



Campus Park Elementary School

1845 H Street • Livingston, CA 95334 • (209) 394-5460 • Grades K-5

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Livingston Union School District

922 B Street
Livingston, CA 95334
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Mrs. Jennifer Yacoub
**English Language Learner
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Director of AVID**

Principal's Message

Welcome to Campus Park Elementary a place where teachers, parents, and community members come together to provide students with a safe and comprehensive educational program. At Campus Park students are prepared to face academic challenges and are instilled with a commitment to strive for excellence as part of the Dual Language Academy or the English Only pathway. Student achievement and progress towards meeting grade level standards is monitored regularly to help students maximize their growth. We are going BIG by making sure grade level Basics are emphasized, Innovative instructional/technology strategies are implemented, and by working towards defining the Guaranteed standards in each grade level. We are pursuing our goal to get every student to read at grade level through a focus on literacy. The learning environment nurtures a positive self-esteem, promotes respect for cultural diversity and individual differences, encourages the use of technology in our 1 to 1 environment, and boosts enthusiasm for learning.

Our Mission

"Campus Park Prepares Young Eagles to Soar - Above and Beyond." Students are motivated, encouraged, and prepared to maximize their potential – Mind, Body, and Soul.

Our Vision

Campus Park Eagles are empowered, inspired, and prepared to "Take Flight" by developing their foundational and problem solving skills through the application of the 4Cs (Communication, Collaboration, Critical Thinking, and Creativity) as they develop into well-rounded and productive citizens. "Eagles Soar to New Heights, Above and Beyond."

Our Core Values

We believe:

Our students, staff, parents, and community benefit when people act responsibly, respectfully, and compassionately.

High expectations promote high achievement for ALL!

A positive environment nurtures courage and confidence which fosters learning.

Education is a fundamental partnership among individuals; home, school, and the community.

We are expected to conduct ourselves with integrity and commitment to the profession EVERY DAY!

School and Community Profile

Campus Park Elementary is located in Livingston, California and is part of the Livingston Union School District (LUSD). Livingston is part of Merced County and is located in the Central Valley, between Fresno and Stockton, on the Highway 99 corridor. Campus Park serves approximately 460 students. Most of the students live within walking distance of the school. One school bus transports the students who live beyond walking distance. Campus Park is currently comprised of 91% Hispanic, 5% Asian, and 3% White students. Over 70% of Campus Park students are English Learners or are Reclassified as Fluent English Proficient (RFEP). Over 90% of Campus Park students are socioeconomically disadvantaged.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	89
Grade 1	68
Grade 2	82
Grade 3	67
Grade 4	94
Grade 5	89
Total Enrollment	489

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	1.2
Asian	4.7
Filipino	0.2
Hispanic or Latino	91.2
Native Hawaiian or Pacific Islander	0.0
White	2.5
Socioeconomically Disadvantaged	91.6
English Learners	68.5
Students with Disabilities	6.7
Foster Youth	0.2

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			
Campus Park Elementary School	16-17	17-18	18-19
With Full Credential	24	23	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Livingston Union School District	16-17	17-18	18-19
With Full Credential	◆	◆	115.5
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Campus Park Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

All LUSD students have access to core instructional materials. All teachers are currently utilizing the State approved core instructional materials as well as supplemental materials as appropriate to meet their students' diverse needs.

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Language Arts: Benchmark Education Co., Advance/Adelante: 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McGraw-Hill My Math/Mis matematicas: 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton Mifflin-CA. Science: 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin Social Studies: 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Harcourt Health and Fitness, Harcourt School Publishers: 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Livingston Union School District staff members pride themselves on offering clean, safe and adequate school facilities. Campus Park Elementary offers a safe and clean learning environment.

Maintenance and Repair: Our facilities are kept in good condition by our maintenance and operations department. The facilities including all restrooms, floors, walls, roofs, plumbing and electrical systems are routinely inspected and repaired as part of our preventive maintenance program. All facilities are fully lighted, heated, air conditioned, and wired with Internet access to all rooms. The fire alarm and safety system is inspected routinely by the school and by the city fire department. In addition, our grounds and facilities are clean and free of litter and graffiti. In joint efforts, our staff, students, and custodians work together to pick up and clean up. Students are housed in fully equipped, modernized classrooms.

Age of School Buildings: Campus Park Elementary School buildings are more than 50 years old and offer adequate heat and air conditioning and are maintained in accordance with stringent state and district guidelines. There are 24 classrooms, 2 portable classrooms, one ASSETs portable, an instructional coaches training room, one library and resource room, one kitchen and cafeteria, and one school support services office.

Safety: The school grounds are equipped with a perimeter fence to discourage unauthorized access during the school day. The grounds are well lighted and monitored by a video camera surveillance system with a direct link to the local police department, to ensure the safety of the grounds twenty-four hours a day.

Cleaning Process and Schedule (CPE) employs a team of custodians that provide students and staff with a clean and safe school environment daily. Our custodial staff receives specialized training that allows them to perform their duties effectively and efficiently. All state and district guidelines that govern custodial tasks have been implemented and are followed in accordance with the law. In addition, the District's groundskeepers maintain the grounds and landscape features. Regular inspections are conducted to ensure a safe and clean environment for students and staff.

The MOT director and administrative staff conduct yearly inspections to evaluate the need for major and minor school facility upgrades/improvements.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	34.0	31.0	34.0	34.0	48.0	50.0
Math	24.0	29.0	22.0	24.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.3	16.1	5.7

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	237	235	99.16	31.06
Male	117	116	99.15	29.31
Female	120	119	99.17	32.77
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	220	218	99.09	29.36
White	--	--	--	--
Socioeconomically Disadvantaged	212	210	99.06	26.67
English Learners	186	184	98.92	31.52
Students with Disabilities	12	12	100.00	25.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**School Year 2017-18 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	237	237	100	28.69
Male	117	117	100	28.21
Female	120	120	100	29.17
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	220	220	100	26.82
White	--	--	--	--
Socioeconomically Disadvantaged	212	212	100	25.47
English Learners	186	186	100	27.96
Students with Disabilities	12	12	100	8.33
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

We believe parent involvement is an essential component to our students' success and is a large part of the school's positive learning environment. Parents can be involved in the overall direction of the school by participating in School Site Council (SSC), English Learner Advisory Committee (ELAC), and by attending district Local Control Accountability Plan (LCAP) meetings. Parents are encouraged to participate in twice-yearly parent/teacher conferences, which had over 97% participation, to work closely with our teachers to maximize their child's learning. Open House, Back-To-School Night, "El Cafecito", student performances, Parent Folkloric Club, and parent evening programs were also well attended. Parents with children in the DLA program are expected to attend three DLA parent activity nights during the school year.

Campus Park offers a Through LUSD, Campus Park parents have access to a varied menu of parent education and activity programs. Such as GED in Spanish, Citizenship, and English as a Second Language (ESL), Technology, Nutrition, Dads Matter, Mom's Matter, Rosetta Stone, and Behavioral Health. Class offerings are rotated amongst the LUSD schools to give parents class options within walking distance. The parent resource liaison is housed at Campus Park.

Regular communication, in English and Spanish, from school to home is provided through the Parent Square, Twitter @campusparkelem, the marquee, parent notices, the school's website, classroom communication, and monthly calendars.

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

It is the policy of Livingston Union School District Board of Education that all students enrolled in this district, and all employees employed by this district, have the right to attend safe and secure campuses. Campus Park School is committed to providing a safe environment for students, staff and visitors. Several strategies were utilized to maintain a high level of school safety. Strategies include, but are not limited to:

Consultation with local public safety agencies
 Consultation with risk management specialists
 Continuing education and training of school staff
 Inspections and evaluations of school facilities
 Evaluation of safety-related policies and procedures
 Annual review and revision of Comprehensive School Safety Plan

Such strategies ensure that a safe and orderly environment conducive to learning is maintained. Also, such strategies will ensure compliance with existing laws related to school safety.

Key Elements of the School Safety Plan

In Livingston schools, components satisfying each of the following items have been developed and are included in the comprehensive school safety plan:

- 1) Disaster procedures; routine drills and emergency.
- 2) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in the subdivision of Section 48915 and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1(commencing with Section 48900).
- 3) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
- 4) A sexual harassment policy pursuant to subdivision (b) of Section 212.6.
- 5) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel."
- 6) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
- 7) Maintaining a safe and orderly environment conducive to learning at school.
- 8) The rules and procedures on school discipline adopted pursuant to Sections 35391 and 35291-5.
- 9) Assessment of the current status of school crime committed on school campuses and at school related functions.
- 10) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the Penal Code.

The school site safety committee reviews the safe school plans on an annual basis and proposed changes are submitted to the Board for approval. The District-School Safety Plan was last reviewed and updated September/October 2018. School safety procedures are included in the school's parent handbook.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	2.8	1.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.4	2.6	1.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.50
Social Worker	0
Nurse	0.25
Speech/Language/Hearing Specialist	0.25
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	21	18	1	1	2	3	3	3			
1	22	21	23	1	2		2	2	3			
2	19	24	21	4	1	2		2	2			
3	22	21	22	1	2	1	3	2	2			
4	28	28	30				3	3	3			
5	24	28	24	1		1	3	3	3			
Other		7			1							

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

Professional Development provided for Teachers

During the 2016-2017 and 2017-2018 school years, Campus Park Elementary housed three full-time Livingston Union School District (LUSD) Literacy Coaches who received intensive training and coaching support in the area of English Language Arts (ELA) and Guided Language Acquisition Design (GLAD) with an emphasis on effective strategies for English Learners (ELs). The literacy coaches provide three days of professional development throughout each school year to support Campus Park teachers pedagogical skills while integrating math, science, and ELA in daily instruction. Teachers also received site specific professional development support throughout the year by the site instructional resource teacher, district specialists, and instructional coaches. Technology trainings were provided to staff throughout the year covering new instructional technology tools/applications.

Student achievement data combined with the demands of the Common Core State Standards (English language development, English language arts and mathematics), the Next Generation Science Standards, and the new history framework indicate the need to emphasize reading and writing instruction and its integration with all content standards. Therefore, during the 2018-2019 school year, professional development at Campus Park will continue to focus on deepening teachers' pedagogical skills in the area of English language development and effective reading and writing instruction along with the integration across all content standards throughout the instructional day. .

Campus Park Elementary staffs one literacy coach who supports professional learning by modeling research-based instructional practices, selecting, organizing, and presenting instructional resources, planning and developing lessons with teachers, modeling lessons, and conducting professional development.

Substitutes are provided once a week for each teacher at Campus Park to receive 1 hour and 40 minutes of professional development training focused on expanding their knowledge of language and literacy learning within a balanced literacy program. The components of the professional development are: Interactive Read Aloud, Interactive Writing, Shared Reading, Shared Writing, Phonics, Spelling and Word Study, Guided Reading, and Writer's Workshop. Support for English learners is embedded in all lessons to make them appropriate to implement during integrated and/or designated ELD. Campus Park has contracted an outside consultant to conduct these trainings. The literacy coach attends all trainings and supports teachers' implementation of the new learning by modeling lessons, facilitating lesson planning, and organizing instructional resources. In addition to the aforementioned weekly professional development opportunities, teachers are also provided 2 hours monthly to collaborate and plan to support the instructional focus. Students are excused 1 hour early one Wednesday per month to provide this 2 hour block.

All Dual Language Academy teachers receive additional professional development support with a focus on bilingual education twice-a-year by the District English Language Development Coordinator. In addition, some teachers attend optional conferences offered by the Central Valley Dual Language Consortium, the California Association for Bilingual Education, the Association of Two-Way & Dual Language Education, and the National Association for Bilingual Education.

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Campus Park is in its 4th year of PBIS implementation. Staff continue to receive professional development at each tier of implementation. The Climate, Culture, and Safety team meets regularly to discuss site based professional development needs in this area. Staff also collaborate to resolve any student issues that may be affecting the classroom learning environment.

The support, feedback and implementation of the professional development described above are essential to student success and progress in grade level standards. Not only does the training provide teachers with the knowledge and support to be able to effectively instruct, but it promotes significant opportunities for planning and collaborating within and across the grades. Systems have been established to enable the district to maintain current implementation and support efforts with highly trained teachers. The district has committed, both fiscally and philosophically, to ongoing professional development as it is the key to improving instruction and influencing positive student learning.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,553	\$48,064
Mid-Range Teacher Salary	\$70,195	\$75,417
Highest Teacher Salary	\$93,642	\$94,006
Average Principal Salary (ES)	\$119,939	\$119,037
Average Principal Salary (MS)	\$113,581	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$174,921	\$183,692
Percent of District Budget		
Teacher Salaries	35.0	36.0
Administrative Salaries	5.0	6.0

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

Types of Services Funded

Teacher salaries and benefits, classroom instructional aides, textbooks, library books and supplies, which are directly related to classroom instruction, are allotted the majority of our general fund.

A variety of programs are funded by Local Control Accountability Program (LCAP) and categorical funds. These programs include: Reflex Math, Mystery Science, Accelerated Reader, after school tutoring, and staff development, which currently includes training on the use of Fountas & Pinnell Classroom and Fountas & Pinnell Benchmark Assessment System. In accordance with the district technology plan, training for staff and students in 21st century technology is also funded.

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8,092	907	7,186	81,894
District	◆	◆	8,381	\$76,917
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-15.4	6.2
Percent Difference: School Site/ State			3.4	8.7

* Cells with ◆ 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.