



Lakeland Village School

18730 Grand Ave. • Lake Elsinore, CA 92530 • (951) 253-7400 • Grades K-8

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



Lake Elsinore Unified School District

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District Governing Board

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District Administration

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Superintendent
Dr. Gregory J. Bowers
Assistant Superintendent
Dr. Alain Guevara
Assistant Superintendent
Dr. Kip Meyer
Assistant Superintendent
Arleen Sanchez
Chief Business Officer
Tracy Sepulveda
Assistant Superintendent
Sam Wensel
Executive Director

Superintendent's message

LEUSD is well positioned for the 2018 school year! The collaboration between voters, parents, teachers and staff has resulted in student achievement growth, improved facilities and playing fields under Measure V, and new instructional technology for classrooms. Under our state accountability system, the Fall 2017 update to the California School Dashboard was recently released. The Dashboard provides teachers and principals with valuable performance data that is examined weekly during their PLC collaboration time, and used to guide instruction. The current Dashboard shows LEUSD schools are making progress. LEUSD improved in several areas, though English Language Arts and Math growth indicators are little changed from a year ago, a trend statewide. The Dashboard is powered by six state indicators and four local indicators, along with a variety of custom reports by which to compare schools, districts, and student subgroups. Dashboard color codes reflect status and change to depict achievement growth ranging from Red (lowest) to Blue (highest). LEUSD performance highlights: **SUSPENSION RATES**—by lowering suspensions, results for the 'Suspension' indicator have IMPROVED from orange to yellow, changing from a high suspension rating to a medium suspension rating. **'EL' PROGRESS**—English Learners IMPROVED from yellow to green, changing from 'Medium' to 'High' as a result of an additional 3.1% students making progress towards English proficiency. **GRADUATION RATE**—this indicator has IMPROVED from green to blue. The District continues to have a 'High' rating due to an increase in graduating students of 1.5%. **COLLEGE/CAREER PREPAREDNESS**—growing College & Career Preparedness is an area for increased attention. The CA School Dashboard shows 35.2% of LEUSD graduates as being 'Prepared.' The State will not have a color indicator for College & Career Preparedness until 2018, but notably, LEUSD 11th grade students' ELA and Mathematics scaled scores increased in both areas respectively by 0.3 points and 4.2 points, a positive college readiness indicator. **CHRONIC ABSENTEEISM**—for the first time, the CA Schools Dashboard includes District and school Chronic Absenteeism rates, though a Chronic Absenteeism color indicator does not appear on the Fall 2017 report. District wide, LEUSD's Chronically Absent statistic is 12.8%. LEUSD met all local indicators for implementing state standards, providing safe school facilities, adequate books and instructional materials, as well as meeting indicators for school climate, and student and parent engagement. View how LEUSD is performing at www.caschooldashboard.org. These are positive indicators, so let's be mindful of the many positive accomplishments of 2017 to help set the bar high for 2018. Sincerely, Dr. Doug Kimberly, Superintendent

Principal's Message

Lakeland Village School (LVS) is a K-8 school in the Lake Elsinore Unified School District. The school is primarily made up of teachers from Butterfield Elementary School (which was closed in 2010) and staff originally assigned to Lakeland Village Middle School. In Fall of 2010, Lakeland Village School (K-8) opened its doors. In its seventh year as a K-8, LVS is moving forward with embracing K-8 thinking and philosophy. Lakeland Village School prides itself on building relationships with all of the school stakeholders and our recently adopted positive behavioral support initiative.

Bulldog P.O.W.E.R. which embodies the traits and behaviors we expect from our students. Beginning in the Fall of 2015, Lakeland Village expanded its philosophy of improving student behavior and social skills by restructuring the administration staff. Rather than replacing the vacant Assistant Principal position, two Dean of Students were created. The job description included an emphasis on social-emotional learning, PBIS development, student support, and social-emotion interventions. Comparative data from the First Trimester of 2014-15 and 2015-16, show a 1% increase in student attendance and a 51% decrease in suspensions.

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	112
Grade 1	89
Grade 2	95
Grade 3	87
Grade 4	95
Grade 5	102
Grade 6	117
Grade 7	108
Grade 8	117
Total Enrollment	922

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0
Asian	0.8
Filipino	0.8
Hispanic or Latino	71.5
Native Hawaiian or Pacific Islander	0
White	21.5
Two or More Races	3.6
Socioeconomically Disadvantaged	88.9
English Learners	32.5
Students with Disabilities	15.1
Foster Youth	0.9

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			
Lakeland Village School	15-16	16-17	17-18
With Full Credential	44	43	46
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lake Elsinore Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lakeland Village School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

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

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

Lake Elsinore Unified School District chooses instructional materials which are aligned to State content standards, present a broad spectrum of knowledge and viewpoints, reflect society's diversity, and enhance the use of multiple teaching strategies and technologies. Materials for grades K-8 are chosen from the State-adopted list. Materials for grades 9-12 are evaluated and recommended by subject area teachers. Curriculum and textbook subcommittees are comprised of teachers (subject or grade level) and administrators. The subcommittee recommends instructional materials to the Curriculum Advisory Committee (CAC), which has representatives from every school. The CAC evaluates and recommends materials to the school board, which makes the final approval of all adopted instructional materials. Parents and community members may review adopted materials at the District office. Each pupil in the district, including English learners, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board in each of the areas listed below:

Lake Elsinore Unified School District held a hearing for the sufficiency of textbooks September 14, 2017

Textbooks and Instructional Materials	
Year and month in which data were collected: September 14, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Reading {Ca} Medallion Edition, Houghton Mifflin, 2008 Adopted 2002/2012 Corrective Reading Comprehension & Decoding, SRA Adopted 2006</p> <p>READ 180, Level A and B, Scholastic Adopted 2006 Language of Literature 6, 7, 8, Mc Dougal Littell, 2002 Adopted 2005 Inside, National Geographic/Hampton Brown, 2009< Adopted 2013. Read 180 Next Generation Level B, Scholastic, 2012 for Intervention. Basic English, AGS Globe Fearon 2003 for SPED students, System 44 Next Upper Elementary, Scholastic 2012</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>enVision Math Common Core, Scott Foresman/Addison Wesley, 2012 Adopted 2013 enVision Math California, Scott Foresman/Addison Wesley, 2006 Adopted 2008 Number Worlds, SRA/ McGraw-Hill Adopted 2008 Scholastic MATH 180 Adopted 2013 California Math Grade 6, Prentice Hall, 2008 Adopted 2008 California Pre-Algebra, Prentice Hall, 2008 Adopted 2008 California Algebra Readiness, Prentice Hall, 2008 Adopted 2008 California Algebra I, Prentice Hall, 2008 Adopted 2008 California Geometry, Prentice Hall, 2008 Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>California Science, Houghton Mifflin, 2005 Adopted 2007 Focus on Earth Science {CA}, Prentice Hall, 2007 Adopted 2007 Focus on Life Science {CA}, Prentice Hall, 2007 Adopted 2007 Focus On Physical Science {CA}, Prentice Hall, 2007 Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History-Social Science for California, Scott Foresman, 2006 Adopted 2006 History Alive! The Ancient World, Teachers' Curriculum Institute, 2004 Adopted 2005 History Alive! The Medieval World & Beyond, Teachers' Curriculum Institute, 2004 Adopted 2005 History Alive! The US Through Industrialism, Teachers' Curriculum Institute. 2004 Adopted 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Avenues, Hampton Brown Adopted 2005 Inside, National Geographic/Hampton Brown, 2009 Adopted 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Lake Elsinore Unified School District (LEUSD) is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The LEUSD Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office and at the District Office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. In addition to District-level support of routine and periodic maintenance needs, LEUSD holds high standards for cleanliness, appearance, and good repair of all campuses daily and maintains them through the efforts of the students, staff, day custodian, evening custodial crew, and District Maintenance Department. Our maintenance staff ensures 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 and that emergency repairs are given the highest priority. LEUSD regularly assesses maintenance, modernization, and new construction needs. Any pesticide use at our school sites is in compliance with the Healthy Schools Act of 2000.

Fire drill evacuations are conducted on a monthly basis at all elementary and middle schools, and twice a year at the high schools in the District. A fire safety inspection is conducted once each year by the Riverside County Fire Department, while site personnel conduct site inspections on a regular basis.

The school's Disaster Preparedness Plan is updated annually, and disaster drills are conducted four times per year at each elementary school and middle school, and once each semester at the high schools.

Currently, the District provides storage areas for emergency supplies to be kept on campus in the event of a disaster. A radio communication system allows for continuous communication with the District office in the event of a disaster.

A Crisis Intervention Team has been identified and trained to deal with stress experienced by students and staff as a result of a crisis situation. Team members are called upon to assist across the District as necessary. As part of the comprehensive School Safety Program, School Resource Officers provide prevention and intervention procedures on all LEUSD campuses at least part time.

Our school was built in 2002. It has 26 regular classrooms, six science labs, eight portables, a library, a computer lab, a multipurpose room, and five special education rooms. The designed capacity of the school is 1,300 students. Athletic facilities include a gym, dance room, and outside courts and fields.

A progressive discipline plan is in place and multiple discipline and Character Counts assemblies are conducted throughout the year. Four campus supervisors and a part-time School Resource Officer also help maintain a safe environment. The WE TIP program is utilized so that students may report crime anonymously and all leads are followed up immediately.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 9/15/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			505: 4-vinyl floor has small bumps and it's discolored in some areas-scheduled for replacement 654: 4-Five stained ceiling tiles and stained carpet MPR: 4 Two stained ceiling tiles in hallway
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			GYM: 7-About 1/3 of the lights don't work-scheduled for repair
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	20	23	41	40	48	48
Math	11	12	27	28	36	37

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	195	185	94.9	42.2
Male	111	106	95.5	43.4
Female	84	79	94.1	40.5
Black or African American	12	12	100.0	41.7
Hispanic or Latino	128	119	93.0	36.1
White	46	45	97.8	55.6
Socioeconomically Disadvantaged	175	165	94.3	40.0
English Learners	45	44	97.8	11.4
Students with Disabilities	29	28	96.6	39.3

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	42	42	55	55	56	54

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.3	13.9	6.5
7	24.3	14.4	18

* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	657	649	98.78	23.42
Male	346	344	99.42	19.48
Female	311	305	98.07	27.87
Black or African American	19	19	100	31.58
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	463	455	98.27	21.54
White	139	139	100	26.62
Two or More Races	26	26	100	23.08
Socioeconomically Disadvantaged	573	566	98.78	22.08
English Learners	273	266	97.44	19.55
Students with Disabilities	126	125	99.21	8
Foster Youth	12	12	100	16.67

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	658	652	99.09	12.29
Male	347	345	99.42	13.66
Female	311	307	98.71	10.75
Black or African American	20	20	100	10
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	463	457	98.7	10.53
White	139	139	100	17.99
Two or More Races	26	26	100	7.69
Socioeconomically Disadvantaged	574	568	98.95	10.23
English Learners	273	268	98.17	11.19
Students with Disabilities	126	126	100	6.4
Foster Youth	13	13	100	7.69

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement opportunities include Parent-Teacher Association (PTA), English Learner Advisory Committee (ELAC), School Site Council (SSC), and as library and classroom volunteers. Many parents participate for short-term events such as fundraisers and student assemblies or activities. For more information on how to become involved at the school, please contact Secretary Chris Thompson at (951) 253- 7400.

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

Our School Safety Plan was reviewed by our School Site Council in January, 2017 and updates were presented for review to our Governing Board in March, 2017. The School Safety Plan was last reviewed and updated with the school faculty January, 2017. The Safe School Plan (SSP) is updated annually at each site to address components that the site will proactively seek to improve as it relates to student and staff safety. The SSP is available to the public for review upon request. The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, Goal Seven, and includes data regarding the California Healthy Kids Survey, crime, safe school procedures, and compliance with laws including: (1) child abuse reporting, (2) disaster response and crisis intervention, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school- wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to California Education Code Sections 35291 and 35291.5.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	4.7	4.6	8.4
Expulsions Rate	0.1	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	6.0	4.0	4.0
Expulsions Rate	0.2	0.2	0.2
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	78.6	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.50
Speech/Language/Hearing Specialist	2
Resource Specialist	3
Other	0
Average Number of Students per Staff Member	
Academic Counselor	955

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	25	19	22	1	4	1	3	1	4			
1	17	21	22	4	1			3	4			
2	24	20	23		4		4		4			
3	20	20	20	4	4	2	1		2			
4	28	28	30				3	3	3			
5	21	21	21	2	2	2	4	4	2			1
6	19	21	21	10	9	9	15	12	8			5
Other	8	11	13	1	1	1						

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

Professional Development provided for Teachers

Each year, LEUSD strongly supports and encourages teachers, administrators, and support staff to participate in professional development on a regular basis throughout the school year. LEUSD first priority is to provide assistance for teachers and classroom Para-Educators. Workshops and trainings scheduled throughout the year are based on the academic needs of students. Offerings include data analysis, curriculum and content knowledge, Standards-based instruction, instructional strategies, and leadership skills. Subsequent to initial training, follow up and coaching take place districtwide. The District's goal is to provide opportunities for teachers, administrators, and staff in order to meet the learning needs of all students. An in-house professional growth program is provided for all staff.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,685	\$47,808
Mid-Range Teacher Salary	\$78,313	\$73,555
Highest Teacher Salary	\$103,072	\$95,850
Average Principal Salary (ES)	\$127,686	\$120,448
Average Principal Salary (MS)	\$137,340	\$125,592
Average Principal Salary (HS)	\$144,932	\$138,175
Superintendent Salary	\$235,509	\$264,457
Percent of District Budget		
Teacher Salaries	42%	35%
Administrative Salaries	4%	5%

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

Types of Services Funded

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I
- Resource Specialist Program (RSP)
- Special Day Class (SDC), English Language Development and Gifted and Talented (GATE)

DataQuest

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

Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,773	\$1,276	\$5,497	\$96,633
District	♦	♦	\$4,747	\$84,701
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			15.8	32.0
Percent Difference: School Site/ State			2.8	32.4

* Cells with ♦ do not require data.