SARC

2017-18 School Accountability
Report Card
Published in 2018-19

Monticello Elementary School
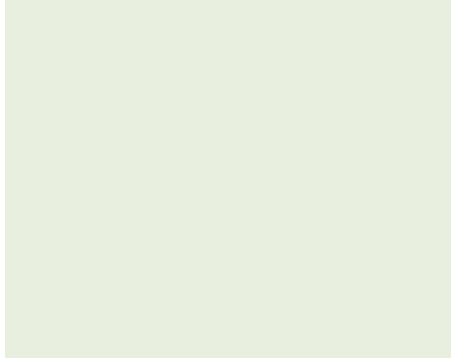
Grades TK-4
CDS Code 39-68544-6110373

Emily Stroup
Principal
estroup@sjcoe.net

1001 Cambridge Place
Tracy, CA 95377
(209) 833-9300

www.jeffersonschooldistrict.com/monticello

Jefferson School District

1219 Whispering Wind Drive   Tracy, CA 95377   ▪   www.jeffersonschooldistrict.com
James W. Bridges, Ed.D., Superintendent   ▪   jbridges@sjcoe.net   ▪   (209) 836-3388

Principal's Message

Monticello Elementary School, which opened in 1991, currently serves 460 students in transitional kindergarten through fourth grade. Our exemplary staff, positive learning environment and rigorous curriculum help guide our students to become confident, independent, successful contributors to our school community, as well as society as a whole. Our staff collaborate on a routine basis to ensure all students are learning at high levels, placing an emphasis on the education of the whole child: cognitive, social and emotional. Our staff works closely with the parents and guardians of our students, establishing a partnership that facilitates the achievement of all of our students. At Monticello, our students are our No. 1 priority.

Staff goals for the 2018-19 school year at Monticello:

- Continue implementation of Professional Learning Communities (PLCs) within our school and district
- Support our Second Step character education program, and reinforce the Character Counts key components of trustworthiness, respect, responsibility, fairness, caring and citizenship
- Implementation of our Positive Behavioral Interventions and Supports (PBIS) program
- Continue to support the antibullying program both at school and districtwide
- Continually update our site emergency plan and practice our emergency procedure protocols on a routine basis

School Mission Statement

Our educational community shares responsibility for all students reaching high levels of learning.

Parental Involvement

Parent and guardian support and involvement are a mainstay at Monticello Elementary School. Volunteers are welcome within the individual classrooms, as well as at school events and productions. Volunteers may choose from a variety of opportunities should they want to be involved in our school and support our student population. Some examples are as follows:

- Attend monthly Parent Faculty Association meetings
- Participate in various fundraising activities that may include the Jefferson/Monticello Carnival, See's Candy sales, open house, Fund Run, Movie Night, Box Tops for Education, book fair and Turkey Trot
- Become a member of the School Site Council (SSC)
- Volunteer in classrooms (tuberculosis [TB] clearance is required to volunteer on a consistent basis)
- Chaperone class field trips
- Participation on our English Learner Advisory Committee (ELAC)

Monticello recently installed a digital marquee. This will be used to celebrate school successes, notify the school community of upcoming events, and provide any additional information on an as-needed basis. In addition, Monticello families receive a weekly, digital newsletter highlighting current and upcoming events, and provides information about how to be involved on our campus.

For details on how to volunteer your time, please contact our Parent Faculty Association president, Alexis Imperial-Bobis, at (209) 833-9300.

School Safety

Monticello Elementary School's School Site Plan is a living document. Our staff formally reviews our plan on an annual basis. Numerous policies and procedures are in place to ensure the safety of all of our students and staff. Within each classroom, emergency procedures are posted by each door, along with an emergency backpack containing various survival items, first-aid supplies, and emergency contact information. Our District Safety Committee updates our emergency backpacks on an as-needed basis. The posted emergency procedures include general information regarding actions to be taken should any of the following events occur: fallen aircraft, flood preparedness, fire, missing-student protocol, campus shooting, earthquakes, bomb threat and checklist, explosion, chemical accident, and lockdown.

Grade-level representatives maintain an emergency procedure plan that they disseminate and implement, should the need arise. Such a plan includes staff phone tree information, evacuation locations and procedures, and various emergency responsibilities. Monthly emergency drills are conducted, allowing ample practice for both students and staff. All drills are conducted in a timely manner, and debriefed to ensure any necessary changes are made.

Jefferson School District is committed to providing and maintaining a safe and healthy work environment. In order to achieve this goal, the district has developed an Injury and Illness Prevention Program for its employees. It is designed to minimize workplace accidents, injuries and illnesses. In making safety a high priority, injuries and illnesses are reduced, whilst we see an increase in overall productivity. Hazard and safety awareness helps to provide a secure, peaceful and clean environment for the entire school community.

The district safety plan was reviewed and discussed with the staff in October 2018. We use our safety plan, along with fire drills, intruder-on-campus drills, reverse-evacuation drills, earthquake drills, lockdown drills, and shelter-in-place drills at each site. The school safety plan is reviewed, updated and discussed with the school faculty each school year.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

We take collective responsibility for ensuring all students achieve at high levels.

District Vision Statement

We want to be a collaborative, interdependent school district, focused on student learning to meet the mission of the Jefferson School District. We envision a district in which staff:

- Demonstrate an unwavering commitment to developing the whole child (Whole Child)
- Seek and implement research-based strategies for improving student learning on a continual basis (Research-based)
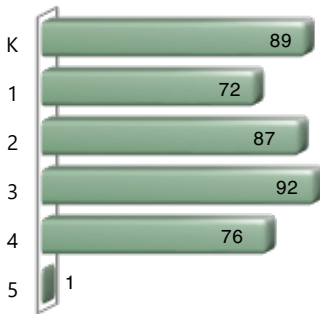- Monitor each student's progress and ensure mastery of all essential standards (Ensure Mastery)

Governing Board

Pete Carlson, President

Debbie Wingo, Vice President

Phil Raya, Clerk

Brain Jackman, Member

Dan Wells, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade

Grade	Students
K	89
1	72
2	87
3	92
4	76
5	1

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Monticello ES

	15-16	16-17	17-18
Suspension rates	2.2%	1.7%	2.2%
Expulsion rates	0.0%	0.0%	0.0%

Jefferson SD

	15-16	16-17	17-18
Suspension rates	2.7%	3.5%	1.8%
Expulsion rates	0.0%	0.0%	0.0%

California

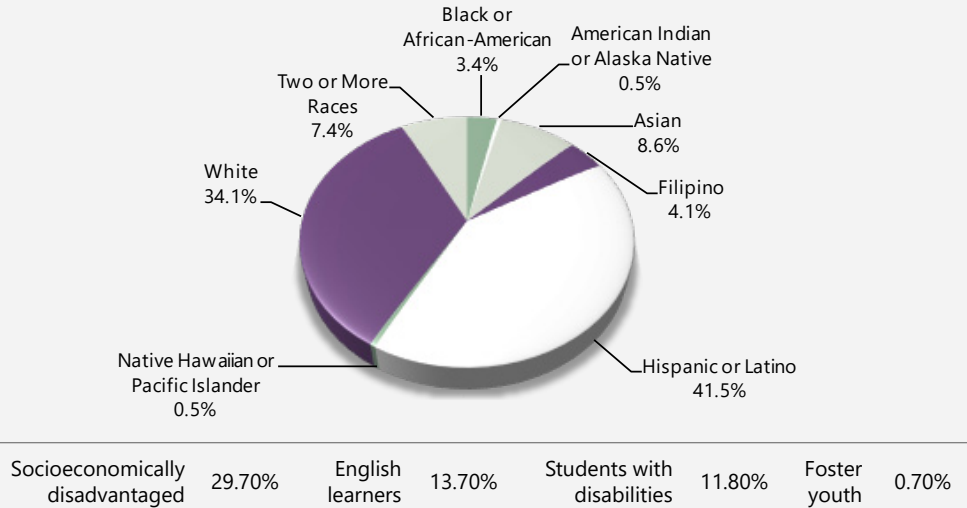|	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 417 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2017-18 School Year

- Black or African-American 3.4%
- American Indian or Alaska Native 0.5%
- Two or More Races 7.4%
- Asian 8.6%
- White 34.1%
- Filipino 4.1%
- Native Hawaiian or Pacific Islander 0.5%
- Hispanic or Latino 41.5%

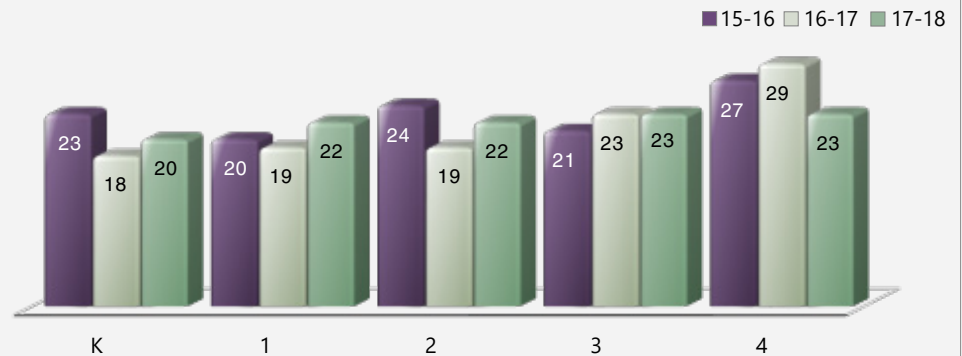|					
Socioeconomically disadvantaged	29.70%	English learners	13.70%	Students with disabilities	11.80%
Foster youth	0.70%				

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

Average Class Size — Three-Year Data

Legend: ■ 15-16 □ 16-17 ■ 17-18

Grade	15-16	16-17	17-18
K	23	18	20
1	20	19	22
2	24	19	22
3	21	23	23
4	27	29	23

Number of Classrooms by Size — Three-Year Data

Grade	2015-16			2016-17			2017-18		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			3		1	3	
1		4			3			3	
2		3			4			4	
3	1	3			3			4	
4		3			3			4	

Character Education Program

Beginning in the 2018-19 school year, the Jefferson School District adopted the Second Step Program, a curriculum series that focuses on social and emotional learning (SEL). Structured lessons include common themes and language across all grade levels. Lessons are taught in classrooms on a weekly basis, and are reinforced in our actions and character education program each and every day. The goal of this program is to further build the overall character of our Monticello students.

Monticello Elementary School has adopted the Character Counts Character Education Program, focusing on the six pillars of character. The traits are listed below along with their characteristics.

Trustworthiness: Be honest • Do not deceive, cheat or steal • Be reliable—do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal—stand by your family, friends and country

Respect: Treat others with respect; follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

Responsibility: Do what you are supposed to do • Plan ahead • Persevere—keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act—consider the consequences • Be accountable for your words, actions and attitudes • Set a good example for others

Fairness: Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly • Treat all people fairly

Caring: Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship: Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Monticello ES		Jefferson SD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Monticello ES		Jefferson SD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	50%	58%	54%	58%	48%	50%
Mathematics	60%	56%	45%	45%	37%	38%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3 and 4.

The "percentage 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 CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics (grades 3 and 4)

Percentage of Students Meeting or Exceeding State Standards	2017-18 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	176	173	98.30%	57.80%
Male	103	100	97.09%	50.00%
Female	73	73	100.00%	68.49%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	18	17	94.44%	70.59%
Filipino	❖	❖	❖	❖
Hispanic or Latino	73	72	98.63%	48.61%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	61	61	100.00%	57.38%
Two or more races	12	12	100.00%	91.67%
Socioeconomically disadvantaged	49	47	95.92%	51.06%
English learners	34	33	97.06%	57.58%
Students with disabilities	20	19	95.00%	36.84%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	175	172	98.29%	55.81%
Male	102	100	98.04%	58.00%
Female	73	72	98.63%	52.78%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	18	17	94.44%	64.71%
Filipino	❖	❖	❖	❖
Hispanic or Latino	72	72	100.00%	44.44%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	61	60	98.36%	60.00%
Two or more races	12	12	100.00%	83.33%
Socioeconomically disadvantaged	48	47	97.92%	48.94%
English learners	34	33	97.06%	51.52%
Students with disabilities	20	19	95.00%	36.84%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

The steps below describe the selection process for our textbooks and instructional materials.

1. These decisions are made before beginning the process:
   - Discuss critical issues with administrators and curriculum representatives
   - Determine issues unique to district needs
   - Needs assessment
   - School improvement plans
   - Superintendent direction
   - Board direction
   - Review the state's textbook-adoption committee's evaluation of textbooks—look at criteria used overall in relation to each textbook and publisher
2. We then form a committee of administrators, teachers (representatives from all grade levels) and parents.
3. The committee reviews, researches and identifies essential K-8 curriculum and assesses needs.
4. The committee establishes consensus on the most important criteria to evaluate during initial screening.
5. Depending on how many textbook programs have been approved, we make arrangements to preview samples. An initial preview may be necessary to determine whether the committee needs to preview all samples. All textbooks are from the state-approved list.
6. The committee conducts evaluations, pilots, reviews, and shares the conclusions with administrators and staff.
7. Community members are invited to review curriculum and provide feedback.
8. The committee submits its recommendation to the school board for approval and, finally, implements the new program, monitors, and modifies or supplements when necessary.
9. The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	**Textbook**	**Adopted**
English Language Arts & ELD	*Wonders*, McGraw-Hill (K-5)	03/2017
English Language Arts & ELD	SpringBoard, College Board (6-8)	05/2017
Mathematics	*California Go Math!*, Houghton Mifflin Harcourt (K-8)	05/2014
Science	*California Science*, Scott Foresman (K-5)	06/2007
Science	*California Earth Science*, Scott Foresman (6)	06/2007
Science	*Focus on Life Science*, Glencoe (7)	06/2007
Science	*Focus on Physical Science*, Glencoe (8)	06/2007
History/social science	*Social Studies Alive!* California Series, Teachers' Curriculum Institute (K-5)	06/2018
History/social science	*Ancient Civilizations*; Holt, Rinehart and Winston (6)	06/2006
History/social science	World History: *Medieval to Early Modern Times*; Holt, Rinehart and Winston (7)	06/2006
History/social science	US History, Holt, Rinehart and Winston	06/2006

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	2018-19 School Year
Data collection date	9/11/2018

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2018-19 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2018-19 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Public 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 at a workstation, and the ability to print documents.

"Our exemplary staff, positive learning environment and rigorous curriculum help guide our students to become confident, independent, successful contributors to our school community, as well as society as a whole."

Types of Services Funded

Jefferson School District provides the following programs and supplemental services to its students:

- Gifted and Talented Education (GATE)
- Title I
- Title II, Part A
- Title III
- School Safety
- Class Size Reduction
- New Teacher Induction
- Positive Behavioral Interventions and Supports (PBIS)

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2018-19 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	7/23/2018
Date of the most recent completion of the inspection form	7/23/2018

School Facilities

At Monticello Elementary School, students are monitored consistently throughout the school day. Yard supervisors, teachers, the site administrator and other school personnel provide supervision for students before, during and after school, as well as at school events. All visitors are required to sign in at the office and receive proper authorization in order to be on campus. A school visitors badge must be displayed at all times. We recently added an Ident-A-Kid visitor management system on our campus. This system makes it easier to track visitors and volunteers. In addition, it requires parents to digitally check their child in or out, providing a more accurate account of children on campus at a given time.

The district recently installed a new front gate and office entryway in an effort to increase site security and improve the visitor check-in procedure. The new gate and entryway allow for a better line of sight by the office secretaries, requires all visitors both coming on and leaving campus to pass through the office, and provides an additional layer of security for all students and staff on campus. The new system has been well received by the entire school community.

All school employees support the uninterrupted education of the students at Monticello Elementary School. Interruptions throughout the school days are kept to a minimum. Teachers and staff are provided a budget and are encouraged to participate in cutting-edge conferences and professional development opportunities to better their teaching skills and provide all of our students with new and innovative learning opportunities. We have allocated time each week for teachers to meet and collaborate with one another in an effort to ensure that all students receive high quality learning opportunities. Monticello School is committed to educating the whole child, utilizing a variety of modalities, such as Student Study Team meetings, formal and informal assessments, parent-teacher conferences, and phone calls home, to name a few.

We at Monticello Elementary School take pride in our campus. We work together and strive to keep our campus clean and graffiti free. Our Associated Student Body officers and representatives often partake in community service opportunities both on our campus and throughout the community.

Our maintenance team takes pride in their work, and is committed to keeping our school clean, well maintained, organized and safe. All school facilities are meticulously maintained and in exemplary status. We are never without custodial assistance throughout the school day. The school's custodial team also ensures that school facilities comply with all federal and state health and safety regulations. A scheduled maintenance program is administered by Jefferson School District to ensure that all classrooms, restrooms, and facilities are well maintained and in good repair. Their prompt response to staff and student needs is greatly appreciated.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Jefferson SD	Monticello ES		
Teachers	18-19	16-17	17-18	18-19
With a full credential	107	20	21	21
Without a full credential	9	1	0	2
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Monticello ES		
Teachers	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

We encourage teachers to attend outside conferences and workshops to further their education and stay current in recent educational research. Minimum days are scheduled throughout the year for teachers to participate in ongoing staff development at both the site and district levels. Teachers participate in ongoing staff development at the site as well as the county level. Professional-development methods include: after-school workshops, conferences, and individual mentoring and coaching. Teachers have participated in Common Core English language arts, math, writing, Guided Language Acquisition Design (GLAD), meeting the needs of special populations, technology training and district instructional norms. Grade-level collaboration teams also worked together to develop Common Core-aligned instructional guides, assessments and professional learning community collaboration.

Professional Development Days		Three-Year Data	
	2016-17	2017-18	2018-19
Monticello ES	2 days	3 days	2 days

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	FTE
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.10
Library media services staff (paraprofessional)	1.00
Psychologist	0.60
Social worker	0.00
Nurse	0.15
Speech/language/hearing specialist	0.40
Resource specialist (nonteaching)	0.00
Other	FTE
Speech language assistant	0.60

✧ Not applicable.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	$7,985
Expenditures per pupil from restricted sources	$1,192
Expenditures per pupil from unrestricted sources	$6,793
Annual average teacher salary	$82,633

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2016-17 Fiscal Year	
	Jefferson SD	**Similar Sized District**
Beginning teacher salary	$42,782	$48,064
Midrange teacher salary	$68,654	$75,417
Highest teacher salary	$84,853	$94,006
Average elementary school principal salary	$104,314	$119,037
Superintendent salary	$159,227	$183,692
Teacher salaries: percentage of budget	42%	36%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Monticello ES	$6,101	$74,930
Jefferson SD	$7,866	$76,844
California	$7,125	$76,046
School and district: percentage difference	-22.4%	-2.5%
School and California: percentage difference	-14.4%	-1.5%

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.