Rio Vista Middle School

6240 W. Palo Alto • Fresno, CA 93722 • (559) 276-3185 • Grades 7-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Central Unified School District
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School Description

Rio Vista Middle School is a Title 1 school with a total student population of 872 students. The makeup of the campus is 50.5% Hispanic, 22.5% White, 15% Asian, 8.5% African-American, and 3.5% other.

MISSION:
Rio Vista Middle School is committed to engaging every student in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

VISION
Rio Vista Middle School is dedicated to assuring that every student is prepared for success in college, career, and community.

The school has four major school-wide goals relative to its mission:

Goal 1: Every student meets or exceeds grade-level core standards and is prepared for college, career, and community.

Goal 2: Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

Goal 4: Assure one year of growth in language acquisition for every EL student.

The parents, students, faculty, and support staff at Rio Vista Middle School are committed to the pursuit of excellence in all curricular and co-curricular endeavors, and to finding the individual abilities and talents of each and every student while promoting self-esteem, character, cultural awareness, intellectual growth, and development of social skills necessary to succeed in today's society. At Rio Vista, we have dedicated ourselves to making this the safest place to be for our students. Our mission, vision, and motto are simple: connect with kids, put them first and always remember to Simply be the Best! This motto validates and affirms that every student, parent, and staff member will succeed and flourish at Rio Vista. As Titans (school mascot), we are dedicated to helping our students be the best they can be by offering many opportunities to help them elevate their self-value, self-esteem, and the ability to unlock their full potential. We, as a staff, believe that all students deserve the best, and we are devoted and committed to providing them every opportunity to succeed. The Rio Vista staff and students look forward to coming to work and school each and every day where the school spirit resonates, the staff connects and empowers, the students thrive, and remember, it is always a great day to be a Titan!

Rio Vista Middle School is committed to "Simply Be the Best". Titans display Teamwork, Integrity, Total commitment to all responsibilities, Achievement, and offer No excuses. Together we will accomplish and achieve success.

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	431
Grade 8	424
Total Enrollment	855

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.5
American Indian or Alaska Native	0.6
Asian	14.6
Filipino	0.8
Hispanic or Latino	47.6
Native Hawaiian or Pacific Islander	0.5
White	24.7
Two or More Races	1.8
Socioeconomically Disadvantaged	50.3
English Learners	2.9
Students with Disabilities	9.6
Foster Youth	0.7
Homeless	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Rio Vista Middle	17-18	18-19	19-20
With Full Credential	31	35	36
Without Full Credential	3	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Central Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	711
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Rio Vista Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees reviews and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Amplify (Grades 7-8) Adopted 2016-17 ELD Middle School Hampton Brown Inside Language, Literature and Content Adopted 2010-11 Amplify ELD component Adopted 2018-19 Houghton Mifflin Access, 6-8 Adopted 2004-05 Pearson Unit Adopted 2016-17 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Carnegie Learning - Integrated Math I Adopted 2015-2016 Carnegie Learning Math Course 2 (Grade 7) Adopted 2014-2015 Carnegie Learning Math Course 3 (Grade 8) Adopted 2014-2015 Houghton Mifflin Access Math: Building Literacy through Learning Adopted 2004-05 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	McGraw Hill Inspire Science 7-8 Adopted 2019-2020 Houghton Mifflin: Access Science, Building Literacy Through Learning Adopted 2004/05 Sexual Health Education, Supplementary Adopted 2016-17 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	National Geographic World History- Medieval and Early Modern Times - Student Edition (Grade 7) Adopted 2018-19 National Geographic U S History - American Stories Beginning To World War I - Student Edition (Grade 8) Adopted 2018-19 Houghton Mifflin Access History: Building Literacy Through Learning Adopted 2004-05 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	EMC Paradigm- Accion (Adopted 05-06) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Rio Vista sits on 26.4 acres and 84,346 square feet. It contains 46 classrooms at 46,424 sq ft, and 18 restrooms at 2,754 sq ft. The oldest main building in 2001. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', work orders have been created and maintenance will be done before the end of the 2019-20 school year. Maintenance items will be prioritized so that student safety is not compromised. The overall rating for this school is 'fair'.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 05/27/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	CEILING TILE MISSING. CEILING TILES HAVE WATER STAINS. DRAWER HANDLE IS MISSING. FORMICA IS CHIPPING ON COUNTERTOP. LINOLEUM TRIM IS MISSING AND LOOSE FROM WALL. RUBBER MOLDING IS TORN. SOAP DISPENSER COVER IS MISSING. SOAP DISPENSER TOPS ARE MISSING. WALL PAPER IS TORN. WATER DAMAGE TO CEILING.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	ACCESS TO ELECTRICAL PANELS IS BLOCKED (ELECTRICAL/SERVER ROOM. CAN LIGHT IS OUT AT ENTRY. CORDS CREATING A TRIP HAZARD. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. LIGHT BULBS ARE OUT. LIGHT DIFFUSER IS MISSING. LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. OUTLET COVER IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	HANDICAP TOILET IS LOOSE ARE THE BASE. TOILET LEAKS AT FITTING. FAUCET HAS DRIP. SINK CAP IS MISSING. FAUCET HAS NO FLOW.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	PAINT IS PEELING ON THE CEILING. EVACUATION MAP IS NOT POSTED. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. PLUG IN CANDLE WARMER. BURNED CANDLE IN ROOM. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Fair**	WORK ORDERS HAVE BEEN SUBMITTED TO ADDRESS NEEDED REPAIRS AND / OR CORRECTIVE ACTION.

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. 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	53	55	44	44	50	50
Math	39	46	31	33	38	39

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	12.5	30.5	44.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	823	802	97.45	55.24
Male	413	404	97.82	49.26
Female	410	398	97.07	61.31
Black or African American	78	77	98.72	41.56
American Indian or Alaska Native	--	--	--	--
Asian	127	125	98.43	68.80
Filipino	--	--	--	--
Hispanic or Latino	384	372	96.88	47.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	205	200	97.56	65.00
Two or More Races	14	13	92.86	61.54
Socioeconomically Disadvantaged	463	448	96.76	46.88
English Learners	69	66	95.65	34.85
Students with Disabilities	60	56	93.33	17.86
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	823	796	96.72	45.85
Male	413	398	96.37	44.47
Female	410	398	97.07	47.24
Black or African American	78	76	97.44	30.26
American Indian or Alaska Native	--	--	--	--
Asian	127	126	99.21	57.14
Filipino	--	--	--	--
Hispanic or Latino	384	366	95.31	36.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	205	199	97.07	61.31
Two or More Races	14	14	100.00	50.00
Socioeconomically Disadvantaged	463	443	95.68	36.79
English Learners	69	65	94.20	26.15
Students with Disabilities	60	48	80.00	14.58
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Rio Vista Middle School offers many opportunities for Parental Involvement throughout the school year. These activities include monthly Parent Teacher Association (PTA) meetings/activities, Field Trips, School Site Council (SSC), English Learner Advisory Council (ELAC), and Title 1 Meetings. There are also opportunities throughout the year for parents to be involved including 7th grade Parent Orientation, 8th-grade parent meeting, GATE parent meetings, Career Day, quarterly Pursuing Victory With Honor meetings, a series through Public Broadcasting System (PBS) on strategies to academically help their students at home and workshops on Alternative Discipline, Internet Safety and Finances. In addition, training occurs with staff to promote parent involvement.

Rio Vista Middle School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assist parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. Parents are provided with information at parent conferences. Assessments are reviewed, as well as the opportunities through the use of the Parent Portal, with parents at parent conferences and through course syllabi.
2. The Rio Vista Weekly Update is emailed each weekend and provides strategies and techniques that assist parents to improve their child's grades and test scores. There is also a printed quarterly newsletter sent home with students.
3. Educate staff on the value of parent contributions and how to work with parents as equal partners. Staff development meetings review needs as indicated by parents such as classroom and school expectations and how to help with homework.
4. Coordinate and integrate the parental involvement program with other programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. Through ELAC, SSC, and PTA meetings, parents are encouraged to attend as the general public to receive valuable data that will allow them to better understand how the education system works and to provide ideas and strategies to help their child succeed in school.

5. Distribute to parents' information related to school and parent programs, meetings, and other activities in a form and language that the parents understand if requested. Parents are informed of programs and meetings through their home languages, such as Spanish, Hmong, or Punjabi if a request is made.
6. Provide support for parental involvement activities requested by parents. Through teacher contact with parents through the Parent Portal, the Rio Vista agenda and Progress Reports, parents are kept informed of student progress regarding grades on tests and weekly assignments. Parents can request meetings at any time with teachers and administrators for further ideas on student success.

Rio Vista Middle School provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migrant students. This includes providing information and school reports in a form and language parents understand. Rio Vista provides interpreters for any meeting at the request of parents. Parents are informed of programs and meetings through their home languages, such as Spanish, Hmong, or Punjabi.

Parent Involvement Contact Person: Joe M. Bracamonte, jbracamonte@centralusd.k12.ca.us
Parent Involvement Phone Number: (559) 276-3185

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
This Emergency Response Plan/School Safety Plan is for Rio Vista Middle School and has been prepared in compliance with Central Unified School District Governing Board Policy and California Administrative Code, Title 5, California Education Section 560, which requires all public schools, kindergarten through community college, to have written emergency response plans which will be reviewed at least annually by the local governing board. This plan was developed and approved in cooperation with state, county, city, and district civil emergency response staff. Cooperation with these agencies is essential in times of an emergency.

The plan is devoted to the welfare and safety of the students of Rio Vista Middle School during school hours. It includes a procedure whereby the school could be used, under disaster conditions, as a community resource for the care of people. Rio Vista has developed this plan with input from all staff members and provides training throughout the school year including monthly disaster drills and student training on expected behaviors in the multiple environments within the school community.

The mission of the Rio Vista Safe School Plan is "Proactivity, Preparedness, Prevention, and Planning." The Central Unified School District recognizes the elements of the Standard Emergency Management System (SEMS) and the National Incident Management system (NIMS) as the only Emergency Management System to be implemented at a time of emergency. This plan establishes the basic elements of SEMS/NIMS and provides mechanisms for further development and refinement. Our plan integrates best practices that have proven effective over the years into a comprehensive framework for use by incident management organizations, including other schools and districts, in all hazardous conditions.

The Rio Vista Site Emergency Response Plan was reviewed and updated with existing staff members in August 2019. The plan was approved by the School Site Council on October 22, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.2	7.5	10.8
Expulsions Rate	0.5	0.7	0.4

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	6.0	7.1
Expulsions Rate	0.4	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	.3
Other	2.0

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	12	8	14	25	13	5	18	27	10	8	16
Mathematics	28	9	6	16	26	9	11	13	26	9	12	12
Science	32	4	3	19	33	3	3	20	32	5	3	20
Social Science	32	3	3	20	32	4	3	20	31	4	8	16

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	19	19

The main focus of the ongoing professional development programs that were implemented throughout the school year during our site-based Minimum Day Staff Development are:
- Visible Learning
- Learning Intentions
- Success Criteria
- Professional Learning Communities (PLCs)
- Instructional Rounds
- Social-Emotional Learning
- Attending to our most needy students

Our goals are to develop and maintain strong department PLCs that use data to improve student learning, to implement common writing strategies and expectations in every classroom, and developing common lessons with explicit learning intentions and success criteria to ensure student learning. Rio Vista's Language Arts, Math, Science, and Social Studies Departments were given staff development time to analyze student data and to adjust their curriculum to better meet the needs of their students based on that analysis, using department PLCs protocols. Core departments utilized common assessments and then compiled test data to analyze. Data was then analyzed as departments identified gaps and re-teaching strategies are developed and deployed.

Professional Development occurs bi-monthly via workshops, department training, school-wide training, and individual mentoring/coaching. Every teacher receives instructional feedback via administrative observations and evaluations. In addition, multiple instructional coaches are provided for all teachers on an as-needed basis. Teachers have access to a district Special Education, Math, and English Learner coaches. In addition, teachers are provided multiple days for the department planning and PLCs occur bi-monthly by department and grade level.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,520	$51,374
Mid-Range Teacher Salary	$68,110	$80,151
Highest Teacher Salary	$89,569	$100,143
Average Principal Salary (ES)	$109,417	$126,896
Average Principal Salary (MS)	$114,433	$133,668
Average Principal Salary (HS)	$121,149	$143,746
Superintendent Salary	$201,571	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$5,094.59	$62.60	$5,031.99	$75,818.78
District	N/A	N/A	$8,972.98	$72,234.80
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-56.3	4.8
School Site/ State	-86.9	-7.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded
*Special Education students have designated curriculum support classes to support core instruction.
*Amplify SDC English classes
*Teacher collaboration days, professional development opportunities
*Core instructional planning days
*IXL for Math Intervention and SDC Math classes
*iReady
*ELA, Math, Science and Social Studies after-school tutorial
*Access to Instructional Coaches in Math, Science, and ELA
*Core instructional planning days
*Parenting Classes and Parent Nights on site

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://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.