Hamilton K-8 School

57550 Mitchell Rd. • Anza, CA 92539 • (951) 763-1840 • Grades K-8
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Hemet Unified School District
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District Governing Board

Ms. Stacey Bailey

Mr. Rob Davis

Mrs. Megan Haley

Mr. Gene Hikel

Mr. Vic Scavarda

Mr. Patrick Searl

Mr. Ross Valenzuela

District Administration

Ms. Christi Barrett
Superintendent

Mr. Darel Hansen
Assistant Superintendent
Human Resources

Mr. Vince Christakos
Assistant Superintendent
Business Services

Mrs. Tracy Chambers
Assistant Superintendent
Educational Services

School Description

Hamilton's Mission Statement

The educational community at Hamilton School, believes that all children can learn. Our mission is to establish a learning environment where all children can succeed. Staff, parents, and community members must come together to provide the necessary support. Together, we will strive to instill in each student the skills necessary to meet life's challenges with honesty, integrity, courage, and the desire for intellectual and personal excellence. At Hamilton, children participate in programs that foster individual growth, academic progress, cultural literacy, and good citizenship.

About This School

Hamilton Elementary School, currently a K-8 school, is located in the high country of Anza. The school population is drawn from a rural environment, which includes Aguanga, Anza, and Garner Valley as well as the Cahuilla, Ramona, and Santa Rosa reservations.

Hamilton has a special enthusiasm and spirit that is enhanced by the local community involvement and support.

Hamilton Elementary School continues in its dedication to provide a curriculum aligned with Hemet Unified School District and California State Standards. Hamilton's staff believes that this institution is for and about young people and that everything done must be planned with an eye toward the effect every decision will have on students and their academic success.

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 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	55
Grade 1	51
Grade 2	44
Grade 3	45
Grade 4	32
Grade 5	44
Grade 6	46
Grade 7	58
Grade 8	45
Total Enrollment	420

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	6.2
Asian	3.1
Filipino	0
Hispanic or Latino	35.5
Native Hawaiian or Pacific Islander	0
White	49.5
Two or More Races	5.5
Socioeconomically Disadvantaged	81.2
English Learners	12.1
Students with Disabilities	16.9
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Hamilton K-8 School	15-16	16-17	17-18
With Full Credential	28	27	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	1	3
Hemet Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	1095
Without Full Credential	♦	♦	43
Teaching Outside Subject Area of Competence	♦	♦	120

Teacher Misassignments and Vacant Teacher Positions at this School			
Hamilton K-8 School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, including English learners, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or 60605.8." This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9/5/17 that each pupil in the district, including English learners, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Textbooks and Instructional Materials Year and month in which data were collected: September 5, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	English Now! V 2.0 - LitConn, Inc. Dec. 2006 Open Court Reading - SRA/McGraw Hill May 2002 Holt Literature & Lang Arts, Harcourt Brace, May 2002 SRA/Reach Scholastic Read 180 - SRA/McGraw Hill .Scholastic, Inc. July 2005 Imagine Learning English - Imagine Learning 2014 Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) - Developmental Studies Center May 2013 Compass Learning - Odyssey June 2011 **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Eureka Math - Great Minds June 2017 McDougal Littell CA Math Course 1, Course 2, Algebra 1 - McDougal, Littell, a division of Houghton Mifflin June 2008 California Pre-Algebra - McDougal, Littell Publ Dec 2011 California Geometry - McDougal Littell June 2008 Compass Learning - Odyssey June 2011 MIND ST Math Program - MIND Research Institute October 2011 **Percent of students lacking their own assigned textbook:** 0%
Science	Harcourt Science California Edition - Harcourt Brace March 2001 Earth Science, Holt, Rinehart & Winston, Marc 2001 Life Science, Holt, Rinehart & Winston, March 2001 Physical Science, Holt, Rinehart & Winston, March 2001 **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	History-Social Science for California - Pearson, Scott-Foresman June 2007 History Alive! The Ancient World, Teachers' Curriculum Institute, June 2007 History Alive! The Medieval World and Beyond, Teachers' Curriculum Institute, June 2007 History Alive! The United States Through Industrialism, Teachers' Curriculum Institute , June 2007 **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	**Percent of students lacking their own assigned textbook:** 0%
Health	Harcourt Health & Fitness - Harcourt, Inc. July 2005 Decisions for Health, Holt, Rinehart & Winston, July 2005 **Percent of students lacking their own assigned textbook:** 0%

Textbooks and Instructional Materials Year and month in which data were collected: September 5, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A **Percent of students lacking their own assigned textbook:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Hamilton Elementary was added to Hamilton School in 1987 creating a K-12 campus. On September 7, 1999, Hamilton Elementary School was separated from the secondary students creating a K-5 campus. In 2000 -01, the sixth grade was moved to the elementary school. In 2005-06, the seventh grade joined the elementary campus. In August 2006, a newly constructed building was added to the K-8 campus. It currently houses grades 4 – 8 and Special Education classes.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2/20/2018				
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 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 Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	48	54	45	43	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.

Note: The 2016-17 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 new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	32	25	37	36	48	48
Math	28	24	24	23	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	23.3	14	2.3
7	19	27.6	39.7

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	99	94	95.0	54.3
Male	43	39	90.7	53.9
Female	56	55	98.2	54.6
Hispanic or Latino	34	32	94.1	43.8
White	49	47	95.9	66.0
Socioeconomically Disadvantaged	56	56	100.0	55.4
English Learners	11	11	100.0	36.4
Students with Disabilities	16	16	100.0	62.5

* 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. 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	279	268	96.06	25.37
Male	150	143	95.33	19.58
Female	129	125	96.9	32
Black or African American	--	--	--	--
American Indian or Alaska Native	17	16	94.12	18.75
Asian	--	--	--	--
Hispanic or Latino	98	91	92.86	16.48
White	140	137	97.86	32.12
Two or More Races	18	18	100	33.33
Socioeconomically Disadvantaged	221	212	95.93	20.28
English Learners	39	36	92.31	16.67
Students with Disabilities	63	62	98.41	4.84
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	279	271	97.13	24.35
Male	150	144	96	26.39
Female	129	127	98.45	22.05
Black or African American	--	--	--	--
American Indian or Alaska Native	17	17	100	23.53
Asian	--	--	--	--
Hispanic or Latino	98	93	94.9	17.2
White	140	137	97.86	30.66
Two or More Races	18	18	100	16.67
Socioeconomically Disadvantaged	221	215	97.29	18.14
English Learners	39	38	97.44	18.42
Students with Disabilities	63	62	98.41	6.45
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Parent involvement opportunities are available to all parents at all schools. These offerings are available in both English and Spanish. These opportunities include, Parent Project®, District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parent Engagement Leadership Institute (PELI), and a district-wide PTA/ELAC community event, named, and the District Curriculum Council.

Parents are involved through the following:
- School Site Council—5 school members/5 parents committee—4 times yearly
- English Learners—committee 5 times yearly
- Title I Meeting—1 time each year
- Back to School Night—fall
- Holiday Open House—winter
- Open House—spring
- Parent Project Classes—10 sessions offered throughout the year
- PTSA (Parent Teacher Student Association)
- ELAC (English Learner Advisory Council)
- Meet the Masters Art Program
- Family Movie Nights
- Family Reading Night
- Monthly Awards Assemblies (personal invitations mailed)
- Parent Conferences (fall and spring)
- Growth and Development Information Preview (4th/5th grade parents)
- Daily Volunteering in Classrooms
- Pastries with the Principal (information sharing meeting)
- Family Code Night

For more information, contact the site Principal or Robin Lovato, Office Manager at (951) 763-1840.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
(1) Assessment of the current status of school crime committed on school campuses and at school-related functions.
(2) Includes strategies and programs that provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.).
(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
(F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
(H) A safe and orderly environment conducive to learning at the school.
(I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.
(J) Schoolsite council or school safety planning committee, develops and updates the comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other schoolsite councils or school safety planning committees.

(K) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

(L) As comprehensive school safety plans are reviewed and updated and includes policies and procedures aimed at the prevention of bullying.

(M) The comprehensive school safety plan, written and updated by the schoolsite council or school safety planning committee on (4/7/16) and was submitted to the District for approval pursuant to subdivision (a) of Section 32288 on (4/11/16).

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	8.4	9.2	7.8
Expulsions Rate	0.2	0.0	0.4
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	6.9	6.3	7.0
Expulsions Rate	0.3	0.3	0.6
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	20	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.688
Psychologist	0.50
Social Worker	0
Nurse	0.20
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0
Other	.6
Average Number of Students per Staff Member	
Academic Counselor	196

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	22	21	22		1		3	2	3			
1	24	24	20			1	2	2	1			
2	19	23	22	2		1		2	1			
3	22	21	23		1	1	2	1	1			
4	25	21	21				2	2	1			
5	21	18	28	1	2		2	1	2			
6	17	20	19	10	4	7	1	10	5	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs and initiatives. The training provided by the Professional Development Academy allows teachers, administrators, and paraprofessionals to become highly skilled at providing quality leadership, instruction, and support to the district's students.

The focus of the Professional Development Academy has been on the implementation, support, and instructional improvement of California State Standards. The district's Educational Department, including Teachers On Special Assignment (TOSA) provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the TOSAs provide a variety of district and site-based trainings based on data, principal feedback and, teacher survey results. Achievement data is used to determine site support and priorities for professional development opportunities. Teachers are provided with multiple opportunities throughout the school year and during the summer to participate in trainings. The PDA also supports our new teachers through our Center for Teacher Innovation (CTI) Induction Program and provides intensive coaching to support them in their new teaching assignment. Additionally, the TOSAs are now support the ten site-based Instructional Coaches that are located a various elementary and middle schools across the district.

During the 2016-2017 and 2017-2018 school year, HUSD has two non-student days that are for the purpose of professional development for all staff. A summer 3-day new teacher academy was offered in the 2017-2018 school year, for all new the HUSD teachers. Additionally, a new elementary math curriculum was adopted and teachers were provided two days of training during the summer.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$49,872	$47,808
Mid-Range Teacher Salary	$75,058	$73,555
Highest Teacher Salary	$101,205	$95,850
Average Principal Salary (ES)	$125,947	$120,448
Average Principal Salary (MS)	$131,097	$125,592
Average Principal Salary (HS)	$141,020	$138,175
Superintendent Salary	$246,921	$264,457
Percent of District Budget		
Teacher Salaries	36%	35%
Administrative Salaries	6%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	8,375	1,441	6,934	70,181
District	♦	♦	5,834	77,020
State	♦	♦	$6,574	$79,228
Percent Difference: School Site/District			17.2	-9.3
Percent Difference: School Site/ State			5.3	-12.1

* Cells with ♦ do not require data.

Types of Services Funded

The SAFE after school program services students in grades one through eight from the time the dismissal bell rings until 6:00 PM. There are approximately 145 students enrolled in the program. The program is financed through State funds (Prop-49). The SAFE program also funds after school interventions targeting students who are scoring below proficiency on grade level standards.

Other programs being funded: Pathfinder, Elementary Counselors, ST Math, Compass Learning, Imagine Learning, Reading Learning Dynamics, Music Programs, Athletic Programs, English 3D, Reading 180/System 44, AVID.

OTHER PROGRAMS
To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

LCAP Supplemental Initiatives -- $75,613
Supplemental/Concentration -- $ 19,602
AVID - LCAP -- $10,757
Site Lottery -- $11,257
Title I -- $69,706
Spec Ed Federal Local Asst -- $28,720
Medi-Cal Reimbursement -- $327
ASES-After School Program -- $112,293
Special Education State/Local -- $420,363
RCOE Local Grant -- $750

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.