

# Yuba Gardens Intermediate School

1964 E. 11th Ave. • Olivehurst, CA 95961 • (530) 741-6194 • Grades 7-8

Kari Ylst, Principal  
kylst@mjusd.com  
yubagardens.mjusd.com

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Marysville Joint Unified School District

1919 B Street  
Marysville, CA 95901  
(530) 741-6000  
www.mjusd.com

#### District Governing Board

Paul F. Allison  
Jeff D. Boom  
Frank J. Crawford  
Randy L. Davis  
Jim C. Flurry  
Randy L. Rasmussen  
Susan E. Scott

#### District Administration

Gay Todd, Ed.D.  
Superintendent



### 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.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### School Description

Welcome to Yuba Gardens Intermediate School. The community of Olivehurst and Linda are comprised of a diverse population. Parents and grandparents, within the community, are proud to say they also attended Yuba Gardens. Currently 820+ students attend Yuba Gardens Intermediate School. Within the last five years, Olivehurst and Linda experienced growth due to new housing developments in the area. Families from the greater Sacramento region found the housing development to be affordable, with a small town atmosphere good for raising families, and within commuting distance for jobs in Sacramento. The student population consists of a variety of cultures: Europeans, Ukranian, Hispanic, Hmong, and others comprise a significant portion of the student background. The community and school understand that each student is unique. It is important to make sure that each student's program meets his/her academic and social needs. If you have any question or concerns, please call Yuba Gardens Intermediate School. Our mission statement is I - learn daily, lead responsibly, live fully, create pride.

| 2016-17 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Grade 7                                   | 394                |
| Grade 8                                   | 378                |
| <b>Total Enrollment</b>                   | <b>772</b>         |

| 2016-17 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 3.8                         |
| American Indian or Alaska Native    | 2.1                         |
| Asian                               | 14.2                        |
| Filipino                            | 0.4                         |
| Hispanic or Latino                  | 50.9                        |
| Native Hawaiian or Pacific Islander | 0                           |
| White                               | 25.1                        |
| Two or More Races                   | 3.2                         |
| Socioeconomically Disadvantaged     | 91.3                        |
| English Learners                    | 29                          |
| Students with Disabilities          | 16.7                        |
| Foster Youth                        | 0.6                         |

## 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                             |       |       |       |
|---|-------|-------|-------|
|   | 15-16 | 16-17 | 17-18 |
| <b>Yuba Gardens Intermediate School</b>         |       |       |       |
| With Full Credential                            | 32    | 34    | 34    |
| Without Full Credential                         | 1     | 0     | 3     |
| Teaching Outside Subject Area of Competence     | 0     | 0     | 0     |
| <b>Marysville Joint Unified School District</b> |       |       |       |
| With Full Credential                            | ♦     | ♦     | 436   |
| Without Full Credential                         | ♦     | ♦     | 13    |
| Teaching Outside Subject Area of Competence     | ♦     | ♦     | 0     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
|  | 15-16 | 16-17 | 17-18 |
| <b>Yuba Gardens Intermediate School</b>                            |       |       |       |
| Teachers of English Learners                                       | 1     | 0     | 3     |
| Total Teacher Misassignments                                       | 1     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 1     | 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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

K-8 “State-adopted” instructional materials are those instructional resources which the SBE has formally “adopted” for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

| Textbooks and Instructional Materials<br>Year and month in which data were collected: September 2017 |  |
|--|--|
| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption   |
| Reading/Language Arts  | Hampton Brown, High Point, Gr. 7-8 (2001)<br>McDougal Littell, Reading and Language Arts Program, Gr. 7-8 (2002)<br>SRA/McGraw-Hill, SRA/Reach Program, Gr. 7-8 (2002)<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0% |
| Mathematics  | Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014)<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%   |
| Science  | Holt, Rinehart and Winston, California Science: Earth, Life and Physical Science, Gr. 6-8 (2007)<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%   |
| History-Social Science   | Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006)<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%  |
| Science Laboratory Equipment   | N/A<br>The textbooks listed are from most recent adoption: N/A   |

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

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

Many of the smaller items identified through the facilities inspection have already been repaired. Work orders have been created to address the remaining identified items.

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: December 2017 |               |      |      |   |
|---|---------------|------|------|---|
| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned   |
|   | Good          | Fair | Poor |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer  | X             |      |      |   |
| <b>Interior:</b><br>Interior Surfaces   |               |      | X    | Ceiling tiles are missing, loose, torn, broken and have holes and water stains. Missing rubber molding, sink cabinet door, stall door and floor tiles. Threshold is loose. Plaster is chipping on wall. Broken drawer, wall tile and toilet paper dispensers. Ceiling trim and metal carpet trim are loose and broken. Wall paper and carpet are torn. Formica trim is chipping on sink countertop. |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation  | X             |      |      |   |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: December 2017**

| System Inspected   | Repair Status    |             |             | Repair Needed and Action Taken or Planned  |
|--|------------------|-------------|-------------|--|
|  | Good             | Fair        | Poor        |  |
| <b>Electrical:</b><br>Electrical   |                  |             | X           | Light ballasts are out. Missing, loose and broken light diffusers. Extension cords and surge protectors are daisy chained. Cords are creating trip hazards. Loose Ethernet covers. Extension cords are being permanently used. Missing electrical covers. Exhaust fans not working. Clock is missing cover, exposing wires.    |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 |                  | X           |             | Drinking fountains and faucets have no, low and high flows and are loose at base, fitting and wall. Missing urinal drain guard. One toilet is cracked and leaking, another is leaking at wall. One stall is out of order, another is unstocked. Sink drain is clogged. Drinking fountain and faucet have a constant drip/leak. |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         |                  | X           |             | Emergency exit light. Improperly stored cleaning supplies. Fire extinguishers not mounted, missing, blocked and need to be recharged. Paint is peeling on eaves, wall, door and ceiling. Plug-in candle warmers and air fresheners. One emergency speaker doesn't work. Burned candles in room.                                |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X                |             |             |  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X                |             |             |  |
| <b>Overall Rating</b>  | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b>  |
|  |                  |             | X           |  |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2016-17 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 15-16  | 16-17 | 15-16    | 16-17 | 15-16 | 16-17 |
| ELA                                     | 20   | 18    | 32       | 36    | 48    | 48    |
| Math                                    | 12   | 14    | 25       | 25    | 36    | 37    |

\* 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 Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 14-15  | 15-16 | 14-15    | 15-16 | 14-15 | 15-16 |
| Science   | 41   | 46    | 47       | 45    | 60    | 56    |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 7           | 23.9  | 23.4   | 20.7   |

\* 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.

| 2015-16 CAASPP Results by Student Group<br>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   | 359                | 349               | 97.2                | 46.1                   |
| Male   | 182                | 177               | 97.3                | 46.3                   |
| Female   | 177                | 172               | 97.2                | 45.9                   |
| Black or African American  | 14                 | 14                | 100.0               | 50.0                   |
| Asian  | 50                 | 50                | 100.0               | 60.0                   |
| Hispanic or Latino   | 186                | 181               | 97.3                | 42.5                   |
| White  | 91                 | 86                | 94.5                | 44.2                   |
| Socioeconomically Disadvantaged  | 332                | 325               | 97.9                | 44.6                   |
| English Learners   | 98                 | 97                | 99.0                | 19.6                   |
| Students with Disabilities   | 45                 | 44                | 97.8                | 6.8                    |

\* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| <b>Student Group</b>                                 | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| <b>All Students</b>                                  | 746                     | 731                  | 97.99                 | 18.19                          |
| <b>Male</b>  | 421                     | 412                  | 97.86                 | 15.05                          |
| <b>Female</b>  | 325                     | 319                  | 98.15                 | 22.26                          |
| <b>Black or African American</b>                     | 26                      | 26                   | 100                   | 15.38                          |
| <b>American Indian or Alaska Native</b>              | 14                      | 13                   | 92.86                 | 7.69                           |
| <b>Asian</b>   | 110                     | 109                  | 99.09                 | 28.44                          |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                             |
| <b>Hispanic or Latino</b>                            | 385                     | 381                  | 98.96                 | 14.96                          |
| <b>White</b>   | 181                     | 173                  | 95.58                 | 18.5                           |
| <b>Two or More Races</b>                             | 26                      | 25                   | 96.15                 | 24                             |
| <b>Socioeconomically Disadvantaged</b>               | 675                     | 661                  | 97.93                 | 16.79                          |
| <b>English Learners</b>                              | 310                     | 308                  | 99.35                 | 10.39                          |
| <b>Students with Disabilities</b>                    | 123                     | 121                  | 98.37                 | 4.96                           |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                             |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                             |

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 2016-17 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                                  | 748              | 734           | 98.13          | 13.9                    |
| Male  | 421              | 412           | 97.86          | 14.81                   |
| Female  | 327              | 322           | 98.47          | 12.73                   |
| Black or African American                     | 26               | 26            | 100            | 15.38                   |
| American Indian or Alaska Native              | 14               | 13            | 92.86          | 7.69                    |
| Asian   | 110              | 109           | 99.09          | 22.94                   |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 387              | 383           | 98.97          | 10.7                    |
| White   | 181              | 174           | 96.13          | 13.79                   |
| Two or More Races                             | 26               | 25            | 96.15          | 20                      |
| Socioeconomically Disadvantaged               | 677              | 664           | 98.08          | 12.8                    |
| English Learners                              | 312              | 310           | 99.36          | 4.52                    |
| Students with Disabilities                    | 123              | 122           | 99.19          | 4.92                    |
| Students Receiving Migrant Education Services | --               | --            | --             | --                      |
| Foster Youth                                  | --               | --            | --             | --                      |

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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Parents are welcome and encouraged to be involved at Yuba Gardens Intermediate School. English Language Acquisition (ELAC) meetings are held once a month. PTA is always ready to welcome new members, and they also meet once a month. Parents, who have been cleared by the district office, are welcome to assist teachers or participate in yard duty as approved by administration and/or volunteer in classrooms. Parents are a vital part of the Site Council as voting members to approve policies, procedures, and budget items that follow MJUSD board policies. Information can be gained on the website, from newsletters, and from parent meetings.

Parent involvement coordinator: Gloria Castro, (530) 741-6194

#### 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

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

Signs are visibly posted throughout the school requiring all non-school employees to register at the office. All staff members are trained to stop and question any person who is not wearing an identifying badge issued from the office. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The plan includes the following major elements: safe school goals, school crime assessment, safe school strategies and programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policy, teacher safety, sexual harassment policy, district tobacco policy - safe school drug and tobacco education, dress code, safety standards for arrival and departure, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate           | 17.3    | 16.1    | 19.2    |
| Expulsions Rate            | 2.6     | 1.6     | 2.1     |
| District                   | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate           | 8.4     | 7.6     | 7.3     |
| Expulsions Rate            | 0.6     | 0.5     | 0.5     |
| State                      | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate           | 3.8     | 3.7     | 3.6     |
| 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.

| 2017-18 Federal Intervention Program                |           |           |
|---|-----------|-----------|
| Indicator   | School    | District  |
| Program Improvement Status                          | In PI     | In PI     |
| First Year of Program Improvement                   | 2003-2004 | 2004-2005 |
| Year in Program Improvement                         | Year 5    | Year 3    |
| Number of Schools Currently in Program Improvement  | 15        |           |
| Percent of Schools Currently in Program Improvement | 71.4      |           |

| Academic Counselors and Other Support Staff at this School |      |
|--|------|
| Number of Full-Time Equivalent (FTE)                       |      |
| Academic Counselor   | 0    |
| Counselor (Social/Behavioral or Career Development)        | 1    |
| Library Media Teacher (Librarian)                          | 0    |
| Library Media Services Staff (Paraprofessional)            | 1.00 |
| Psychologist   | 1.00 |
| Social Worker  | 0.00 |
| Nurse  | 1.   |
| Speech/Language/Hearing Specialist                         | .5   |
| Resource Specialist  | 0    |
| Other  | 4    |
| Average Number of Students per Staff Member                |      |
| Academic Counselor   | 0.00 |

\* 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  | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|  |                    |         |         | 1-22                  |         |         | 23-32   |         |         | 33+     |         |         |
|  | 2014-15            | 2015-16 | 2016-17 | 2014-15               | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| English  | 25                 | 27      | 27      | 19                    | 6       | 6       | 29      | 39      | 39      | 6       | 6       | 6       |
| Mathematics  | 26                 | 29      | 29      | 8                     | 1       | 2       | 11      | 15      | 14      | 4       | 6       | 6       |
| Science  | 30                 | 31      | 31      | 1                     |         |         | 13      | 13      | 13      | 8       | 9       | 9       |
| Social Science   | 29                 | 32      | 32      | 3                     |         |         | 10      | 10      | 10      | 10      | 12      | 12      |

\* 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

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, certificated staff members must be continuously engaged in learning and improving their skills through deep professional learning and collaboration. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

| FY 2015-16 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$47,025        | \$46,511                                     |
| Mid-Range Teacher Salary                       | \$67,052        | \$73,293                                     |
| Highest Teacher Salary                         | \$96,620        | \$92,082                                     |
| Average Principal Salary (ES)                  | \$105,478       | \$113,263                                    |
| Average Principal Salary (MS)                  | \$108,050       | \$120,172                                    |
| Average Principal Salary (HS)                  | \$123,452       | \$131,203                                    |
| Superintendent Salary                          | \$222,232       | \$213,732                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 33%             | 36%  |
| Administrative Salaries                        | 6%              | 5%   |

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$8,618                | \$2,315    | \$6,303      | \$73,617               |
| District   | ♦                      | ♦          | \$6,798      | \$69,776               |
| State  | ♦                      | ♦          | \$6,574      | \$74,476               |
| Percent Difference: School Site/District                           |                        |            | -7.3         | 5.5                    |
| Percent Difference: School Site/ State                             |                        |            | -4.1         | -1.2                   |

\* Cells with ♦ do not require data.

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental academic interventions directed to targeted students who are not performing at grade level.

### 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.