



# J.M. Amador Elementary

2100 E Cantera Drive • Dublin, CA 94568 • 9253071950 • Grades K-5

Holly Scroggins, Principal

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<http://www.dublin.k12.ca.us/Domain/1070>

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



### Dublin Unified School District

7471 Larkdale Avenue  
Dublin, CA 94568  
(925) 828-2551  
[www.dublinusd.org](http://www.dublinusd.org)

#### District Governing Board

Megan Rouse, President  
Amy Miller, Vice President  
Dan Cunningham, Trustee  
Joe Giannini, Trustee  
Dan Cherrier, Trustee

#### District Administration

Dr. Leslie Boozer  
**Superintendent**  
Beverly Heironimus  
**Assistant Superintendent**  
**Business Services**

**Assistant Superintendent**  
**Educational Services**

Mark McCoy  
**Assistant Superintendent**  
**Human Resources**

### Principal's Message

Amador Elementary serves students! At Amador we work in teams: student teams, leadership teams, teacher teams, grade level teams, office teams, safety teams, and community teams, just to name a few. We work together interdependently to achieve common goals. We offer a program that values relationship. Our lessons for students are steeped in Rigor and Relevance. We work together to ensure that all of us are building for the future and that our students will be college and career ready.

We are a new school with enrollment approaching 875: which includes 3 SDC classes and 35 grade K - 5 self-contained classrooms. We are a racially and culturally diverse community and we are proud of the many languages, which the children and families bring to our school. We have a dedicated staff and involved parent community. Amador is developing strong academic programs which support science, technology, engineering, and mathematics. Reading, writing, and the arts serve as the foundational elements and skill sets that students will utilize as they prepare for the 21st Century. Students will explore learning through hands-on experiences as they prepare to be the leaders, inventors, and positive contributors of our future.

Pride, integrity, and collaborative leadership have joined forces at Amador to create a progressive and fully inclusive learning environment for our entire community. Our commitment to excellence is evident in our broad range of programs and services. The Common Core Curriculum, Next Generation Science and Technology continue to be a focus. All classrooms have document cameras, tablets and Interactive SMART boards for classroom instruction and student learning. Classrooms in all grades are using Chromebooks and Google Applications to enhance student learning in math, science, social studies, writing, and reading. All classrooms have student computers. Our Kinder program uses iPads. In addition, Amador's staff and parents are committed to a strong character-development program. They celebrate life skills in our classrooms through our Capturing Kids Hearts, Kimochi's, and Habitute programs.

Our staff, students, and families have joined together to ensure that all children have the skills, resources, knowledge, and experiences to prepare them for the 21st century. In classrooms, on the playground, and in our global community we want our students to value diversity and to be inclusive leaders, problem solvers, pursuers of knowledge, effective communicators, and creative thinkers. Our goal is for our students to become compassionate, ethical, and inquisitive global citizens. To fulfill this vision, Amador Elementary School focuses are aligned with DUSD's Vision 2020 Strategic Initiatives:

- Maximizing student learning and achievement.
- Fostering a collaborative and safe learning environment that continuously seeks improvement in student learning.
- Monitoring results in a systematic and timely fashion such that financial, technological, and human resources can be aligned to enhance student learning.
- Partnering with our community to provide access, knowledge, and experiences that support student learning.

Given these commitments, the Amador Elementary team participates in many site and district level committees. Some of these include: Professional Learning Communities (PLC), K-12 Science Alliance - Early NGSS Implementer teams, English Language Arts, Science, and Math Curricula Councils, Technology, and Safety Committees. The measurable academic student gains observed at Amador Elementary School are the result of these collaborative professional efforts and life-long learning practices of our staff.

We are a dedicated staff and involved parent community. We are working on creating our School Mission Statement this year as a new school collectively. Our underlying philosophy is the belief that all children can learn, that our teaching is powerful, and that strong, proven instructional practices can make a profound difference in the lives of our children.

Holly Scroggins  
Principal, Amador Elementary 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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	183
Grade 1	126
Grade 2	118
Grade 3	115
Grade 4	114
Grade 5	85
<b>Total Enrollment</b>	<b>741</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.4
Asian	78.3
Filipino	2.7
Hispanic or Latino	2.4
Native Hawaiian or Pacific Islander	0
White	9.2
Two or More Races	5.3
Socioeconomically Disadvantaged	1.1
English Learners	16.5
Students with Disabilities	8.4
Foster Youth	0.1

### 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			
J.M. Amador Elementary	14-15	15-16	16-17
<b>With Full Credential</b>		37	41
<b>Without Full Credential</b>		1	0
<b>Teaching Outside Subject Area of Competence</b>		0	0
Dublin Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	522
<b>Without Full Credential</b>	♦	♦	6
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
J.M. Amador Elementary	14-15	15-16	16-17
<b>Teachers of English Learners</b>		0	0
<b>Total Teacher Misassignments</b>		0	0
<b>Vacant Teacher Positions</b>		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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	98.2	1.8
<b>High-Poverty Schools</b>	0.0	0.0
<b>Low-Poverty Schools</b>	98.2	1.8

\* 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)

We choose our textbooks from lists that have already been approved by the state education officials. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the test we give are based on these content standards, and we expect our teachers to be firmly focused on them.

All students have their own set of textbooks to use in class or at home.

The elementary, kindergarten to grade 5, English-Language Arts textbooks are from the 2002 adoption list not the most recent 2008 adoption list. During the current financial situation, districts have been given the flexibility to use State funds for textbooks for other needs as approved by the local School Board. This flexibility allows districts to continue to use materials from the previous adoption list and still meet the requirement of having the most recent state-approved materials. Therefore, while our materials for K-5 English- Language Arts are not from the most recent state-approved list, we are still compliant with State regulations.

Textbooks and Instructional Materials Year and month in which data were collected: 08/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading Adopted 2004  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Scott Foresman Envision Math Adopted 2009  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt California Science Adopted 2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman History/Social Studies Adopted 2008  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)

This is Amador Elementary's second year. It is state of the art. Classrooms are linked internally to support grade level collaboration between students and staff. Furniture is on wheels. This offers teachers/students the ability to rearrange learning environments to the desired groups quickly for lessons. Student chairs encourage student movement and tracking. Cafe tables offer places where students can stand and work. Soft seating and hallway tables expand traditional learning spaces. Outdoor seating areas and stages with WiFi, both inside and outside, creates new learning spaces. Two flexible classrooms offer areas to work through messy science labs or art lessons. We have one full-time day custodian, a part time custodian, and an evening custodial team who clean all classrooms and all restrooms each day. District maintenance regularly maintains landscaping.

The library, which holds a 1:17 book ratio for each student, is one of the most extensive elementary school library in Dublin. It also holds student tablets for research and digital media along with an expansive seating area. It offers a 2/3 non-fiction and 1/3 fiction library collection. We update the collection each year after doing a collection analysis and aligning our needs with the state and school library standards. The library/media technician works on maintaining and improving our book collection, reading stories to classes, and circulating books to each class on a weekly basis. The library is open five days a week during school hours.

Teachers instruct their students to use technology effectively. We have moved to a Google Classroom format where learning is interactive, shared, and built upon. Our vision is for students become proficient with technology as a tool so that it is used often in their day and deepens student learning. Students use multimedia to show evidence of learning. They use the Internet for research and web-based programs and resources to enhance the curriculum. All classrooms have teacher-networked computers, Chromebooks for all students with a ratio of 1X1, and one networked printer. Teachers use computers to correspond with students, colleagues and parents via email and to access the Internet. All classrooms have document cameras, interactive SMART Boards or 80 inch monitors, voice enhancing systems, and Chromebooks. Our Kindergarten classrooms have iPads. We have several web-based services connected to our adopted Textbook series which support students at home and at school. We also use others such as Google applications, IXL, STARFALL, Accelerated Reader just to name a few, to enhance and assess student learning. Many of these programs support math concepts and reading comprehension. Most students find them motivating.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 9/29/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			B Building elevator has broken sensor. Warranty repair by contractor. HVAC system has manufactures defect. Repairs to be completed by 10/24.
<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] 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		85		78		48
Math		87		73		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			83			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.

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	86	84	97.7	90.5
Male	42	41	97.6	90.2
Female	44	43	97.7	90.7
Asian	71	70	98.6	92.9
Students with Disabilities	11	11	100.0	45.5

\* 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 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
All Students	3	131	127	97.0	81.0
	4	118	117	99.2	88.9
	5	86	84	97.7	86.9
Male	3	67	65	97.0	70.8
	4	61	61	100.0	83.6
	5	42	41	97.6	85.4
Female	3	64	62	96.9	91.8
	4	57	56	98.3	94.6
	5	44	43	97.7	88.4
Asian	3	96	95	99.0	85.1
	4	97	97	100.0	93.8
	5	71	70	98.6	92.9
White	3	15	13	86.7	84.6
English Learners	3	15	14	93.3	64.3
	4	13	13	100.0	69.2
Students with Disabilities	3	15	15	100.0	26.7
	4	12	11	91.7	27.3
	5	11	11	100.0	18.2

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	130	128	98.5	85.9
	4	118	117	99.2	89.7
	5	86	85	98.8	84.7
Male	3	67	65	97.0	80.0
	4	61	61	100.0	85.3
	5	42	42	100.0	81.0
Female	3	63	63	100.0	92.1
	4	57	56	98.3	94.6
	5	44	43	97.7	88.4

**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
Asian	3	95	94	99.0	89.4
	4	97	97	100.0	96.9
	5	71	71	100.0	93.0
White	3	15	14	93.3	92.9
English Learners	3	15	15	100.0	80.0
	4	13	13	100.0	76.9
Students with Disabilities	3	15	15	100.0	26.7
	4	12	11	91.7	36.4
	5	11	11	100.0	9.1

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)

At Amador Elementary School, staff, students, and parents collaborate for success. We have a wonderfully active parent community and our parent volunteerism is high. Volunteers have dedicated many hours in numerous activities that support the curriculum and student success. Teachers encourage parents to assist in their classroom and work directly with students in support of their learning once trained.

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council, which works with the principal, assistant principal and staff members to help make financial decisions that support the Single Plan for Student Achievement. Our School Site Council has also spearheaded a Community Celebration Awareness Program. We are a "salad bowl" of diversity in our community and we believe that understanding each other's celebrations will help us unite as a school culture and have deeper appreciations of each other. Parents of English learners are vital to our English Language Advisory Committee and to our outreach efforts on behalf of new families. Our PFC also coordinates our Art in Action program that all students learn and participate in each year at our school. Room parents organize parent volunteers to help with special projects in the classroom and chaperon on field trips, and our PFC raises significant capital through fund-raising events to support student and school programs. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November.

#### 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

Maintaining a safe and orderly environment is a top priority. Students learn best in a safe, nurturing environment. The Amador School Safety Plan is in place. We will annually update and revise the plan, which is based on the Safety Emergency Management System each year. Our plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share and monitor the plan with all staff during staff meetings throughout the year. This plan has been expanded into a Comprehensive School Safety Plan. A copy of this safety plan is available to view in our school office.

Our students and staff receive training in fire and earthquake drills on a monthly basis. We participate in county wide earthquake drills such as "The Great Shake Out." We use debriefing sessions after drills to gather input to improve on our safety procedures. Each classroom has emergency backpacks containing a variety of first aid materials and guardian and health information. Each student has an emergency bag, stored at school, with supplies to be used in case of an emergency. In addition, we have a safety storage container that holds supplies, water and safety/comfort kits for all students in the event of an emergency.

We have school-wide assemblies and activities on safety issues, including fire safety, drug and alcohol prevention (DARE/Red Ribbon Celebrations), conflict management, bullying, sexual harassment, and tobacco-free environments. We are a Bully-Free community. We communicate and reinforce safety and student management through the student and parent handbooks, school and classroom rules, and assemblies. Parents learn about safety procedures in weekly bulletins and monthly letters, at parent meetings, and on the school's website.

Visitors must enter the school through the main door and sign in at the office, where they receive a visitor's badge to wear throughout their stay. We screen all volunteers before they are allowed to volunteer in our classrooms. A trained campus security officer and assigned teachers and staff monitor the school grounds for 15 minutes before and after school, as well as at all recesses and at lunchtime. Teachers regularly review the rules for safe and responsible behavior in school and on the playground.

Our Comprehensive School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2016 and approved by our School Site Council, District Office, and a Dublin Police School Resource Officer in September/October 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.1
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.5	1.9	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		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.80
Psychologist	0.5
Social Worker	0
Nurse	0.15
Speech/Language/Hearing Specialist	1.2
Resource Specialist	1.
Other	0
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			26						7			
1			25						5			
2			24						5			
3			23						5			
4			29						4			
5			28						3			

**Professional Development provided for Teachers**

Dedicated staff development days are scheduled on the school-year calendar during the negotiation process between the District and the teachers association. Content for two of the three days is usually determined by the District based on areas of focus, Common Core Standards, Professional Learning Communities, textbook adoption cycles, and the District’s strategic plan. Teachers and administrators also review test scores of the previous year. The third staff development day is determined in collaboration between the staff and principal. We use a needs survey to gather teacher and staff input for suggestions. Each site plans their teacher training based on needs identified in their site plan, such as finding ways to narrow our student achievement gaps and working with at-risk students.

In addition, teachers and administrators have also participated in training from the Association of California School Administrators, California Reading Association, California Mathematics Association, National Council of Mathematics Teachers, Association of Supervision and Curriculum Development, Solution Tree Professional Learning Communities, K-12 Science Alliance - WestEd, Capturing Kids Hearts, and a host of minor training opportunities. Additional Staff development opportunities take place during trainings where teachers are released through use of substitutes to attend workshops or conferences, at district sponsored after school workshops, during grade level collaboration, and via district-based coaches.

Staff development includes, but is not limited to: Response to Intervention (RTI), Professional Learning Community (PLC), Common Formative Assessments, use of the district’s Online Assessment Reporting System (OARS), technology training, mathematics, writing, and science.

In 2016-2017 there are three days dedicated for Professional Development, plus 21 Teacher Collaboration Days. During the summer of 2016 staff had the opportunity to participate in K-12 Science Alliance training, Math and ELA Common Core training, Writing, and Grade Level release days each trimester.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,490	\$43,821
Mid-Range Teacher Salary	\$84,565	\$69,131
Highest Teacher Salary	\$100,349	\$89,259
Average Principal Salary (ES)	\$122,773	\$108,566
Average Principal Salary (MS)	\$127,949	\$115,375
Average Principal Salary (HS)	\$141,815	\$125,650
Superintendent Salary	\$231,942	\$198,772
Percent of District Budget		
Teacher Salaries	46%	37%
Administrative Salaries	6%	6%

\* 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/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,029	\$861	\$4,167	\$88,312
District	♦	♦	\$7,610	\$80,132
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-45.2	16.5
Percent Difference: School Site/ State			-11.2	30.3

\* Cells with ♦ do not require data.

**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.