

# School Accountability Report

Reported for the 2011-12 School Year

Published During 2012-13

## Tremont Elementary

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010-11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.



## Principal's Message

All students attending Tremont School are challenged academically and supported to excel academically and socially. All staff members are fully committed to working as a team to develop optimal learning environments and to ensure all students will reach their full academic potential.

Parents are active partners and can participate in their child's education through a variety of opportunities at school such as joining parent committees, volunteering in classrooms, attending parent education classes, and organizing and assisting with daily school activities. We believe that a strong home-school partnership is key to student academic success and building a thriving school.

Our motto is "Tremont School is a place where every child learns and every adult makes a difference. Every child, every instructional minute, counts at our school every day. We support and hold each other accountable to provide high standards and rigorous instruction and ensure all students reach the highest level of academic achievement.

Adriane Laughter, Principal

## I. About This School

### Contact Information (2012-13 School Year)

<b>School Name</b>	Tremont Elementary	<b>District Name</b>	Dixon Unified
<b>Street</b>	355 Pheasant Run Dr.	<b>Phone Number</b>	707-678-5583
<b>City, Street, Zip</b>	Dixon, CA 95620-3209	<b>Website</b>	<a href="http://www.dixonusd.org">www.dixonusd.org</a>
<b>Phone Number</b>	707-678-9533	<b>Superintendent</b>	Brian Dolan
<b>Principal</b>	Adriane Laughter	<b>Email Address</b>	<a href="mailto:bdolan@dixonusd.org">bdolan@dixonusd.org</a>

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<b>Email Address</b>	adrianalaughter@dixonusd.org	<b>CDS Code</b>	48705326110282
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## **School Background (2011-2012 School Year)**

Tremont School is a kindergarten through sixth grade school located at 355 Pheasant Run Drive on the west side of Dixon. Dixon is a semi-rural community evolving into a suburban environment. The school serves approximately 670 students, most of whom live in our newly developed boundary areas established for the first time and implemented for the 2002-03 school year. This school year, the ethnic makeup of Tremont included the following: 48% White; 41% Hispanic; 1% African American; 1% Asian; 2% Filipino. The population reflects a wide range of socio-economic levels with a preponderance of students fitting in the middle. 2012-2013 is the first year the school has taken Title 1 funds.

## **Calendar and Instructional Minutes**

Students attend school in a 180-day school year. There are 17 minimum days scheduled throughout the school year, depending on grade levels. 14 of those days are used for parent/teacher conferences, grades 1-6. Kindergarten classes meet the number of instructional minutes required by the state, while grade levels from first to sixth grade attend school for more than the required number of minutes. Every Wednesday is early release day. Students are dismissed early and teachers use that time for Common Planning Time. Common Planning Time or CPT's are used for staff professional development, analyzing student data, and planning together as a grade level to increase student achievement.

## **Buildings**

Students attend class in a school that was built in phases with the first school year beginning in 1991. The Library and Computer Lab provide students with resources. All classes are connected to wireless internet. Upper grade computer work stations contain at least 3 that are less than 10 years old and are networked to the school's server. Most primary grade classrooms also have computers for student use. All classrooms have wireless internet access.

An administration building includes the office, staff room, nurse's office, and adult restroom facilities. The multipurpose room includes a kitchen and a stage.

The Dixon Unified School District maintenance and grounds staff, in conjunction with our day and night custodians ensure that the school's buildings and grounds are safe and clean. Daily custodial schedules ensure that classrooms, lavatories, eating areas, offices, and playgrounds are clean for both student and staff use.

## **Before/After School Support**

A day care facility is available at the site for students needing supervision before and after school that is operated by the Child Development Center. This facility also contracts with parents during vacation periods when students attend an all day program. A preschool program is also operated and available through the Child Development Center. Solano County also administers a program for severely disabled

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students ages eight to 12 years old.

## Parental Involvement

<b>Contact Person:</b>	Julie Mustard	<b>Contact Person Phone #:</b>	(707)678-9533
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Tremont values and includes all stakeholders in the educational process. At school, parent participation is active and a key component of our culture. Parents can volunteer in many ways, including volunteering in the classroom, attending parent education classes, organizing and assisting in daily school activities and participating in committees. The Tremont Site Council and Parents' Association invite parent involvement in school planning and activities. The Site Council helps to plan and evaluate the overall school program and approves yearly budget expenditures. Our English Language Advisory Committee assists in the planning and support of our English Language Learners. The Parents' Association raises thousands of dollars for school use each year. Parent volunteers man other fundraising opportunities such as Book Fairs, Family Fun Nights, school beautification efforts and our Fall Festival. Monthly Coffee with the Principal and weekly newsletters ensure that parents are informed of all activities available for their participation.

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

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

Subject	2009-2010				2010-2011				2011-2012			
	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+
<b>Kindergarten</b>	30	0	3	0	30	0	3	0	29	.5	3	0
<b>Grade 1</b>	29	0	3.5	0	30	0	3	0	27	.5	3	0
<b>Grade 2</b>	28	0	3.5	0	30	0	3	0	28	0	3	0
<b>Grade 3</b>	32	0	3	0	30	0	3	0	30	0	3	0
<b>Grade 4</b>	33	0	0	3	31	0	3	0	30	0	3	0
<b>Grade 5</b>	30	0	3	0	33	0	0	3	30	0	3	3
<b>Grade 6</b>	32	0	3	0	29	0	4	0	30	0	4	0
<b>K-3</b>	30	0	13	0	30	0	12	0	30	1	12	0
<b>3-4</b>	33	0	3	3	30	0	6	0	31	0	3	0
<b>4-8</b>	32	0	7	3	31	0	7	3	31	0	10	0

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## Student Enrollment by Grade Level (2011-12 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	88	Grade 8	0
Grade 1	84	Ungraded Elementary	0
Grade 2	84	Grade 9	0
Grade 3	92	Grade 10	0
Grade 4	92	Grade 11	0
Grade 5	90	Grade 12	0
Grade 6	118	Ungraded Secondary	0
Grade 7	0	Total Enrollment	648

## Student Enrollment by Group (2011-12 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	2	White (not Hispanic)	48
American Indian or Alaska Native	0	Two or More Races	4
Asian	1	Socioeconomically Disadvantaged	35
Filipino	2	English Learners	22
Hispanic or Latino	43	Students with Disabilities	11
Native Hawaiian or Pacific Islander	0	n/a	

## II. School Safety and Facilities

### School Safety Plan (2011-12)

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

Date School Safety Plan last reviewed:	2010
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In time of disaster or crisis, the main purpose of our staff is to safeguard our students from physical and emotional harm as much as possible. An informed, professional staff can help alleviate fears which can bring about panic. School staff members are familiar with the school's emergency response plan and are responsible for training students in emergency procedures. Prevention strategies at Tremont include the posted reminder for all visitors to sign in at the office, the use of visitor's badges, and sign-in sheets for all volunteers. A Fire, Earthquake, Evacuation, or Lockdown drill is held at least once a month, and may occur at any time of the school day. Parents are made aware annually that, in a crisis, school will likely

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remain open and the school has a plan to care for their children until it is appropriate for them to be picked up. Emergency and first aid supplies are available in designated locations and are checked and replaced annually. During a disaster, staff will remain on duty as needed.

## Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total of incidents divided by the total enrollment) at the school and the district levels for the most recent three-year period. *Total number of at-home suspensions divided by total number of students accounted in CBEDS for 11-12.*

	School			District		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
<b>Suspension Rate</b>	.2	.2	5.6	.6	14.0	9.5
<b>Expulsion Rate</b>	.1	.001	0	.5	.5	.5

## School Facility Conditions

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

Water damage to exterior walls of Room 19A were completed during the 2010/2011 school year.

New drinking fountain installed at beginning of 2011/2012 school year.

## School Facility Good Repairs Status (2011-12 School Year)

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

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

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<b><u>Overall Summary:</u></b>	x			
<b><u>Date of Inspection:</u></b>	6/2012			
<b><u>Completion Date of Inspection Form:</u></b>				

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## III. Curriculum and Instructional Materials

### Quality, Currency and Availability of Textbooks and Instructional Materials (2012-13 School Year)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at this school; the year of the most recent adopted materials; and information about the school's use of any supplemental curriculum or non adopted textbooks or instructional materials.

All textbooks listed below are provided and available to all students and are adopted from the State Board of Education Approved list.

Subject Area	Textbook Title/Publisher	Year of Adoption
English-Language Arts	MacMillan/McGraw-Hill	2011/2012
Mathematics	McDougal-Littell, Houghton-Mifflin	2003/2004
History-Social Science	Scott Foresman, Holt	2006/2007
Science	Harcourt, Holt	2007/2008
Other (Reading Intervention)	Inside	2010/2011
		Yes / No
Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials		Yes

### Availability of Textbooks and Instructional Materials

Core Curriculum Area	Percent of Pupils who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	-
Health	-

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<b>Visual and Performing Arts</b>	-
<b>Science Laboratory Equipment (9-12)</b>	-

<b>Textbook Information Collection Date:</b>	08/08/2012
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**Textbook Insufficiency (if applicable)**

N/A

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST's); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CST's show how well students are doing in relation to the state content standards. The CST's 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 is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CST's with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment based on modified achievement standards. 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 or modifications of the CMA with accommodations. 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>. Program information regarding the STAR program can be found in the Explaining 2010 STAR Program Results to the public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>

*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.*

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>English-Language Arts</b>	53.0%	53.5%	57.4%	48.0	50.0	50.4	52.0	54.4	57.2
<b>Mathematics</b>	59.0%	62.2%	60.9%	42.3	44.3	45.3	48.1	50.4	51.5
<b>Science</b>	49.0%	38%	44.6%	52.6	49.7	53.4	53.6	57.0	59.5
<b>Social Science</b>	0.0%	0.0%	0.0%	40.6	41.6	46.2	44.4	47.7	48.8



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

Group	Percentage of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	51.9	55.1	59.5	48.8
All Students at the School	57.4	60.9	44.6	--
Black or African American	0	0	-	--
American Indian or Alaska Native	0	0	-	--
Asian	0	0	-	--
Filipino	0	0	50	--
Hispanic or Latino	43.8	47.9	29	--
Native Hawaiian or Pacific Islander	-	-	-	--
White (Not Hispanic)	68.0	70.8	44	--
Two or More Races	82.4	82.4	50	--
Male	--	--	-	--
Female	--	-	-	--
Economically Disadvantaged	39.2	44.5	18	--
English Learners	37.7	44.3	8	--
Students with Disabilities	35.4	41.5	54	--
Students Receiving Migrant Education Services	-	-	--	--

## California Physical Fitness Test Results (School Year 2011-2012)

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/>.

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Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	55.5	35.9	17.4
7	N/A	N/A	N/A
9	N/A	N/A	N/A

## IV. Accountability

### 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 1000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API is a 1 to 10 ranking. A statewide rank of 1 means 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 the school's academic performance is better than at least 90 of the 100 similar school.

API Rank	2009	2010	2011
Statewide	5	4	5
Similar Schools	1	1	1

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

Group	Actual API Change		
	2009-10	2010-11	2011-2012
All Students at the School	-1	14	12
Black or African American	--	--	--

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American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	23	3	15
Native Hawaiian or Pacific Islander	--	--	--
White (Not Hispanic)	-20	25	5
Two or More Races	--	--	--
Socioeconomically Disadvantaged	15	19	17
English Learners	24	-9	26
Students with Disabilities	--	--	--

## Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

Group	2012 Growth API		
	School	District	State
All Students at the School	12	7	10
Black or African American	--	--	14
American Indian or Alaska Native	--	--	9
Asian	--	--	7
Filipino	--	--	10
Hispanic or Latino	15	8	11
Native Hawaiian or Pacific Islander	--	--	12
White (Not Hispanic)	5	13	8
Two or More Races	--	--	13
Socioeconomically Disadvantaged	17	6	11
English Learners	6	-1	10
Students with Disabilities	--	10	14

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## 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 (2011-2012 School Year)

AYP Criteria	School	District
<b>Overall</b>	488	2129
<b>Participation Rate – English Language Arts</b>	100%	100%
<b>Participation Rate -- Mathematics</b>	100%	100%
<b>Percent Proficient – English Language Arts</b>	57.4%	51.9%
<b>Percent Proficient – Mathematics</b>	60.9%	55.1%
<b>API</b>	803	754
<b>Graduation Rate</b>	NA	78.1%

## Federal Intervention Program (2011-12 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 (ELA 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	NA	Yes
<b>First Year of Program Improvement</b>	NA	2008-09
<b>Year in Program Improvement</b>	NA	Year 4
<b>Number of Schools Currently in Program Improvement</b>	NA	3
<b>Percent of Schools Currently in Program Improvement</b>	NA	50.0

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## V. Teachers and 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 CDE Web site on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Parents may request information regarding the professional qualifications of their child's teacher(s) and teacher(s)' aide(s). Detailed information regarding teacher credentials can be found at: <http://www.ctc.ca.gov/>

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
<b>With Full Credential</b>	29	29	29	171
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	0

### Vacant Teacher Positions and Teacher Misassignments

Indicators	School		
	2009-2010	2010-2011	2011-2012
<b>Vacant Teacher Positions</b>	0	0	0
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

### Core Academic Class Taught by No Child Left Behind Compliant Teachers (2011-12 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 Complaint Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	99.5	.5

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High-Poverty Schools in District	100	0
Low-Poverty Schools in District		

## Professional Development

This section provides detailed information on teacher and staff and the process in which they are trained for instructional improvement. All staff members are provided with various opportunities for professional growth throughout the year. Guidance for new staff members is provided by mentor teachers or "support providers," grade level representatives and administration. Teachers meet every month in grade level meetings to discuss mutual concerns, share instructional ideas, and for general in-service training, as necessary. Regular and on-going staff training is offered in conjunction with the textbook adoption cycle established by the state of California. District goals are defined each year in curriculum areas, and staff development is structured to meet these goals.

## Professional Development Days

Indicator	Professional Development Days		
	2009-10	2010-11	2011-12
Number of school days dedicated to staff development	2	0	1

## Counselors, and Other Support Staff (School Year 2011-12)

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/Behavior or Career Development)	.5	-
Librarian	.33	-
Library Services Staff	-	-
Psychologist	.5	-
Social Worker	-	-
Nurse	-	-
Speech/Language/Hearing Specialist	1.5	-
Resource Specialist (non-teaching)	2.0	-
Other	-	-



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## VI. Teachers and Support Staff

### Expenditures Per Pupil and School Site Teacher Salaries (2010-11 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/>.

Parents may request information regarding the professional qualifications of their child's teacher(s) and teacher(s)' aide(s). Detailed information regarding teacher credentials can be found at: <http://www.ctc.ca.gov/>

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School</b>	\$3577.00	\$128.00	\$3449.00	
<b>District</b>			\$6,850.00	\$62,008.00
<b>State</b>			\$8,323.00	\$67,871.00

### Teacher and Administrative Salaries (2010-2011 Fiscal Year)

Range	District	State Average for Districts in the Same Category
<b>Beginning Teacher Salary</b>	\$36,495.00	\$38,725.00
<b>Mid-Range Teacher Salary</b>	\$55,593.00	\$59,717.00
<b>Highest Teacher Salary</b>	\$74,377.00	\$77,957.00
<b>Average Principal Salary (Elementary)</b>	\$86,806.00	\$95,363.00
<b>Average Principal Salary (Middle)</b>	\$97,878.00	\$98,545.00
<b>Average Principal Salary (High)</b>	\$101,018.00	\$107,031.00
<b>Superintendent Salary</b>	\$168,566.00	\$149,398.00
<b>Percent of Budget for Teacher Salaries</b>	40.75%	37.20%
<b>Percent of Budget for Administrative Salaries</b>	5.24%	5.85%

## VII. Data Access

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## **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 Academic Performance Index [API], Adequate Yearly Process [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing and data pertaining to 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.

