

John Gill Elementary

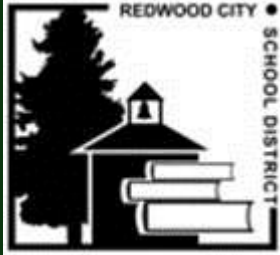
555 Ave Del Ora • Redwood City, CA 94062 • (650) 482-2406 • Grades K-5

Katherine Rivera, Principal

krivera@rcsdk8.net

<http://www.rcsdk8.net/Domain/388>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Redwood City School District

750 Bradford Street
Redwood City, CA 9406
(650) 482-2200
www.rcsdk8.net

District Governing Board

Alisa MacAvoy, President
Hilary Paulson, Vice President
María Díaz-Slocum, Clerk
Dennis McBride, Member
Janet Lawson, Member

District Administration

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Superintendent
Dr. Linda Montes
**Executive Director, Educational
Services, Grades TK-5**
Wendy Kelly
**Executive Director, Educational
Services, Grades 6-8**
Wael Saleh
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Director of Human Resources

Mission Statement

The mission of John Gill School is to provide an excellent education for ALL students in a collaborative and structured environment that is academically rigorous and joyful, setting students on the path for success in college and in life.

School Profile

John Gill Elementary School is a neighborhood school that offers an academically rigorous curriculum and Mandarin language immersion track. John Gill Elementary School, housed in a beautiful, historic building, flourishes because its families play an active and vital role in the education of their children, monitor academic performance, work with teachers to emphasize the importance of education, and model a commitment to learning. As a neighborhood school, John Gill students see each other inside and outside the classroom, and we have supportive and engaged parents and community members who volunteer in the classrooms and support our school's thriving visual and performing arts program that truly allows each student to be a star. We now offer a Mandarin Immersion track that will provide students from around the Redwood City School District the opportunity to learn one of the world's most prevalent spoken languages while learning basic academic subjects.

With a focus on an integrated curriculum, joined with an emphasis on science and social sciences, John Gill Elementary School students gain strong academic skills and have a firm grasp of each school subject, while cultivating their creative thinking and learning skills through our enriching visual and performing arts program. Students at John Gill come to school excited each day because of our supportive and joyful learning environment where they are encouraged, through individualized instruction, to strive to do their best and to succeed. Mandarin Immersion Program students will also graduate with fluency in English and the Mandarin languages. At John Gill, we believe that strong character development is essential for preparing our students for future success. All John Gill students learn, demonstrate, and embody our school's P.R.I.D.E. values of perseverance, respect, integrity, determination and excellence. John Gill students thrive because our supportive and encouraging staff expects the best from them and facilitate a learning environment where every student can succeed and feels like they belong.

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 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 at (650) 482-2406 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	66
Grade 2	65
Grade 3	79
Grade 4	69
Grade 5	64
Total Enrollment	408

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.2
Asian	1.7
Filipino	0.7
Hispanic or Latino	81.1
Native Hawaiian or Pacific Islander	2
White	10.3
Two or More Races	2.5
Socioeconomically Disadvantaged	87.5
English Learners	67.6
Students with Disabilities	17.4
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

John Gill Elementary	13-14	14-15	15-16
With Full Credential	22	17	
Without Full Credential	0	1	
Teaching Outside Subject Area of Competence	0	0	
Redwood City School District	13-14	14-15	15-16
With Full Credential	♦	♦	18
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School

John Gill Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.5	0.6
High-Poverty Schools	99.5	0.5
Low-Poverty Schools	99.4	0.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Additionally, EngageNY, <http://www.engageny.org> and elementary mathematics from Public Schools of North Carolina State Board of Education, <http://maccss.ncdpi.wikispaces.net> will be utilized in grades 6 – 8 math and ELA instruction to supplement the current district adopted programs as the district transitions to Common Core State Standards. Assessment of student’s mathematical progress in grades 3 – 8 will be measured using the Mathematics Assessment Resource Service (MARS), <http://mathshell.org>.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2015-2016 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

John Gill's Mandarin Immersion Program implemented Better Chinese, LLC, Better Immersion©2013 for grades kindergarten and first grade.

The chart below displays data collected during the August 2015 District Textbook Audit, in regards to student editions in use at John Gill School during the current school year (2015-16).

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin California Reading Medallion Edition ©2010, Kindergarten through 5th Grade – State Approved, Board Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Scott Foresman, enVision Math ©2015, Kindergarten through 2nd grade – State Approved, Board Adopted 2014 Pearson Scott Foresman, enVision Math ©2015, 3rd through 5th grade – State Approved, Board Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

John Gill School was originally constructed in the 1920s and is currently comprised of 24 classrooms, one computer lab, one library, one multi-purpose room, one staff lounge, two playgrounds, two basketball courts, and a playing field. The following chart displays the results of the most recent school facilities inspection.

The school was completely modernized in 1998, and further renovated in 2000 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by November 2001 and included the renovation of two classrooms, and the addition of a new library/media center and cafeteria/multipurpose room.

Measure B projects have been completed at variable times over the past three years and have included/will include: roofing and perimeter fencing replacements; installation of energy-efficient lighting in older buildings, backstops on the playground, and a new sound system in the multi-purpose room; resurfacing of the parking lot, entrance lane, playground, lunch area, and areas between classrooms; construction of a traffic-turnaround on Avenue de Ora; replacement of window coverings; fresh painting on all buildings; and campus-wide American Disabilities Act (ADA) improvements.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/15/2015

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			Boys' Bathroom: #4 Patch bathroom wall and urinal #1. Girls' Bathroom: #4 Outside handle on stall # 2 missing; 85 year old tile floor showing its age--faded. Room 10: # 4 Remove old telephone cords from floor. Staff Restroom: #4 Painted floor is unflattering and makes floor/bathroom look unclean.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		A2 Reading Lab: #7 Two light diffusers still missing; not resolved from 2014. # 10 Bookcases are not bolted. Room 18: #7 Extension cord to IDF not allowed; * Daisy chain removed. Room 21: #7 Two lights out. Room 26: # 7 Light out. Room 5 Currently used for storage: #7 Light out; #10 Bookcase is not bolted; # 15 Doors needed for storeroom entrances (2). Room 8: #7 Cord protector needed on floor.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys' Bathroom: # 9 No soap in dispenser. Girls' Bathroom: #9 No soap in dispenser * Lock replaced on handicapped stall, but it is very stiff and difficult to move. MUB: #9 No soap in either boys' or girls' bathrooms. Room 11: #9 Aerator needed on sink faucet.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/15/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	X				A2 Reading Lab: #7 Two light diffusers still missing; not resolved from 2014. # 10 Bookcases are not bolted. Room 13: #10 Bookcases not bolted; fire extinguisher needs to be mounted on wall. Room 15 Mandarin: #10 paper streamers hanging from lights; #15 Key to door missing; front and back doors are not locked. Room 17: #10 High storage not resolved from 2014--globe on cabinet. Room 22: #10 bookcase not bolted to wall; basketball on top of cabinet. Room 23: #10 High storage still an issue. Shelves on top of cabinet. Room 25: #10 High storage still an issue. Room 5 Currently used for storage: #7 Light out; #10 Bookcase is not bolted; # 15 Doors needed for storeroom entrances (2).
Structural: Structural Damage, Roofs	X				Grounds/Garden:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Room 15 Mandarin: #10 paper streamers hanging from lights; #15 Key to door missing; front and back doors are not locked. Room 5 Currently used for storage: #7 Light out; #10 Bookcase is not bolted; # 15 Doors needed for storeroom entrances (2). Room 9: #15 replace shower curtains with doors in storage area.
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	17	39	44
Math	15	31	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	41	35	35	52	55	49	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.50	15.90	25.40

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	49
All Student at the School	35
Male	26
Female	50
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	31
White	--
Two or More Races	--
Socioeconomically Disadvantaged	7
English Learners	0
Students with Disabilities	31
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	79	78	98.7	54	33	10	3
	4	66	66	100.0	67	23	8	3
	5	63	61	96.8	56	16	20	8
Male	3		34	43.0	50	41	6	3
	4		39	59.1	69	21	5	5
	5		41	65.1	68	15	15	2
Female	3		44	55.7	57	27	14	2
	4		27	40.9	63	26	11	0
	5		20	31.7	30	20	30	20
Black or African American	5		3	4.8	--	--	--	--
American Indian or Alaska Native	5		1	1.6	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		1	1.3	--	--	--	--
	4		2	3.0	--	--	--	--
	5		1	1.6	--	--	--	--
Filipino	3		2	2.5	--	--	--	--
Hispanic or Latino	3		66	83.5	61	27	9	3
	4		54	81.8	69	22	6	4
	5		50	79.4	62	12	16	10
Native Hawaiian or Pacific Islander	4		1	1.5	--	--	--	--
White	3		6	7.6	--	--	--	--
	4		9	13.6	--	--	--	--
	5		5	7.9	--	--	--	--
Two or More Races	3		3	3.8	--	--	--	--
	5		1	1.6	--	--	--	--
Socioeconomically Disadvantaged	3		71	89.9	54	34	10	3
	4		57	86.4	67	25	7	2
	5		54	85.7	61	13	17	9
English Learners	3		43	54.4	72	26	2	0
	4		35	53.0	91	6	3	0
	5		27	42.9	93	7	0	0
Students with Disabilities	3		12	15.2	75	25	0	0
	4		11	16.7	100	0	0	0
	5		21	33.3	95	0	5	0
Students Receiving Migrant Education Services	3		2	2.5	--	--	--	--
	4		3	4.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	79	78	98.7	53	31	15	1
	4	66	66	100.0	67	29	3	2
	5	63	61	96.8	56	21	23	0
Male	3		34	43.0	47	29	21	3
	4		39	59.1	59	33	5	3
	5		41	65.1	66	17	17	0
Female	3		44	55.7	57	32	11	0
	4		27	40.9	78	22	0	0
	5		20	31.7	35	30	35	0
Black or African American	5		3	4.8	--	--	--	--
American Indian or Alaska Native	5		1	1.6	--	--	--	--
Asian	3		1	1.3	--	--	--	--
	4		2	3.0	--	--	--	--
	5		1	1.6	--	--	--	--
Filipino	3		2	2.5	--	--	--	--
Hispanic or Latino	3		66	83.5	56	29	14	2
	4		54	81.8	65	30	4	2
	5		50	79.4	58	16	26	0
Native Hawaiian or Pacific Islander	4		1	1.5	--	--	--	--
White	3		6	7.6	--	--	--	--
	4		9	13.6	--	--	--	--
	5		5	7.9	--	--	--	--
Two or More Races	3		3	3.8	--	--	--	--
	5		1	1.6	--	--	--	--
Socioeconomically Disadvantaged	3		71	89.9	54	31	14	1
	4		57	86.4	68	26	4	2
	5		54	85.7	59	17	24	0
English Learners	3		43	54.4	65	28	7	0
	4		35	53.0	86	11	3	0
	5		27	42.9	89	11	0	0
Students with Disabilities	3		12	15.2	83	17	0	0
	4		11	16.7	100	0	0	0
	5		21	33.3	86	10	5	0
Students Receiving Migrant Education Services	3		2	2.5	--	--	--	--
	4		3	4.5	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

We believe families are our strongest partners at John Gill.

Families play an active and vital role in the education of their children, monitor academic performance, work with teachers to emphasize the importance of education, and model a commitment to learning. Because the values and vision for John Gill School are developed with families, parents strongly support our school program. John Gill parent leaders participate in the life of the school by attending and planning programs, volunteering services, and assisting in the process designed to enhance the aspects of the school. New for 2015, all parents are invited to be a part of the Parent Group. The role of the parent group is for parents to work together to build a strong partnership with the school.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of John Gill School. To ensure student safety, supervision is provided on campus at all times. Teachers and administrators supervise students before and after school and during breaks. All visitors to the school must sign in and out at the office, wear a volunteer badge and must obtain prior authorization for classroom visits.

The School Site Safety Plan is evaluated and revised annually in the fall by administrators and staff members. Revisions to the Safety Plan are communicated to staff members annually. Key elements of the Safety Plan include: emergency, lockdown and evacuation procedures, and safety during drop-off and pick-up times.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, earthquake and lockdown drills are held regularly, and in accordance with District policies.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.32	3.70	0.91
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.48	4.17	3.60
Expulsions Rate	0.01	0.01	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	84.6	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	26	20	17		1	2	7	3	2			
1	19	26	23	1			2	3	1			
2	29	30	27				1	3	3			
3	29	23	29				2	3	2			
4	27	30	28				3	2	3			
5	30	30	28				2	2	2			
Other	15	16	21	1	1	1			1			

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.7
Psychologist	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist	0
Other	1
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.

Professional Development provided for Teachers

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the District has sponsored three staff development days, where teachers and principals are offered a variety of growth opportunities. Topics for staff development during the 2014-15 school year included: Instructional Strategies for the Common Core Standards, Technology Integration and Digital Safety in the classroom, Nutrition, Fitness and Well Being, Social and Emotional Learning, Working with Students with Special Needs, and English Language Development strategies.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) program and/or the Peer Assistance and Review (PAR) program.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,415	\$43,091
Mid-Range Teacher Salary	\$69,483	\$70,247
Highest Teacher Salary	\$88,384	\$89,152
Average Principal Salary (ES)	\$119,441	\$112,492
Average Principal Salary (MS)	\$119,441	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$180,390	\$192,072
Percent of District Budget		
Teacher Salaries	36%	41%
Administrative Salaries	7%	6%

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

Types of Services Funded

FEDERAL:

- Title I: Basic Grants Low Income
- Title I: Migrant Education
- Special Education
- Title II: Part A Teacher Quality
- Title IV: Part B 21st Century Community Learning Centers
- Title III: Limited English Proficiency
- Medi-Cal Billing Option

STATE:

- After School Education and Safety ("ASES")
- Lottery: Instructional Materials
- Targeted Instructional Improvement Block Grant
- Special Education
- Common Core

DataQuest

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

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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8768.277762	3585.040493	5183.237268	65718.42588
District	♦	♦	\$5,150	\$70,822
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-0.8	-1.0
Percent Difference: School Site/ State			-7.7	-0.8

* Cells with ♦ do not require data.