

# John E. Steinbeck Elementary

1714 Burlington Drive • Salinas CA, 93905 • (831) 753-5780 • Grades TK-6

Dr. Christina Palmer, Principal  
christina.palmer@alisal.org

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

### Alisal Union Elementary School District

1205 East Market Street  
Salinas, CA 93905  
(831) 753-5700  
www.alisal.org

#### District Governing Board

Noemi Armenta, President  
Guadalupe Guzman, Vice President  
Fernando Mercado, Clerk  
Maricela Cruz, Member  
Guadalupe Ruiz Gilpas, Member

#### District Administration

Mr. John Ramirez Jr.  
**Superintendent**  
Ms. Jeanne Herrick  
**Associate Superintendent,  
Educational Services**  
Mr. James Koenig  
**Associate Superintendent,  
Business and Fiscal Services**  
Mr. Ricardo Cabrera  
**Assistant Superintendent, Human  
Resources**

### School Description

Welcome to John E. Steinbeck Elementary School, the home of the Red Ponies! School pride, academic achievement, parent involvement, and a dedicated staff create a caring learning community for all children.

The mission of John Steinbeck Elementary reflects that of the community. It is our mission to meet the academic, cultural, social, and individual needs of students in order to prepare them to make a meaningful contribution to a democratic society.

Steinbeck is home to nearly 700 students in Transitional Kindergarten through sixth grades. Steinbeck is also home to two special education classes for children with communication challenges. In tandem with instruction geared to meet each student's individualized education program, an emphasis of this program is to provide appropriate inclusion in the general education classes, thus enriching the learning experiences of both special and general education students alike.

The student body is comprised of children whose ethnicities include Asian (2%), Filipino (5%), White (7%), Hispanic (81%), and Black/African-American (2%). A workforce of 26 teachers, 22 support staff, a grant-supported After School Program, and two site administrators provide a learning environment that is focused on student success.

To meet the needs of all of our boys and girls, Steinbeck provides a myriad of differentiated learning opportunities including, but not limited to, Intervention and enrichment. Our supportive PTO provides art instruction from a credentialed teacher. Character Education has taken an increased role of importance, becoming a strong component woven throughout Steinbeck's learning environments. Over the course of the 2014 – 2015 school year, in conjunction with existing programs, Character Education was supported by Restorative Justice training and practical implementation. The Steinbeck leadership team has developed a Student Council. Composed of student leaders, the emphasis of the Council is on school spirit, academic achievement, and character development.

Steinbeck Elementary has maintained a tradition of excellence in education over time. Among the school's many strengths are its outstanding student-centered programs, strong academic curriculum, and dedication to lifelong learning. Commitment of the school staff and support of parents and the community, coupled with student diligence and determination, has created a rich educational environment at Steinbeck. Steinbeck stakeholders are proud of the traditions of excellence throughout the school; teachers and support staff maintain high standards for themselves and for their students. Steinbeck students and graduates take pride in being lifelong "Red Ponies".

## 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 (831) 753-5780 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	74
Grade 1	93
Grade 2	88
Grade 3	106
Grade 4	100
Grade 5	99
Grade 6	102
<b>Total Enrollment</b>	<b>662</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	2.1
Filipino	3.3
Hispanic or Latino	80.2
Native Hawaiian or Pacific Islander	1.2
White	8.3
Two or More Races	0.6
Socioeconomically Disadvantaged	61.3
English Learners	34
Students with Disabilities	7.4
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
John E. Steinbeck Elementary	13-14	14-15	15-16
<b>With Full Credential</b>	25 out	20	27
<b>Without Full Credential</b>	0	3	5
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Alisal Union Elementary School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	328
<b>Without Full Credential</b>	♦	♦	44
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John E. Steinbeck 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)

In order to support classroom professionals in teaching the Language Arts and Math Common Core State Standards, Engage NY curriculum, in both content areas was recommended and adopted as district curriculum. Both Engage NY Language Arts and Math were piloted and feedback from teachers attested to the ability of these common core resources to meet the requirements of the new common core state standards (CCSS).

In Language Arts:

K-1-2 continued to use Treasures to teach Foundational Skills and use the Engage NY Listening and Learning Domains to address the remaining standards. 3-6 used Engage NY solely to teach all Language Arts standards.

Because Engage NY is not yet available in Spanish, Bilingual Transference classrooms continued to use Tesoros and adapted it as needed to meet the common core state standards.

In Math:

At K-6, teachers used both the adopted Everyday Math curriculum and Engage NY Math, selecting one as their primary resource and the other as a secondary resource.

Bilingual Transference classrooms were able to use the Engage NY Math because student materials became available.

Textbooks and Instructional Materials Year and month in which data were collected: 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Engage New York Language Arts- Adopted 2014 McMillan / McGraw-Hill, Treasures-Adopted 2010  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Engage New York Math- Adopted 2014 McMillan / McGraw-Hill, Every Day Math- Adopted 2012  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McGraw-Hill, Vistas- Adopted 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Steinbeck Elementary has 34 classrooms, a multipurpose room, a library, and an administration building. The school opened in 1990 in portable facilities, and the main (permanent) campus opened in 1992; a two-story addition was constructed in 2002. There are eight classrooms, an elevator, two student restrooms, and two staff rest rooms located in the two-story building. Steinbeck hosts a spacious garden.

We have one daytime custodian and two evening custodians who keep our facilities clean and secure. The grounds at John E. Steinbeck Elementary are well maintained by our custodial and district maintenance staff.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: August, 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	26.30	24.20	16.20

\* 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 for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	32	20	44
<b>Math</b>	27	13	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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	31
<b>All Student at the School</b>	71
<b>Male</b>	68
<b>Female</b>	74
<b>Black or African American</b>	--
<b>Asian</b>	--
<b>Filipino</b>	--
<b>Hispanic or Latino</b>	67
<b>White</b>	--
<b>Socioeconomically Disadvantaged</b>	--
<b>English Learners</b>	35
<b>Students with Disabilities</b>	66
<b>Students Receiving Migrant Education Services</b>	--
<b>Foster Youth</b>	--

\* 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.

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
<b>Science</b>	36	42	71	33	32	31	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.

**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>All Students</b>	3	105	99	94.3	48	34	12	5
	4	96	94	97.9	56	18	20	3
	5	100	98	98.0	19	23	41	16
	6	100	99	99.0	37	30	25	6
<b>Male</b>	3		57	54.3	56	37	7	0
	4		45	46.9	62	16	13	4
	5		45	45.0	29	20	40	11
	6		48	48.0	52	27	17	4
<b>Female</b>	3		42	40.0	38	31	19	12
	4		49	51.0	51	20	27	2
	5		53	53.0	11	26	42	21
	6		51	51.0	24	33	33	8
<b>Black or African American</b>	3		1	1.0	--	--	--	--
	4		1	1.0	--	--	--	--
	5		2	2.0	--	--	--	--
	6		2	2.0	--	--	--	--
<b>Asian</b>	3		1	1.0	--	--	--	--
	4		4	4.2	--	--	--	--
	5		2	2.0	--	--	--	--
	6		1	1.0	--	--	--	--
<b>Filipino</b>	3		2	1.9	--	--	--	--
	4		1	1.0	--	--	--	--
	5		9	9.0	--	--	--	--
	6		4	4.0	--	--	--	--
<b>Hispanic or Latino</b>	3		81	77.1	49	37	10	4
	4		77	80.2	61	17	16	4
	5		76	76.0	21	26	41	12
	6		77	77.0	39	35	21	4
<b>Native Hawaiian or Pacific Islander</b>	3		1	1.0	--	--	--	--
	4		2	2.1	--	--	--	--
	6		3	3.0	--	--	--	--
<b>White</b>	3		9	8.6	--	--	--	--
	4		8	8.3	--	--	--	--
	5		8	8.0	--	--	--	--
	6		12	12.0	25	25	33	17
<b>Two or More Races</b>	3		4	3.8	--	--	--	--
	4		1	1.0	--	--	--	--

**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
Socioeconomically Disadvantaged	3		68	64.8	50	29	16	4
	4		65	67.7	68	18	8	3
	5		57	57.0	28	25	39	9
	6		63	63.0	41	37	19	3
English Learners	3		31	29.5	71	26	3	0
	4		34	35.4	79	15	3	0
	5		16	16.0	56	31	6	6
	6		19	19.0	74	26	0	0
Students with Disabilities	3		13	12.4	77	15	8	0
	4		9	9.4	--	--	--	--
	5		5	5.0	--	--	--	--
	6		9	9.0	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.0	--	--	--	--
	4		1	1.0	--	--	--	--
	5		1	1.0	--	--	--	--
	6		2	2.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	105	100	95.2	36	25	32	7
	4	96	93	96.9	43	43	12	2
	5	100	98	98.0	22	40	22	14
	6	100	99	99.0	56	25	17	2
Male	3		58	55.2	34	26	36	3
	4		44	45.8	48	36	11	5
	5		45	45.0	24	42	16	16
	6		48	48.0	65	21	10	4

**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
Female	3		42	40.0	38	24	26	12
	4		49	51.0	39	49	12	0
	5		53	53.0	21	38	28	13
	6		51	51.0	47	29	24	0
Black or African American	3		1	1.0	--	--	--	--
	4		1	1.0	--	--	--	--
	5		2	2.0	--	--	--	--
	6		2	2.0	--	--	--	--
Asian	3		1	1.0	--	--	--	--
	4		4	4.2	--	--	--	--
	5		2	2.0	--	--	--	--
	6		1	1.0	--	--	--	--
Filipino	3		2	1.9	--	--	--	--
	4		1	1.0	--	--	--	--
	5		9	9.0	--	--	--	--
	6		4	4.0	--	--	--	--
Hispanic or Latino	3		82	78.1	37	28	32	4
	4		76	79.2	49	39	11	1
	5		76	76.0	28	41	21	11
	6		77	77.0	64	21	14	1
Native Hawaiian or Pacific Islander	3		1	1.0	--	--	--	--
	4		2	2.1	--	--	--	--
	6		3	3.0	--	--	--	--
White	3		9	8.6	--	--	--	--
	4		8	8.3	--	--	--	--
	5		8	8.0	--	--	--	--
	6		12	12.0	17	50	33	0
Two or More Races	3		4	3.8	--	--	--	--
	4		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		69	65.7	42	20	30	7
	4		64	66.7	52	41	5	3
	5		57	57.0	33	39	16	12
	6		63	63.0	62	22	16	0
English Learners	3		32	30.5	66	16	19	0
	4		33	34.4	64	33	3	0
	5		16	16.0	63	31	6	0
	6		19	19.0	95	0	5	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
Students with Disabilities	3		13	12.4	54	15	23	8
	4		9	9.4	--	--	--	--
	5		5	5.0	--	--	--	--
	6		9	9.0	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.0	--	--	--	--
	4		1	1.0	--	--	--	--
	5		1	1.0	--	--	--	--
	6		2	2.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement

Parental involvement is fundamental to the success of Steinbeck Elementary students. We encourage parents to participate in all activities and to attend parent meetings, including School Site Council, ELAC, Title 1, and Parent Teacher Organization meetings (PTO). Parents of students in Special Education are an active part in the development and implementation of their child's Individual Education Program. Parents are also invited to attend our awards assemblies which recognize students with outstanding achievements at the end of each trimester. Parents are always welcomed to volunteer in classrooms and on campus, and as chaperones on grade-level field trips.

In conjunction with special Parent Education offerings hosted by the school, parents are strongly encouraged to attend Parent-Teacher Conferences (fall and spring), Back-to-School Night in the fall, and Open House in the spring.

The PTO fund-raises to support a full-time art instructor for art classes in Transitional Kindergarten through sixth grades. The PTO offers wonderful, varied student activities such as the Fall Festival, Farmer's Market, a Holiday Craft Workshop, fall and spring book fairs, an airplane contest, family math and movie nights, Father-Daughter and Mother-Son Dances, the Mother-Daughter Tea, and the Spring Art Show. Each of these events is either a wonderful fund-raiser or community outreach which serve to bring the community together! Students in third through sixth grades participate in District-sponsored volleyball, football, basketball, and soccer teams. Parents participate and support our boys and girls in these endeavors through coaching and ardent participation. For parent involvement opportunities, please contact Dr. Christina Palmer, Principal at (831) 753-5780.

#### 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

The Steinbeck Elementary School Site Council reviews campus safety needs and revises the School Safety Plan annually. The plan includes procedures for responding to emergencies on campus, and students and staff review and practice safety drills monthly during the school year. The school administrators and staff routinely work with local law enforcement to address safety issues.



A crossing guard supports student safety when students cross the traffic intersection near the school. Supervisors monitor students in the cafeteria, at the bus areas, and on the playground in the morning, during recess, lunch, and after school. The school added a fence and gate system in the fall of 2013, allowing the campus to remain secure. Visitors must sign in at the main office and receive a visitor's pass upon entry to the school.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.89	2.09	1.59
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.05	1.92	1.10
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	66.7	

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	24	25	25		1		3	3	3			
1	30	24	30				3	3	3			
2	29	31	28				3	3	3			
3	25	29	23	1		1	3	3	4			
4	31	33	30				3	1	3		2	
5	30	32	28	1		1		2	2	3	1	1
6	31	34	34				3	1			2	3
Other		12			2							

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist	1
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	\$38,876	\$43,091
Mid-Range Teacher Salary	\$63,212	\$70,247
Highest Teacher Salary	\$87,106	\$89,152
Average Principal Salary (ES)	\$102,512	\$112,492
Average Principal Salary (MS)		\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$180,000	\$192,072
Percent of District Budget		
Teacher Salaries	38%	41%
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/).

### Types of Services Funded

During the 2014-15 school year, the school funded the following priorities with monies allocated to the site:

- Two Intervention Teachers
- PD for teachers
- Classroom library resources
- Materials and supplies
- Training activities for parents
- Software to support reading motivation (AR)
- Equipment (copiers, sports, etc.)

### 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

The major areas of professional development for teachers in 2014-2015 included the following:

- Standards-based planning for instruction, learning, and assessment
- Explicit Direct Instruction
- Lesson Design and Engagement
- CCSS, Engage New York, and EdCaliber
- Data Review (CST, ELD/CELD/AMAOs)
- Classroom Management
- Restorative Justice

Professional development was delivered through staff meetings, and grade level sessions during regular work days with release time for classroom teachers.

Teachers were supported during implementation by the site's Principal.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,399	\$544	\$3,855	\$70,855
District	♦	♦	\$5,459	\$66,202
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-29.4	9.3
Percent Difference: School Site/ State			-17.8	0.1

\* Cells with ♦ do not require data.