



Mountain View Whisman School District

Serving Grades
Kindergarten through
Five

CDS: 43-69591-6047963

District Address

750-A San Pierre Way
Mountain View, CA 94043
(650) 526-3500

District Administration

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Mountain View
Whisman
School District

www.mvwsd.org



Edith Landels Elementary School

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2016-17 School Accountability Report Card

Published in 2017-18 School Year

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/>.
- View this SARC online at the school and/or LEA websites.
- 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.

Principal's Message

Landels Elementary School is the home of 530 transitional kindergarten through fifth grade students. We truly embrace our diversity of culture and language. Landels exemplifies a professional educational community that provides an optimal learning environment.

Landels was honored in 2010 as a California Distinguished School and a Title I Academic Achievement School. The staff, students, and community at Landels are committed to the mission of inspiring, preparing, and empowering every student. At Landels, we all truly believe that we are a learning community that can accomplish great things together.

Community & School Profile (School Year 2017-18)

Landels Elementary School is located in Mountain View, a suburban community of over 77,000, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which serves more than 5,000 students in eight elementary schools and two middle schools.

Landels Elementary School serves a diverse population of students from the local Old Mountain View Neighborhood, Moffett military base, and the greater Mountain View community. More than 20 languages are represented at Landels Elementary School with a substantial number of international students whose families have moved to the Silicon Valley for employment or academic pursuits.

School Attendance & Enrollment (School Year 2016-17)

Regular daily attendance is a priority at the school and is an important component of academic achievement. Attendance, tardy, and truancy policies are clearly stated and consistently enforced.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Attendance is monitored very closely with follow up phone calls made daily by the school secretary. Parents are advised of excessive absences through letters and, if necessary, parent conferences. Those students who continue to exhibit excessive absences are directed to the appropriate authorities, including the local Student Attendance Review Board (SARB).

The chart displays school enrollment broken down by grade.

Enrollment Trend by Grade Level

	2014-15	2015-16	2016-17
K	98	135	139
1st	77	80	95
2nd	93	72	78
3rd	97	92	74
4th	83	87	94
5th	90	75	87

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

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	1.8%
Asian	15.9%
Filipino	3.2%
Hispanic or Latino	34.0%
Native Hawaiian or Pacific Islander	0.4%
White	32.8%
Two or More Races	12.0%
EL Students	31.2%
Socioeconomically Disadvantaged	27.5%
Students with Disabilities	11.6%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

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

	Teacher Credential Status			
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	29	30	29	268
Without Full Credentials	0	0	0	4
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		
	15-16	16-17	17-18
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

Instructional Materials (School Year 2017-18)

The school district held a public hearing on September 21, 2017, and determined that each school within the district had 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 for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California 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 October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
TK-5	English/Language Arts	Benchmark Education Company	2016	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Eureka Math	2015	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%

School Facilities (School Year 2017-18)

Landels Elementary was originally constructed in 1960 and occupies approximately 9.5 acres. The school is located on a park site which draws community members during the evening and on weekends. The campus is currently comprised of 18 permanent classrooms, 10 portable classrooms, one library, one staff room, one multi-purpose room, and one playground.

Cleaning Process

The principal works daily with the custodial team to ensure classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.

The chart shows the results of the most recent school facilities inspection (as of October 2017). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 06/22/2017				
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		Boys Restroom by CR #4: Interior walls need painting. Girls & Boys Restroom by CR #7: Walls need repair & paint interior walls. Girls & Boys Restroom by CR #11: Walls by mirrors are cracked, repair & paint interior walls. Admin Restrooms: Room needs to be painted; walls & ceiling.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Storage Closets: Housekeeping, keep equipment away from front of electrical panels. Exterior Mechanical Rooms: Housekeeping needed inside of rooms.
Electrical	X			CR #5 (K): Lighting fixtures not working (2); bulbs or ballast replace.
Restrooms/Fountains	X			CR #9: Sink faucet handle is loose/broken; repair.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			CR #10: Door lock and closer need adjustment; repairs.

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)

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based 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 the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. **Because this was a pilot year, no Science scores will be disclosed.**

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.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	64	57	--	66	66	--	48	48
Mathematics (Grades 3-8 and 11)	--	52	52	--	60	62	--	36	37
Science (Grades 5, 8, and 10)	65	76	--	73	73	--	56	54	--

The following 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	254	244	96.06	56.56	252	99.21	51.59
Male	135	128	94.81	51.56	133	98.52	52.63
Female	119	116	97.48	62.07	119	100.00	50.42
Asian	35	33	94.29	75.76	35	100.00	68.57
Hispanic or Latino	104	102	98.08	35.29	104	100.00	27.88
White	80	74	92.50	75.68	78	97.50	70.51
Two or More Races	25	25	100.00	64	25	100.00	72
Socioeconomically Disadvantaged	91	89	97.80	22.47	91	100.00	19.78
English Learners	116	108	93.10	37.04	116	100.00	36.21
Students with Disabilities	42	42	100.00	28.57	42	100.00	21.43

Note: ELA 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 Outcomes

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 2016-17)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in fifth grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who 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 2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.7%	16.5%	25.9%

C. Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2017-18)

Landels Elementary School benefits greatly from the involvement of parents and local community partnerships. There are several avenues in which parents may become involved: Parent Teacher Association (PTA), English Language Advisory Council (ELAC), School Site Council, and volunteering in the classrooms, technology lab, and for yard duty. The school enjoys partnerships with community members and organizations.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at (650) 526-3520 or visit the school's website: <http://landels.mvwsd.org/> for more information.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Landels Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the parent-student handbook at the start of the school year. Throughout the year, behavior and discipline policies are reviewed in the weekly Wednesday newsletters, monthly Principal Chats, autodialer, Parent Education Nights, School Site Council, and Monday morning assemblies.

The table displays the suspension and expulsion rates for the past three years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	1.16	2.21	0.64	0.00	0.00	0.00
District	2.01	2.63	1.66	0.00	0.00	0.00
State	3.79	3.65	3.65	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

The safety of students and staff is a primary concern of Landels Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually by the principal, parents, and classified personnel. The plan was updated in March 2017 and includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

Students are supervised before school by a teacher and a parent volunteer, after school and during recess by teachers, and by yard duty supervisors during lunch. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

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.

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no district or school will be newly identified for PI in the 2017–18 school year. Districts and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require districts or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

Districts and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs

	School		District	
	Not in PI	Not in PI	Not in PI	Not in PI
Program Improvement (PI) Status	Not in PI	Not in PI	Not in PI	Not in PI
First Year in PI	-	-	-	-
Year in PI	-	-	-	-
# of Title I Schools Currently In PI	-	0	-	0
% of Title I Schools Currently In PI	-	0.0%	-	0.0%

School Leadership

Leadership at Landels Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. The 2017-18 school year marks Principal Steve Chesley third year at Landels Elementary School. Staff leadership opportunities at Landels Elementary School include the School Site Council and School Goal-team Leads. The School Site Council is made up of staff and parents that serve as the governing body.

Class Size

The table indicates the average class size by grade level, as well as the number of classrooms that fall into each size category.

Class Size Distribution

	Average Class Size												Classrooms Containing:								
	15			16			17			1-20 Students			21-32 Students			33+ Students					
	15	16	17	15	16	17	15	16	17	15	16	17	15	16	17						
By Grade Level																					
K	23	20	21	-	2	3	4	5	4	-	-	-	-	-	-						
1	25	26	23	-	-	-	3	3	4	-	-	-	-	-	-						
2	22	24	25	-	-	-	4	3	3	-	-	-	-	-	-						
3	24	22	24	-	-	-	4	4	3	-	-	-	-	-	-						
4	26	29	30	-	-	-	3	3	3	-	-	-	-	-	-						
5	29	25	28	-	-	-	3	4	4	-	-	-	-	-	-						
Other	11	5	6	2	1	1	-	-	-	-	-	-	-	-	-						

Computer Resources

Students in grades 1-5 have Chromebooks at a ratio of 1-to-1 and there are two Chromebook Carts for Kindergarten. Students are trained on the following software programs: iReady, ST Math, Google Classroom.

Library Information

Landels Elementary School’s library, staffed by a full-time library technician, is stocked with more than 25,000 books that are available for students to check out. Students visit the library once a week with their class and can access the library during recess and lunch.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Mountain View Public Library, which contains numerous computer workstations.

Counseling & Support Staff (School Year 2016-17)

It is the goal of Landels Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The Community Health Awareness Council (CHAC) provides four counseling interns to assist students with their emotional needs. Occupational Therapists are contracted and serve students as needed.

The school does not have an academic counselor. The table lists the support service personnel available to students at Landels 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.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Community Engagement Facilitator	1	1.0
Counselor Intern	4	1.6
Instructional Coach – Certificated	1	1.0
Library Technician	1	0.875
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Resource Specialist Aide	1	1.0
Resource Specialist Program (RSP) Teacher	1	1.0
SDC Aide	6	4.0
Special Day Class (SDC) Teacher	2	2.0
Speech/Language Specialist	2	1.5

GATE

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Each school site receives District parcel tax funding to support enrichment and extra-curricular activities designed to challenge any student who is motivated to participate.

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, a Visually & Physically Impaired Special Day Class Teacher and/or Aide, and a psychologist as determined by their Individualized Education Plan (IEP). Teachers and assistants work with the special education students on a pull-out basis as well as within their classrooms. Students are mainstreamed whenever possible. We also provide occupational therapy, speech and adaptive P.E.

English Language Learners

English Language Learners (ELL) receive specialized services and instruction in an environment conducive to maximizing English learning. Students are provided 30 minutes of daily instruction in learning groups defined by their California English Language Development Test (CELDT) level.

Staff Development

The staff development plan is coordinated by the District Educational Services department in accordance with district and site priorities. Six professional days are planned annually to update and extend adult learning.

Curriculum Development

All curriculum development at Landels Elementary School revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent-Focus Groups, English Learner Advisory Committee (ELAC), and the principal evaluate Landels Elementary School's curriculum continuously using assessment data, district benchmarks, and maps. All students have access to the core curriculum.

Landels Elementary School provides everything from interventions to enrichment opportunities. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards. Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data each trimester, during a process called "Kid Talk."

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Landels Elementary School offers the following activities for its students:

- Art (after-school)
- Art class
- Beyond the Bell
- Chess Club
- Classroom music (once a week)
- Lego robotics (after-school)
- Lunch activities
- Multicultural dancing - Mexican folklorico
- Soccer

Recognition Programs

It is Landels Elementary School's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community. Landels Elementary School offers the following recognition programs for its students:

- ROAR Awards
- Birthday cards/pencils
- Citizenship

Expenditures & Services Funded (Fiscal Year 2015-16)

The 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.

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	\$6,115
From Supplemental/Restricted Sources	\$120
From Basic/Unrestricted Sources	\$5,995
District	
From Basic/Unrestricted Sources	\$2,197
Percentage of Variation between School & District	172.9%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	-8.8%

District Revenue Sources (Fiscal Year 2016-17)

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)

Average Teacher & Administrative Salaries (Fiscal Year 2015-16)

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 California Department of Education's website www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2015-16		
	District	State
Beginning Teachers	\$52,207	\$47,034
Mid-Range Teachers	\$77,030	\$73,126
Highest Teachers	\$96,334	\$91,838
Elementary School Principals	\$124,641	\$116,119
Middle School Principals	\$132,102	\$119,610
High School Principals	-	\$115,194
Superintendent	\$200,000	\$178,388
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.0%	37.0%
Administrative Salaries	6.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2015-16)

State law requires comparative salary and budget information to be reported to the general public. The table 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	\$81,075
District	\$73,652
Percentage of Variation	10.1%
School & State	
All Elementary School Districts	\$74,194
Percentage of Variation	9.3%

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).