



# Dual Language Academy of the Monterey Peninsula

225 Normandy Rd., • Seaside, CA, 93955 • 831-899-1100 • Grades K-8

Rita Burks, Principal

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



### Dual Language Academy of the Monterey Peninsula

700 Pacific Street  
Monterey, CA 93940  
831-645-1200  
[www.mpusd.net](http://www.mpusd.net)

#### District Governing Board

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Ms. Wendy Root Askew

Ms. Debra Grapespacher, Vice  
President Clerk

Dr. Bettye Lusk

Ms. Alana Myles

Dr. Amanda Whitmire

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Associate Superintendent Business  
Services

Marci McFadden  
Chief of Communications and  
Engagement

Donnie Everett  
Assistant Superintendent Multi  
Tiered Systems of Support

### School Description

Welcome to the Dual Language Academy of the Monterey Peninsula. This program is consistent with the district's goals of preparing students to reach academic targets in both English and Spanish while developing critical intercultural proficiencies. This highly researched based program sets students on the pathway to full bilingualism and biliteracy. Ultimately, they will have the opportunity to attain the California State Seal of Biliteracy on their high school diploma and receive college credit for their work during their K-8 years. This will afford students a college going mindset and future opportunities for post-secondary study and employment.

In October of 2018, the Dual Language Academy began its process of aligning its present Dual Language program through the grade levels working toward a fuller and more focused implementation. Currently, the DLAMP school program is the only K-8 grade program in MPUSD. The 90/10 model is the most researched model in Two-Way Bilingual Immersion and Dual Language Education. This model demonstrates the highest success in the development of biliteracy for both Spanish and English dominant students. Teachers in the program must be appropriately credentialed for their grade level, possess bilingual certification, and have the linguistic capacity (at native speaker level) to teach their grade level.

DLAMP and MPUSD are committed to working together in order to continue the successful implementation of all facets of our program. We are pleased to offer this program to our community and provide our DLAMP students with opportunities that will prepare them to be leaders in a multilingual and multicultural world.

### Our Mission

Dual Language Immersion Program prepares students to meet the challenges of an interdependent world community by providing a bilingual and multicultural learning environment that enables participants to communicate in another language, master all curricular subjects, and develop intercultural understanding and respect.

### Our Vision

Dual Language Immersion Program will be nationally recognized as a model for academic excellence which promotes high academic achievement in two languages and develops cross-cultural awareness for students. The Dual Language Immersion Program nurtures a vibrant K-5 learning community in which students from diverse backgrounds speak, read, and write in both Spanish and English and thrives on collaboration among students, staff, parents and the wider community. Committed to continual improvement, the Dual Language Immersion Program will prepare students with exceptional language skills and an expanded worldview, both of which serve them well by giving them greater opportunities in secondary and higher education, in the work world, and in their everyday lives.

## PROGRAM GOALS

The Dual Language Immersion Program is a choice program that serves both English and Spanish speaking students. The program is open to students of different backgrounds and abilities. The Dual Language Immersion program is designed to meet the following goals:

- Bilingualism and Biliteracy: Students develop a high level of oral and written proficiency in both Spanish and English.
- Academic Excellence: Students achieve academic excellence in all subject areas, meeting or exceeding district and California state standards.
- Multicultural Understanding: Students develop positive attitudes toward other languages and cultures and demonstrate their ability to appreciate the traditions and values of various cultures in our society and around the world.

Rita Burks, Principal

## About the SARC

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

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

## 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	59
Grade 2	62
Grade 3	53
Grade 4	56
Grade 5	57
Grade 6	42
Grade 7	47
Grade 8	30
Total Enrollment	475

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.2
Asian	0.6
Filipino	1.1
Hispanic or Latino	80
Native Hawaiian or Pacific Islander	0.4
White	11.2
Two or More Races	3.8
Socioeconomically Disadvantaged	67.6
English Learners	41.7
Students with Disabilities	6.1
Homeless	7.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Dual Language	17-18	18-19	19-20
With Full Credential	18	19	14
Without Full Credential	4	2	5
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dual Language	17-18	18-19	19-20
With Full Credential	◆	◆	444
Without Full Credential	◆	◆	38
Teaching Outside Subject Area of Competence	◆	◆	0

## Teacher Misassignments and Vacant Teacher Positions at Dual Language Academy of the Monterey Peninsula

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	4	1

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Monterey Peninsula Unified School District held a public hearing on August 2018, and determined that the school had sufficient and good quality textbooks and instructional materials, 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 August 2018 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

### Textbooks and Instructional Materials

Year and month in which data were collected: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Great Minds-Eureka Math Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Pearson Scott Foresman - 2008 California Science Science - Adopted 2008 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018  <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	History-Social Science - Adopted in 2006 Houghton-Mifflin - Adopted in 2007 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018  <b>Percent of students lacking their own assigned textbook:</b> 0
Foreign Language	Adelante K-5, Units of Study for Middle school

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

In 2010, the Monterey Peninsula Unified School District overwhelmingly approved Measure P, a \$110 million locally-controlled school bond measure to fund the first phase of critical repairs and improvement to our local schools. The district's newest school was built in 1965, more than 50 years ago, and our Facilities Needs Assessment has identified over \$680 million in critical repairs to all MPUSD schools. Recently, in 2018, voters approved Measure I, a \$213 million school facilities bond by 70%.

In 2019, the district is working with stakeholders to prioritize its facilities projects. Visit [www.mpusd.net](http://www.mpusd.net) for additional details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: June 2018**

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

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**CAASPP Test Results in ELA and Mathematics for All Students  
 Grades Three through Eight and Grade Eleven**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	32	31	39	37	50	50
Math	32	25	27	26	38	39

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

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

**CAASPP Test Results in Science for All Students  
 Grades Five, Eight, and Ten**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**2018-19 Percent of Students Meeting Fitness Standards**

Grade Level	4 of 6	5 of 6	6 of 6
5	17.9	37.5	32.1
7	14.0	41.9	34.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	266	265	99.62	30.94
Male	139	138	99.28	25.36
Female	127	127	100.00	37.01
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	225	224	99.56	27.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	63.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	195	194	99.49	26.80
English Learners	160	160	100.00	20.00
Students with Disabilities	17	17	100.00	0.00
Homeless	26	26	100.00	0.00

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

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	266	265	99.62	25.10
Male	139	138	99.28	23.91
Female	127	127	100.00	26.40
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	225	224	99.56	22.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	59.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	195	194	99.49	19.79
English Learners	160	160	100.00	16.98
Students with Disabilities	17	17	100.00	0.00
Homeless	26	26	100.00	0.00

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

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

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

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019-20)

All parents who enroll their children in the Dual Language Immersion Program are asked to fully engage in their child's academic program by signing a multi-year commitment letter (Dual Language Immersion Parent Compact) which outlines the components of the program and describes various ways a family can support their child's academic and linguistic development.

There are many opportunities at the Dual Language Academy for parental involvement through participation in our Parent Teacher Association, School Site Council, and district-level advisory committees. Parents are always welcome to help out in their children's classrooms. We especially enjoy the support of parents as chaperones on grade-level field trips. Our English Language Advisory Committee, which meets five times a year, addresses the needs of our students learning English. It is an integral part of our School Site Council. Our active PTA meets monthly, and has helped to provide playground equipment, student incentives, field trips, and educational assemblies. Parents may be asked to fill out a Time and Talent Questionnaire as well to help parent organizers create a database of information to assist the school in drawing upon the talents of the families in the community. The PTA also sponsors regularly scheduled events. Our PTA gives families an opportunity to support the school, have fun, and get to know other parents at the school. New members are always needed and appreciated.

The School Site Council (SSC) Team advises on all school programs and approves our School Site Plan. The SSC team is comprised of parents, community members, teachers, administration and staff.

Our bilingual community liaison, family service specialist and academic counselor are on site five days a week to work with parents to support involvement on campus. She is an integral component of our parent involvement program. We encourage parents to participate in the classroom as well as with various volunteer activities on the school site throughout the school year. Parents can sign up as a volunteer at the school office. Parents have the opportunity to meet monthly with the principal in coffee sessions to provide more input about involvement and home school connections. For the 2019-2020 school year we are continuing to implement Common Core curriculum. During monthly coffee sessions, parents are given the opportunity to view, provide input, and gain knowledge regarding the curriculum.

Consistent communication between parents and school is crucial for supporting all students. DLAMP implements Parentsquare school wide as the primary communication tool. Our Wolfpack Weekly message and our monthly newsletters are sent via Parentsquare. In addition, parents can see current events by joining our social media accounts (Facebook, Instagram and Twitter).

**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**

The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at [www.mpusd.net](http://www.mpusd.net).

Highlight's of this school's plan are detailed below.

The Dual Language Academy Comprehensive Safety Plan was last reviewed, updated and approved by the Site Site Council on November 14, 2019. The plan was last reviewed by staff on January 16, 2020 as part of the staff meeting. The Comprehensive Safety Plan identifies the primary and secondary personnel responsible for a variety of safety, security, and emergency response activities that can fluidly respond to a wide variety of emergencies. In addition, specific plans are identified detailing staff and student responses to several different types of emergencies from fire, to earthquake, to a hostile intruder. In addition, there is a schedule of drills to practice responding to several emergency situations so that staff and students are familiar with emergency response procedures. Finally there is a list of local and state resources to be contacted in case of emergency to ensure a maximum of resources to respond to an emergency situation.

The full safety plan may be found on our website at [dlamp.mpusd.net](http://dlamp.mpusd.net).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	0.6	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.2	3.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

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

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	475.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	4			18	4			17	4		
1	19	3			23		3		20	3		
2	24		3		29		2		21	1	2	
3	21	2	1		22		3		18	3		
4	20	2			31		2		28		2	
5	23		2		24		2		29		2	
6	29	1	1	6	26		14		21		14	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	19	2	4		17	8			19	4	4	
Mathematics	28		2		16	4			19	2	2	
Science	28		2		18	4			19	2	2	
Social Science	28		2		17	4			19	2	2	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

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

As in previous years, DLAMP teachers participate in weekly professional development meetings for an hour on Tuesdays immediately after school. At the end of the school year, teachers reflect and identify areas they would like to focus on for the following year. For the 2019-2020 school year teachers would like to focus on Second Language acquisition, small group instruction during Reading and Mathematics, Restorative Justice Practices and AVID strategies. Through this process teachers set goals for each area by trimester and collect evidence of student learning. At the end of the trimester there is a share out of effective first instruction and student growth. Resources are shared so other DLAMP teachers can leverage the effective practices already visible throughout the campus.

Teachers also have opportunities to collaborate through weekly Professional Learning Communities (PLC's) where they look at student work samples, assessment data and create an action plan. The questions utilized during this time is anchored in the continuous improvement cycle.

In addition to site based professional development, teachers and staff participate in district wide professional development at a district level and with the Association of Two-way Dual Language Education.



**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,875	\$49,084
Mid-Range Teacher Salary	\$65,733	\$76,091
Highest Teacher Salary	\$97,355	\$95,728
Average Principal Salary (ES)	\$100,517	\$118,990
Average Principal Salary (MS)	\$104,946	\$125,674
Average Principal Salary (HS)	\$114,217	\$137,589
Superintendent Salary	\$206,150	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8,839	496	8,343	54,759
District	N/A	N/A	8,757	\$67,601.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.8	-20.2
School Site/ State	29.8	-31.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

**DataQuest**

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

**Internet Access**

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