



North Star Academy

400 Duane Street • Redwood City, CA 94062 • (650) 482-2411 • Grades 3-8

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



Redwood City School District

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District Governing Board

Maria Diaz-Slocum, President
Dennis McBride, Vice President
Janet Lawson, Clerk
Alisa MacAvoy, Member
Hilary Paulson, Member

District Administration

Dr. John Baker
Superintendent
Dr. Linda Montes
**Executive Director, Educational
Services, Grades TK-5**
Wendy Kelly
**Executive Director, Educational
Services, Grades 6-8 and Human
Resources**
Wael Saleh
Chief Business Official

School Description

School Profile

North Star Academy provides an educational environment that is designed to meet the unique needs of high achieving students and to enable them to develop to their fullest potential. North Star Academy offers a public educational experience designed especially for academically talented students who reside within and outside of RCSD. Students demonstrate critical, logical, and creative thinking skills throughout the core curriculum, and use emerging technologies as tools in all areas of the curriculum to solve problems, to think critically, to express their creativity, and to communicate effectively. North Star Academy allows students a compacted curriculum approach to mastering the core curriculum so that they can move ahead at their own pace and have more time during the school day to pursue a deeper understanding of the curriculum and pursue enriching activities. Enrichment activities at North Star reflect the diverse interests and passions of teachers and students, including field trips, a robust performing arts program, multimedia presentations, engineering, chess, robotics, computer programming, comic book making, science fiction studies, visual arts, after school sports, and independent study. The program focuses on the combination of creativity, task commitment, and high academic rigor, to support students in developing to their fullest potential. The pace of responsive instruction, the depth and complexity of the grade level curriculum, the types of assignments, and the range of experiences provide a learning atmosphere that promotes excellence. All students are expected to demonstrate personal growth through the development of self-discipline, leadership skills, community involvement, and character growth.

North Star Academy students thrive because the staff nurtures our students' social and emotional needs, in addition to their academic desires. Our very engaged and supportive parent community provides volunteer support in and out of the classroom, as well as before and after school.

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
Grade 3	75
Grade 4	84
Grade 5	89
Grade 6	90
Grade 7	91
Grade 8	90
Total Enrollment	519

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	14.8
Filipino	2.5
Hispanic or Latino	22.4
Native Hawaiian or Pacific Islander	0.6
White	49.3
Two or More Races	9.6
Socioeconomically Disadvantaged	10.4
English Learners	0.6
Students with Disabilities	5.2
Foster Youth	0

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			
North Star Academy	15-16	16-17	17-18
With Full Credential	21	20	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Redwood City School District	15-16	16-17	17-18
With Full Credential	♦	♦	340
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
North Star Academy	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments		0	0
Vacant Teacher Positions	0	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)

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, the district is using EngageNY <http://www.engageny.org> to support English language arts instruction as we transition to the Common Core State Standards.

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 2017-2018 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.

The chart below displays data collected during the August 2017 District Textbook Audit, in regards to student editions in use at North Star School during the current school year (2017-18).

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark Advance/ Adelante California Edition - Benchmark Education Company ©2015, Kindergarten through 5th Grade – State Approved, Board Adopted in 2017</p> <p>Amplify Education Inc. ©2015, 6th grade through 8th grade – State Approved, Board Adopted 2015</p> <p>Pearson Literature for California & Language Central ©2010, 6th grade through 8th grade – State Approved, Board 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>Pearson Scott Foresman, enVision Math ©2015, 3rd through 5th grade – State Approved, Board Adopted 2015</p> <p>CPM Educational Program, Core Connections, Courses 1-3 ©2013, 6th through 8th grade. – State Approved, Board Adopted in 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Full Option Science System (FOSS) Delta Education, Inc. ©2007, 3rd grade through 5th grade – State Approved, Board Adopted 2008</p> <p>CPO Science - Focus on Earth/Life/Physical ©2007, 6th grade through 8th grade – State Approved, Board 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>Macmillan / McGraw – Hill California Vistas ©2005, 3rd grade through 5th Grade – State Approved, Board Adopted 2006</p> <p>Teachers' Curriculum Institute, History Alive! ©2004/2005, 6th grade through 8th grade – State Approved, Board Adopted 2006</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)

North Star Academy was originally constructed in the 1950s and is currently comprised of 19 classrooms, one computer lab, one library, one gym, one multipurpose room, one staff lounge, a playground, and an athletic 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 2002 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by August 2001 and included renovation of the administrative support area. Measure B projects have been completed at variable times and have included/will include: installation of energy-efficient lighting in all buildings, and new lighting in the auditorium; remodel of the kitchen; construction of a 6,500 square foot multi-purpose room, and a maintenance and storage building; replacement of window coverings, the sidewalk in front of the library, areas behind playfield backstops, fencing, and the auditorium stage floor; rebuilding of the play field and drainage system along the field; resurfacing of the playground areas and parking lot; 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: 7/11/2017				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
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	93	92	43	46	48	48
Math	93	93	36	39	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.

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	97	98	49	46	60	56

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	20	18.9	51.1
7	12.8	22.1	57

* 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	176	169	96.0	98.2
Male	89	85	95.5	97.7
Female	87	84	96.6	98.8
Asian	18	18	100.0	100.0
Hispanic or Latino	38	37	97.4	91.9
White	101	95	94.1	100.0
Two or More Races	14	14	100.0	100.0
Students with Disabilities	15	12	80.0	100.0

* 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.

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	521	518	99.42	92.28
Male	251	250	99.6	92
Female	270	268	99.26	92.54
Black or African American	--	--	--	--
Asian	77	77	100	94.81
Filipino	12	12	100	91.67
Hispanic or Latino	116	116	100	84.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	257	254	98.83	94.88
Two or More Races	51	51	100	96.08
Socioeconomically Disadvantaged	54	53	98.15	75.47
English Learners	31	31	100	77.42
Students with Disabilities	31	31	100	90.32
Students Receiving Migrant Education Services	--	--	--	--

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	521	517	99.23	92.84
Male	251	249	99.2	94.38
Female	270	268	99.26	91.42
Black or African American	--	--	--	--
Asian	77	77	100	96.1
Filipino	12	12	100	91.67
Hispanic or Latino	116	116	100	86.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	257	253	98.44	94.47
Two or More Races	51	51	100	96.08
Socioeconomically Disadvantaged	54	53	98.15	75.47
English Learners	31	31	100	70.97
Students with Disabilities	31	31	100	83.87
Students Receiving Migrant Education Services	--	--	--	--

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)

Parents play a significant role in fund raising and supporting various programs at North Star Academy through active participation and involvement in the School Site Council, Parent Club, Art in Action, Project Cornerstone, Marcy Cook Tiles, Bilingual Parent Committee, performing arts events, and other community building/family fun events.

Parents and community members are encouraged to participate in school-sponsored committees and activities as well as volunteer in classrooms.

Parents who wish to participate in North Star's school committees, school activities, or become a volunteer may contact the school at (650) 482-2411, or visit the school's website at www.rcsdk8.net/nsa. Parents are also encouraged to visit the Parent Club's website at www.northstarparentclub.com. You can also follow North Star Parents Club on Facebook.

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The School Site Safety plan is evaluated and revised annually in the winter/ spring by staff, parents, and administrators. Revisions to the Safety Plan are communicated to all staff members annually. Key elements of the Safety Plan include Safety procedures in the event of emergencies, earthquakes, fires, Lock Down (classes have emergency backpacks and emergency supplies are stored in a connex box on campus). 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 drills are held once a month, an earthquake drill is held once a year, and lockdown drills are held twice a year.

Safety of students and staff is a primary concern of North Star School. To ensure student safety, supervision is provided on campus at all times. Teachers and Administrators supervise students before and after school and during recess. Paid yard duty supervise students at recess and lunch. All visitors to the school must sign in and out at the office, and must have prior authorization for classroom visits.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.8	0.4	1.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.6	2.3	1.5
Expulsions Rate	0.0	0.0	0.0
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
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		73.3

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)	0.4
Psychologist	0.3
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.2
Resource Specialist	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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
3	31	31	39				11	11	6	2	2	3
4	35	35	38			1	11	11	6	2	2	4
5	37	37	47			1	10	10	6	3	3	5
6	28	28	30	2	2		24	24	23			

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

Professional Development provided for Teachers

2015-16

The RCSD provided ongoing Professional Development to teachers in content specific areas to further develop effective instructional practice per the shifts in the Common Core State Standards. Staff Development Personnel targeted several areas as per student data analysis. Topics included Reading Instruction, Integrated and Designated ELD, Science and Social Science Content Unit Development, Math Instruction, and Long-Term English Learners. Staff Development Personnel (that includes three English Language Development Specialists) provided both Professional Development and real-time coaching in the classrooms. The District Curriculum Planning Committee monitored the implementation of the Professional Development and offered guidance for improvement as needed. All principals were required to attend the three full-day PD sessions offered, including three faculty meeting sessions and were responsible for overseeing implementation of the PD at the school sites. Professional Development was provided via podcasts, large group sessions, 1:1 coaching, Professional Learning Community meetings or a part of Faculty Meetings. In addition, select sites with the most students who are English Learners received additional professional development through work with the Sobrato Early Academic Language Learning Model or Early Learning Math Initiative Trainings provided by outside consultants. Teachers attended module trainings to deepen their understanding of effective practice, plan units together and implement lessons. Time was taken to debrief unit implementation and reflection on next steps to deepen implementation. There were a total of 2 full days and three faculty meetings for PD.

2016-2017

A District Curriculum Planning Committee was formed to monitor district progress toward Common Core State Standards implementation and ultimately ensure students' academic achievement. The Curriculum Planning Committee met to establish a district timetable, conduct a needs assessment, analyze results of the needs assessments and determine a plan toward CCSS implementation. The professional development plan was directly connected to meet student needs as per data analysis. Reading instruction, language acquisition and a systematic approach toward student achievement was developed. RCSD began implementation of "non-negotiable" items presented as our district Platinum Ticket.

The Platinum Ticket included instructional expectations across content areas in Reading, Math, English Language Development, Science, and Social Science instruction. In order to support classroom teachers toward implementation RCSD determined there needed to be a stronger investment in new technology with Professional Development for all teachers on the use of integrated technology. RCSD built a stronger Staff Development Team by adding on one additional Staff Development member with English Learner and Middle School to support the work with an identified need: Long-term English Learners. Principals participated in Instructional Rounds to better develop their understanding on the expectations for the Platinum Ticket.

Professional Development was provided in the following areas to ensure alignment with district expectations on the Platinum Ticket:

- Sobrato Early Academic Learning (SEAL)- a method of instruction that supports the development of oral language while learning content standards
- ELA and Math pacing guides to match CCSS expectations to ensure alignment in standards instruction and curriculum
- Best instructional practices that deepen conceptual understanding and increase student mastery of the focused standards in the pacing guides.
- Designated ELD classes to include intellectual quality in lessons that are grade specific, and academic English focused from content areas, extended language interaction, and focused on meaning, forms of language and formative assessment practices.
- Instructional practice for the Middle Schools for Long-Term English Learners
- Small-targeted reading instruction in grades K-5 to explicitly address the Foundational Skills
- ELA, ELD, and Social Science/Science curriculum to develop lessons for Designated ELD to ensure academic achievement in the core academic subjects.
- of the PD and offer guidance for improvement as needed.
- Fountas and Pinnell reading assessments and analysis of the reading records
- Fountas and Pinnell Intensive Reading Intervention program
- Authentic use of technology to create and extend learning. The PD will be a part of the lesson planning and integrated into the district developed content -based units of study.

Finally, Middle School Math teachers participated in monthly PD as they implemented a new math program.

2017-2018

RCSD continued to provide Professional Development as per data analysis targets. There was a new adoption for English Language Arts and English Language Development curriculum. The focus for the year was on the understanding and implementation of the new ELA/ELD curriculum. There were two full days in August, one faculty meeting in October and one full day in January for Professional Development. In addition, each school site was asked to commit two minimum planning days for data analysis. Professional Development was provided to all teachers to ensure alignment on the data analysis process that included SMART Goals development.

Special Education teachers were provided with more focused PD to meet the needs of their specialized population. As per the SBAC results, more support was needed in instructional practice in all grades.

The Middle School teachers in Math worked on their second year of implementation on their new Math program. PD was provided with a focus on supporting language learners on this more rigorous math program.

Principals continued with Instructional Rounds to better develop their understanding of the teaching of reading.

SEAL Training continued for new teachers. SEAL Planning days were also provided for the development or refinement of their integrated content-base units.

This year coaches were added to ensure that classroom teachers were provided with real time coaching to implement the instructional practices expected. The SEAL and Literacy Coaches, as well as the district level Staff Development personnel, were visible each day at school sites. We have learned that one day PD is not enough, teachers need the real-time coaching to develop strong instructional practice.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,116	\$48,678
Mid-Range Teacher Salary	\$75,145	\$78,254
Highest Teacher Salary	\$95,588	\$96,372
Average Principal Salary (ES)	\$123,025	\$122,364
Average Principal Salary (MS)	\$123,025	\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$208,950	\$212,818
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	7%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10,791	4,199	6,593	83,702
District	◆	◆	6,990	74,710
State	◆	◆	\$6,574	\$78,363
Percent Difference: School Site/District			-5.7	12.0
Percent Difference: School Site/ State			0.3	6.8

* Cells with ◆ do not require data.

Types of Services Funded

Federal Funding:

Title I: Migrant Education

Special Education

Title II: Part A Teacher Quality

Title III: Limited English Proficiency

Medi-Cal Billing Option

State Funding:

Lottery: Instructional Materials

Targeted Instructional Improvement Block Grant

Special Education

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.