

# Little Lake Elementary School

26091 Meridian Street • Hemet, CA 92544 • 951-765-1660 • Grades K-5

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<http://littlelake.hemetusd.org>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Hemet Unified School District

1791 West Acacia Ave.  
Hemet, CA 92545-3632  
(951) 765-5100  
[www.hemetusd.org](http://www.hemetusd.org)

#### 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. Darrin Watters

**Deputy Superintendent  
Business Services**

Mr. Darel Hansen

**Assistant Superintendent  
Human Resources**

Mrs. Tracy Chambers

**Assistant Superintendent  
Educational Services**

Dr. Karen Valdes

**Assistant Superintendent  
Student Services**

### School Description

#### **Our Mission Statement**

"The educational community will assist all students in maximizing their academic achievement and personal responsibility."

#### **Our Vision Statement**

At Little Lake Elementary we are motivated by this belief: students and their families hold the power to reinvent themselves and their world. They must be given the opportunity to develop a strong sense of self, a commitment to social responsibility and the academic agility needed to improve themselves and their community. Education should not be the repository of the status quo. Rather, it should be an instrument for freedom, teaching students how to deal effectively with the world and to help transform it. We believe in the power of the individual and the power of community. We are dedicated to providing a nurturing, challenging and creative learning environment that celebrates diversity with compassion and acceptance.

#### **School Profile**

Little Lake Elementary was established in 1899. We are proud of our heritage and our long standing tradition of a commitment to excellence. This is appropriately reflected in our Mission Statement: "Little Lake Elementary is to assist all students in maximizing their academic achievement and personal responsibility." We are committed to a child centered learning environment with the highest level of excellence in teaching, learning, and positive behavior.

Currently, Little Lake has 35 active classrooms. Twenty seven classrooms are utilized for general education classes in grades TK thru 5th and eight classrooms are utilized for special education. Five of the special education classes are Severely Handicapped elementary and preschool programs which draw their attendance from both inside and outside our district boundaries.

To effectively maintain our high teacher expectations as well as continually strive to exceed them, change is inevitable and our staff is learning that collaboration is essential. We have revised our Mission and Vision Statements (as displayed above in bold print) so we are able to refocus our efforts in an organized manner that will benefit all students.

Little Lake's teaching and support staff has grown to over 80 members with more than 800 years of successful teaching experience. To maintain a Tradition of Excellence, our Little Lake staff continues to hone skills through collaboration, staff development. This dedication drives our instruction.

We provide rigorous academics that stress flexibility of thought as well as a social-emotional approach that emphasizes empathy amongst all members of our school community. We know that emotional intelligence is strongly correlated to success in life, both personally and professionally. We believe that the best students are complete humans. Children come first at Little Lake Elementary.

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	137
Grade 1	140
Grade 2	112
Grade 3	130
Grade 4	122
Grade 5	152
<b>Total Enrollment</b>	<b>793</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	0.5
Asian	0.8
Filipino	0.8
Hispanic or Latino	59.3
Native Hawaiian or Pacific Islander	0.4
White	27.6
Socioeconomically Disadvantaged	85.2
English Learners	15.8
Students with Disabilities	16.0
Foster Youth	1.1

## 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			
Little Lake Elementary School	16-17	17-18	18-19
With Full Credential	42	41	40
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Hemet Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1098
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	118

Teacher Misassignments and Vacant Teacher Positions at this School			
Little Lake Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 9/4/18 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:

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: September 4, 2018</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	English Now! V 2.0 - LitConn, Inc. Dec. 2006 English 3D - Houghton Mifflin Harcourt June 2014 Benchmark Ready to Advance - Benchmark April 2018 Benchmark Advance - Benchmark April 2018 Benchmark Steps to Advance - Benchmark April 2018 Read 180/System 44 - Scholastic, Inc. July 2015 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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Eureka Math MIND ST Math Program - MIND Research Institute October 2011 Compass Learning - Odyssey June 2011  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Harcourt Science California Edition - Harcourt Brace March 2001 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	History-Social Science for California - Pearson, Scott-Foresman June 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Harcourt Health & Fitness - Harcourt, Inc. July 2005 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The school, built in the early 1899 on 10.87 acres, currently has 22 permanent rooms and 22 relocatable classrooms. There are also administrative offices, a library, multi-purpose room, computer lab, and a disaster shed containing disaster supplies.

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month in which data were collected: 9/24/2018		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	33.0	38.0	36.0	36.0	48.0	50.0
Math	24.0	30.0	23.0	22.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The 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.

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.8	21.4	38.6

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	390	388	99.49	37.89
<b>Male</b>	195	195	100.00	31.79
<b>Female</b>	195	193	98.97	44.04
<b>Black or African American</b>	24	24	100.00	37.50
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	232	230	99.14	35.65
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	104	104	100.00	44.23
<b>Two or More Races</b>	19	19	100.00	47.37
<b>Socioeconomically Disadvantaged</b>	335	333	99.40	37.24
<b>English Learners</b>	79	77	97.47	23.38
<b>Students with Disabilities</b>	56	56	100.00	3.57
<b>Foster Youth</b>	--	--	--	--

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 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	392	390	99.49	30
Male	195	193	98.97	26.94
Female	197	197	100	32.99
Black or African American	24	24	100	16.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	232	232	100	29.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	106	104	98.11	34.62
Two or More Races	19	19	100	36.84
Socioeconomically Disadvantaged	337	335	99.41	28.06
English Learners	79	79	100	21.52
Students with Disabilities	56	56	100	5.36
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 school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

At Little Lake we value parents as full partners in the education of our students. Parent involvement opportunities are available to all parents. These offerings are available in both English and Spanish. These opportunities include, Little Lake's English Learner Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), the School Site Council (SSC), District Advisory Committee (DAC), African American Council for Excellence and Success, District Curriculum Council, PTA, and in-school parent volunteer opportunities. Little Lake's Bilingual Parent Liaison is available in the front office and by phone to assist parents who are interested in finding ways to get more involved in our school. Ms. Sonia Martinez can be reached at (951) 765-1660.

Little Lake Elementary School addresses all areas of parent involvement through their School Plan For Student Achievement. For more information, contact the site Principal, Robert Broecker at (951) 765-1660.

#### **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

Little Lake Safety Plan includes the following:

- (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 (5/21/2018) and was submitted to the District for approval pursuant to subdivision (a) of Section 32288 on (5/21/2018).

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.6	4.4	5.1
Expulsions Rate	0.2	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	6.3	7.0	6.4
Expulsions Rate	0.3	0.6	0.3
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.50
Social Worker	0
Nurse	.025
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0
Other	2
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	24	22	2		1	4	6	5			
1	25	25	26				5	4	5			
2	22	24	25				5	5	4			
3	19	21	22	5	1	1	2	4	5			
4	25	22	31	1	1		5	5	3			
5	21	28	26	2	1	2	5	5	5			
Other	9	11	11	2	3	2						

\* 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 primary focus of the Professional Development Academy is supporting instruction of California State Standards and the new curriculum adoptions that have taken place during the past few years. The district's Educational Services 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.

The PDA also supports new teachers through our Center for Teacher Innovation (CTI) Induction Program, which provides intensive coaching and support in the inquiry process. Additionally, the TOSAs now support the ten site-based Instructional Coaches, located at designated elementary and middle schools across the district. A new teacher academy is offered for all new the HUSD teachers during the summer, and all elementary classroom teachers participated in training in the new ELA adoption (Benchmark Advanced), and our secondary Math teachers also participated in training for the newly adopted secondary math curriculum.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,620	\$47,903
Mid-Range Teacher Salary	\$76,184	\$74,481
Highest Teacher Salary	\$102,723	\$98,269
Average Principal Salary (ES)	\$125,540	\$123,495
Average Principal Salary (MS)	\$133,205	\$129,482
Average Principal Salary (HS)	\$142,286	\$142,414
Superintendent Salary	\$223,000	\$271,429
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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 102 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 that are funded are: Pali Institute, Elementary Counselors, ST Math, Compass Learning, Imagine Learning, Reading Intervention Program, Reading A-Z, Elementary Assistant Principals, Bilingual Parent Liaisons.

### 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:

After School Tutoring  
 Playworks Positive Recess Model  
 PBIS

LCAP Supplemental Initiatives -- \$363,672  
 Site Supplemental -- \$68,395  
 LCAP AVID -- \$11,262  
 Site Lottery -- \$23,657  
 Title I -- \$113,407  
 ASES - After Schl Prgms -- \$53,821

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8,294	2,176	6,118	85,469
District	◆	◆	6,311	\$80,837
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-3.1	5.6
Percent Difference: School Site/ State			-15.2	5.7

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.