Mitchell Community Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. School Information

Contact Information (2010-11 School Year)

This section provides the school's contact information.

School		District	
School Name	Mitchell Community Elementary	**District Name**	Sulphur Springs Union Elementary
Street	16821 West Goodvale Road	**Phone Number**	(661)252-5131
City, State, Zip	Canyon Country, CA, 91387	**Website**	http://www.sssd.k12.ca.us
Phone Number	661-252-9110	**Superintendent**	Dr. Robert Nolet, Ed.D.
Principal	Mrs. Beverly Farrell-Smith	**E-mail Address**	bnolet@sssd.k12.ca.us
E-mail Address	bfarell-smith@sssd.k12.ca.us	**CDS Code**	19650456066807

Principal's Message (2009-10 School Year)

This section provides information about the school, its programs and its goals.

A visit to Mitchell School reveals a secure environment where commitment to a quality education, high expectations, dedication, positive morals, and a unity of purpose are clearly evident. Our beautiful campus rests among semiarid rolling hillsides in a residential area 40 miles northeast of Los Angeles. The outstanding staff, working together as a Professional Leaning Community, provides rigorous instruction for mastery of the California Content Standards in each subject.

Currently our student population is 687 with a staff of twenty-seven teachers. Additional certificated staff includes a resource specialist a speech/language specialist, a district psychologist, and a school counselor. The classified staff supporting students consists of an efficient office staff, two custodians, six special education instructional assistants, a community liaison, a computer instructional assistant, an English Language instructional assistant, a library technician, a science lab assistant, yard and lunch supervisors, and cafeteria workers. Mitchell also has an exceptionally large number of parents who actively support school learning and contribute many volunteer hours. There is an exciting spirit of cooperation at Mitchell School which supports an environment where all children can learn.

A large part of our success is attributed to the professional and talented teaching staff. Our Professional Learning Community operates on four essential questions; 1. What do we want students to learn? 2. How will we know they learned it? 3. What will we do when they do? 4. What will we do when they don't?   Grade level teams use specific and measurable, SMART goals to monitor objectives, to identify strategies and actions steps, to delineate responsibility and establish time lines to meet objectives.

Our continuing educational goal is to meet the needs of all students while creating a student body of lifelong learners. All students are provided a challenging curriculum aligned with the California Content Standards. Effective use of a wide range of teaching strategies and high quality, readily available materials bring this curriculum to life for students. Intervention and support programs assist students in meeting all Content Standards. Classroom and District Common assessments monitor students' growth and guide the instructional program. Technology is a very important tool at Mitchell and we are utilizing the, state-of-the-art computers for our computer lab. Every student in grades K-6 has supervised access to the Internet as well as the on-line Accelerated Reader program. We continually seek innovative means to expand and update our existing technology as well as find as many new ways to integrate technology into the daily curriculum as possible. Students' learning is our number one priority at Mitchell School.

Along with a strong emphasis on academics, Mitchell School displays a tradition of pride, commitment, and caring. The Character Counts Program is embedded in all aspects of Mitchell's every day life inside the classroom and on the playground. Students earn Caught Being Good Slips for making good decisions and demonstrating the values of responsibility and caring. The school's discipline policies also reflect the Six Pillars of Character. At monthly award assemblies students are given special recognition for their accomplishments. We have various Student Council, grade level sponsored events, and PTA activities which promote community responsibility. The active PTA strongly supports the staff and works tirelessly to benefit all students. In all aspects, Mitchell Community School continues to be a leader among California elementary schools!

Parental Involvement (2009-10 School Year)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name:	Mrs. Beverly Farrell-Smith	Contact Person Phone Number:	661-252-9110

Parental Involvement

Mitchell School is very fortunate to have an active parent group. They work effortlessly to assist their children at home with homework and projects to support their child's education. Many parents support the Mitchell PTA and have volunteered approximately 6,000 hours. Parents participate in Site Council, evening workshops, District adoption committees, District Conferences, attend District Board Meetings hosted at Mitchell, and actively participate in parent conferences. Mitchell parents are an important component of our school community.

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	31	0	3	0	29	0	2	0	24	0	3	0
Grade 1	19	5	0	0	18	6	0	0	19	4	0	0
Grade 2	18	5	0	0	20	5	0	0	20	2	3	0
Grade 3	19	6	0	0	20	5	0	0	22	1	4	0
Grade 4	32	0	2	1	29	0	3	0	29	0	4	0

Grade 5	31	0	3	0	31	0	3	0	31	0	3	0
Grade 6	32	0	3	1	32	0	2	1	31	0	4	0
K-3	19	2	0	0	22	1	1	0	0	0	0	0
3-4	0	0	0	0	0	0	0	0	0	0	0	0
4-8	31	0	1	0	32	0	1	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

Student Enrollment by Grade Level (2009-10 School Year)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	72	Grade 8	0
Grade 1	79	Ungraded Elementary	0
Grade 2	111	Grade 9	0
Grade 3	117	Grade 10	0
Grade 4	126	Grade 11	0
Grade 5	115	Grade 12	0
Grade 6	112	Ungraded Secondary	0
Grade 7	0	Total Enrollment	732

Student Enrollment by Group (2009-10 School Year)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	9.4%	White (not Hispanic)	46.6%
American Indian or Alaska Native	0.1%	Two or More Races	2.5%
Asian	6.8%	Socioeconomically Disadvantaged	33.0%
Filipino	1.0%	English Learners	14.0%
Hispanic or Latino	33.1%	Students with Disabilities	10.0%
Native Hawaiian or Pacific Islander	0.6%	n/a	--

II. School Safety and Facilities

School Safety Plan (2010-2011)

This section provides information about the school's comprehensive safety plan.

Date School Safety Plan last reviewed:	10/28/10.

Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. The School Safety Plan includes:

-School disaster procedures

-Guidelines to ensure a safe teaching and learning environment

-Guidelines to promote safe travel to and from school

-District and community resources for students and parents

-Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School			District		
	2007-08	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
Suspension Rate	2.0%	3.0%	2.0%	3.0%	5.0%	2.0%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Mitchell school has 35 classrooms, with 10 of them being portables. It has a multipurpose room, a library, and an administration building, a computer lab and science lab. The main campus was built in 1965 and was modernized in 1999.

A hard-working custodial and 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 and that emergency repairs are given the highest priority. The school is kept clean daily with heavy, or deep, cleaning done during school breaks. It is a clean and well-maintained school.

Planned Improvements (2010-11 School Year)

N/A

School Facility Good Repair Status (2010-11 School Year)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	x			N/A
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	x			N/A
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	x			N/A
Electrical: Electrical Systems (interior and exterior)	x			N/A
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	x			N/A
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	x			N/A
Structural: Structural Condition, Roofs	x			N/A
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	x			N/A

Overall Summary of School Facility Good Repair Status (2010-11 School Year)

	Facility Condition			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Summary	x			
Date of inspection:	12/16/10			
Completion date of inspection form:	12/16/10			

III. Curriculum and Academics

Quality, Currency, and Availability of Textbooks and Instructional Materials (2010-11 School Year)

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All students, including English Language Learners, receive textbooks adopted from the most recent state approved list. All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education.

In the Sulphur Springs School, the adoption process begins with a committee of teachers, parents and administrators representing each school in the district. Much time is spent learning the standards and deciding upon the criteria to use when selecting the textbook. Once the criteria for selection has been decided then the publishing companies are invited to come and present their programs to the adoption committee. Members of the adoption committee spend hours perusing the books and extra materials looking for the program that will best meet the needs of all of our students. Once the committee feels comfortable with a program or two, sets of the materials are sent to each school site. At this time all teachers and parents are invited to come and preview the materials for themselves. Input from this preview is collected by the committee members and studied.

Finally the adoption committee makes a recommendation to the board based on the criteria designed prior to reviewing any programs, information from the previews and the hours spent studying and comparing the available programs. The adoption committee makes their recommendation to the Board of Trustees at a regularly scheduled board meeting. Once the board approves the textbook, materials are ordered and staff development is planned to provide all teachers with information about the new program and how to use it in their classrooms during the next school year.

It is the goal of the State Board of Education as well as the Sulphur Springs Board of Trustees that any instructional materials used in the Sulphur Springs schools meet the California Content Standards and be appropriate for use in all of our classrooms.

Textbook and Instructional Materials List

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin Reading Language (K-6)	2003
History-Social Science	Scott Foresman History-Social Science (K-5), Harcourt History-Social Science (6)	2007
Mathematics	EnVision Mathematics (K-6)	2009
Other		
Science	Scott Foresman California Science (3-6), Houghton Mifflin California Science (K-2)	2008

Availability of Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0.0%
Mathematics	0.0%
Science	0.0%
History-Social Science	0.0%
Foreign Language	N/A
Health	0.0%
Visual and Performing Arts	0.0%
Science Laboratory Equipment (Grades 9-12)	N/A

Textbook Information Collection Date:	9/1/10

Textbooks and Instructional Materials Adoption

This table displays whether the textbooks and instructional materials are from the most recent adoption.

	Yes or No
Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials	YES

Textbook Insufficiency (if applicable)

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials

N/A

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The

CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	63.0%	63.0%	69.0%	55.0%	60.0%	62.0%	46.0%	50.0%	52.0%
Mathematics	64.0%	66.0%	69.0%	61.0%	63.0%	62.0%	43.0%	46.0%	48.0%
Science	51.0%	67.0%	76.0%	56.0%	60.0%	71.0%	46.0%	50.0%	54.0%
Social Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	36.0%	41.0%	44.0%

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	62.0%	62.0%	71.0%	0.0%
All Students at the School	69.0%	69.0%	76.0%	0.0%
Black or African American	58.0%	53.0%	*	
American Indian or Alaska Native	*	*		
Asian	84.0%	90.0%	0.0%	
Filipino	*	*	*	
Hispanic or Latino	54.0%	56.0%	58.0%	
Native Hawaiian or Pacific Islander	*	*		
White (not Hispanic)	78.0%	78.0%	90.0%	
Two or More Races	--	--	--	--
Male	65.0%	66.0%	78.0%	

Female	72.0%	71.0%	75.0%	
Economically Disadvantaged	59.0%	62.0%	55.0%	
English Learners	51.0%	57.0%	33.0%	
Students with Disabilities	21.0%	21.0%	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	15.3	26.1	49.5
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	9	8	7
Similar Schools	9	6	4

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years.

Group	Actual API Change		
	2007-08	**2008-09**	**2009-10**
All Students at the School	-4	-3	26
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	AS
Filipino	--	--	--
Hispanic or Latino	-10	-1	34
Native Hawaiian or Pacific Islander	--	--	--
White (not Hispanic)	2	1	31
Two or More Races	--	--	--
Socioeconomically Disadvantaged	-6	-5	60
English Learners	--	--	--
Students with Disabilities	--	--	--

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

Group	2010 Growth API		
	School	**District**	**State**
All Students at the School	859	828	800
Black or African American	--	785	731
American Indian or Alaska Native	--	--	753
Asian	--	937	910
Filipino	--	--	880
Hispanic or Latino	792	771	752
Native Hawaiian or Pacific Islander	--	--	794

White (not Hispanic)	900	876	868
Two or More Races	--	896	861
Socioeconomically Disadvantaged	813	759	747
English Learners	794	743	742
Students with Disabilities	--	638	648

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (2009-10 School Year)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

	School	District
Overall	Yes	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	No
Percent Proficient – Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A4

Federal Intervention Program (2010-11 School Year)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	--	2
Percent of Schools Currently in Program Improvement	--	22.0%

IV. Teachers & Support Staff

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2007-08	**2008-09**	**2009-10**	**2009-10**
With Full Credential	33	31	30	250
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicators	School		
	2008-09	**2009-10**	**2010-11**
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2009-10 School Year)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0.0%
All Schools in District	100%	0.0%
High-Poverty Schools in District	100%	0.0%
Low-Poverty Schools in District	100%	0.0%

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

Staff development in the district centers on the Board approved SSSD Three Year Professional Development Plan. The staff development provided at school sites supports this plan with continuing training on understanding the content standards; student achievement, and specific curricular collaboration. Staff development needs are identified district wide through the STAR data, new adoptions, and other legislated mandates. A major thrust has been on implementing and understanding the standards in the core curriculum; data from student assessment; adoption cycle; new programs; state and federal mandates; and other professional needs aimed at supporting all teachers from the brand new to the experienced.

Both the district and the school sites provide opportunities for teachers to attend workshops off-site. Teachers frequently bring back ideas and share them with teachers at their own school and across the district.

Teacher leaders are invaluable in the dissemination of new materials, ideas and programs. Teachers volunteer to present for other teachers and readily share ideas and materials with one another.

The district and sites identify consultants to use in providing staff development. Staff development is offered at a variety of times in order to be as convenient as possible for the majority of teachers.

Professional Development Tuesdays support the implementation of the Professional Learning Community model. A minimum of two Tuesdays per month are dedicated to Teacher Collaboration. Teacher leaders continue to provide support as staff uses IDMS for assessment, purposes, individual and group achievement data analysis and Standard Based Report Card generation. Additional staff development is provided as a result of a needs assessment by the teaching staff in the areas of: Writing as it relates to Reading Comprehension, Accelerated Reader, Accelerated Math English in a Flash, Diversity, Systematic English Language Development, uninterrupted/leveled reading instruction and differentiated instruction.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

Indicator	Professional Development Days		
	2007-08	2008-09	2009-10
Annual number of school days dedicated to staff development	3	3	3

Academic Counselors and Other Support Staff (2009-10 School Year)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	--	N/A
Counselor (Social /Behavioral or Career Development)	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	1	--
Psychologist	.5	--
Social Worker	--	--
Nurse	.2	--
Speech/Language/Hearing Specialist	1	--
Resource Specialist (non-teaching)	1	--
Other	--	--

V. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (2008-09 Fiscal Year)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	$5,149.02	$689.71	$4,469.31	$67,743.77
District	--	--	5,401.56	$67,951.00
State	--	--	$5,681.00	$68,212.00
Percent Difference – School and District	--	--	17.4	1.5%
Percent Difference – School and State	--	--	21.5%	.8%

Types of Services Funded (2009-10 Fiscal Year)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students/GATE) and general teacher training.

Teacher and Administrative Salaries (2008-09 Fiscal Year)

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 a 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 on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Range	District	Sate Average for Districts in the Same Category
Beginning Teacher Salary	$41,527.00	$41,988.00
Mid-Range Teacher Salary	$64,599.00	$68,649.00
Highest Teacher Salary	$85,783.00	$87,156.00
Average Principal Salary (Elementary)	$100,558.00	$109,026.00
Average Principal Salary (Middle)	$0.00	$112,489.00
Average Principal Salary (High)	$0.00	$113,872.00
Superintendent Salary	$157,183.00	$181,890.00
Percent of Budget for Teacher Salaries	39.7%	42.11%
Percent of Budget for Administrative Salaries	4.2%	5.52%

VI. Data and Access

DataQuest

DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.