Twelve Bridges Elementary School

2450 Eastridge Drive • Lincoln, CA 95648 • (916)434-5220 • Grades K-5
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Western Placer Unified School District
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District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Asst. Superintendent of Educational Services

Audrey Kilpatrick
Asst. Superintendent of Business

Gabe Simon
Asst. Superintendent of Human Resources

School Description

Built in 2004, Twelve Bridges Elementary was designed to incorporate a strong emphasis of outdoor learning into our student's education. In the middle of campus, there are seven learning circles which includes: a solar-powered drinking fountain, giant sundial, herb garden, and bird feeders. In grade level clusters, each class had a class garden to grow vegetables, fruit, or flowers. There is also a school orchard and greenhouse. The landscape is attractive and aesthetically pleasing with a five acre Twelve Bridges Park adjacent to the playground.

The campus is comprised of:
33 classrooms (includes 2 science, 2 music, 2 kinder, 1 Special Day Class, 1 Resource Specialist, 1 Speech Pathologist, and Intervention); Library; Technology Lab; Multipurpose Room; Kitchen; Art Room; and Administration Building (Principal, Vice-Principal, Secretary, Clerk, and School Psychologist).

Twelve Bridges Elementary students are viewed as future leaders. Our goal is to create well-rounded students who are empowered to bring about positive change in our world. There has been a recent focus on positive behavior intervention. Our PBIS "ROAR Rules" were developed to emphasize four school-wide expectations: Responsibility , Offer Kindness, Always Be Safe, and Resolve Problems. In addition, students are recognized with a "ROAR" cards for demonstrating those qualities. Our entire staff has been trained in Love & Logic and the Nurtured Heart Approach philosophies. We have also established a K-Kids Service Club sponsored by Kiwanis International. Together with our Tiger Crew leadership program, these two groups help give our kids the opportunity to learn and practice service and leadership.

The collaborative culture at the site fosters purposeful communication and informed decision making. On a weekly basis, teachers participate in grade level Professional Learning Communities (PLC) as a school site and district-wide on a bi-monthly basis. We have an established an RTI Leadership team comprised of the school principal, vice-principal, psychologist, and teacher representation from all grade-levels for shared decision making on our academic direction as a site. Our PBIS Team meets monthly to look at behavior data and address areas of concern as well as ways to continue promoting an overall positive school climate. Many of our staff are also YDI (Youth Development Institute) trained to work on ways to continue establishing positive, productive relationships with students and other staff members. We have created two Intervention Teams that meet on alternating Wednesdays as needed: one addresses academic needs of our students and helps support teachers in meeting those learning needs; the other is our Tier III PBIS team which addresses student socio-emotional and behavioral concerns.

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 (916)434-5220 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	112
Grade 1	107
Grade 2	102
Grade 3	91
Grade 4	120
Grade 5	113
Total Enrollment	645

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.3
American Indian or Alaska Native	1.4
Asian	6.7
Filipino	2.2
Hispanic or Latino	9.6
White	76.1
Two or More Races	1.4
Socioeconomically Disadvantaged	11.5
English Learners	4.2
Students with Disabilities	10.5

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			
Twelve Bridges Elementary School	**13-14**	**14-15**	**15-16**
With Full Credential	32	32	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	303
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Twelve Bridges Elementary	**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	32.3	67.7
High-Poverty Schools	25.8	74.2
Low-Poverty Schools	97.9	2.1

* 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)

Textbooks and Instructional Materials Year and month in which data were collected: September, 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & Corrective Reading 2002; Medallions 2010' supplemented with RenLearn AR 360 & Lexia Core 5 Reading Program. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Pearson Publishing: EnVisions 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	FOSS Science 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Scott Foresmann: History Social Science for CA 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	N/A **Percent of students lacking their own assigned textbook:** N/A
Health	N/A **Percent of students lacking their own assigned textbook:** N/A
Visual and Performing Arts	N/A **Percent of students lacking their own assigned textbook:** N/A
Science Laboratory Equipment	N/A **Percent of students lacking their own assigned textbook:** N/A

School Facility Conditions and Planned Improvements (Most Recent Year)
The campus and grounds are in very good repair. Minor maintenance noted below scheduled to be completed over the next twelve months.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident.
Interior: Interior Surfaces	X			Hand sanitory dispensers broken in Multi-Purpose Room, there is a hole in the wall from moving a pencil sharpener in a classroom, and a tripping hazard in another classroom.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
Electrical: Electrical	X			There is no evidence that any portion of the school has a power failure. There are lights out in the Science Lab.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			There is a rusted access panel in the boys restroom.
Safety: Fire Safety, Hazardous Materials	X			There are cleaning products stored in two classrooms, and a plug-in freshener in another classroom.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			Stained ceiling tiles, and chipping paint in two separate classrooms.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		There is sidewalk damage near building 200 and main playground fiber surface showing in wood chips, and the bench in front of the school has chipping paint.
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

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	60	50	44
Math	59	40	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.

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	66	73	59	67	68	67	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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	9.80	25.00	59.80

* 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	67
All Student at the School	59
Male	64
Female	54
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	30
White	65
Two or More Races	--
Socioeconomically Disadvantaged	26
English Learners	--
Students with Disabilities	36
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.

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	88	84	95.5	10	24	33	33
	4	116	113	97.4	19	20	24	37
	5	116	116	100.0	22	23	37	18
Male	3		45	51.1	13	33	33	20
	4		61	52.6	25	23	25	28
	5		61	52.6	28	23	31	18
Female	3		39	44.3	5	13	33	49
	4		52	44.8	12	17	23	48
	5		55	47.4	15	24	44	18
Black or African American	3		1	1.1	--	--	--	--
	4		5	4.3	--	--	--	--
	5		2	1.7	--	--	--	--
American Indian or Alaska Native	3		1	1.1	--	--	--	--
	5		5	4.3	--	--	--	--
Asian	3		5	5.7	--	--	--	--
	4		6	5.2	--	--	--	--
	5		9	7.8	--	--	--	--
Filipino	3		3	3.4	--	--	--	--
	4		2	1.7	--	--	--	--
	5		2	1.7	--	--	--	--
Hispanic or Latino	3		8	9.1	--	--	--	--
	4		14	12.1	36	7	29	29
	5		13	11.2	46	23	31	0
Native Hawaiian or Pacific Islander	4		1	0.9	--	--	--	--
White	3		66	75.0	6	26	30	38
	4		84	72.4	15	24	23	38
	5		82	70.7	17	23	38	22
Two or More Races	4		1	0.9	--	--	--	--
	5		3	2.6	--	--	--	--
Socioeconomically Disadvantaged	3		12	13.6	8	33	33	25
	4		11	9.5	36	9	36	18
	5		12	10.3	42	8	42	8
English Learners	3		5	5.7	--	--	--	--
	4		4	3.4	--	--	--	--
	5		4	3.4	--	--	--	--

Table heading:

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

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
Students with Disabilities	3		4	4.5	--	--	--	--
	4		10	8.6	--	--	--	--
	5		21	18.1	67	5	29	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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	3	88	84	95.5	7	13	55	25
	4	116	113	97.4	10	29	38	23
	5	116	116	100.0	28	28	18	25
Male	3		45	51.1	7	16	56	22
	4		61	52.6	13	26	33	28
	5		61	52.6	31	16	25	28
Female	3		39	44.3	8	10	54	28
	4		52	44.8	6	33	44	17
	5		55	47.4	25	40	11	22
Black or African American	3		1	1.1	--	--	--	--
	4		5	4.3	--	--	--	--
	5		2	1.7	--	--	--	--
American Indian or Alaska Native	3		1	1.1	--	--	--	--
	5		5	4.3	--	--	--	--
Asian	3		5	5.7	--	--	--	--
	4		6	5.2	--	--	--	--
	5		9	7.8	--	--	--	--
Filipino	3		3	3.4	--	--	--	--
	4		2	1.7	--	--	--	--
	5		2	1.7	--	--	--	--
Hispanic or Latino	3		8	9.1	--	--	--	--
	4		14	12.1	21	36	36	7
	5		13	11.2	54	8	8	31

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	4	1	0.9	--	--	--	--	
White	3	66	75.0	6	14	53	27	
	4	84	72.4	7	29	38	26	
	5	82	70.7	21	34	18	26	
Two or More Races	4	1	0.9	--	--	--	--	
	5	3	2.6	--	--	--	--	
Socioeconomically Disadvantaged	3	12	13.6	0	0	92	8	
	4	11	9.5	27	27	36	9	
	5	12	10.3	42	25	17	17	
English Learners	3	5	5.7	--	--	--	--	
	4	4	3.4	--	--	--	--	
	5	4	3.4	--	--	--	--	
Students with Disabilities	3	4	4.5	--	--	--	--	
	4	10	8.6	--	--	--	--	
	5	21	18.1	71	24	0	5	
Foster Youth	3	--	--	--	--	--	--	
	4	--	--	--	--	--	--	
	5	--	--	--	--	--	--	

The table title above: **School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven**

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
Parent involvement at TBE is the cornerstone of the school and parents are viewed as partners in the education of students. Parents are actively involved as volunteers in the classroom and participate on various committees. Our parents assist in a variety of capacities, which includes: learning centers, reading groups, math groups, field trip chaperones, Garden Docents, Art Docents, and PE Docents. Parents bring with them a broad background of expertise and experience, which enhances the learning experience for students. In addition to parents, there is a large group of Sun City Volunteers who also participate in similar roles.

The Parent Teacher Club (PTC) is very active supporting school-wide events and enrichment programs through well planned fundraisers. The PTC organizes family events such as: Movie Night, Skate Night, Restaurant Nights, Harvest Festival, and the Daddy-Daughter Dance. The Fun Run, Golf Tournament, and Fireworks booth are the main fundraisers each year. With the ongoing dedication of the PTC and funds raised, our school is able to: host purposeful assemblies; purchase playground equipment, art supplies, and classroom supplies; provide paper and ink for classrooms; beautify the school; and purchase technology.

The School Site Council (SSC) meets monthly and is comprised of parents, teachers, and administration. Documents such as the Single Plan for Student Achievement, School Safety Plan, and School Accountability Report Card are reviewed and updated by the SSC. The SSC also monitors progress on school-wide goals and site budget allocations.

Specifically for fathers, TBE has the WatchDOGS Program (Dads of Great Students). Dads volunteer to spend the day on campus and participate in the classroom, recess, lunch, and other activities. DOGS are warmly welcomed and their presence is greatly appreciated on campus.

We also have parental representation on our PBIS Team.

TBE depends on parent and community volunteers to enhance and enrich the learning environment for all students. Teachers and staff continue to be grateful for their on-going participation and dedication.

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 School Safety Plan is reviewed and revised annually by the School Site Council. It was last revised December, 2015. The plan includes procedures for emergencies. We practice fire drills monthly, earthquake drills twice a year, lock-down drills twice a year, and a school-wide evacuation drill once a year.

Staff members monitor our playground and campus before school, during recesses, during lunch, and after school. Close supervision is employed to create positive interaction with students and to proactively stop any unsafe behavior or interactions. Staff members on duty wear an orange/pink/yellow safety vest and carry a radio for quick accessibility or locating, if needed.

The perimeter of campus is fenced. Gates are locked during the school day with the exception of the main, front gate. Classrooms are locked during the school day with the exception of occasional activities or situations that require the door to be propped open. Visitors enter through the main gate, sign in at the office, and wear a visitor sticker. Volunteers working in classrooms or chaperoning field trips must have a TB and fingerprint clearance. We have also installed five surveillance cameras focused on our blacktop and all of our school entrance/exit points.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	1.08	1.68	1.76
Expulsions Rate	0.00	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	3.45	3.65	3.19
Expulsions Rate	0.13	0.08	0.00
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
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		66.7

	Average Class Size and Class Size Distribution (Elementary)											
	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	27	25	22				5	5	5			
1	25	27	26				4	4	4			
2	30	23	26				4	4	4			
3	29	29	22				4	4	4			
4	33	32	31				1	2	3	2	1	
5	29	24	31	1	2		2	3	4	2	1	
Other	3		11	1		2						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.6
Social Worker	N/A
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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

The collaborative culture at the site fosters purposeful communication and informed decision making. On a weekly basis, teachers participate in grade level Professional Learning Communities (PLC) as a school site and district-wide on a bi-monthly basis. In addition, Western Placer Unified School District generally provides three Staff Development Days each year to all teachers who want to take the time to collaborate with site and/or cross-site PLC teams to continue curriculum development. We have an established an RTI Leadership team comprised of the school principal, vice-principal, psychologist, and teacher representation from all grade-levels for shared decision making on our academic direction as a site. This team is going through district coaching and meets the first Monday of each month to discussion next steps. Our PBIS Team is also completing our Tier III training with county coaches and meets monthly on site to look at behavior data and address areas of concern as well as ways to continue promoting an overall positive school climate. Many of our staff went through YDI (Youth Development Institute) training this past summer to work on ways to continue establishing positive, productive relationships with students and other staff members (we plan to have more staff members trained when it is offered again). That group has evolved into a "School Climate & Culture" committee which also meets monthly to continue with that work. In addition to these established programs, other professional development opportunities that staff have taken advantage of include TESS instructional training, a GLAD refresher course, NGSS (Next Generation Science Standards) implementation training, ERWW (Expository Reading & Writing Workshop), and other more individual opportunities that teachers want to participate in.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$34,581	$42,315
Mid-Range Teacher Salary	$64,797	$66,451
Highest Teacher Salary	$85,208	$85,603
Average Principal Salary (ES)	$94,098	$105,079
Average Principal Salary (MS)	$97,343	$111,005
Average Principal Salary (HS)	$108,366	$121,310
Superintendent Salary	$156,004	$189,899
Percent of District Budget		
Teacher Salaries	42%	39%
Administrative Salaries	5%	6%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	7716	1817	5899	74668
District	♦	♦	$5,672	$68,795
State	♦	♦	$5,348	$69,257
Percent Difference: School Site/District			4.0	8.5
Percent Difference: School Site/ State			10.3	7.8

* Cells with ♦ do not require data.

Types of Services Funded

Categorical funds were used in 2015 for: purchasing assessment and communication software (Lexia, PBIS/SWIS, RenLearn, ESGI, and Canyon Creek); employing Intervention Support Providers; purchasing support materials for students such as homework folders, student planners, and vocabulary handbooks; after school band and choir; after school tutoring; enrichment programs such as Legos-Robotics; and student recognition for perfect attendance.

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.