



Calexico Unified School District

Kennedy Gardens Elementary School

2300 Rockwood Avenue • Calexico, CA 92231 • (760) 768-3842

Serving Grades Kindergarten through Sixth

CDS Code: 13-63099-6099485

2017-2018 School Accountability Report Card

Published in the 2018-2019 School Year

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE



CAMERA HERE

District Vision Statement

We will create academic pathways and a supportive environment that empowers our students to realize their potential and dreams.

District Mission Statement

We are committed to increase student achievement through a purposeful and effective instructional program that engages all students in academically rigorous learning. All staff will be supported in the development of knowledge and skills to enhance professional practices that lead to the academic achievement of our students. Parents, community and staff will work collaboratively to support students in achieving their personal, social and career goals.

School Vision Statement

Kennedy Gardens Elementary School provides all students with a bicultural integrated curriculum that focuses on the process of learning. It is our ultimate goal to ensure that every student has the maximum opportunity for academic and social growth. We are committed to raising the academic achievement of all students in all areas of the curriculum in an environment of high expectations and a climate where they can develop positive self-esteem. Instructional techniques are used based on current research, recommended best practices, and appropriate student engagement strategies for the mastery of the California academic standards.

School Mission Statement

At Kennedy Gardens Elementary School we provide the best education possible for our students. We do so in an environment where all students feel safe and supported by a caring staff. Students are expected to be responsible for their learning, respectful of others, and reliable in their good behavior. With the support and participation of parents/family and community members, we strive to prepare the students for a demanding and ever-changing world. Kennedy Gardens students will have the knowledge and skills that will allow them to become productive citizens and contributing members of our society.



School Profile (School Year 2018-19)

The Calexico Unified School District is located in the City of Calexico which is within walking distance of the international border. The City of Calexico is located within Imperial County which lies in the extreme southeastern desert region of California.

The district consists of seven elementary schools, two junior high schools, one comprehensive high school, one continuation high school, one independent studies program, and one adult school.

Kennedy Gardens Elementary School serves kindergarten through sixth grade students and is committed to providing a bicultural, integrated, curricular program that focuses on the process of learning and meaningful product outcomes, thereby maximizing every student's opportunity for lifelong success. Kennedy Gardens Elementary provides quality education that promotes high expectations and positive self-esteem for all students and staff.

Kennedy Gardens Elementary shares its grounds with the County Vista Sands Socialization Program and a State Pre-School. The State Pre-school conducts two sessions, morning and afternoon, for its population of 86 students, consisting of a staff of three teachers and six instructional assistants.

School Enrollment

The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level

	2015-16	2016-17	2017-18
K	97	88	92
1st	75	73	67
2nd	58	73	80
3rd	76	57	76
4th	121	77	65
5th	79	119	74
6th	81	80	137
Total	587	567	591

Enrollment by Student Group

2017-18

	Percentage
Asian	0.8
Hispanic or Latino	99.0
EL Students	78.3
Socioeconomically Disadvantaged	91.2
Students with Disabilities	10.2
Foster Youth	1.2

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 Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	16-17	17-18	18-19	18-19
Fully Credentialed	22	25	23	387
Without Full Credentials	3	3	2	14
Teaching Outside Subject Area of Competence (with full credential)	0	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. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	16-17	17-18	18-19
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2018-19)

Kennedy Gardens Elementary was originally constructed in 1979 and has undergone numerous modernization and renovation efforts. The campus is currently comprised of 10 permanent classrooms, 27 modular classrooms, a library, administrative offices, a Learning Center, a staff lounge, a cafeteria, a playground, and two computer labs. Kennedy Gardens Elementary School also houses the County Vista Sands program and a state preschool.

In October 2014, the school installed a new playground structure. In 2016, a new shade structure was added in the quad area for students and the entire playground for the preschool was replaced with new shades, new playground structures, and new flooring surface that is safe for students. In addition, over the summer of 2016 and with the assistance of the Emergency Repair Program, Kennedy Gardens had plumbing replacement, flooring replacement in three classrooms, roofing replacement, 17 HVAC unit replacements, and pavement replacement throughout campus to correct trip hazards and failing concrete. In January of 2017, five new portable classrooms were added to the school site to alleviate the overcrowded campus. Kennedy Gardens Elementary will have a new, digital marquee installed in March 2018 that will enhance communications with all stakeholders. In addition, two new shade structures will be installed to provide shade for students in the Kindergarten area and for students that wait for parents in the field area at dismissal time.

Cleaning Process

The principal works daily with custodian staff members to ensure classrooms, restrooms, and campus grounds are kept clean and safe.

Maintenance and Repair

Kennedy Gardens Elementary provides a safe and clean environment for students, staff, and volunteers. The district administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process immediately alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

The facility strongly supports teaching and learning through its ample classroom and playground space. Work orders have been submitted for all deficiencies noted in the chart. The chart displays the results of the most recent facilities inspection completed on August 29, 2018.

School Facility Conditions				
Date of Last Inspection: 08/29/2018				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Office and Principal's Office: Stain in the ceiling. Stage: There are two broken tiles on the stage by the podium and another near the trash cans.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains		X		Nurse: No label on the RR door. Staff Word Room with RR: Both the Men's and Women's RR floors need to be re-grouted. Girls' RR Next to Office: Missing tile in the middle of north stall. Girls' RR Next to Room 8: Replace the middle mirror. Boys' RR Next to Room 7: Replace the broken urinal partition. RR Next to Room 23: Peeling paint in all four of these restrooms.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			East Playground: Swings need a fall zone or the swings could be removed. Water is standing next to the shade of the west side. Either use the tether ball poles for tether ball, or remove them, or paint them with a bright paint. There are holes in the Pour and Play landing zone. Kindergarten Playground: The fall zones are not sufficient.

Instructional Materials (School Year 2018-19)

Calexico Unified School District held a public hearing on October 11, 2018, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects and foreign languages for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in December 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

The district also uses supplemental ELD instructional materials for grades K-6. These include materials from SRA/McGraw-Hill (grades K-2) and Ballard and Tighe (for grades 3-6). Note: The district does not have a formal textbook adoption for health and visual/performing arts.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
K-6	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
6th	Mathematics	College Preparatory Mathematics (CPM)	2015	Yes	0.0%
K-6	Mathematics	Go Math!	2015	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2008	Yes	0.0%
K-5	Reading/Language Arts/ELD/ELD (Spanish)	Houghton Mifflin	2016	Yes	0.0%
6th	Reading/Language Arts/ELD/ELD (Spanish)	McGraw-Hill	2016	Yes	0.0%
K-6	Science	MacMillan/ McGraw Hill	2007	Yes	0.0%

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017 and field tested during the 2017–18 school year. No student scores or aggregated results will be released until development of the test has been completed and reviewed. The CAST will be administered operationally during the 2018–19 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
English Language Arts/Literacy (Grades 3-8 and 11)	17	20	20	27	28	30	48	48	50
Mathematics (Grades 3-8 and 11)	8	8	10	18	19	22	36	37	38
Science (Grades 5, 8, and 10)	34	--	--	24	--	--	54	--	--

The second table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	354	318	89.83	20.44	349	98.31	10.32
Male	157	138	87.90	15.22	155	98.10	9.68
Female	197	180	91.37	24.44	194	98.48	10.82
Hispanic or Latino	351	315	89.74	20	346	98.30	10.4
Socioeconomically Disadvantaged	323	292	90.40	19.18	318	98.15	10.06
English Learners	320	285	89.06	18.25	315	98.44	9.84
Students with Disabilities	29	28	96.55	7.14	29	96.67	3.45

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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.

Note: 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.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2017-18)

In the spring of each year, Calexico Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh, and ninth grades. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone 2017-18				
Grade Level	Percent Tested	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	100.0%	18.7%	14.7%	9.3%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

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 school site.

Parent Involvement (School Year 2018-19)

Parents and the community are very supportive of the educational program at Kennedy Gardens Elementary. Parents are very active at the school site, participating in Back-To-School Night, Open House, Parent-Teacher conferences, Individualized Education Plan (IEP) meetings, Student Study Team (SST) meetings, parent training sessions, school fund-raising. Parents are also encouraged to participate in the following committees and involvement events: School Site Council, English Language Advisory Council (ELAC), Migrant Advisory Committee, General Parent meetings, and volunteering within the classroom.

The school maintains an open-door policy with all parents of Kennedy Gardens Elementary students. Parents are sent timely communications from the school and/or district in both English and Spanish. Such communications include the School Accountability Report Card (SARC), classroom newsletters, monthly calendars, William's Law information, Program Improvement status, and other notifications.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

A warm, nurturing atmosphere and an effective learning program provide the basis for Kennedy Gardens Elementary School's discipline program. The discipline plan mission statement is "Kennedy Gardens students are respectful, responsible, and reliable citizens." The schoolwide discipline plan strives for implementation in a fair, consistent, and positive manner. The staff works with parents to address behavior problems in a positive and productive manner. School rules are posted in each classroom and a discipline assembly is held at the beginning of the school year to review school rules and ensure that students understand the school's expectations. School rules and policies are distributed to parents and students via the Parent Handbook provided to all parents at the beginning of the school year. The School Rules and Discipline policy agreement is signed by parents at the beginning of the school year.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Students are encouraged to participate in extracurricular activities, which are an integral part of the educational program and promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. The school also offers an After School Education and Safety (ASES) Program from 2:30-6:00 p.m. daily. The program provides academic enrichment and a recreational component for students in kindergarten through sixth grade.

Kennedy Gardens Elementary has several student recognition programs that contribute to the positive environment of the school. Students who display good behavior and good citizenship receive "Eagle Tickets" which they turn in for monthly drawing of prizes. Students are awarded certificates monthly for good citizenship, perfect attendance, and "Student of the Month." Students are also recognized for academic achievement at the end of each trimester—Honor Roll, Accelerated Reader, and Perfect Attendance.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	15-16	16-17	17-18	15-16	16-17	17-18
School	0.62	0.80	1.06	0.00	0.00	0.00
District	3.17	1.71	4.64	0.00	0.05	0.00
State	3.65	3.65	3.51	0.09	0.09	0.08

Safe School Plan (School Year 2018-19)

The safety of students and staff is a primary concern at Kennedy Gardens Elementary. The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment.

Components of the Comprehensive Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe drop off and pickup from school, sexual harassment policy, and dress code policy. Kennedy Gardens Elementary reviews the plan at the beginning of each school year in the fall and updates it as needed. The plan was last updated and reviewed with school staff and approved by the School Site Council in January 2019. An updated copy is available to the public at the school office.

Fire drills are conducted on a monthly basis and earthquake and lockdown drills are conducted each trimester. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

To ensure student safety, staff members and playground supervisors monitor students at all times before, during, and after school. All visitors must sign in at the office, obtain a visitor's badge, and sign out upon leaving.

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.

Class Size

The table indicates the average class size by grade and/or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size				Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
16	17	18		16	17	18	16	17	18	16	17	18
By Grade Level												
K	24	22	23	-	1	1	4	3	3	-	-	-
1	24	24	22	-	-	1	3	3	2	-	-	-
2	19	23	24	3	-	-	-	3	3	-	-	-
3	23	16	22	-	4	1	3	-	3	-	-	-
4	29	24	30	-	-	-	4	3	2	-	-	-
5	24	29	23	-	-	-	3	2	3	-	2	-
6	23	23	25	1	1	1	3	3	5	-	-	-
Other	13	-	-	1	-	-	-	-	-	-	-	-

Additional Internet Access/Public Libraries

Calexico Unified School District provides Enrique Camarena Public Library with free internet access available to all community members at both the main branch and the William Moreno Junior High School branch. Some community businesses may offer Internet availability to patrons who are able to access this service with their personal equipment.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then share their experiences and knowledge with district colleagues. For the past three years, there were three districtwide staff development days.

Counseling & Support Staff (School Year 2017-18)

It is the goal of Calexico Unified School District to assist students in their social and personal development as well as in academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. An active Student Study Team (SST) meets regularly to discuss and plan for students' learning needs.

The school has a full-time academic counselor that works with parents, students, and staff to improve our students' academic and social-emotional well-being. The academic counselor-to-pupil ratio is 1:591. The following chart indicates the support staff available to assist all students at Kennedy Gardens Elementary School. Note: 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.

The school also utilizes the district's Assessment Aides, Elementary Coordinator of Academics, and Migrant Counselor.

Kennedy Gardens Elementary School provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). Kennedy Gardens Elementary houses two programs for special education students: Special Day Class Program & Resource Specialist Program. A Resource Specialist Program (RSP) teacher assists students on a pull-out/push-in basis. Students in the Special Day Class are mainstreamed whenever possible.

Kennedy Gardens Elementary provides English Language Learner (ELL) students with daily English Language Development (ELD) instruction based on their individual level of acquisition. Strategies for ELD development are implemented during English Language Arts instruction time and other curricular areas as well.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Academic Support Teacher	1	1.0
Computer Technician	1	1.0
English Learner (EL) Intervention Teacher	1	1.0
Health Clerk	1	1.0
Instructional Assistants	6	5.5
Librarian	1	1.0
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	1	1.0
Special Day Class (SDC) Teacher	2	2.0
Speech Therapist	1	0.5
Speech/Language Aide	2	1.0

District Revenue Sources (Fiscal Year 2017-18)

In addition to general state funding, Calexico Unified receives state and federal funding for the following categorical, special education, and support programs:

- 21st Century Community Learning Centers (ASSETS)
- After School Education and Safety Program (ASES)
- Agricultural Career Technical Education Incentive Grant
- Carl Perkins Grant (CTE)
- LCAP
- Title I
- Title II
- Title III
- Career Technical Education Incentive Grant (CTEIG)

District Expenditures (Fiscal Year 2016-17)

At the time this report was published, the most recent 2016-17 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,444
From Supplemental/Restricted Sources	\$1,195
From Basic/Unrestricted Sources	\$6,249
District	
From Basic/Unrestricted Sources	\$4,158
Percentage of Variation between School & District	50.3%
State	
From Basic/Unrestricted Sources	\$11,548
Percentage of Variation between School & State	-45.9%

School Site Teacher Salaries (Fiscal Year 2016-17)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$73,473
District	\$75,860
Percentage of Variation	-3.1%
School & State	
All Unified School Districts	\$76,522
Percentage of Variation	-4%

Teacher & Administrative Salaries (Fiscal Year 2016-17)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Website.

Average Salary Information Teachers - Principal - Superintendent 2016-17		
	District	State
Beginning Teachers	\$41,638	\$47,547
Mid-Range Teachers	\$72,242	\$74,775
Highest Teachers	\$91,723	\$93,651
Elementary School Principals	\$110,739	\$116,377
Middle School Principals	\$121,291	\$122,978
High School Principals	\$130,853	\$135,565
Superintendent	\$180,000	\$222,853
Salaries as a Percentage of Total Budget		
Teacher Salaries	28.0%	35.0%
Administrative Salaries	4.0%	6.0%

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).