

James Workman Middle School

69-300 30th Ave. • Cathedral City, CA 92234 • 760-770-8540 • Grades 6-8

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<http://www.thecrag.net/>



2014-15 School Accountability Report Card Published During the 2015-16 School Year



Palm Springs Unified School District

980 East Tahquitz Canyon Way
Palm Springs, CA 92262
(760) 416-6000
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District Governing Board

Karen Cornett, Member
Shari Stewart, President
Richard Clapp, Member
John Gerardi, Clerk
James Williamson, Member

District Administration

Christine J. Anderson, Ed. D
Superintendent

Mauricio Arellano
**Assistant Superintendent,
Human Resources**

Mike Swize, Ed. D.
**Assistant Superintendent,
Educational Services**

Brian J. Murray, Ed.D.
**Assistant Superintendent,
Business Services**

School Description

JWMS Mission Statement: James Workman Middle School is fully committed to the development of independent, motivated citizens who are well prepared for the 21st Century. This will be achieved through:

- * Setting high expectations met through a rigorous academic program
- * Providing a positive, safe learning environment
- * Facilitating critical, independent thinkers
- * Fostering relationships between students, parents, staff and the community.

JWMS Vision Statement: Innovative experiences...Inspired individuals

James Workman Middle School is one of five middle schools within the Palm Springs Unified School District. It is currently the only secondary school in the district to have an Academic Performance Index (API) above 800. It is located in Cathedral City serving the north side and a small population of Palm Springs students residing on the eastern edge of the city. We are in our 21st year as a school of technology and the arts. As of January 2016, we have 1425 students in grades six through eight; 492 sixth graders, 444 seventh graders, and 489 eighth graders. The majority of our students walk or ride their bicycles to school. This enables a large number of students to participate in after school programs and activities. We currently have an additional 20 portable classrooms on our campus to accommodate the growing population of students in this part of the city.

All four JWMS administrators have achieved their Tier II credentials to improve leadership abilities and to access current information on technology and strategies that will improve student achievement.

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 760-770-8540 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	441
Grade 7	509
Grade 8	463
Total Enrollment	1,413

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.8
Asian	1.2
Filipino	6.1
Hispanic or Latino	74.2
Native Hawaiian or Pacific Islander	0.1
White	14.2
Two or More Races	1.1
Socioeconomically Disadvantaged	83.7
English Learners	16.1
Students with Disabilities	7.3
Foster Youth	0.1

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 Credentials			
James Workman Middle School	13-14	14-15	15-16
With Full Credential	56	56	56
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	3	2	3
Palm Springs Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1024
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	39

Teacher Misassignments and Vacant Teacher Positions at this School			
James Workman Middle School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	99.3	0.7
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

JWMS is currently using all SBE adopted textbooks. The selection process is done by a committee of teachers through the Palm Springs Unified School District office. All textbooks are being used jointly with the curriculum frameworks. Every student, including English Learners, has access to their own textbooks and instructional materials.

Mathematics: 2014-2015 is the seventh year using Holt Rinehart & Winston materials for grades 6 and 7, Prentice Hall/Pearson for Algebra, and Ramp Up to Algebra (America's Choice) for grade 8.

Language Arts: 2014-2015 marks the fifth year using the Holt program. This is also the third year using Keystone for ELD classes .

Science: 2014-2015 marks the eighth year using CPO Science curriculum, a highly hands on and lab oriented curriculum. 6th grade focuses on Earth Science, 7th grade on Life Science, and 8th grade on Physical Science.

Social Studies: 2014-2015 marks the eighth year using McDougall Littell for grades 6 through 8. 6th grade focuses on World History - Ancient Civilizations, 7th grade on World History - Medieval to Early Modern Times, 8th grade on U.S. History.

Textbooks and Instructional Materials Year and month in which data were collected: 1/16/15	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Keystone for English Learners 2009-2010 Literature Holt 2009-2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Carnegie Learning Math Series. Course 1,2,3, and Integrated Math 1 (advanced 8th grade) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	CPO Science/School Specialty Science 2007-2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McDougal Littell 2006-2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

JWMS houses 1425 students in five buildings and 20 portables. The administrative offices and main lobby open to the visitor parking lot. The center building contains the Media Center and three instructional wings. Two wings provide twelve classrooms for math, English language arts and social studies. The third wing houses special education, science and technology. The performing arts center (PAC) houses the band room, vocal music room, stage and doubles as a lunch area and after school sports and dance facility. Bordering the PAC is food services and an outside covered patio area with lunch tables. Adjacent to the patio are the boys and girls locker rooms. The main playing field with five softball backstops is located below a black top area that includes basketball and volleyball courts.

The campus is enclosed and visitors must enter through the administration building during the day, promoting a safe and secure campus. All visitors must sign in and wear a badge while on campus. During the passing periods teachers are at their doors and administrators are in the hallways providing supervision. Two full-time security officers are on campus during the instructional day and for evening activities. They are in constant contact with the 3 assistant principals and principal who monitor the facility. The site has ongoing emergency fire and earthquake preparedness drills. The main office is equipped with ten two-way radios, a radio for the physical education staff and a district emergency radio and cellular phone. Several staff members are trained in CPR and first aid.

Our most recent facility improvement was cosmetic, where our campus was newly painted, and a new school logo was painted in the front of the school. The description of needed maintenance requests are kept by the front office and is constantly being updated.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/21/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	21.40	23.20	20.90

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	37	32	44
Math	29	20	33

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	44
All Student at the School	55
Male	50
Female	61
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	65
Hispanic or Latino	52
Native Hawaiian or Pacific	--
White	71
Two or More Races	--
Socioeconomically Disadvantaged	50
English Learners	13
Students with Disabilities	53
Foster Youth	--

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	61	68	55	50	50	44	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	437	435	99.5	35	27	28	10
	7	499	499	100.0	33	31	27	9
	8	468	464	99.1	27	37	29	7
Male	6		227	51.9	43	28	25	4
	7		251	50.3	37	31	22	9
	8		221	47.2	35	37	24	4
Female	6		208	47.6	27	25	32	15
	7		248	49.7	29	30	31	10
	8		243	51.9	19	38	34	9
Black or African American	6		14	3.2	43	21	21	14
	7		8	1.6	--	--	--	--
	8		11	2.4	18	27	55	0
American Indian or Alaska Native	6		3	0.7	--	--	--	--
	7		5	1.0	--	--	--	--
	8		4	0.9	--	--	--	--
Asian	6		6	1.4	--	--	--	--
	7		4	0.8	--	--	--	--
	8		7	1.5	--	--	--	--
Filipino	6		18	4.1	39	28	17	17
	7		30	6.0	27	23	30	20
	8		36	7.7	19	31	39	11
Hispanic or Latino	6		327	74.8	39	27	28	6
	7		372	74.5	38	31	23	8
	8		339	72.4	29	40	25	6
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
	8		1	0.2	--	--	--	--
White	6		59	13.5	15	25	37	22
	7		74	14.8	15	34	39	12
	8		62	13.2	23	26	39	13
Two or More Races	6		8	1.8	--	--	--	--
	7		5	1.0	--	--	--	--
	8		4	0.9	--	--	--	--
Socioeconomically Disadvantaged	6		360	82.4	40	27	25	8
	7		423	84.8	36	33	23	8
	8		389	83.1	30	39	26	5

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	6		80	18.3	84	13	3	1
	7		79	15.8	87	10	1	1
	8		63	13.5	78	19	3	0
Students with Disabilities	6		32	7.3	94	6	0	0
	7		41	8.2	88	7	5	0
	8		32	6.8	63	28	9	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	437	435	99.5	37	35	17	10
	7	499	499	100.0	35	33	21	11
	8	468	464	99.1	42	31	17	10
Male	6		227	51.9	42	34	15	8
	7		251	50.3	35	33	19	13
	8		221	47.2	47	28	16	9
Female	6		208	47.6	32	37	20	12
	7		248	49.7	35	34	23	8
	8		243	51.9	37	34	18	11
Black or African American	6		14	3.2	64	21	7	7
	7		8	1.6	--	--	--	--
	8		11	2.4	45	45	9	0
American Indian or Alaska Native	6		3	0.7	--	--	--	--
	7		5	1.0	--	--	--	--
	8		4	0.9	--	--	--	--
Asian	6		6	1.4	--	--	--	--
	7		4	0.8	--	--	--	--
	8		7	1.5	--	--	--	--
Filipino	6		18	4.1	44	22	22	11
	7		30	6.0	23	23	40	13
	8		36	7.7	28	28	22	22

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	6		327	74.8	40	35	16	9
	7		372	74.5	38	35	18	8
	8		339	72.4	47	30	15	9
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
	8		1	0.2	--	--	--	--
White	6		59	13.5	17	41	27	15
	7		74	14.8	20	30	31	19
	8		62	13.2	32	31	29	8
Two or More Races	6		8	1.8	--	--	--	--
	7		5	1.0	--	--	--	--
	8		4	0.9	--	--	--	--
Socioeconomically Disadvantaged	6		360	82.4	41	35	15	9
	7		423	84.8	37	35	18	9
	8		389	83.1	44	33	14	9
English Learners	6		80	18.3	81	15	4	0
	7		79	15.8	78	18	3	1
	8		63	13.5	81	17	2	0
Students with Disabilities	6		32	7.3	91	6	3	0
	7		41	8.2	88	5	5	2
	8		32	6.8	75	22	3	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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 schoolsite.

Opportunities for Parental Involvement

Contact Person Name: Omar Tinoco Contact Person Phone Number: 760-770-8540

Parents are welcome and encouraged to participate in the challenge of educating every JWMS student. Opportunities for parent involvement include the parent volunteer program, School Site Council, the parent center, and a variety of decision-making committees to include the School Discipline Committee. Parent volunteers in the classroom and library lend tremendous support to the educational process. School Site Council members will be involved in creating, approving and implementing the Single Plan for Student Achievement.

The JWMS Parent Involvement Policy is distributed to all parents at the beginning of each school year. A JWMS Compact has also been developed and approved by staff and parents for use. The signed Compacts are on file in the JWMS office. Parent involvement has been budgeted for from Title 1 by providing for parent trainings for--Homework help, understanding the new Common Core state assessments, ELL transition activities, and Parent/Student VUE (Synergy). Teachers provide grades and homework online for parents to access from any location. The school website is comprehensive and provides a breadth of information about the school programs and staff. Individual teachers and administrators have websites as well for more detailed information about the schools activities and events. Teachers are using blogs to communicate more with parents. Parent VUE is used to convey classroom news to parents. This year we have also added social media to stay communicated with both our parents and students, by adding a Facebook page and Instagram account that provide updated information!

At James Workman Middle School, we provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school and the development of James Workman Middle School's parent involvement policy by translating parent newsletters for Spanish speaking parents, providing translators at IEP's, and interdisciplinary parent conferences. In addition, the agendas at the ELAC meetings include explanations of the school goals, action plans and budgets to help provide involvement of Spanish speaking parents. For parents with disabilities, our school is ADA compliant in all aspects of a public institution. We also invite them to Title 1 and ELAC Parent Committees. Though our ELAC representation is delegated to our Site Council, our English Language Learner population is constantly being communicated with. We also have a parent volunteer and alternate who attend DELAC meetings throughout year.

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.

School Safety Plan

The parents, students, and staff of James Workman Middle School work together to create a safe, friendly, and academically challenging environment. Systems and policies are in place to insure students have opportunities for social and emotional growth. The JWMS Safe School Plan includes providing a caring and structured environment where all individuals regardless of race, creed, or color feel secure and open to communicate their needs. The school community is empowered to communicate in an effective and positive manner.

The key elements of the plan are:

Conflict Mediation Program: Students and staff are trained as conflict mediators. We have also included the use of peer mediators, "Helping Buddies", that help mediate minor situations. We also encourage students to report bullying via our district wide Sprigeo program where students can report incidents anonymously. This helps maintain the "Bully-Free Zone" we promote on campus.

Key elements of the School Safety Plan include: Incident Command Organizational Chart, Disaster Procedures (Earthquake, Fire, Lockdown, etc.), campus maps with designated evacuation areas, parent release procedures, and a map of all the main shut off valves. Staff is also shown a video at the beginning of each year demonstrating how to turn off water and electricity in case of an emergency. The plan is reviewed and distributed in the beginning of each year. Our last review was held in August 2015. Monthly drills are held to have staff and students practice our school safety plan.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	8.91	7.28	9.44
Expulsions Rate	0.76	0.60	0.28
District	2012-13	2013-14	2014-15
Suspensions Rate	6.94	5.92	5.64
Expulsions Rate	0.46	0.33	0.36
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	18	
Percent of Schools Currently in Program Improvement	69.2	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	25	20	22	18	22	15	11	29	26	17	4	4
Math	28	25	22	9	12	16	8	16	24	21	12	4
Science	33	25	24	4	10	11	9	13	14	19	16	16
SS	33	28	27	2	7	6	5	15	16	24	13	14

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	
Nurse	0.40
Speech/Language/Hearing Specialist	0.20
Resource Specialist	
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Professional Development provided for Teachers

All professional development activities are focused on the successful implementation of the California State Standards. Teachers receive ongoing support in Direct Instruction, Collaborative Instruction, Thinking Maps and content area lesson planning. The monthly professional development meetings focus on data driven decision making, grade level content area articulation and interdisciplinary team articulation. Categorical dollars have funded training for articulation days, Common Core Curriculum Training, Language Objectives and CUE technology conference. Staff is also encouraged to work with district committees aligning curriculum and assessments with state and national standards and to attend outside conferences and seminars.

Paraprofessionals are invited to staff minimum day in-services. On specific occasions (ELD and Spec. Ed testing training) they are sent to district wide trainings. Office staff is included in technology trainings that include Synergy and Parent VUE trainings. Volunteers are welcomed in staff in-services when they apply to specific academic trainings. SSC is welcomed in staff in-services when they have a concern academics, testing, or the understanding of assessment data.

Administrators have completed AB 75/ 430 training as well as continuous professional development through monthly district administrator meetings.

One of our main focus for 2015-2016 is our ELL population, in particular, our LTELs (Long Term English Learners). We have provided professional development to our staff to provide strategies in how to better serve that population. This has been a district goal and has also been a concern after reviewing our student achievement data.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,791	\$43,165
Mid-Range Teacher Salary	\$65,423	\$68,574
Highest Teacher Salary	\$90,847	\$89,146
Average Principal Salary (ES)	\$119,924	\$111,129
Average Principal Salary (MS)	\$119,400	\$116,569
Average Principal Salary (HS)	\$137,564	\$127,448
Superintendent Salary	\$210,585	\$234,382
Percent of District Budget		
Teacher Salaries	31%	38%
Administrative Salaries	4%	5%

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

Types of Services Funded

The following types of services were funded by our site allocations:
 Professional development—including conferences and staff articulation days
 Additional staff for EL/ELA interventions
 Technology Materials for Classrooms and Media Center
 Title I program services, curriculum and instructional support, local testing services
 Extended learning for students in ELD/MA/Sci/SS
 Parent trainings and support
 Addition of Prevention Specialist to help assist with attendance and struggling students.

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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,138	\$2,592	\$6,546	\$72,709
District	♦	♦	\$6,996.03	\$73,970
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-6.4	-1.7
Percent Difference: School Site/ State			22.4	-0.4

* Cells with ♦ do not require data.