# Ramona Elementary School

**41051 Whittier Ave. • Hemet, CA 92544 • (951) 765-1670 • Grades K-5**
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http://ramona.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

**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 balanced, comprehensive, success oriented program addresses all aspects of the elementary school student. Parents and teachers are partners in providing opportunities for their children/pupils to achieve a personal best. Students are encouraged to develop a vision of excellence for their future, while learning to accept responsibility for their actions and achievement. The following is our Mission Statement:

Every decision we make is to ensure the success of our students. We will provide a safe and supportive environment where students can thrive by using differentiated strategies to help them achieve their learning and social-emotional goals to prepare them to be college and career ready.

Student expectations are well defined and modeled. Ramona uses Positive Behavior Intervention Supports program. Our school expectations are: Be Safe, Be Respectful, and Be Responsible. Ramona teachers have become well versed in the new California Common Core State Standards. They have attended Benchmark, Eureka, Guided Reading, PBIS and AVID professional development opportunities. Instruction is designed to address standards in order for all students to achieve proficiency.

Working together with our community, Ramona Elementary School strives for academic achievement and the establishment of a creative learning environment that effectively serves a diverse population of students. Using available resources, standards-based instruction, data analysis of student work, and differentiated school day intervention programs, all students will demonstrate achievement at or above the proficient level in the core areas in alignment with the California Common Core.

## 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 | 121 |
| Grade 1 | 102 |
| Grade 2 | 111 |
| Grade 3 | 96 |
| Grade 4 | 89 |
| Grade 5 | 104 |
| Total Enrollment | 623 |

| 2017-18 Student Enrollment by Group | |
|---|---|
| Group | Percent of Total Enrollment |
| Black or African American | 10.9 |
| American Indian or Alaska Native | 0.5 |
| Asian | 0.8 |
| Filipino | 0.5 |
| Hispanic or Latino | 64.5 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 17.5 |
| Socioeconomically Disadvantaged | 97.0 |
| English Learners | 17.5 |
| Students with Disabilities | 10.0 |
| 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 | | | |
|---|---|---|---|
| Ramona Elementary School | 16-17 | 17-18 | 18-19 |
| With Full Credential | 39 | 35 | 36 |
| Without Full Credential | 1 | 0 | 0 |
| 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 | | | |
|---|---|---|---|
| Ramona Elementary School | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

**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:

| Textbooks and Instructional Materials<br>Year and month in which data were collected: September 4, 2018 | |
| --- | --- |
| **Core Curriculum Area** | **Textbooks and Instructional Materials/Year of Adoption** |
| **Reading/Language Arts** | English Now! V 2.0 - LitConn, Inc. Dec. 2006<br>English 3D - Houghton Mifflin Harcourt  June 2014<br>Benchmark Ready to Advance - Benchmark  April 2018<br>Benchmark Advance - Benchmark  April 2018<br>Benchmark Steps to Advance - Benchmark  April 2018<br>Read 180/System 44 - Scholastic, Inc. July 2015<br>Imagine Learning English - Imagine Learning 2014<br>Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) - Developmental Studies Center May 2013<br>Compass Learning - Odyssey June 2011<br><br>**The textbooks listed are from most recent adoption:**　Yes<br>**Percent of students lacking their own assigned textbook:**　0% |
| **Mathematics** | Eureka Math - Great Minds June 2017<br>MIND ST Math Program - MIND Research Institute October 2011<br>Compass Learning - Odyssey June 2011<br><br>**The textbooks listed are from most recent adoption:**　Yes<br>**Percent of students lacking their own assigned textbook:**　0% |
| **Science** | Harcourt Science California Edition - Harcourt Brace March 2001<br>**The textbooks listed are from most recent adoption:**　Yes<br>**Percent of students lacking their own assigned textbook:**　0% |
| **History-Social Science** | History-Social Science for California - Pearson, Scott-Foresman June 2007<br>**The textbooks listed are from most recent adoption:**　Yes<br>**Percent of students lacking their own assigned textbook:**　0% |
| **Health** | Harcourt Health & Fitness - Harcourt, Inc. July 2005<br>**The textbooks listed are from most recent adoption:**　Yes<br>**Percent of students lacking their own assigned textbook:**　0% |

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

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

Ramona Elementary School opened its doors in the fall of 1963. Ramona Elementary School currently contains 22 permanent classrooms and 18 relocatable classrooms. School cleanliness is a priority. The custodian takes great care to thoroughly clean and make small repairs to the school campus daily. Ramona is contained within fencing on all four sides. Any visitors to the campus must check in through the office and provide picture identification which is then scanned into Lobby Guard. During the 2013 summer, the library received new carpeting and was repainted. Minor remodeling was completed to provide a more spacious environment for the students. Every classroom has adequate space and all the materials needed to ensure student success.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/19/2018 | | |
|---|---|---|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | Playground Restroom Boys: Bathroom fan not working |
| **Interior:** Interior Surfaces | Good | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:** Electrical | Fair | Girls Bath near 9: (1) fixture out Room 25: (2) bulbs Room 4: (2) bulbs (1) fixture out |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | Playground Restroom Girls: (2)nd stall leaking flush valve |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Good | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| **Overall Rating** | **Good** | |

# 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

| Subject | 2017-18 CAASPP Results for All Students | | | | | |
|---|---|---|---|---|---|---|
| | 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 | 16.0 | 15.0 | 36.0 | 36.0 | 48.0 | 50.0 |
| Math | 13.0 | 12.0 | 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.

| Subject | CAASPP Test Results in Science for All Students | | | | | |
|---|---|---|---|---|---|---|
| | 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 | 26.4 | 16.0 | 25.5 |

\* 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 | | | | |
|---|---|---|---|---|
| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Met or Exceeded** |
| **All Students** | 297 | 294 | 98.99 | 15.31 |
| **Male** | 147 | 147 | 100.00 | 17.69 |
| **Female** | 150 | 147 | 98.00 | 12.93 |
| **Black or African American** | 33 | 31 | 93.94 | 6.45 |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 190 | 189 | 99.47 | 15.87 |
| **White** | 49 | 49 | 100.00 | 16.33 |
| **Two or More Races** | 18 | 18 | 100.00 | 16.67 |
| **Socioeconomically Disadvantaged** | 288 | 285 | 98.96 | 15.09 |
| **English Learners** | 81 | 81 | 100.00 | 8.64 |
| **Students with Disabilities** | 42 | 42 | 100.00 | 11.90 |
| **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 2017-18 CAASPP Assessment Results - Mathematics<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|---|---|---|---|
| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Met or Exceeded** |
| **All Students** | 297 | 295 | 99.33 | 12.2 |
| **Male** | 147 | 147 | 100 | 15.65 |
| **Female** | 150 | 148 | 98.67 | 8.78 |
| **Black or African American** | 33 | 31 | 93.94 | 9.68 |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 190 | 190 | 100 | 10.53 |
| **White** | 49 | 49 | 100 | 18.37 |
| **Two or More Races** | 18 | 18 | 100 | 16.67 |
| **Socioeconomically Disadvantaged** | 288 | 286 | 99.31 | 12.59 |
| **English Learners** | 82 | 82 | 100 | 8.54 |
| **Students with Disabilities** | 42 | 42 | 100 | 9.52 |
| **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)**
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® (secondary), Parent Project Jr.® (elementary), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), and the District Curriculum Council.

The site addresses all areas of parent involvement through their School Plan For Student Achievement. Parent Involvement activites include:
• The Annunal Title 1 Parent Meeting
• School Site Council
• ELAC Committee
• Family Literacy NIght
• Volunteering in classrooms
• Attending student field trips
• Family STEAM Night
• Student Performances
• Lunch on the Lawn
• Lunch with your Valentine
• Turkey Feast
• PTA

For more information, contact the site Principal, Stacy Sorenson at (951) 765-1670.

**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**
Ramona's safety plan is reviewed annually, in the spring, with School Site Council. Suggestions and modifications are made and presented to the site Leadership team and staff in August. Listed below are key elements discussed in the plan.

Disaster procedures, including: fire, earthquake, Shelter In Place and Lockdown are reviewed and discussed. Fire drills are done monthly, earthquake drills four times yearly and Shelter In Place as well as Lockdown drills are done yearly per state guidelines.

An alarm signals a fire drill and the entire school population evacuates to the field and their designated spot. A sweep in done by the site custodian for whether doors are open or closed. Designated school personnel check classes for any missing students and radio Administration with the results.

During an earthquake drill an announcement is made over the school intercom. Students drop, cover and hold. Periodically classes evacuate the buildings leaving their classroom doors ajar.

Shelter In Place drills require students to return to their classrooms and to stay inside until further notice. This is communicated via the school intercom.

A Lockdown may be initiated by either Law Enforcement or Administration. In this situation all staff and students enter the closest room, move away from the windows, darken the room and get to ground level. Staff has been instructed not open the door to anyone.

| Suspensions and Expulsions | | | |
|---|---|---|---|
| **School** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 5.4 | 9.3 | 5.2 |
| **Expulsions Rate** | 0.0 | 0.4 | 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** | 0.5 |
| **Social Worker** | 0 |
| **Nurse** | 1 |
| **Speech/Language/Hearing Specialist** | 1 |
| **Resource Specialist (non-teaching)** | 0 |
| **Other** | 0 |
| **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 | 26 | 26 | 2 | 1 | 1 | 5 | 4 | 4 | | | |
| 1 | 23 | 24 | 24 | 1 | 1 | 1 | 4 | 4 | 2 | | | |
| 2 | 27 | 22 | 27 | | 1 | | 4 | 4 | 4 | | | |
| 3 | 27 | 23 | 24 | | 1 | | 5 | 4 | 4 | | | |
| 4 | 34 | 23 | 22 | | 1 | 2 | 1 | 5 | 2 | 3 | | |
| 5 | 25 | 25 | 26 | 1 | 1 | | 4 | 5 | 4 | | | |
| Other | | 10 | 27 | | 1 | | | | 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 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/.

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|---|---|---|---|---|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 7,289 | 1,293 | 5,996 | 81,688 |
| District | ◆ | ◆ | 6,311 | $80,837 |
| State | ◆ | ◆ | $7,125 | $80,764 |
| Percent Difference: School Site/District | | | -5.1 | 1.0 |
| Percent Difference: School Site/ State | | | -17.2 | 1.1 |

*	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.**

## 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.  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 by the district:  Elementary Counselors, Imagine Learning, one Reading Intervention Teachers K-2, two Reading Intervention/READ 180 Teachers 3-5 and three Instructional Assistants.  Programs funded by the site's Title 1 and LCFF monies include:  Extended Day Tutoring, AVID, two addtional Instructional Assistants, PlayWorks, recess Supervisor, Starfall Licence, and Accelerated Reader.

**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 -- $377,432
Site Supplemental -- $29,942
LCAP AVID -- $19,973
Site Lottery -- $20,593
Title 1 -- $108,050
After Schl Prgms -- $73,279
Other -- $231

## 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.