

School Accountability Report Card

Reported for the 2009-10 School Year

Published During 2010-11



Mendota Junior High

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. School Information

Contact Information (2010-11 School Year)

This section provides the school's contact information.

School		District	
School Name	Mendota Junior High	District Name	Mendota Unified
Street	1258 E. Belmont Avenue	Phone Number	559-655-4942
City, State, Zip	Mendota, CA, 93640	Website	www.mendotausd.k12.ca.us
Phone Number	559-655-4301	Superintendent	Gilbert
Principal	Manuel Bautista, Principal	E-mail Address	grossette@fcoe.net
E-mail Address	manuelb@mendotausd.k12.ca.us	CDS Code	10751276006977

Principal's Message (2009-10 School Year)

This section provides information about the school, its programs and its goals.

Mendota Junior High School is located in western Fresno County. Mendota is a town with a population of about 9,000 people. The community of Mendota is centered on the agricultural jobs in the surrounding areas. Mendota Junior High School has a student body of about 420 students. Of these students roughly 94.1% are Hispanic and about 82% are English Learners. We are a school wide Title I school.

Mendota Junior High School provides a Title III and Migrant program for students who need and qualify for this type of intervention. The goal of these two programs is to try and close the gap of students in need. In addition to these two programs, we provide an after school tutorial and enrichment program to also meet the needs of our overall student population. The after school program is centered on tutorial services for at risk students and also providing enrichment through a number of clubs including, sports, fitness, media, video games, and home economics, just to name a few.

Our ultimate goal is for our students to be proficient in both English and Math. In order to reach this goal, we are committed to ensuring that our students receive the most effective instruction in every classroom. Our focus on English Learner strategies, direct instruction techniques and a data analysis is helping our students reach those goals.

For more information on the steps Mendota Junior High is taking in order for our students to reach their highest potential, please do not hesitate to call our office.

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Parental Involvement (2009-10 School Year)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name:	Manuel Bautista	Contact Person Phone Number:	559-655-4301
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Mendota Junior High School provides a number of opportunities for parents to become involved in their child's education. Some of the opportunities include our School Site Council and ELAC committees. These committees meet 5 times a year and provide information for parents along with the opportunity to discuss and vote on categorical expenditures. It also allows the opportunity for parents to familiarize themselves with the schools "Single Plan for Student Achievement" and assessment data from students assessment results. In addition, there are Parent-Teacher conferences. These conferences allow the parents to meet their child's teacher and discuss their academic progress. Furthermore, for parents of eighth grade students who are interested, the 8th Grade Dinner Dance committee is also a way of becoming involved in your child's Junior High experience. This committee organizes and runs our annual dinner dance for 8th grade students.

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2007-08				2008-09				2009-10			
	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	25	5	18	2	28	2	15	6	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Mathematics	24	9	7	5	28	3	7	5	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Science	30	0	5	2	33	0	6	8	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Social Science	30	3	12	6	31	1	4	9	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

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Student Enrollment by Grade Level (2009-10 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	0	Grade 8	167
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	2
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	2	Ungraded Secondary	0
Grade 7	238	Total Enrollment	409

Student Enrollment by Group (2009-10 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	0.2%	White (not Hispanic)	0.5%
American Indian or Alaska Native	2.9%	Two or More Races	0.0%
Asian	0.0%	Socioeconomically Disadvantaged	93.0%
Filipino	0.0%	English Learners	82.0%
Hispanic or Latino	94.1%	Students with Disabilities	5.0%
Native Hawaiian or Pacific Islander	0.0%	n/a	--

II. School Safety and Facilities

School Safety Plan (2009-10)

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

Date School Safety Plan last reviewed:	Click here to enter text.
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The school safety plan is available upon request at the Mendota Junior High office. The plan includes detailed evacuation and safety plans in case of a natural disaster and/or other emergency that may arise during school hours.

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Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspension Rate	46.0%	7.0%	10.5%	24.0%	15.0%	13.5%
Expulsion Rate	2.0%	2.0%	.004%	1.0%	1.0%	

School Facility Conditions

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

Mendota Junior High school opened in the Fall of 2009. We are a new school with updated facilities. Our grounds, buildings, and restrooms are up to date and are not in need of any repairs or renovations.

Planned Improvements (2010-11 School Year)

Only minor improvements such as adding more benches and adding finishing details to the landscaping.

School Facility Good Repair Status (2010-11 School Year)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	x			None
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	x			None
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	x			None
Electrical: Electrical Systems (interior and exterior)	x			None
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	x			None

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Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)				Updated Fire Drill Schedule
Structural: Structural Condition, Roofs	X			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	X			

Overall Summary of School Facility Good Repair Status (2010-11 School Year)

	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary				
Date of inspection:	Click here to enter text.			
Completion date of inspection form:	Click here to enter text.			

III. Curriculum and Academics

Quality, Currency, and Availability of Textbooks and Instructional Materials (2010-11 School Year)

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Mendota Junior High has had the opportunity to adopt new textbooks when needed. Our English Department adopted new material for the 2009-2010 school year. The adopted material is through Pearson. The Math department adopted during the 2008-2009 school year. The adopted material for the Math department was through Holt for Math 7 and Algebra and through McDougal Lattell for Algebra Readiness.

Textbook and Instructional Materials List

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Pearson Literature – Pearson	2009-2010

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History-Social Science	
Mathematics	Math 7 and Algebra – Holt Algebra Readiness – McDougal Lattell
Other	
Science	Holt

Availability of Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned 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	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment (Grades 9-12)	N/A

Textbook Information Collection Date:	
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Textbooks and Instructional Materials Adoption

This table displays whether the textbooks and instructional materials are from the most recent adoption.

	Yes or No
Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials	Yes

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Textbook Insufficiency (if applicable)

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials

All students have the necessary textbooks.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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 includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. 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. On each of these assessments, 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>.

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.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	25.0%	19.0%	28.0%	27.0%	29.0%	36.0%	46.0%	50.0%	52.0%
Mathematics	26.0%	25.0%	31.0%	27.0%	34.0%	40.0%	43.0%	46.0%	48.0%
Science	45.0%	54.0%	49.0%	28.0%	37.0%	38.0%	46.0%	50.0%	54.0%
Social Science	20.0%	17.0%	23.0%	28.0%	24.0%	29.0%	36.0%	41.0%	44.0%

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring at Proficient or Advanced Level
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	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	36.0%	40.0%	38.0%	29.0%
All Students at the School	28.0%	31.0%	49.0%	23.0%
Black or African American				
American Indian or Alaska Native				
Asian	0.0%	0.0%	0.0%	
Filipino				
Hispanic or Latino	28.0%	31.0%	49.0%	23.0%
Native Hawaiian or Pacific Islander				
White (not Hispanic)	0.0%	0.0%		
Two or More Races	N/A	N/A	N/A	N/A
Male	27.0%	32.0%	53.0%	27.0%
Female	30.0%	30.0%	46.0%	20.0%
Economically Disadvantaged	28.0%	31.0%	48.0%	22.0%
English Learners	25.0%	32.0%	47.0%	19.0%
Students with Disabilities	32.0%	0.0%		0.0%
Students Receiving Migrant Education Services	22.0%	32.0%	50.0%	13.0%

California Physical Fitness Test Results (School Year 2009-10)

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/tq/pf/>. Note: Scores are not shown when the number of students tested is 10 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.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

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 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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API Ranks – Three-Year Comparison

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

API Rank	2007	2008	2009
Statewide	2	2	2
Similar Schools	6	9	7

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

This table displays by student group the actual API changes in points added or lost for the past three years.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	17	-8	32
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	17	--	--
Native Hawaiian or Pacific Islander	--	--	--
White (not Hispanic)	--	--	--
Two or More Races	Click here to enter text.	Click here to enter text.	Click here to enter text.
Socioeconomically Disadvantaged	17	-4	30
English Learners	36	1	31
Students with Disabilities	--	--	--

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

Group	2010 Growth API
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	School	District	State
All Students at the School	688	740	767
Black or African American	--	--	685
American Indian or Alaska Native	--	--	728
Asian	--	--	889
Filipino	--	--	851
Hispanic or Latino	689	739	715
Native Hawaiian or Pacific Islander	--	--	754
White (not Hispanic)	--	--	838
Two or More Races	--	--	807
Socioeconomically Disadvantaged	688	739	712
English Learners	685	734	691
Students with Disabilities	--	--	580

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 (2009-10 School Year)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

	School	District
Overall	No	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes

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Percent Proficient – English-Language Arts	Yes	Yes
Percent Proficient – Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program (2010-11 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 (English-language arts 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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2010-2011
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement	--	3
Percent of Schools Currently in Program Improvement	--	42.9%

IV. Teachers & 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 DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	16	17	18	
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence		3	3	--

Teacher Misassignments and Vacant Teacher Positions

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This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicators	School		
	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	Click here to enter text.	Click here to enter text.	Click here to enter text.
Vacant Teacher Positions	Click here to enter text.	Click here to enter text.	Click here to enter text.
Total Teacher Misassignments	Click here to enter text.	Click here to enter text.	Click here to enter text.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2009-10 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 Compliant Teachers
This School	Click here to enter text.	Click here to enter text.
All Schools in District	Click here to enter text.	Click here to enter text.
High-Poverty Schools in District	Click here to enter text.	Click here to enter text.
Low-Poverty Schools in District	Click here to enter text.	Click here to enter text.

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

2009-2010

1. 6/2/2010 Benchmark Data Disaggregation [2 hours]
2. 1/27/2010 ELA, Math, Science Vertical Teams [2 hours]
3. 1/23/2010 ELA , Math, Science Vertical Teams Saturday Training [7 hours]
4. 12/16/2009 Benchmark Data Disaggregation [2 hours]
5. 11/18/2009 ELA, Math, Science Vertical Teams [2 hours]
6. 11/14/2009 ELA , Math, Science Vertical Teams Saturday Training [7 hours]
7. 10/28/2009 ELA,Math, Science Vertical Teams [2 hours]
8. 10/21/2009 Benchmark Data Disaggregation [2 hours]

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9. 10/10/2009 ELA , Math, Science Vertical Teams Saturday Training [7 hours]
10. 9/16/2009 ELA & Math Vertical Teams [2 hours]
11. 9/12/2009 ELA , Math, Science Vertical Teams Saturday Training [7 hours]
12. 9/2/2009 CELDT Strategies Minimum Day [2 hours]
13. 8/26/2009 Minimum Day Training- ELA, Math, & Science Teams [2 hours]
14. 8/22/2009 Vertical Teams ELA, Math, Science Saturday Training [7 hours]
15. 8/10/2009 CPS/SexHarr/Bloodborne Pathogens [6 hours]

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

Indicator	Professional Development Days		
	2007-08	2008-09	2009-10
Annual number of school days dedicated to staff development	-	-	9

Academic Counselors and Other Support Staff (2009-10 School Year)

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	1	409
Counselor (Social /Behavioral or Career Development)	-	--
Library Media Teacher (Librarian)	-	--
Library Media Services Staff (paraprofessional)	1	409
Psychologist	-	409
Social Worker	-	--
Nurse	-	--
Speech/Language/Hearing Specialist	-	--
Resource Specialist (non-teaching)	-	--
Other	-	--

V. School Finances

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Expenditures Per Pupil and School Site Teacher Salaries (2008-09 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/>.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	-	-	-	\$58,749.00
District	--	--	\$6,634.85	\$55,206.00
State	--	--	\$5,681.00	\$61,706.00
Percent Difference – School and District	--	--	-	-
Percent Difference – School and State	--	--	-	-

Types of Services Funded (2009-10 Fiscal Year)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Federally Funded Programs:

Migrant Program – To provide academic support to migrant students

Title III Program – To provide tutorial/intervention classes to students qualifying under Title III regulations

School wide Title I Program – Enhance school wide performance of school with components that include parent involvement and school improvement

Title II – Improving teacher quality

Teacher and Administrative Salaries (2008-09 Fiscal Year)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average for Districts in the Same Category
Beginning Teacher Salary	\$38,036.00	\$38,970.00
Mid-Range Teacher Salary	\$59,875.00	\$59,776.00
Highest Teacher Salary	\$68,328.00	\$78,072.00

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Average Principal Salary (Elementary)	\$78,995.00	\$94,605.00
Average Principal Salary (Middle)	\$78,995.00	\$98,480.00
Average Principal Salary (High)	\$86,922.00	\$106,266.00
Superintendent Salary	\$132,150.00	\$144,721.00
Percent of Budget for Teacher Salaries	35.1%	38.8%
Percent of Budget for Administrative Salaries	4.5%	6.0%

VI. Data and Access

DataQuest

DataQuest is an online data tool located 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 Progress [AYP], test data, enrollment, 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 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.