

John L. Webster Elementary School

3602 Winter Canyon Road • Malibu, CA 90265-4835 • (310) 456-6494 • Grades K-5

Susan Samarge-Powell, Principal

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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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District Governing Board

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Services**

Dr. Mark Kelly

**Asst. Superintendent, Human
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Janece Maez

**Associate Superintendent, Business
& Fiscal Services/CFO**

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.

Principal's Message:

Webster Vision: At Webster School, staff, parents, and community members work together to create a joyous and caring learning environment in which all students are supported, challenged, and successful. Webster students master the New California Standards, develop higher level thinking skills, and connect their learning to the real world in all areas of academic study, the arts, technology, and character development.

Webster's students take great pride in their school, in their learning, and in themselves because they are immersed in an environment where it is abundantly clear that everyone around them cares very deeply about their happiness and success. Virtually everyone who visits our school comments on how happy and purposeful our students are at school. They are surrounded by teachers who are passionate about teaching meaningful content via processes that support student engagement. They are also taught by specialists whose love of art, music, gardening, and technology is communicated unmistakably in every lesson. We also work diligently on Character Counts and our school follows the Olweus Bully Prevention Program.

Our school has embarked on a comprehensive effort to make ensure every student meets the New California Standards. The elements of this effort include State-adopted standards-based instructional materials at the heart of the instructional program, a variety of supplemental materials, a consistent focus on professional development, and the regular use of assessment data to inform and guide instruction. Six Webster classroom teachers and our Literacy Coach have achieved National Board Certification, this is more than half our teaching staff! Webster was also recognized as a California Distinguished School in 2010 and 2014, based on the work our staff does on a daily basis with our students.

Webster families view our school as a highly valued partner in the challenging, satisfying work of raising their children. Parents at Webster have very high expectations for us, but these are matched by their personal involvement and support. The most often-repeated comment from parents at Webster is, "I wish I could go to school here!" We regard that as high praise indeed.

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	53
Grade 1	37
Grade 2	46
Grade 3	66
Grade 4	51
Grade 5	39
Total Enrollment	292

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0
Asian	3.4
Filipino	0.7
Hispanic or Latino	12
Native Hawaiian or Pacific Islander	0
White	76
Two or More Races	6.2
Socioeconomically Disadvantaged	6.8
English Learners	7.9
Students with Disabilities	5.1
Foster Youth	0

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 L. Webster Elementary School	14-15	15-16	16-17
With Full Credential	16	15	14
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			
John L. Webster Elementary	14-15	15-16	16-17
Teachers of English Learners	0	1	1
Total Teacher Misassignments	0	1	1
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	100.0	0.0
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 Webster have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented in the 2007-08 school year and new math texts in 2008-09. With the textbook adoption process frozen due to budget constraints at the state level, 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, except in the case where “Big Books” are used for the entire classroom at the early primary level. 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.

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 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)

Webster school was built in 1949. Two major reconstruction projects in the past 20 years have resulted in all new plumbing, heating, electrical, and roofing systems. Major improvements in seismic safety and accessibility are in place. All classrooms, the office, and the library are connected to the Internet through a high-speed connection and there is wireless access to the network throughout the school. The most recent taxpayer-funded reconstruction project, Proposition BB, has provided a significantly upgraded technology infrastructure and a completely new fire alarm system. Additional Proposition BB-funded projects related to school safety and security are in the final stages of the planning process, and the first of several construction phases is about to begin. A new library was completed in 2001. The playground includes two grass playfields and a play structure. Students are regularly expected to assist school and district staff in keeping the grounds free of litter.

Gardens and murals make the campus an especially beautiful and welcoming learning environment. The physical plant is well maintained and is in well-functioning condition. Each of our 13 classroom teachers has a dedicated classroom. Every classroom has an interactive white board and a SMART Board, an Elmo document camera, and every classroom from first through fifth grade has a chromebook for each student, allowing for a one to one technology program. Our library is beautiful and spacious. Our computer lab provides 34 iMac desktop computers, all online. There is a classroom provided for our after-school childcare program so no regular classrooms have to be shared for this purpose. There are many outside garden areas and patios regularly used for small group activities and special projects and events. Our cafeteria/auditorium was recently remodeled with a new stage curtain, sound system, and lighting.

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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/3/2016

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	1: windows old, unsecure cabinets carpet old, Ants 10: overhead storage, carpet old windows old, walldamage @back door, carpet old 11: paint peeling from tape, excessive artwork carpet old, windows old, floor tiles old, clutter in closet 13 computer lab: wall damage 14: carpet old, 16 A: carpet old, wall damage, cabinet door broken, unsecured cabinet 16: overhead storage, excessive artwork, windows old,unsecured cabinet 17: overhead storage carpet stained, 18: carpet old, wall damage, 19: stained carpets, overhead storage, excessive art, wall damage, 2: tape on windows, carpet old, overhead storage, lights out 20: floor tiles old, carpet old 21: rain gutters old ramps need repair 22: ramp needs repair 23: Damaged ceiling tile 3: excessive hanging art work, windows old, carpet old 4: Windows old, carpet old, 7: Windows old, patch wall 8: windows old, pesticides stored in class, peeling paint, ceiling tiles loose Cafetorium: floor tiles broken old Kitchen: Ants Rats, smoke detector hanging, wall damage library: ligts out, paint peeling Speech Room: carpet old and stretched, leak at windows wall damage from leak, ceiling tile missing Teachers lounge: carpet damage from rats, no fire extinguisher
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			15: excessive artwork Kitchen: Ants Rats, smoke detector hanging, wall damage Teachers lounge: carpet damage from rats, no fire extinguisher
Electrical: Electrical	X			library office: GFCI missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			8: windows old, pesticides stored in class, peeling paint, ceiling tiles loose Kitchen: Ants Rats, smoke detector hanging, wall damage
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/3/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	1: windows old, unsecure cabinets carpet old, Ants 10: overhead storage, carpet old windows old, walldamage @back door, carpet old 11: paint peeling from tape, excessive artwork carpet old, windows old, floor tiles old, clutter in closet 12: lights out, windows old 14: carpet old, 16: overhead storage, excessive artwork, windows old,unsecured cabinet 2: tape on windows, carpet old, overhead storage, lights out 3: excessive hanging art work, windows old, carpet old 4: Windows old, carpet old, 8: windows old, pesticides stored in class, pealing paint, ceilintg tiles loose 9: carpet stained, windows old Speech Room: carpet old and stretched, leak at windows wall damage from leak, ceiling tile missing
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	77	79	68	71	44	48
Math	79	79	57	60	34	36

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	39	38	97.4	97.4
Male	18	17	94.4	100.0
Female	21	21	100.0	95.2
White	30	30	100.0	100.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 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	68	62	91.2	67.7
	4	51	51	100.0	84.0
	5	39	38	97.4	92.1
Male	3	37	34	91.9	61.8
	4	32	32	100.0	83.9
	5	18	17	94.4	88.2

* 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	95	98	97	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	17.9	12.8	66.7

* 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.

**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
Female	3	31	28	90.3	75.0
	4	19	19	100.0	84.2
	5	21	21	100.0	95.2
Black or African American	3	--	--	--	--
	4	--	--	--	--
Asian	3	--	--	--	--
	5	--	--	--	--
Filipino	4	--	--	--	--
Hispanic or Latino	3	16	15	93.8	60.0
	4	--	--	--	--
	5	--	--	--	--
White	3	42	38	90.5	68.4
	4	37	37	100.0	88.9
	5	30	30	100.0	96.7
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
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	68	62	91.2	75.8
	4	51	51	100.0	80.0
	5	39	38	97.4	84.2
Male	3	37	34	91.9	76.5
	4	32	32	100.0	87.1
	5	18	17	94.4	82.3
Female	3	31	28	90.3	75.0
	4	19	19	100.0	68.4
	5	21	21	100.0	85.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
Asian	3	--	--	--	--
	5	--	--	--	--
Filipino	4	--	--	--	--
Hispanic or Latino	3	16	15	93.8	60.0
	4	--	--	--	--
	5	--	--	--	--
White	3	42	38	90.5	79.0
	4	37	37	100.0	83.3
	5	30	30	100.0	86.7
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
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)

Parents are deeply involved in every aspect of Webster School's effort to provide a rich educational experience for every student. Parents raise significant sums of money to fund materials that support our district programs. As a collective group, our PTA supports the purchase of technology, online academic programs, assemblies, field trips, classroom materials and after school programs such a Math Club and reading Club. More than 100 parents work every week as volunteer classroom assistants. Parents and community members contribute their talents, knowledge, and experience as classroom speakers. Parents organize and participate with their children in a variety of community-service learning projects. Parents help to supervise the playground and direct traffic. All of these activities and many others are coordinated through the Webster PTA.

For more information on how to become involved at the school, please contact Stephanie Schmelzer, our PTA president at (310) 456-6494.

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 staff reviews the school's safety plan annually. Students are supervised by school staff at all times while on the Webster campus. School grounds are open 30 minutes before school begins. Traffic, parking, and drop-off procedures have been developed in consultation with local law enforcement and the Webster PTA. Parent volunteers direct traffic and assist students as they are dropped off by parents. During the school day, all recesses are supervised by teachers and other school staff, as well as parent volunteers and Pepperdine University students in various programs.

Parents and guardians must sign students out of the office if they are picking them up during the school day. Physical education teachers, office staff, and teachers receive training in various areas related to student safety, including first aid and CPR. After school, all students are required to be enrolled in supervised programs if they remain at school, such as child care, homework club, and school-sponsored enrichment classes. During the school day, there is no unauthorized access to the school campus. All visitors must enter through the main office, sign in, and get a visitor's badge to be worn while on campus. Students are only released to parents or their designees.

The School Site Council annually reviews all aspects of school safety and security and makes recommendations based on the findings. District support is sought to implement any recommended changes or improvements. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.5	0.0	0.3
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)	1.0
Psychologist	0.4
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist	1.0
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	21	20	18	1	1	2	2	2				
1	25	25	19			2	2	1				
2	26	26	23			1	2	2	2			
3	27	26	22			1	2	2	2			
4	30	26	14			2	2	2	1			
5	33	30	17			2	1	2		1		
Other		25	18			1		1				

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 BTSAs, 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 BTSAs. 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%

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.

* 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	\$6,433	\$742	\$5,691	\$84,619
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.