Grant Elementary School

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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Santa Monica-Malibu Unified School District
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School Description

District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, lifelong learners; effective, multilingual communicators; and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

Grant Elementary School Mission Statement

The Grant Elementary School community, which includes students, their families, staff, and community members, will work together to create a safe and caring learning environment in which students will become self-directed learners, collaborative workers, critical thinkers, and responsible citizens. Families will share in the responsibility for their child's success through their active support of the educational process.

Principal's Message

Grant Elementary School in Santa Monica, California, is a prekindergarten to fifth-grade school serving 643 students. There are 25 general education classes, two preschool classes and four specialized classes. Grant also offers a special-education program consisting of a Specialized Academic Instruction K-5 program (SAI). We have a new principal, Jezelle Fullwood, and a part-time assistant principal, Lila Daruty, who shares her position as a Beginning Teacher Support Assessment coordinator. Support staff includes one full- and one part-time literacy coach, a 50 percent reading teacher, an 80 percent school psychologist, one full- and one part-time speech pathologists, a part-time English Language Development teacher, two STEAM experts, three PS ARTS teaching artists, a part-time community liaison, three physical education coaches, an occupational therapist, a part-time health assistant, and a part-time nurse.

For 109 years, Grant School has been a leader in education, parent involvement and innovative programs. With 12,000 parent volunteer hours given to the children of Grant and the comprehensive arts program, Grant strives to combine academic excellence with challenging and motivating programs. Students are involved in an array of activities and programs. Art, music, dance, instrumental music, chorus, a science expo and intramural sports are all part of the incredible program at Grant.

With a blend of experienced and energetic teachers, the Grant staff offers individualized programs; incredible units of study; and the care, passion and creativity that allow Grant children to thrive. Student council, career day, ballroom dancing, PS Arts, talent shows, plays; the Green Gecko Recycling, student store, Jog-a-thon and community projects give students and families an active role in the phenomenal program at Grant.

There is ongoing formal and informal assessment of programs and staff, parents and students. The goals are part of a shared vision where students will be prepared to read and write, think and collaborate, speak and listen, compute and problem solve. Grant is a school that combines the diversity, energy and talents of the community to create a school where learning is part of a life experience.

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	93
Grade 1	95
Grade 2	96
Grade 3	117
Grade 4	116
Grade 5	111
Total Enrollment	628

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.5
American Indian or Alaska Native	0.8
Asian	5.3
Filipino	1.1
Hispanic or Latino	31.5
Native Hawaiian or Pacific Islander	0
White	45.5
Two or More Races	4.9
Socioeconomically Disadvantaged	30.3
English Learners	8.4
Students with Disabilities	13.7
Foster Youth	1.3

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			
Grant Elementary School	14-15	15-16	16-17
With Full Credential	31	31.9	31.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Monica-Malibu Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	565
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Grant Elementary School	14-15	15-16	16-17
Teachers of English Learners	1	1	0
Total Teacher Misassignments	1	1	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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 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	96.7	3.3
Districtwide		
All Schools	96.2	3.8
High-Poverty Schools	87.7	12.4
Low-Poverty Schools	98.9	1.1

* 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 2016-17)

All students at Grant have access to state-approved, district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbooks. With the textbook-adoption process frozen, the district is currently in the process of refreshing the English language arts curriculum using the existing texts. All students, including English learners, have their own copy of textbooks. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval. We will be completing an ELA adoption in 2016-17.

Textbooks and Instructional Materials Year and month in which data were collected: March 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin Reading 2003, adopted 6/27/2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Science, Harcourt 2007, adopted 4/19/2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections, California Series; Harcourt 2006, adopted 6/1/2006 **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)

Grant School was a National Public Works Project built in 1937, in the heart of the Sunset Park neighborhood in Santa Monica. All classrooms, the office and the library are connected to the Internet through a high speed T-1 line. Students are expected to assist school and District staff in keeping the grounds safe and free of litter. The buildings and grounds are cheerful and well-kept with handmade ceramic tiles created from children's artwork and murals depicting the diversity of the Grant community and the Grant mascot, the gecko. The facility is well maintained and in good condition.

With the approval of Measure GSH, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCFF.

Our local PTA has plans for funding minor grounds improvements to include tables and umbrellas to provide shaded areas on the yard. There are plans for an awning to help shade a row of classrooms which are facing the sun and collect excessive heat during hot days. Parents are also exploring renovation of our school garden to build an outdoor classroom with seating inside a fenced area.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/30/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			29: Hole in wall (data port) carpet old, lights bulbs out, data port open, wiremold loose, HVAC timer sticks, wall damage 3: Window glazing old and chipped, light bulbs out, carpet old, HVAC closet blocked, Wall damage, speaker loose, termites Girls res
Interior: Interior Surfaces	X			4: window glazing old and worn, minor wall damage Boys Restroom: window paint pealing Girls Restroom: Window paint pealing

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/30/2016				

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			25: Clutter, Carpet stained, cabinet doors paint chipped, cabinet door broken 26: clutter overhead storage, door and wall damage 27: clutter in storage, door paint pealing, unsecure shelves, hole in wall 28: Storage clutter, hole in wall (data port), c
Electrical: Electrical	X			Library 51: Light missing outside of doors, floor plug cover missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			37: lightbulb out faucet loose, paint pealing, carpet stained old
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			70: stained ceiling tiles 71: worn ramp, roof leaking,ceiling tiles stained
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		39:00:00 40:00:00 10 conference: 2: glazing old 26: clutter overhead storage 27: clutter in storage, unsecure shelves, hole in wall 3: Window glazing old and chipped, light bulbs out, 36 A Restroom: Pealing paint, windows old 4: window glazing old and worn, minor wall damage 5: window glazing old and worn, clutter in storage room, cabinet door loose, 50: windows old, 72: overhead storage, ramp worn unsecure cabinet

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

2015-16 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	67	72	68	71	44	48
Math	59	67	57	60	34	36

* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	90	82	84	77	78	77	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.9	23.7	50

* 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	112	112	100.0	83.9
Male	56	56	100.0	75.0
Female	56	56	100.0	92.9
Hispanic or Latino	32	32	100.0	78.1
White	57	57	100.0	86.0
Socioeconomically Disadvantaged	30	30	100.0	66.7
Students with Disabilities	17	17	100.0	58.8

* 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.

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	116	113	97.4	70.8
	4	117	117	100.0	70.1
	5	112	112	100.0	74.1
Male	3	67	65	97.0	69.2
	4	57	57	100.0	66.7
	5	56	56	100.0	53.6
Female	3	49	48	98.0	72.9
	4	60	60	100.0	73.3
	5	56	56	100.0	94.6
Black or African American	3	--	--	--	--
	4	12	12	100.0	50.0
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	34	32	94.1	40.6
	4	42	42	100.0	50.0
	5	32	32	100.0	62.5
White	3	63	63	100.0	85.7
	4	49	49	100.0	87.8
	5	57	57	100.0	79.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	34	33	97.1	48.5
	4	38	38	100.0	42.1
	5	30	30	100.0	50.0
English Learners	3	12	10	83.3	40.0
	4	--	--	--	--
	5	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

School Year 2015-16 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 Met or Exceeded**
Students with Disabilities	3	24	23	95.8	34.8
	4	16	16	100.0	37.5
	5	17	17	100.0	17.6
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded**
All Students	3	116	114	98.3	71.9
	4	117	117	100.0	73.5
	5	112	111	99.1	55.0
Male	3	67	66	98.5	71.2
	4	57	57	100.0	75.4
	5	56	55	98.2	41.8
Female	3	49	48	98.0	72.9
	4	60	60	100.0	71.7
	5	56	56	100.0	67.9
Black or African American	3	--	--	--	--
	4	12	12	100.0	66.7
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

School Year 2015-16 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 Met or Exceeded
Hispanic or Latino	3	34	32	94.1	46.9
	4	42	42	100.0	54.8
	5	32	32	100.0	43.8
White	3	63	63	100.0	87.3
	4	49	49	100.0	91.8
	5	57	56	98.3	57.1
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	34	33	97.1	51.5
	4	38	38	100.0	52.6
	5	30	30	100.0	20.0
English Learners	3	12	11	91.7	45.5
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	24	23	95.8	34.8
	4	16	16	100.0	37.5
	5	17	17	100.0	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)
Grant has incredibly active parent groups. Last year, families logged more than 12,000 volunteer hours. They volunteered in classrooms; participated in fundraisers, school safety, gardening projects, field trips; and took part in goal setting for the school. Families play a vital role in the overall success of students at Grant School. Through varying groups, the Parent Teacher Association (PTA), Booster Club, English Learner Advisory Committee, the Parent Resource Network and the Grant Advisory Council, parents have opportunities to give input, lead activities and provide wonderful opportunities for children.All contribute scores of volunteers and hundreds of hours of time in helping to create a true community 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

Annual staff review of the school's safety plan was conducted in October 2016, prior to our participation in the Great Southern California ShakeOut. Grant School's No. 1 priority is the safety of every child. A few years ago, our school board approved funding to create a secure courtyard entrance at the front of the school to maintain a secure, gated campus that will allow one point of entry during school hours. All parent volunteers and visitors wear special badges. An entry buzzer was installed in the fall of 2014 to improve safety. A safety review is conducted for all staff members and students. Children are taught safety rules on outdoor equipment. Safety drills (fire, earthquake, lockdown) are conducted on a monthly basis. Key staff members serve as members of a crisis team and are trained in search and rescue and first aid. Grant hires campus supervisors during lunch, and teachers and classified staff supervise the playground before school and during the morning recess. During the school day, access to the school campus is limited. Only the front entrance is open during school hours. Visitors must sign in and show ID to get buzzed into the campus. Grant is a comprehensive facility where the teachers have fully equipped classrooms. A high-tech computer lab, library-media center, cafeteria, auditorium and conference rooms are all available for staff and student use. Our playground is very large with a grass field, play structure,handball/basketball courts, a jogging track and asphalt area which are fully used by all children. There are designated preschool and kindergarten self-contained play yards. Grant's Emergency Safety Plan is updated each year at the end of January and revisions for 2016-2017 are currently underway.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.0	0.6	0.5
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	1.4	1.8	1.9
Expulsions Rate	0.0	0.0	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.80
Social Worker	
Nurse	0.33
Speech/Language/Hearing Specialist	1.20
Resource Specialist	1.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	20	23	23	1			4	4	4			
1	25	23	23				4	4	4			
2	29	25	24				4	4	4			
3	28	20	22			1	4	5	5			
4	29	27	29				4	4	4			
5	22	23	27	2	1		4	4	4			
Other		6	6		2	2						

Professional Development provided for Teachers

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Professional Learning Communities
- California Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
- Math coaching—expanding our understanding of the standards for mathematical practice
- Using data to improve classroom instruction
- Supporting students with special needs
- Differentiated instruction for all students, including English Learners

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and ELD coaching, Instructional Leadership Teams, and such specialized programs as Cotsen Fellows and Math Coaches. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,115	$44,958
Mid-Range Teacher Salary	$68,853	$70,581
Highest Teacher Salary	$92,701	$91,469
Average Principal Salary (ES)	$116,790	$113,994
Average Principal Salary (MS)	$127,261	$120,075
Average Principal Salary (HS)	$136,956	$130,249
Superintendent Salary	$239,200	$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
Administrative Salaries	6%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,096	$286	$4,810	$78,219
District	♦	♦	$7,252	$75,968
State	♦	♦	$5,677	$74,216
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Types of Services Funded

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.