

George Lincoln Mosher

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

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.



Patti Cuenin, Principal

Principal, George Lincoln Mosher

About Our School

George Lincoln Mosher Elementary School strives to support the high achievement of all students. Our expectation is to create life long learners who will become contributing and respectful members of society within a challenging and nurturing environment.

Contact

George Lincoln Mosher
3220 Buddy Holly Dr.
Stockton, CA 95212-2708

Phone: 209-953-9298
Email: pcuenin@lodiUSD.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Lodi Unified
Phone Number	(209) 331-7000
Superintendent	Cathy Washer
Email Address	cwasher@lodiused.net
Website	www.lodiused.net

School Contact Information (School Year 2019—20)	
School Name	George Lincoln Mosher
Street	3220 Buddy Holly Dr.
City, State, Zip	Stockton, Ca, 95212-2708
Phone Number	209-953-9298
Principal	Patti Cuenin, Principal
Email Address	pcuenin@lodiused.net
County-District-School (CDS) Code	3968585011286

Last updated: 12/13/2019

School Description and Mission Statement (School Year 2019—20)

Construction for George Lincoln Mosher Elementary School began in November of 2005. During the construction phase, the principal and his secretary were housed at Larson Elementary, utilizing a classroom as their temporary office. A portable was placed at the Mosher site in June of 2006 to serve as the temporary office on site until the main building was completed and the office staff could be moved in. George Lincoln Mosher was opened on July 31, 2006 with 7 classes in portables on the Mosher site, 4 classrooms located at Davis Elementary School, 4 classes located at Westwood Elementary School, and 1 class located at Parklane Elementary School while the main building for Mosher was being completed.

The entire staff and student body were moved to Mosher's main building upon its completion on January 8th, 2007. It consists of a library, computer lab, cafeteria/multi-purpose room, administrative offices, 7 portables, and 26 classrooms.

While at the off campus sites and when the entire faculty staff came to Mosher, we immediately began building relationships with each other at all sites and as a Mosher staff. The faculty discussed expectations and encouraged parents to become an active part in the education of their children, as our goal is to have "Professional" students who will be responsible citizens in the school and community as productive members of society.

We formed programs that are based upon high academic standards designed to increase all students' achievement. We promote high self-esteem, student self-management for future leadership, and accept support from parents for student success by working collaboratively with each other to achieve the goal of academic and social success.

To achieve this student success and meet State Standards, we have included curriculum in Language Arts, Mathematics, Social Studies, Science, Physical Education, Multicultural Education, English Language Development, and Fine Arts for all students.

In order to establish and maintain a high positive learning environment, the faculty and staff expect acceptable academic goals, expectations, and discipline behaviors to be clearly defined and communicated to all so that students can practice using good judgment, develop a sense of responsibility, and show respect and courtesy towards themselves, peers, staff, and community.

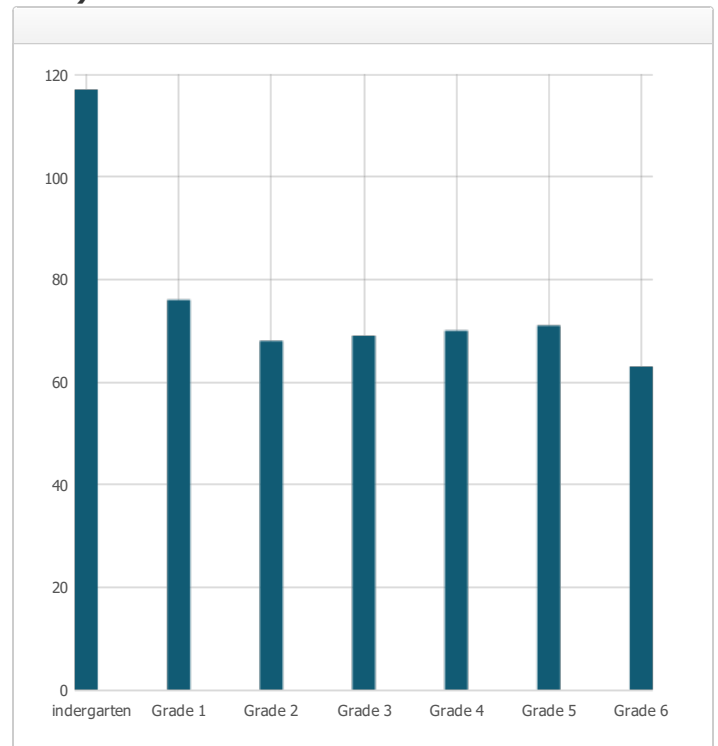
Our mission is: At George Lincoln Mosher ES, state and district priority standards guide staff in the school-wide goal of increasing student achievement and to create the ideal learning environment. We are committed to a mission that implements a rigorous academic program which promotes advanced achievement for all students and provides staff development which supports our goal of increased achievement as well as including parents in the teaching/learning process. Students will develop positive citizenship using Lifeskill and Life – Long Learning Guidelines.

The entire staff pledges itself to work towards ongoing celebration of diversity which creates a sense of community that promotes making healthy choices, challenging creativity, and enables all students to be successful, lifelong learners.

Last updated: 12/13/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
indergarten	117
Grade 1	76
Grade 2	68
Grade 3	69
Grade 4	70
Grade 5	71
Grade 6	63
Total Enrollment	534



Last updated: 12/26/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	7.70 %
American Indian or Alaska Native	%
Asian	50.60 %
Filipino	4.70 %
Hispanic or Latino	26.80 %
Native Hawaiian or Pacific Islander	0.60 %
White	3.70 %
Two or More Races	4.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	68.70 %
English Learners	25.10 %
Students with Disabilities	11.60 %
Foster Youth	1.30 %
Homeless	%

A. Conditions of Learning

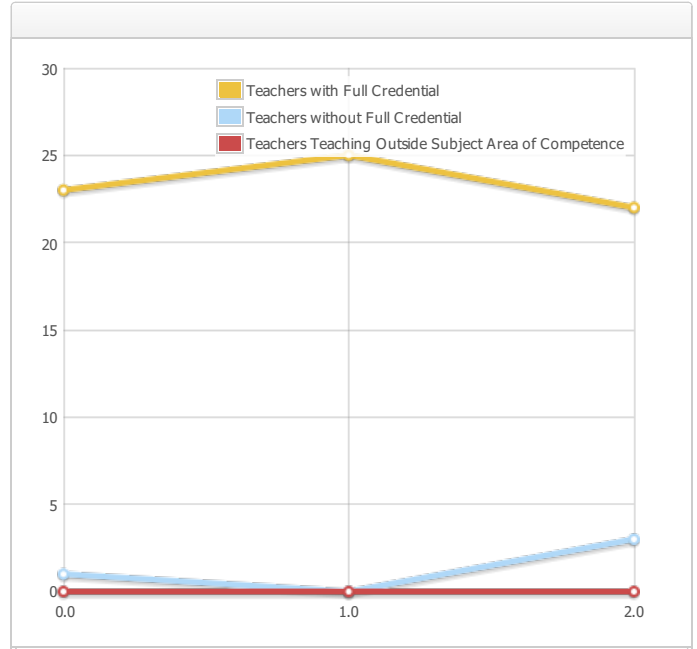
State Priority: Basic

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

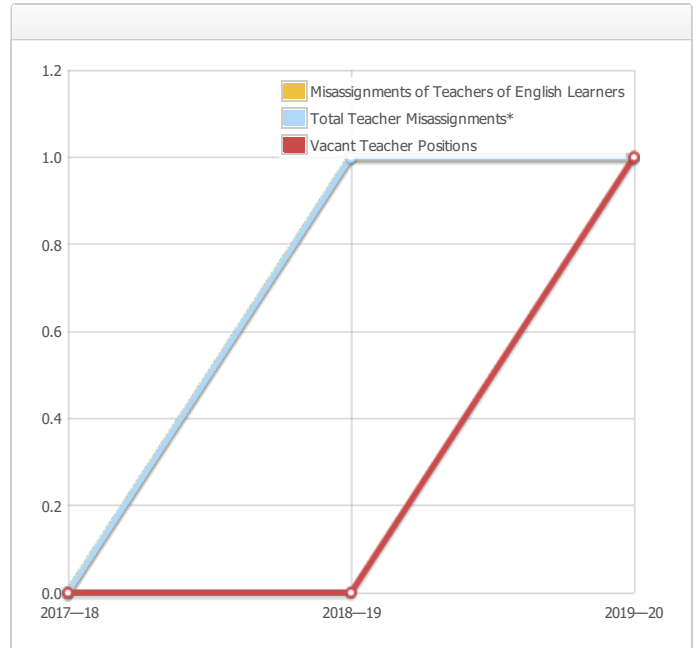
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	23	25	22	1245
Without Full Credential	1	0	3	97
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16



Last updated: 12/23/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments*	0	1	1
Vacant Teacher Positions	0	0	1



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.

Last updated: 12/24/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: July 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>(Grade T) Big Day, Houghton Mifflin Harcourt, c.2015 Adoption Year: N/A; From most recent adoption: N/A</p> <p>(Grade -6 Base Core/EL Support) CA Journeys, Houghton Mifflin Harcourt, c.2017; Adoption Year: 2016; From most recent adoption: Yes</p> <p>(Grade 4-6 Intervention) Scholastic Read 180-Stage A, Scholastic, c.2012; Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <p>(Grade 4-6 Intensive) Scholastic System 44 Next Gen, Scholastic, c.2014; Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <p>(Grade -6 ELD Support) Rosetta Stone; Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011</p>		0.00 %
Mathematics	<p>(Grade T) Big Day, Houghton Mifflin Harcourt, c.2015 Adoption Year: N/A; From most recent adoption: N/A</p> <p>(Grade -5 Base Core) Math Expressions, Houghton Mifflin Harcourt, c.2015 Adoption Year: 2014; From most recent adoption: Yes</p> <p>(Grade 6 Base Core) CMP3 Math Grade 6, Pearson, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p>		0.00 %
Science	<p>(Grade -5 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes</p> <p>(Grade 6 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018 Adoption Year: 2018; From most recent adoption: Yes</p>		0.00 %
History-Social Science	<p>(Grade -2 Base Core) CA Studies Weekly Program, Studies Weekly, c.2018; Adoption Year: 2018; From most recent adoption: Yes</p> <p>(Grade 3-5 Base Core) CA Social Studies IMPACT, McGraw Hill, c.2018 Adoption Year: 2018; From most recent adoption: Yes</p> <p>(Grade 6 Base Core) NatGeo World History: Ancient Civilizations, NatGeo/Cengage, c.2018 Adoption Year: 2018; From most recent adoption: Yes</p>		0.00 %
Foreign Language	N/A		0.00 %
Health	<p>(Grade -5) Too Good for Drugs, Mendez Foundation c.2003 Adoption Year: 2004 From the most recent adoption: No, Local Board Approval on 9/4/2004</p> <p>(Grade 6) Life Skills, Princeton Health Press, c.2000 Adoption Year: 2004 From most recent adoption: No, Local Board Approval on 6/6/2004</p>		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Last updated: 1/20/2020

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

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:

Built in 2006.

MAINTENANCE AND REPAIR:

The Mosher School facilities' condition, including grounds and restrooms, are very good based on custodial staffing, a regular district painting and maintenance schedule and funding available for equipment and supplies. Custodial workers are assigned based on a district formula to ensure equity. 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.

CLEANING PROCESS AND SCHEDULE:

A scheduled maintenance program is administered by Lodi Unified School District to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. Staff works regularly with the custodial staff to maintain schedules that ensure a clean and safe school.

DEFERRED MAINTENANCE PROJECTS: N/A

MODERNIZATION PROJECTS: 2013 Re-painted exterior of school and concrete tilt-up walls. 2017 Completed Prop 39 Year 2 Lighting Retrofit Services Project.

NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Mosher (George Lincoln) on 10/8/2019.

Lodi Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or the district office. As of October 2019, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Mosher (George Lincoln). These needs include:

- gas leaks
- nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems
- electrical power failure
- major sewer line stoppage
- major pest or vermin infestation
- broken windows or exterior doors or gates that will not lock and that pose a security risk
- abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff
- structural damage creating a hazardous or uninhabitable condition

Last updated: 12/27/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Good
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Last updated: 12/27/2019

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.

**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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	45.0%	46.0%	44.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	41.0%	41.0%	33.0%	34.0%	38.0%	39.0%

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.

Last updated: 1/7/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	271	265	97.79%	2.21%	46.04%
Male	145	143	98.62%	1.38%	40.56%
Female	126	122	96.83%	3.17%	52.46%
Black or African American	15	13	86.67%	13.33%	15.38%
American Indian or Alaska Native					
Asian	142	141	99.30%	0.70%	52.48%
Filipino	15	15	100.00%	0.00%	73.33%
Hispanic or Latino	72	69	95.83%	4.17%	33.33%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	15	15	100.00%	0.00%	46.67%
Socioeconomically Disadvantaged	191	185	96.86%	3.14%	40.54%
English Learners	101	97	96.04%	3.96%	48.45%
Students with Disabilities	24	23	95.83%	4.17%	17.39%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/7/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	271	266	98.15%	1.85%	41.35%
Male	145	142	97.93%	2.07%	43.66%
Female	126	124	98.41%	1.59%	38.71%
Black or African American	15	14	93.33%	6.67%	21.43%
American Indian or Alaska Native					
Asian	142	139	97.89%	2.11%	48.20%
Filipino	15	15	100.00%	0.00%	60.00%
Hispanic or Latino	72	72	100.00%	0.00%	23.61%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	15	14	93.33%	6.67%	57.14%
Socioeconomically Disadvantaged	191	186	97.38%	2.62%	35.48%
English Learners	101	99	98.02%	1.98%	42.42%
Students with Disabilities	24	23	95.83%	4.17%	8.70%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/7/2020

**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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/3/2020

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 area of physical education

California Physical Fitness Test Results (School Year 2018–19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.70%	18.90%	23.00%

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated: 1/20/2020

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 2019–20)

Opportunities for Parental Involvement Parents who wish to participate in Mosher Elementary leadership teams, school committees, school activities, or as classroom volunteers may contact Principal Patti Cuenin at (209) 953-9298.

G.L. Mosher Parent-Teacher-Student Association (PTSA) sponsors events for students, staff, and families, School Site Council, ELAC committee members, DELAC committee members, Lunch on the Lawn for parents and students, parents as classroom volunteers, School fall festival and spring carnival supported by the parents.

Last updated: 12/13/2019

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.70%	1.70%	0.50%	5.10%	4.60%	5.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.20%	0.10%	0.20%	0.10%	0.10%	0.10%

Last updated: 12/27/2019

School Safety Plan (School Year 2019—20)

A Comprehensive School Safety Plan is in place to address safety issues as well as a school wide plan to eliminate bullying behavior. Key elements of the safety plan include safe school strategies and programs, disaster response procedures, procedures for safe ingress and egress and rules and procedures on school discipline. School wide behavior expectations and discipline policies are consistently applied and students are provided adult supervision at all times. Visitors to the school must sign in at the office and receive a visitor's pass prior to going to classrooms. Visitors must return to the office and sign out upon leaving the school. Our Comprehensive School Safety Plan was last reviewed on 11/13/2019.

Last updated: 1/3/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
	24.00		6	
1	24.00		2	
2	23.00		3	
3	24.00		3	
4	25.00		2	
5	27.00		3	
6	23.00		3	
Other**	7.00	2		

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
	23.60	0	5	
1	23.00		3	
2	22.00		3	
3	24.00		3	
4	31.00		2	
5	30.00		2	
6	23.00	1	2	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
	23.00	1	4	
1	24.00		3	
2	22.00		3	
3	23.00		3	
4	27.00		2	
5	27.00		3	
6	20.00	0	2	
Other**				

* 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.

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.30
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.35
Psychologist	0.33
Social Worker	0.00
Nurse	0.37
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	1.00
Other	0.35

*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.

Last updated: 1/20/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10563.70	\$3169.20	\$7394.50	\$71105.20
District	N/A	N/A	\$7675.10	\$73304.00
Percent Difference – School Site and District	N/A	N/A	-3.70%	-3.00%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	-1.50%	-14.70%

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

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

In addition to services provided with general funding, Lodi Unified School District also provides programs and supplemental services that are funded through either Local Control Funding Formula (LCFF) or other sources. Services vary by school and may include:

- After School Programs
- AVID Programs
- Special Education
- Counseling Services (Academic and Career)
- Extended Day/Year/Summer School
- Supplemental instructional materials
- Enrichment Programs
- Access to Technology
- Social Services
- Athletic Programs
- Program for English Learners

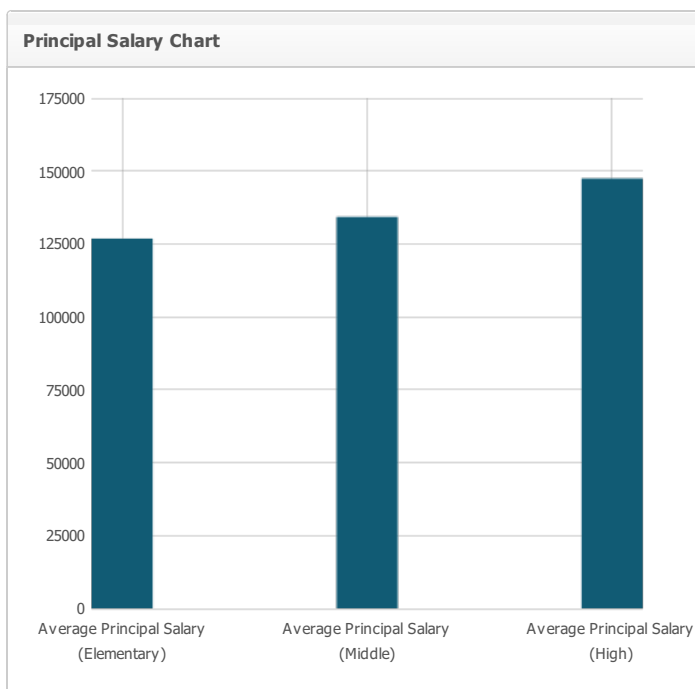
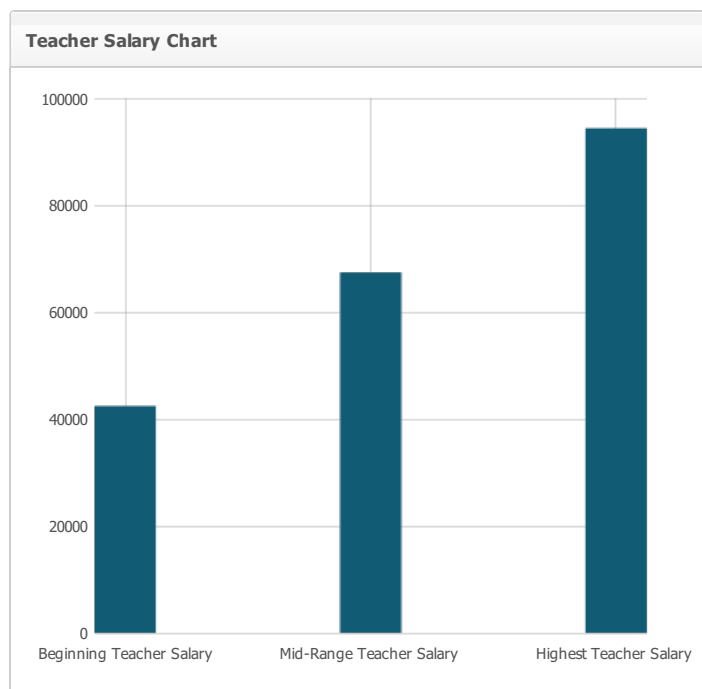
Check with the school principal to get more information about the services that are specific to the school.

Last updated: 12/27/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,429	\$48,612
Mid-Range Teacher Salary	\$67,409	\$74,676
Highest Teacher Salary	\$94,369	\$99,791
Average Principal Salary (Elementary)	\$126,817	\$125,830
Average Principal Salary (Middle)	\$134,286	\$131,167
Average Principal Salary (High)	\$147,458	\$144,822
Superintendent Salary	\$258,723	\$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/9/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Last updated: 12/27/2019