



# Washington Colony Elementary School

130 East Lincoln Ave. • Fresno, CA 93706-6043 • (559) 233-0706 • Grades K-8

Jesus Cruz, Principal

[jesuscruz@washingtoncolony.org](mailto:jesuscruz@washingtoncolony.org)

<http://www.washingtoncolony.k12.ca.us>

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



### School Description

The Washington Colony Elementary School District was organized May 15, 1879. The first school was located in a small 20' x 20' building on the southwest corner of Elm and Washington (now American) Avenues. In 1880 a two room school building was constructed on property donated by the Easton-Eldridge Company on the south side of Lincoln Avenue, one block east of Elm. In 1889 this building was moved across the street: it became known as Easton Hall and served for a few years as a combination high school and grammar school. In the long tradition of Washington Colony, our school continues to occupy the Lincoln Avenue site. With the reorganization of our campuses in 1997, all kindergarten through fifth grade classrooms are located on the North campus, while all sixth through eighth grade classrooms occupy the South campus. Washington Colony Elementary has historically benefited from a tremendous amount of stability, family and community support, and solid educational programs.

Our mission, in partnership with students, parents, and community, is to deliver high quality learning experiences which promote lifelong success for all our students by providing educational choices consistent with our core values of a commitment to learning, and atmosphere of respect, community involvement, effective communication, and accountability.

### Washington Colony Elementary School District

130 East Lincoln Ave.  
Fresno  
(559) 233-0706  
[www.washingtoncolony.k12.ca.us](http://www.washingtoncolony.k12.ca.us)

#### District Governing Board

Mark Aguilar  
Gary Chavez  
Bob Dack  
Liz Faccinto  
Pete Mathew

#### District Administration

Jesus Cruz  
**Superintendent**  
Jesus Cruz  
**Superintendent/Principal**  
Gina Daniels  
**Assistant Principal**

District goals and programs are developed in accordance with the following set of core beliefs:

We believe:

- the school environment should be safe, respectful, loving, caring, and supportive.
- we should offer a positive learning environment and experiences that lead to success of our students.
- the school should provide a solid base of academics.
- all students should be challenged to their potential.
- every student has a right to an education and every student has a responsibility for learning; this right can be forfeited by failure to accept this responsibility.
- students, staff, and parents form a community of learners where learning never ends.
- in addition to educating children, the school serves the broader community with its facilities and resources.
- there is no "single" program or solution which will work for all students.
- relevant curriculum leads to motivated students.
- in being respectful of cultural differences.

## 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 (559) 233-0706 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	61
Grade 1	49
Grade 2	40
Grade 3	52
Grade 4	43
Grade 5	36
Grade 6	44
Grade 7	44
Grade 8	58
<b>Total Enrollment</b>	<b>427</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	0.7
Asian	2.8
Hispanic or Latino	86.7
White	8.7
Two or More Races	1.2
Socioeconomically Disadvantaged	84.8
English Learners	35.1
Students with Disabilities	13.6

## 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			
Washington Colony Elementary School	13-14	14-15	15-16
<b>With Full Credential</b>	23	22	24
<b>Without Full Credential</b>	0	2	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Washington Colony Elementary School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	24
<b>Without Full Credential</b>	♦	♦	1
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Washington Colony Elementary	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

### 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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	0.0	0.0

\* 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)**

**Textbooks and Instructional Materials**

Year and month in which data were collected: 9-8-14

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Expressions and CPM The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Forsman 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)**

Note from Inspectors: The school is well maintained-you should be commended for your efforts from superintendent, administrators, certified and classified staff.

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: 9-1-15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	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	23	23	44
Math	12	12	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	38	53	41	38	53	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	12.50	28.10	21.90
7	19.60	30.40	19.60

\* 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	53
All Student at the School	53
Male	57
Female	50
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	52
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	52
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	50	50	100.0	54	32	14	0
	4	42	41	97.6	71	20	7	2
	5	32	32	100.0	47	16	31	6
	6	43	43	100.0	53	26	21	0
	7	47	47	100.0	49	30	19	2
	8	61	61	100.0	34	33	31	2
Male	3		32	64.0	59	22	19	0
	4		18	42.9	72	11	11	6
	5		17	53.1	65	6	24	6
	6		19	44.2	74	21	5	0
	7		19	40.4	68	21	11	0
	8		32	52.5	47	28	25	0

**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
<b>Female</b>	<b>3</b>		18	36.0	44	50	6	0
	<b>4</b>		23	54.8	70	26	4	0
	<b>5</b>		15	46.9	27	27	40	7
	<b>6</b>		24	55.8	38	29	33	0
	<b>7</b>		28	59.6	36	36	25	4
	<b>8</b>		29	47.5	21	38	38	3
<b>American Indian or Alaska Native</b>	<b>6</b>		1	2.3	--	--	--	--
	<b>7</b>		1	2.1	--	--	--	--
	<b>8</b>		1	1.6	--	--	--	--
<b>Asian</b>	<b>3</b>		2	4.0	--	--	--	--
	<b>4</b>		1	2.4	--	--	--	--
	<b>6</b>		1	2.3	--	--	--	--
	<b>8</b>		3	4.9	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>		41	82.0	56	29	15	0
	<b>4</b>		37	88.1	70	19	8	3
	<b>5</b>		25	78.1	56	12	28	4
	<b>6</b>		37	86.0	51	30	19	0
	<b>7</b>		43	91.5	47	33	19	2
	<b>8</b>		53	86.9	36	32	30	2
<b>White</b>	<b>3</b>		6	12.0	--	--	--	--
	<b>4</b>		2	4.8	--	--	--	--
	<b>5</b>		7	21.9	--	--	--	--
	<b>6</b>		4	9.3	--	--	--	--
	<b>7</b>		2	4.3	--	--	--	--
	<b>8</b>		4	6.6	--	--	--	--
<b>Two or More Races</b>	<b>3</b>		1	2.0	--	--	--	--
	<b>4</b>		1	2.4	--	--	--	--
	<b>7</b>		1	2.1	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>		43	86.0	56	30	14	0
	<b>4</b>		33	78.6	67	21	9	3
	<b>5</b>		25	78.1	52	20	24	4
	<b>6</b>		33	76.7	55	27	18	0
	<b>7</b>		39	83.0	51	28	21	0
	<b>8</b>		55	90.2	35	35	29	2

**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
<b>English Learners</b>	3		23	46.0	61	26	13	0
	4		17	40.5	100	0	0	0
	5		6	18.8	--	--	--	--
	6		14	32.6	71	21	7	0
	7		13	27.7	92	8	0	0
	8		8	13.1	--	--	--	--
<b>Students with Disabilities</b>	3		9	18.0	--	--	--	--
	4		11	26.2	100	0	0	0
	5		8	25.0	--	--	--	--
	6		11	25.6	100	0	0	0
	7		6	12.8	--	--	--	--
	8		10	16.4	--	--	--	--
<b>Foster Youth</b>	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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
<b>All Students</b>	3	50	50	100.0	52	32	14	2
	4	42	41	97.6	63	27	10	0
	5	32	32	100.0	44	38	6	13
	6	43	43	100.0	60	33	5	2
	7	47	47	100.0	57	32	9	2
	8	61	61	100.0	57	33	10	0
<b>Male</b>	3		32	64.0	50	31	16	3
	4		18	42.9	67	11	22	0
	5		17	53.1	53	35	0	12
	6		19	44.2	68	26	0	5
	7		19	40.4	47	47	5	0
	8		32	52.5	66	31	3	0

**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
<b>Female</b>	<b>3</b>		18	36.0	56	33	11	0
	<b>4</b>		23	54.8	61	39	0	0
	<b>5</b>		15	46.9	33	40	13	13
	<b>6</b>		24	55.8	54	38	8	0
	<b>7</b>		28	59.6	64	21	11	4
	<b>8</b>		29	47.5	48	34	17	0
<b>American Indian or Alaska Native</b>	<b>6</b>		1	2.3	--	--	--	--
	<b>7</b>		1	2.1	--	--	--	--
	<b>8</b>		1	1.6	--	--	--	--
<b>Asian</b>	<b>3</b>		2	4.0	--	--	--	--
	<b>4</b>		1	2.4	--	--	--	--
	<b>6</b>		1	2.3	--	--	--	--
	<b>8</b>		3	4.9	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>		41	82.0	54	34	12	0
	<b>4</b>		37	88.1	59	30	11	0
	<b>5</b>		25	78.1	48	44	4	4
	<b>6</b>		37	86.0	59	35	3	3
	<b>7</b>		43	91.5	53	35	9	2
	<b>8</b>		53	86.9	62	26	11	0
<b>White</b>	<b>3</b>		6	12.0	--	--	--	--
	<b>4</b>		2	4.8	--	--	--	--
	<b>5</b>		7	21.9	--	--	--	--
	<b>6</b>		4	9.3	--	--	--	--
	<b>7</b>		2	4.3	--	--	--	--
	<b>8</b>		4	6.6	--	--	--	--
<b>Two or More Races</b>	<b>3</b>		1	2.0	--	--	--	--
	<b>4</b>		1	2.4	--	--	--	--
	<b>7</b>		1	2.1	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>		43	86.0	53	33	14	0
	<b>4</b>		33	78.6	64	24	12	0
	<b>5</b>		25	78.1	48	44	4	4
	<b>6</b>		33	76.7	61	36	3	0
	<b>7</b>		39	83.0	62	31	8	0
	<b>8</b>		55	90.2	60	29	11	0

**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
<b>English Learners</b>	<b>3</b>		23	46.0	48	35	17	0
	<b>4</b>		17	40.5	82	12	6	0
	<b>5</b>		6	18.8	--	--	--	--
	<b>6</b>		14	32.6	79	21	0	0
	<b>7</b>		13	27.7	85	15	0	0
	<b>8</b>		8	13.1	--	--	--	--
<b>Students with Disabilities</b>	<b>3</b>		9	18.0	--	--	--	--
	<b>4</b>		11	26.2	82	18	0	0
	<b>5</b>		8	25.0	--	--	--	--
	<b>6</b>		11	25.6	100	0	0	0
	<b>7</b>		6	12.8	--	--	--	--
	<b>8</b>		10	16.4	--	--	--	--
<b>Foster Youth</b>	<b>3</b>		--	--	--	--	--	--
	<b>4</b>		--	--	--	--	--	--
	<b>5</b>		--	--	--	--	--	--
	<b>6</b>		--	--	--	--	--	--
	<b>7</b>		--	--	--	--	--	--
	<b>8</b>		--	--	--	--	--	--

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### 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

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. Parents/Guardians are provided with meaningful opportunities at all grade levels for involvement in district and school activities: advisory, decision making, and advocacy roles; and activities to support learning at home. Additionally, parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program.

#### 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 Washington Colony School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The District's Emergency Response Plan was reviewed in March 2015, and will continue to be updated as needed. As revisions are made they will be communicated to both classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. The District's Emergency Response Plan is available in the front office. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held annually. Students are supervised before and after school by certificated and classified staff, and classified staff supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must register immediately upon entering the school grounds when school is in session. A visible means of identification is provided for visitors while on school premises. In addition, during the 2015-2016 year staff will continue to be involved in training and have provided feedback for the update.



**Suspensions and Expulsions**

School	2012-13	2013-14	2014-15
Suspensions Rate	5.86	5.04	1.29
Expulsions Rate	0.21	0.44	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.86	5.04	1.29
Expulsions Rate	0.21	0.44	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
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
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	2001-2002	2001
Year in Program Improvement	Year 5	Year 5
Number of Schools Currently in Program Improvement	1	
Percent of Schools Currently in Program Improvement	100.0	

**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	18	20	20	3	1	1	0	2	2	0	0	0
1	27	20	25	0	2	0	2	0	2	0	0	0
2	20	26	20	1	0	1	1	2	1	0	0	0
3	19	23	26	1	0	0	1	2	2	0	0	0
4	20	16	22	0	2	1	2	0	1	0	0	0
5	18	19	18	2	1	2	0	1	0	0	0	0
6	25	21	17	0	0	1	2	2	1	0	0	0
Other	8	11	8	2	1	1	0	0	0	0	0	0

**Average Class Size and Class Size Distribution (Secondary)**

Average Class Size			Number of Classrooms*									
			1-22			23-32			33+			
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	17	21	22	0	0	0	4	4	4	0	0	0
Math	18	24	25	0	0	0	4	4	4	0	0	0
Science	22	24	25	0	0	0	4	4	4	0	0	0
SS	22	24	25	0	0	0	4	4	4	0	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	2
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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,000	\$39,948
Mid-Range Teacher Salary	\$57,269	\$57,401
Highest Teacher Salary	\$70,127	\$73,183
Average Principal Salary (ES)	Sup/Prin.	\$94,578
Average Principal Salary (MS)	Sup/Prin.	\$97,400
Average Principal Salary (HS)		
Superintendent Salary	113,360	\$112,657
Percent of District Budget		
Teacher Salaries	40%	35%
Administrative Salaries	8%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

SES services are available.

### 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.

### Professional Development provided for Teachers

Staff member build teaching skills and concepts by participating in conferences and workshops throughout the year. Additionally, the district offers three days before the beginning of the school year and staff development through out the year where teachers are provided with a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for staff development include English Language Development, Research Based Instructional Strategies, Professional Learning Communities, and Common Core. Teachers are also receiving in class coaching and support.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8,638.75	2585.56	6053.19	57269.23
District	◆	◆	6053.19	57269.23
State	◆	◆	\$5,348	\$59,180
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			13.2	-3.2

\* Cells with ◆ do not require data.