70.49	61	96.83	67.21
Two or More Races	28	28	100.00	46.43	28	100.00	42.86
Socioeconomically Disadvantaged	103	99	96.12	27.27	99	96.12	20.2
English Learners	88	87	98.86	31.03	87	98.86	25.29
Students with Disabilities	31	29	93.55	17.24	29	93.55	13.79

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 fifth 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
5	22.9%	31.4%	14.3%

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 Involvement (School Year 2017-18)

Monta Loma Elementary School proudly encourages parent participation. We believe that parents are an essential component of the school community. Parents and family members have many opportunities to participate at school including, but not limited to volunteering in the classroom, participating with the Parent Teacher Association (PTA), School Site Council (SSC), or English Learner Advisory Committee (ELAC), and attending after-school, evening, and weekend events.

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) 903-6915 or visit the school's website: http://montaloma.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 Monta Loma Elementary School are expected to behave in a manner that demonstrates our core values of Respect, Responsibility, Courage, Compassion, and Hard Work. School and classroom rules are all guided by these values. Parents and students are informed of school rules and discipline policies through the parent handbook, which is available in English and Spanish.

Monta Loma Elementary School implements Responsive Classroom practices as part of our positive campus climate plan, with an emphasis on classroom meetings, interactive modeling, logical consequences, and positive teacher language. Our goal is to create positive and safe classroom climates where students can take risks, self-reflect, and self-advocate.

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	0.58	0.94	1.38	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 Monta Loma Elementary 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 Site Council, parents, and faculty. The plan was most recently updated and reviewed in March 2017.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before and after school by teachers and the principal. Noon duty supervisors provide supervision during lunch. 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 Monta Loma Elementary School is a responsibility shared among district administration, the principal, faculty, staff, students, and parents. The 2017-18 school year marks Principal Higgins' second year as Monta Loma's principal. Staff leadership opportunities at Monta Loma Elementary School include the Leadership Team, District Committees, ELAC, and School Site Council representatives. Staff leadership opportunities at Monta Loma Elementary School include the Leadership Team, Goal Team Leads, ELAC, and School Site Council representatives.

Class Size

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

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	15	16	17	15	16	17	15	16	17	15	16	17
By Grade Level												
K	24	22	25	-	-	-	3	4	3	-	-	-
1	22	25	23	-	-	-	3	3	4	-	-	-
2	22	22	24	-	-	-	4	3	3	-	-	-
3	21	23	24	1	-	-	3	4	3	-	-	-
4	27	27	28	-	-	-	3	3	3	-	-	-
5	27	26	24	1	-	-	-	3	3	2	-	-
Other	-	15	22	-	1	-	-	1	1	-	-	-

Counseling & Support Staff
(School Year 2016-17)

It is the goal of Monta Loma Elementary 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 Community Health Awareness Council (CHAC) provides two counselors to assist students with their emotional needs. We also work with Uplift Services on a case by case basis.

The school does not have an academic counselor. The table lists the support service personnel available to students at Monta Loma Elementary 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
Community Engagement Facilitator	1	1.0
Counselor Intern	2	2.0
Instructional Coach – Certificated	1	1.0
Intervention Aide	2	0.75
Intervention Teachers	2	1.75
Library Technician	1	0.875
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
Speech/Language Specialist	1	1.0

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, and a psychologist, as determined by their Individualized Education Plan (IEP). Monta Loma Elementary School has three classrooms which are used for special education programs, a Speech and Language Program, and a resource program.

English Language Learners

English Language Learners (ELL) receive specialized services and instruction in an environment conducive to maximizing English Learning. Monta Loma employs an English Language Development (ELD) Coordinator to monitor the testing and reclassification of all English Learners.

Students are provided at least 30 minutes of daily instruction in ELD in groups defined by their California English Language Development Test (CELDT) level.

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.

Curriculum Development

All curriculum development at Monta Loma Elementary School revolves around the California Common Core Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent Focus Groups, English Learner Advisory Committee (ELAC), and the principal evaluate the school's curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum.

Monta Loma Elementary School provides everything from interventions to enrichment opportunities. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards. 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.

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. Monta Loma Elementary School offers the following activities for its students:

- After-school Art Program
- After-school soccer, basketball, and tennis
- Beyond the Bell
- Chess Club
- Chorus sponsored by PTA
- Classroom Enrichment
- Leadership Training (4th grade)
- Lego Robotics Club
- Living Classroom
- Playworks (during and after-school programs)
- Science is Elementary grades K-5
- Student Council

Recognition Programs

It is Monta Loma Elementary School's goal to recognize students for exemplifying the core values of Respect, Responsibility, Courage, Compassion, and Hard Work. Students who are "spotted" demonstrating a core value are given "Leopard Spots." A weekly drawing is held to reward these students. Additionally, each month two students from each classroom are recognized at our Monday Launch for exemplifying the core value of the month.

Computer Resources

Students in each classroom have 1-to-1 access to Chromebooks. Students are trained on the following software programs: KidPix, Edutyping, math and reading support programs including ST Math, Lexia, and Newsela, among others.

Library Information

Monta Loma Elementary School's library, staffed by a part-time library technician, is stocked with more than 10,000 books that are available for students to check out. Students visit the library weekly with their class and can access the library during recess.

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.

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	$5,414
From Supplemental/Restricted Sources	$166
From Basic/Unrestricted Sources	$5,248
District	
From Basic/Unrestricted Sources	$2,197
Percentage of Variation between School & District	138.9%
State	
From Basic/Unrestricted Sources	$6,574
Percentage of Variation between School & State	-20.2%

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)

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.

Average Teacher Salaries	
School & District	
School	$71,429
District	$73,652
Percentage of Variation	-3%
School & State	
All Elementary School Districts	$74,194
Percentage of Variation	-3.7%

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).