



Highlands Elementary School

3131 S. Barcelona Street • Spring Valley, CA 91977 • 619.668.5780 • Grades K-6

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<https://www.lmsvschools.org/highlands/>

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



La Mesa-Spring Valley School District

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School Description

Highlands Elementary School has served generations of Spring Valley families dating back to the 1950's. Our school currently serves approximately 550 students in transitional kindergarten through sixth grade and is a whole-school Federally Funded Title 1 school.

Highlands is proud to be a part of the nation-wide No Excuses University network. We believe in setting high expectations for each of our students and remain focused on creating a safe, supportive learning environment where all students can be successful in meeting their goals. Staff and students see their learning through the lens of a growth mindset and learn to persevere through challenges.

Highlands staff is highly dedicated and passionate about using the very best teaching strategies and resources and is committed to implementing the Professional Learning Communities model and mindset. Staff collaborates on a regular basis within and between grade level teams, and as a whole staff; attends a variety of district and site based professional development opportunities; and is eager to implement research-based programs that focus on specific student needs. Staff uses technology to support learning and student engagement, and is trained on how to best incorporate technology into classroom instruction. Students are guided in discovering their strengths, values, and interests in order to help them find their own best pathway to college and/or career.

Highlands provides a wide array of academic support programs for children who require special assistance in mastering academic standards. Our Specialized Academic Instructors serve approximately 80 students, and our speech and language pathologists work with students with IEP speech and language goals. Our English Language Learner program assists students who need extra support with language acquisition and educational support. Our academic support program also includes a full-time, credentialed teacher who works with groups of students on specific and targeted skills. These groups are flexible, programs used are research-based, and data is tracked on a regular basis. Our before and after school programs extend the learning day for students in need of academic interventions, homework help and/or time on computers.

Higher level thinking activities and extensions are also in place for our students who are excelling and moving beyond proficiency. Students can qualify for the Program for Acceleration, Challenge, and Enrichment (PACE) as early as 2nd grade and receive instruction from a PACE trained teacher.

Highlands staff not only cares about every child's academic achievement, but also their social and emotional development. We embrace the 6 Pillars of Character (Character Counts!) and highlight the character traits each month. Our school wide discipline plan is followed by all staff and is based on the practices of Restorative Justice. Students can earn Rockin' Hawk awards each week that emphasize character and academic growth. For our students who need some extra support with social/emotional needs, we have a full-time social worker. The social worker meets with individual students and small groups needing social skill development. Highlands is also dedicated to SEL through the use of the Sanford Harmony curriculum.

Highlands Elementary School takes pride in creating a safe environment where students are engaged in using high level thinking skills as they master California State Standards. Our Highlands Hawks help each other, show kindness to others, persevere with school work, and are ready to take on any challenge as they prepare themselves for college and careers.

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 | 104 |
| Grade 1 | 83 |
| Grade 2 | 76 |
| Grade 3 | 85 |
| Grade 4 | 78 |
| Grade 5 | 56 |
| Grade 6 | 48 |
| Total Enrollment | 530 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 14.9 |
| American Indian or Alaska Native | 0.2 |
| Asian | 1.7 |
| Filipino | 1.5 |
| Hispanic or Latino | 52.8 |
| Native Hawaiian or Pacific Islander | 1.5 |
| White | 18.3 |
| Two or More Races | 9.1 |
| Socioeconomically Disadvantaged | 76.8 |
| English Learners | 24 |
| Students with Disabilities | 14.2 |
| Foster Youth | 0.4 |
| Homeless | 4.3 |

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 Highlands Elementary | 17-18 | 18-19 | 19-20 |
|----------------------------------------------|-------|-------|-------|
| With Full Credential | 22 | 22 | 23 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for La Mesa-Spring Valley | 17-18 | 18-19 | 19-20 |
|-----------------------------------------------|-------|-------|-------|
| With Full Credential | ◆ | ◆ | 516 |
| Without Full Credential | ◆ | ◆ | 25 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Highlands Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| 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)

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading/Language Arts | <p>TK, Houghton Mifflin-Harcourt, Journeys - Year Adopted 2009 K – 6th, McGraw-Hill, Wonders - Year Adopted 2016 K – 3rd, McGraw-Hill, Maravillas - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync - Year Adopted 2015</p> <p>Supplemental Instructional Materials: Cambrium Learning, Read Well - Year Adopted 2013 McGraw-Hill, Flex Literacy - Year Adopted 2017 McGraw-Hill, Wonder Works - Year Adopted 2016</p> <p>English Language Development TK, Hampton Brown, Avenues - Year Adopted 2011 K – 6th, McGraw-Hill, Wonders, English Language Development - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync, English Language Development - Year Adopted 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Mathematics | <p>TK – 5th, Houghton Mifflin-Harcourt, Expressions - Year Adopted 2015 6th College Board, Springboard - Year Adopted 2015 6th – 8th, College Preparatory Math - Year Adopted 2019</p> <p>Supplemental Instructional Materials: Moby Max - Year Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Science | <p>TK-5th, Pearson Scott-Foresman, California Science - Year Adopted 2007 6th – 8th, Holt, Rinehart & Winston, Holt California Science - Year 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>TK – 5th, Pearson Scott-Foresman, History-Social Science for California - Year Adopted 2006 6th, Glencoe McGraw-Hill, Discovering our Past - Year Adopted 2006 7th – 8th, National Geographic, World History & US History - Year Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Foreign Language | <p>6th – 8th, Prentice Hall, Realidades - Year Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

This school is inspected continuously throughout the year by the Maintenance and Operations Department staff. Work orders are generated and repairs and/or maintenance is performed as required.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|----------------------------------------------------------------------------|---------------|----------------------------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | Repair torn carpet, vent frame and wood cabinets. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Fair | Replace 2 missing fire extinguishers and repair peeling paint. |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

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 | 36 | 40 | 53 | 50 | 50 | 48 |
| Math | 28 | 35 | 40 | 38 | 38 | 37 |

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 | | | |

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**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 261 | 255 | 97.70 | 40.00 |
| Male | 125 | 122 | 97.60 | 35.25 |
| Female | 136 | 133 | 97.79 | 44.36 |
| Black or African American | 42 | 41 | 97.62 | 26.83 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 148 | 145 | 97.97 | 37.93 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 42 | 41 | 97.62 | 41.46 |
| Two or More Races | 15 | 14 | 93.33 | 64.29 |
| Socioeconomically Disadvantaged | 219 | 214 | 97.72 | 37.38 |
| English Learners | 76 | 73 | 96.05 | 30.14 |
| Students with Disabilities | 50 | 48 | 96.00 | 8.33 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 15 | 15 | 100.00 | 0 |

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 | 261 | 256 | 98.08 | 34.77 |
| Male | 125 | 123 | 98.4 | 36.59 |
| Female | 136 | 133 | 97.79 | 33.08 |
| Black or African American | 42 | 40 | 95.24 | 20 |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 148 | 148 | 100 | 30.41 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 42 | 40 | 95.24 | 47.5 |
| Two or More Races | 15 | 14 | 93.33 | 57.14 |
| Socioeconomically Disadvantaged | 219 | 215 | 98.17 | 31.63 |
| English Learners | 76 | 75 | 98.68 | 30.67 |
| Students with Disabilities | 50 | 48 | 96 | 10.42 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 15 | 15 | 100 | 0 |

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)

Highlands Elementary School recognizes the importance of the partnership between home and school and remains committed to supporting parent involvement opportunities. Parents have been included in the school improvement process and serve in an advisory capacity on committees including the School Site Council, PTA, the Education Foundation, and District Advisory Committees. Parent and community volunteers work in a variety of capacities such as: workroom helpers, OASIS, mentoring, Art Docents, Book Fairs, Family events, Running Club, CHARACTER COUNTS!/Red Ribbon week, and general classroom support.

Parents are kept up to date with information about our school through Blackboard Connect phone calls/emails/texts, flyers/notices, classroom bulletins, our school Facebook page, and our Twitter account. Back to School Night at the beginning of the school year and parent/teacher conferences in November are opportunities for parents to learn about classroom expectations and their child's progress. Teachers communicate with parents on a regular basis through phone calls, emails and personal conferences throughout the school year.

Parents are encouraged to join and participate in PTA and Foundation sponsored activities throughout the school year. Our varied Family Nights are a wonderful opportunity for parents and students to learn and interact with other Highlands families and include events such as Back-to-School Fall Festival, Family Game Night, Art Night, Jog-a-Thon, and movie nights. Parents are invited to come and learn about Highlands, our Title 1 program, and the No Excuses University philosophy at parent meetings and Principal Coffees held throughout the year. Parent informational meetings and trainings are also held for parents to learn about different ways to help their children at home (e.g. parenting skills, growth mindset, math and reading games for at home, and technology support). If you would like more information about ways to volunteer at Highlands Elementary, please contact our School Office Manager, Courtney Lanier at 619.668.5780.

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

Current site Comprehensive School Safety Plans (CSSP) are received by the district each year and are approved by the La Mesa-Spring Valley School Board of Education. Each site's plan outlines systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and cessation. Each site has one teacher appointed as the school's Health and Safety Officer. This person and the site principal presented their School Safety Plans to their respective School Site Council for review and acceptance prior to submission to the Board of Education.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------------|---------|---------|---------|
| Suspensions Rate | 3.3 | 5.5 | 4.8 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---------------------------------------------|---------|---------|---------|
| Suspensions Rate | 4.3 | 4.0 | 4.6 |
| 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* | .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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | |
| Other | 3.0 |

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 | 23 | 1 | 4 | | 28 | | 5 | | 26 | | 4 | |
| 1 | 27 | | 3 | | 28 | | 2 | | 28 | | 3 | |
| 2 | 28 | | 3 | | 26 | | 3 | | 25 | | 3 | |
| 3 | 25 | 1 | 2 | | 27 | | 4 | | 24 | | 3 | |
| 4 | 31 | | 2 | | 32 | | 2 | | 30 | | 2 | 1 |
| 5 | 29 | | 2 | | | | | | 35 | | | 1 |
| 6 | 21 | 1 | 2 | | 33 | | 1 | 2 | 35 | | | 2 |
| 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.

Professional Development provided for Teachers

Professional learning in La Mesa-Spring Valley continues evolving to cultivate capacity and efficacy of teachers so that they can ensure high levels of learning for each and every student. In recent years professional learning has emphasized developing a common language around high quality teaching and learning and building collaborative cultures that promote high levels of learning for all students through professional learning communities. This work has included a deeper dive into content standards through the selection of essential standards and discussions around mastery and effective assessment. In response to student performance data and classroom observation, current professional learning focuses on aligning instruction to standards and student experience, with extra time and resources dedicated to mathematics and English learners.

New for the 2019-20 school year is our Blended Professional Development program which will offer online professional development options while still offering face-to-face professional development. Some of the professional learning that we will offer includes: Igniting ELD multi-year seminars where teachers learn and implement strategies for designated and integrated ELD and using formative assessment to guide standards-based instruction, Mindful Math where participants will develop deeper understandings of math teaching and how to enrich it while making the District math curriculum more accessible to their students, and ProAct, which teaches participants techniques they can use to deescalate a child's behavior. Additional professional development continues to address professional learning communities, curriculum adoptions, differentiation, special education, NGSS and effective integration of technology into instruction.

With professional learning communities as a foundation, professional development is approached from multiple angles to ensure that it is relevant, timely, and targeted to both student and teacher needs. Teachers meet weekly, as a grade level or discipline, to analyze student data and discuss best practices to address the needs of each and every student.

The district offers workshops and multiple-day seminars, after-school workshops, online courses, and one-on-one coaching and modeling. Select teachers also attend conferences and workshops offered through outside agencies. District staff also partners with principals providing professional development at site learning days and staff meetings.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$55,772 | \$45,741 |
| Mid-Range Teacher Salary | \$71,738 | \$81,840 |
| Highest Teacher Salary | \$103,837 | \$102,065 |
| Average Principal Salary (ES) | \$139,958 | \$129,221 |
| Average Principal Salary (MS) | \$135,888 | \$132,874 |
| Average Principal Salary (HS) | \$0 | \$128,660 |
| Superintendent Salary | \$225,239 | \$224,581 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|----------------------------------------------|
| Teacher Salaries | 37% | 36% |
| Administrative Salaries | 4% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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 | \$5,950.96 | \$350.05 | \$5,600.91 | \$92,710.00 |
| District | N/A | N/A | \$5,837.70 | \$86,058.00 |
| State | N/A | N/A | \$7,506.64 | \$82,663.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -4.1 | 1.9 |
| School Site/ State | -31.8 | 6.0 |

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

- Title I - Basic Grant
- Special Education
- ASES - After School Education and Safety
- Title II Part A - Improving Teacher Quality
- Title III Part A - Limited English
- Lottery - Instructional Materials

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.