

# El Camino Elementary School

5020 San Simeon Drive • Santa Barbara, Ca, 93111-2129 • 805-692-5574 • Grades K-6

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<http://www2.goleta.k12.ca.us/el-camino>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### Goleta Union Elementary School District

401 North Fairview Avenue  
Goleta, CA 93117  
(805) 681-1200

<http://www.goleta.k12.ca.us/>

#### District Governing Board

Luz Reyes-Martin  
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**Vice President**

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**Clerk**

Vicki Ben-Yaacov  
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**Assistant Superintendent of  
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**Assistant Superintendent of Fiscal  
Services**

Dr. Mary Kahn  
**Assistant Superintendent of  
Instructional Services**

Dr. Cheryl Lew  
**Assistant Superintendent of Pupil  
Services**

### School Description

Welcome to El Camino Elementary School - Home of the Dolphins! We are a No Excuses University School and use the Six Exceptional Systems as a framework to shape the way we work together to educate each and every child that comes through our doors. We believe in a culture of universal achievement, collaboration, standards alignment, assessment, data management, and intervention.

We believe it is our moral imperative to provide students with the world-class education they deserve so that they will be given a strong foundation for any college or workplace environment. El Camino staff elevate the bar for their students and work with them in the creation of individualized, measurable goals in academics, social-emotional areas, and Global Good Citizen traits. Each one of our classrooms, from preschool through sixth grade, adopts a college or university to represent and focus on during our fall and spring college weeks. El Camino staff believe that their best work is done together, in partnership with families and the surrounding community.

Students participate in a variety of instructional activities in core subject areas as well as STEAM, Yoga/Mindfulness, physical education. Field trips, guest presentations, and extracurricular opportunities including classes in art, art history, instrumental music, choral music, and MakerSpace are available for all students. We have a federally funded after-school program, ASES, that runs from the end of the school day until 6:00 pm to support our students with working families in need of childcare. Additionally, we have strong partnerships with the University of California Santa Barbara (UCSB), CalState TEACH, and Antioch University Santa Barbara (AUSB).

The intentional and focused efforts of our staff, families, and community members working together help turn El Camino's vision of success into reality.

Dream big and be bold!

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	39
Grade 1	41
Grade 2	39
Grade 3	32
Grade 4	31
Grade 5	34
Grade 6	30
<b>Total Enrollment</b>	<b>246</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
Asian	1.6
Filipino	1.6
Hispanic or Latino	77.2
White	15.4
Two or More Races	1.2
Socioeconomically Disadvantaged	67.9
English Learners	28.5
Students with Disabilities	8.1
Homeless	0.4

## 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 El Camino Elementary	18-19	19-20	20-21
With Full Credential	11	12	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Goleta Union	18-19	19-20	20-21
With Full Credential	♦	♦	190
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at El Camino Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

Textbook sufficiency was approved at the September 23, 2020, Board meeting ensuring all students had access to appropriate textbooks and instructional materials. Goleta Union will be moving to pilot a social studies curriculum adopted by the State Board of Education within the coming years. Additionally, the Second Step social-emotional curriculum is used grades TK through sixth and SPARK Physical Education Curriculum is used in grades 1-6. Online supplemental materials include Freckle and MyOn across all school sites.

### Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill, Reading Wonders K-6, 2016 McGraw-Hill, Maravillas (K-6), 2019 McGraw-Hill, WonderWorks (Intervention), 2016 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
Mathematics	Math Learning Center, Bridges (K-5), 2015 College Preparatory Math (CPM), Core Connections I (6th), 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
Science	Amplify Education, Amplify Science (K-6), 2019 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
History-Social Science	Harcourt School Publishers, Reflections (K-6), 2007 <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0.0 %

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

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

Overall site is in moderate condition. The facilities on this site are beginning to show its age as improvements will need to be made soon. There are areas of asphalt that are at the point where maintenance or replacement will be necessary. This is a large campus and keeping it clean to GUSD standards can sometimes be a challenge day to day. Additional custodial staff may be needed to accomplish this. In the last year we have changed out some heaters, AC units in modular classrooms, and carpeted some areas -nothing planned at this time for rooms. The fire alarm system is in the process of being updated, new carpet is needed in all rooms, a new roof for the whole school and some good sustainable landscaping. Buildings needs to be painted as well. Overall, the site is safe for students, staff and the community and all classrooms are very safe.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC System inefficient and need to be updated.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Roof will need to be repaired and areas replaced in the future.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Asphalt repair needed and field has gophers and squirrels. Matting under big toy needs to be replaced.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Good	

## 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.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

### 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	46	N/A	65	N/A	50	N/A
Math	41	N/A	60	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	38	N/A	50	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

We believe the strong partnership between students, families, school staff, and our surrounding community makes a tremendous, positive difference in our students' lives at El Camino.

Parents and guardians are engaged at El Camino, belonging to the various school and district teams as well as working in classrooms as volunteers and supporting school field trips and events. El Camino has a strong, supportive Parent Teacher Association (PTA). The PTA is focused on supporting students and staff and has a common goal of helping every student on the path to being college-bound.

El Camino is represented by parents/guardians on the District Advisory Council (DAC) and the District English Learner Advisory Council (DELAC). The school's English Learner Advisory Council (ELAC) meetings, School Site Council (SSC) meetings and parent-teacher conferences also provide opportunities for parents to collaborate with staff in creating the best educational experience possible for all El Camino scholars in grades preschool through sixth grade.

Families participate in special events that focus on expanding student and family knowledge of core areas of the curriculum such as Reading Under the Stars and Night of Scientific Discovery. We also celebrate successes together, as a familia. We have monthly assemblies to celebrate our Top Scholars, students who have made great gains in their academics and/or have shown perseverance with a challenging academic task, and Global Good Citizens which focus on the character traits of being safe, responsible, and respectful in all areas of life.

**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 (School Year 2020-2021)**

The following information on emergency preparedness and supervision of students is current with respect to student safety. The section on student conduct outlines the responsibilities of students for their own behavior and learning. El Camino has an SB 187 Comprehensive School Safety Plan with sections for annual safety goals, disaster map, and evacuation plans in the event of a large-scale emergency. Additionally, to increase response time during emergencies there is a flowchart delineating which staff members would support search and rescue efforts, student reunification, safety and security of the site, and triage for wounds.

**Security:** The school posts required public signs to communicate rules prohibiting smoking, skateboarding, and alcoholic beverages. Signs are also posted to inform visitors that the school grounds close at dusk. Alarm systems, fencing, and lighting are periodically tested to ensure a safe environment. El Camino is represented by the principal at the District's monthly Safety Committee Meetings where concerns or issues regarding campus safety and security are shared. The District Maintenance and Operations (MOT) staff, custodial staff, playground staff, office staff, and the principal carry walkie-talkies with them at all times in order to respond to safety concerns or emergency issues.

**Emergency Preparedness:** The school updates the SB 187 Comprehensive School Safety Plan annually which is stored in the school office along with all emergency backpacks across the campus. Periodically, at least twice throughout the school year, professional development is held for all staff members to review their role in an emergency situation according to the plan. Emergency preparedness drills are conducted regularly to ensure students and staff safety in the event of fire, earthquake, other disasters, or an active shooter.

**Supervision of Students:** Classroom teachers are responsible for maintaining a safe learning environment. Students are carefully supervised within classrooms and on the playground. Playground Supervisors are employed to supervise students before school, during recess and lunchtime, and after school to ensure a safe environment. School policies regarding behavior are reviewed with students, staff, and parents/guardians at a minimum of three times throughout the school year. Policies are sent home to families annually. We are committed to student safety and a positive school climate. As of August 19, 2020, GUSD has been serving all students through an online learning platform and all students are supervised by a staff member during all Zoom sessions.

**Badge Identification System for Employees, Volunteers, and Visitors:** Signs are posted on campus to advise visitors to sign in at the office. To systematically identify persons who have a legitimate presence on our campus, all employees, volunteers, or visitors are required to wear a pocket or lanyard identification badge. Visitor and volunteer badges are obtainable in the school office. The staff reminds any visitor without a badge to return to the office for one in order to heighten awareness of anyone who is on the campus.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.7	1.9	1.3	0.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.5

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	17	2			21		2		13		3	
1	23		1		18	2			21	1	1	
2	22		2		20	1			29		1	1
3	21		1		22		2		16	2		
4	22		2		23		1		22		1	
5	26		1		25		1		22		1	
6	20	2			23		2		30		1	
Other**									21		1	

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Goleta Union School District annually provides four full days and two half-days of in-service to certificated staff. Professional development is also conducted during staff meetings, and district-wide after-school meetings or release time throughout the year. Teachers are afforded common collaboration time to work in Professional Learning Communities as well as opportunities to attend professional conferences and workshops. Classified staff members meet for training specific to their positions several times during the year. Our Curriculum Council and related subcommittees provide formal structures as on-going steering committees.

The focus of professional development is selected to support the district's LCAP goals and the implementation of core curriculum. For the 2019-2020 school year, district professional development was concentrated on implementing core instruction in science, including understanding the resources available through the new science adoption. The district also built capacity in staff around professional learning communities. Included in this work was increasing the use and analysis of benchmark summative and common formative assessments. Additionally, the professional learning teams worked collaboratively to improve site-based systems for monitoring and responding to student progress. During the 2020-2021 school year, these same goals have continued to be a focus. Staff has also attended to best practices and student engagement during remote instruction. During the 2020-2021 school year, staff also participated in workshops to address anti-racism and begin conversations to support social justice in our school communities. Principals support their teacher teams with implementation of best practices through feedback after observations, conversation and consultation during grade level team meetings, and during staff meetings focused on staff development. Teachers on special assignment and district committee representatives also provide support through consultation and resources.



**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,235	\$50,574
Mid-Range Teacher Salary	\$83,572	\$76,649
Highest Teacher Salary	\$105,027	\$98,993
Average Principal Salary (ES)	\$137,839	\$125,150
Average Principal Salary (MS)		\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$211,150	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37.0	34.0
Administrative Salaries	5.0	6.0

\* 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**

In addition to personnel costs for teachers, support staff, classified staff, and administrators, the District budget funds the purchase of instructional supplies, office supplies, transportation, and equipment. Categorical funds provide consulting employees, instructional assistants, instructional supplies, and translations of school newsletters and meetings.

**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).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$16,203	\$5,460	\$10,743	\$86,249
District	N/A	N/A	\$10,623	\$91,874
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.1	-6.3
School Site/ State	32.4	6.8

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