

Bonita Vista MS

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <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 principal or the district office.

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 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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Bonita Vista MS
Street	650 Otay Lakes Rd.
City, State, Zip	Chula Vista
Phone Number	619-397-2225
Principal	Dr. Eduardo Reyes
E-mail Address	eduardo.reyes@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/
CDS Code	37684116059745

District Contact Information	
District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Karen Janney, Ed.D.
E-mail Address	karen.janney@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/

School Description and Mission Statement (School Year 2016-17)

Located in the eastern region of Chula Vista, Bonita Vista Middle serves more than 1,200 students in grades seven and eight. We employ a credentialed staff of 54 to support our students. Our campus reflects the cultural and socioeconomic makeup of our community and serves an ethnically diverse student population. Bonita Vista Middle School, built in 1968 and partially renovated in 2009, was named a California Distinguished School in 1988, 1994, 1999 and 2013. It is situated in a growing suburban upper middle class community 12 miles from the U.S.-Mexico border, and serves a diverse ethnic population with a rich history of parental involvement and high academic expectations and results. Our ethnically diverse population of 1,162 students, 598 seventh graders and 564 eighth graders, provides an enriched campus atmosphere. Our population from the largest to the smallest is: Hispanic: 70.3%, White: 10.3%, Two or More Races: 7.2%, Filipino: 6.2%, African American: 3.3%. Asian: 2.1%, Pacific Islander: .4%, and American Indian: .3%.

Students in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of the 21st century. In support of the district's mission, our school's motto is "Preparing Tomorrow's Leaders."

The staff believes its mission is to prepare all students for academic and personal success that will support students to become lifelong learners. Students will be provided equal access to an integrated curriculum and the opportunity to learn in a safe and secure environment where each person is valued, respected, and encouraged to achieve their fullest potential. Students will be prepared for the global society of the 21st century by participating in a challenging thematic curriculum, community service, and a wide variety of experiences that utilize technology. Our goal is to develop critical thinking, problem solving, and communication skills without losing sight of the special needs of the middle school child. The skills, knowledge, and attitudes that exemplify a Bonita Vista Middle School student are: self-directed learner, culturally empowered community member, effective communicator, and productive individual.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	601
Grade 8	587
Total Enrollment	1,188

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.1
Asian	1.7
Filipino	7.4
Hispanic or Latino	70.3
Native Hawaiian or Pacific Islander	0.6
White	10
Two or More Races	6.9
Socioeconomically Disadvantaged	41.1
English Learners	15.9
Students with Disabilities	12
Foster Youth	0.4

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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	48	53	53	1847
Without Full Credential	3	0	2	89
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	83.9	16.2
All Schools in District	87.5	12.5
High-Poverty Schools in District	86.9	13.1
Low-Poverty Schools in District	88.6	11.4

Note: 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 2016-17)

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Not applicable for middle schools.		0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts 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, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

The school has an adaptive room, an administration building, 61 classrooms, a multipurpose room and a library. The main campus was built in 1968. Additions were constructed in 1975, 1987, 1989 and 1992. Nine portable classrooms were constructed in 1987 and 1989 for classroom use. Nineteen permanent classrooms have been constructed. The school opened in 1968 with an administration building, 40 classrooms and a library.

Maintenance and Repair

District maintenance staff ensure 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. Our school is generally in good repair. No repairs are needed in facility categories identified in the Williams Settlement.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2015-16 school year, the district has budgeted \$3,533,950 for the deferred maintenance program. This represents 1.00% of the district's general fund budget.

Deferred Maintenance Projects

The district's complete deferred maintenance plan is available at the district office.

Modernization/Expansion (New Construction on Existing Campus) Projects

For the 2015-16 school year, there are no new construction projects planned

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2016				
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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2016				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	55	55	47	53	44	48
Mathematics	41	40	29	31	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	594	570	96.0	63.3
	8	573	549	95.8	45.5
Male	7	304	293	96.4	54.8
	8	297	279	93.9	36.3
Female	7	290	277	95.5	72.2
	8	276	270	97.8	55.0
Black or African American	7	17	17	100.0	29.4
	8	17	15	88.2	46.7
American Indian or Alaska Native	7	--	--	--	--
Asian	7	13	12	92.3	91.7
	8	--	--	--	--
Filipino	7	55	54	98.2	81.5
	8	30	30	100.0	80.0
Hispanic or Latino	7	402	386	96.0	58.2
	8	424	406	95.8	39.6
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	60	55	91.7	74.5
	8	52	50	96.2	60.0
Two or More Races	7	41	41	100.0	78.0
	8	38	38	100.0	60.5
Socioeconomically Disadvantaged	7	254	244	96.1	52.3
	8	220	209	95.0	35.1
English Learners	7	69	61	88.4	13.1
	8	66	58	87.9	1.8
Students with Disabilities	7	59	56	94.9	19.6
	8	75	70	93.3	4.3
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	594	576	97.0	49.8
	8	574	557	97.0	30.2
Male	7	304	296	97.4	50.9
	8	298	286	96.0	29.4
Female	7	290	280	96.5	48.8
	8	276	271	98.2	31.0
Black or African American	7	17	17	100.0	29.4
	8	17	15	88.2	40.0
American Indian or Alaska Native	7	--	--	--	--
Asian	7	13	12	92.3	75.0
	8	--	--	--	--
Filipino	7	55	54	98.2	74.1
	8	30	30	100.0	63.3
Hispanic or Latino	7	402	391	97.3	42.7
	8	424	412	97.2	25.2
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	60	56	93.3	64.3
	8	53	51	96.2	31.4
Two or More Races	7	41	41	100.0	70.7
	8	38	38	100.0	42.1
Socioeconomically Disadvantaged	7	254	248	97.6	40.2
	8	220	213	96.8	20.7
English Learners	7	69	65	94.2	9.2
	8	66	64	97.0	1.6
Students with Disabilities	7	59	56	94.9	14.3
	8	75	71	94.7	4.2
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	88	75	56	63	53	49	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	574	533	92.9	55.5
Male	297	273	91.9	55.7
Female	277	260	93.9	55.4
Black or African American	17	14	82.4	50.0
Filipino	30	30	100.0	73.3
Hispanic or Latino	424	394	92.9	51.8
White	53	50	94.3	70.0
Two or More Races	38	35	92.1	62.9
Socioeconomically Disadvantaged	220	203	92.3	45.8
English Learners	66	59	89.4	20.3
Students with Disabilities	74	67	90.5	38.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.8	21.8	41.6

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.

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 (School Year 2016-17)

Bonita Vista Middle School has developed a written parental involvement policy with input from School Site Council parents. As parents are equal partners in the education of their children, it shall be the policy of Bonita Vista Middle School to develop the policy with parent input. It has distributed the policy to all parents. Bonita Vista Middle School will provide information to parents through sponsored meetings, events, as well as through School Messenger and the school website: bvm.sweetwaterschools.org The policy describes the means for carrying out the following parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the School

To involve parents at Bonita Vista Middle School the following practices have been established:

The school convenes an annual meeting to inform parents of School Site Council, ELAC, and PTSA including information about requirements of each parent group and about the right of parents to be involved in the parent group.

School Site Council

- o Once a month (8 meetings minimal during the school year)

ELAC (English Language Acquisition Committee)

- o Once a month

PTSA (Parent Teacher Student Association)

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Bonita Vista Middle school provides information to parents regarding school programs through sponsored meetings, events, and programs such as Incoming 7 th Grade Orientation, Back To School Night, Middle School Success 101, Compact For Success, College Making It Happen, Parent Involvement Day and others, including PTSA, ELAC, and SSC meetings.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. Bonita Vista Middle School invites all parents to participate in programs affecting their child, including ELAC and SSC, where the Site Plan for Student Achievement, which includes all categorically funded programs components and requirements, is discussed.

The school provides parents with timely information about the school's programs. Bonita Vista Middle School will communicate regularly via personal contacts, phone calls by administrators, teachers, counselors, resource personnel, and support staff, as well as through email, CANVAS, Infinite Campus, Jupiter Grades, School Messenger and our website: bvm.sweetwaterschools.org

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Bonita Vista Middle school will provide parents course descriptions, individual class syllabi, test scores and homework completion via Jupiter grades and CANVAS.

If requested by parents, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Bonita Vista Middle School promotes and values the input of parents regarding school programs, resource allocation and decisions affecting student achievement and well-being. Embrace and "open door" policy on the part of school administrators and program personnel in dealing with concerns of parents and members of the community.

Parents are active as volunteers in the classroom, shadow their students, serve as presenters and speakers, and act as partners in parent/teacher conferences.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.6	8.2	10.7	5.7	5.7	4.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15th. Staff orientation and training is completed by October 30th each year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the Plan:

- Update and review Site Safety Binder
- Train all staff on emergency procedures during 3-day inservice before the school year begins
- Comply with 3 in 1 safety drills
- Assessment of current crime in school
- Identify strategies and programs that provide safety on campus

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	82.6

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	17	4	26	25	18	15	20	25	18	15	20
Mathematics	31	6	9	24	28	8	16	18	28	8	16	18
Science	28	5	33	3	28	6	31	7	28	6	31	7
Social Science	32	4	9	22	30	6	13	20	30	6	13	20

Note: 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 (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.2	377.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5212.0	\$518.0	\$4694.0	\$78759.0
District	N/A	N/A	\$1742.0	\$79,715
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

- General Operations - services, materials, and support to the general education program
- AEC - Academic Enrichment Center: After school academic support; targeted support
- ARC – Academic Recovery Center: Students up missing assignments, targeted support
- Saturday Scholars – Identified students attend core subject re-teaching with core teachers
- General Study Hall – Open to all students in need of academic support in all school subjects
- Credit Recovery in English/Math (Saturdays)

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,986	\$46,184
Mid-Range Teacher Salary	\$73,692	\$75,179
Highest Teacher Salary	\$96,471	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$138,060	\$124,243
Average Principal Salary (High)	\$151,325	\$137,939
Superintendent Salary	\$235,000	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

2012-2013

Common Core Math/English, AVID, Achieve 3000, Read 180, AVID, Co-Teach/Collaboration Rhetorical Approach in writing, Daily Learning Target (DLT), Academic Language Development (ALD), Common Formative Assessment (CFA's), Safari Montage and use of Data Director, 7th grade iPad Technology, CANVAS

2013-2014 and 2014-2015

Common Core Math/English, Science 1, Social Science, 8th grade iPad Technology, Apple Technology Training, Vertical Core Alignment, CANVAS, JUPITER GRADES, Notability, Achieve 3000, Read 180.

2015-2016

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Infinite Campus Trainings, Department Cohorts/pullouts, Learning Walks, Safety Training, ELD Strategies, Parent Safety Patrol Training, AVID, Literacy TA Institute, Illuminate, Restorative Practices, ERWC, and ALD Emerging.