

MISSION VALLEY ELEMENTARY SCHOOL

41700 Denise Street • Fremont, CA 94539 • (510) 656-2000 • Grades K-6

Denise Mapelli, Principal
dmapelli@fusdk12.net
www.fremont.k12.ca.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Fremont Unified School District

4210 Technology Drive
Fremont, CA 94538
(510) 657-2350
www.fremont.k12.ca.us

District Governing Board

Desrie Campbell

Larry Sweeney

Ann Crosbie

Michele Berke, Ph.D.

Dianne Jones

District Administration

Kim Wallace, Ed.D.
Superintendent

Marcus Battle
Associate Superintendent

Debbie Ashmore
**Assistant Superintendent,
Instruction**

Raul M. Zamora, Ed.D.
**Assistant Superintendent, Human
Resources**

School Description

Welcome to Mission Valley Elementary School. Mission Valley Elementary has earned the honor of being named a California Distinguished School in 2018. Our vision is to unite parents, educators, and the community to motivate and prepare students to be lifelong learners and responsible citizens. We have created a positive, child-centered learning environment for all students through the cooperative efforts of parents, staff, students, and community members. New this year is an FUSD counselor and a Youth and Family Services counselor on campus two days a week to support all students.

Our diverse student population of 620 is approximately 85 percent Asian, 8 percent white, 4 percent Hispanic, 1 percent African-American, and 2 percent multiple or not known. Nine percent of our students are English Learners. Throughout the year, many cultural events are celebrated in the classrooms and with our school community.

The partnership we share with our parents and community enhances the learning experiences of both students and staff. Our Mission Valley School Association (MVSA) parent group is our greatest supporter. Through the annual membership drive and Jog-A-Thon fund-raiser, MVSA has been able to provide technology in the classrooms, support classroom supplies, provide enrichment programs and support our computer lab.

In addition to the core curriculum, special programs for students include 4 Special Day Classes (SDC), Gifted and Talented Education integration (GATE), School Site Council (SSC), English Language Advisory Committee (ELAC), lunch time intramural sports, enrichment activities, The Growth Mindset, student leadership opportunities, and Fine Arts Mini Education (FAME). All of these programs have resulted in excellent student attitudes and high student achievement. At Mission Valley Elementary, we are proud of our programs and learning environment, which enhance self-esteem and student success. This is accomplished by including students in all activities at all grade levels. If you wish additional information about Mission Valley Elementary, please visit our web site.

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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 101 |
| Grade 1 | 101 |
| Grade 2 | 85 |
| Grade 3 | 85 |
| Grade 4 | 93 |
| Grade 5 | 98 |
| Grade 6 | 92 |
| Total Enrollment | 655 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.8 |
| American Indian or Alaska Native | 0.3 |
| Asian | 83.8 |
| Filipino | 2.3 |
| Hispanic or Latino | 4.6 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 5.6 |
| Two or More Races | 1.5 |
| Socioeconomically Disadvantaged | 9.2 |
| English Learners | 10.8 |
| Students with Disabilities | 8.2 |
| Homeless | 0.5 |

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

| For the School | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 34 | 33 | 32 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| For the District | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 1628 |
| Without Full Credential | ♦ | ♦ | 49 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions

| For the School | 17-18 | 18-19 | 19-20 |
|------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Notes:

- "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 2019-20)

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/13/2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|---|
| Reading/Language Arts | <p>Benchmark/Adelante, Benchmark Education Adopted 2018</p> <p>Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer & Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014</p> <p>Big Day for PreK, Scholastic Adopted 2012</p> <p>Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Mathematics | <p>CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014</p> <p>SpringBoard Course 1, College Board Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Science | <p>STEMscopes for 6th grade Adopted 2017</p> <p>Mystery Science Adopted 2016</p> <p>California Science, Houghton Mifflin Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| History-Social Science | <p>History -Social Science for CA, Scott Foresman Adopted 2006</p> <p>World History: Ancient Civilizations, Holt Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Health | <p>Rights, Respect, Responsibility (3 R's) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school was built in 1956. The first renovation was in 1999 and included air-conditioning for all classrooms, updated wiring, six portable classrooms, a library portable, a new science lab, and a new office building. The 2004 renovation included a new multipurpose room, new bus circle and driveway configuration to improve traffic flow, additional parking area, a new track, covered walkways, and new landscaping. During the summer of 2008, new roofs on all permanent buildings and a fire alarm system were installed. Additional underground pipes for improved drainage between the classroom wings were also installed. The school received Measure E Bond money over the summer of 2018 to replace HVAC units in the three main school buildings and fencing was added to the front of the school.

New internet and wifi systems have also been upgraded. New LED lights are set to be installed in November 2019 throughout the campus.

We have one day custodian and two full-time night custodians. All classrooms and all restrooms are cleaned every day. We all take pride in our school's appearance and appreciate the efforts of our outstanding custodial staff.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/8/2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|------------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 87 | 88 | 77 | 78 | 50 | 50 |
| Math | 87 | 87 | 73 | 74 | 38 | 39 |

Notes:

- 1) 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.
- 2) 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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

Notes:

- 1) Cells with N/A values do not require data.
- 2) The 2017–18 data is not available. The CDE developed 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 was administered operationally for the first time during the 2018–19 school year. However, official results were not released in time for inclusion in the 2018-19 SARC. The CAA for Science was pilot-tested for two years (in 2016–17 and 2017–18), and was field-tested in 2018–19.

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

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 14.0 | 29.0 | 33.0 |

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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 | 371 | 367 | 98.92 | 88.01 |
| Male | 196 | 193 | 98.47 | 84.46 |
| Female | 175 | 174 | 99.43 | 91.95 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 324 | 322 | 99.38 | 92.86 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 17 | 16 | 94.12 | 25.00 |
| White | 15 | 14 | 93.33 | 64.29 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 32 | 32 | 100.00 | 46.88 |
| English Learners | 72 | 70 | 97.22 | 75.71 |
| Students with Disabilities | 35 | 34 | 97.14 | 29.41 |
| Homeless | -- | -- | -- | -- |

Notes:

- 1) 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.
- 2) 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.
- 3) 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 2018-19 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 | 371 | 367 | 98.92 | 87.47 |
| Male | 196 | 193 | 98.47 | 86.53 |
| Female | 175 | 174 | 99.43 | 88.51 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 324 | 322 | 99.38 | 93.48 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 17 | 16 | 94.12 | 18.75 |
| White | 15 | 14 | 93.33 | 57.14 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 32 | 32 | 100.00 | 40.63 |
| English Learners | 72 | 70 | 97.22 | 75.71 |
| Students with Disabilities | 35 | 34 | 97.14 | 29.41 |
| Homeless | -- | -- | -- | -- |

Notes:

- 1) 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.
- 2) 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.
- 3) 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 2019-20)

Our parents are very involved in the life of the school, and we depend on parent participation to keep programs running smoothly. Parents can also attend the SSC and ELAC meetings. We encourage parents to join the MVSA, our parent/teacher organization. MVSA raises money for field trips, the FAME program, the computer lab technician, Science Camp/field trip scholarships, emergency preparedness supplies, classroom supplies, and items such as technology. We invite all parents to attend Back-to-School Night in September, Open House in the spring, and parent-teacher conferences in November. We welcome parents to participate at our school. To find out how you can volunteer at our school, please visit the school website, contact the school office, or visit the MVSA website.

2019-2020

Oct 29 SBG and New FUSD Report Cards

Nov 9 Diwali Performance

Nov 12 Bicycle Safety and Rodeo

Dec 10 Family Coding and Maker Night

We also sponsor a minimum of 3 parent nights in addition to Back to School Night and Open House which focus on the whole child.

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

Mission Valley, in partnership with MVSA, has an established Safety Patrol/Valet System. The one teacher, the principal and the student safety patrol monitor the valet before and after school. Students are allowed on the playground for ten minutes before school which is under teacher supervision. The before-school, morning, and afternoon recesses are supervised by teachers. The principal and paid noon duty supervisors monitor the cafeteria and playground during the lunch periods. Teachers and the principal regularly review the rules for safe, responsible behavior in school; encouraging students to show respect, make good decisions and solve problems.

Our Letter Reward Program encourages and monitors positive student behavior on a weekly basis with feedback to parents every Friday. All visitors must sign in at the office and receive a colored badge to wear throughout their stay to ensure student and staff safety. Staff members will question adults who do not have a badge to ensure compliance with our sign-in (safety) policy. Mission Valley incorporates the District's Anti-Bully Initiative in our Letter Reward Program.

Our Safety Committee revises the School Comprehensive Safety Plan annually; it was last updated on September 11, 2019. The plan is approved yearly by the district and school board. The plan includes job descriptions for each crisis leader/team, procedures for student safety in an emergency, exit routes, inventories of emergency supplies, and checkout procedures. All staff review the plan during a school-wide meeting at the beginning of the year. We practice monthly fire drills, lock down and earthquake drills. Our student Safety Stars play an integral role in our drills and are trained each year by our physical education specialist. Training for staff on emergency preparedness is held throughout the school year. 24 teachers participated in on site CPR/first aide training on October 17, 2016 and are able to attend training throughout the year which is offered by our Risk Management Department.

The school has received an AED and trauma kits which are located in the main office. Trauma kits are in the school office, day custodian room, PE office and MUR.

Several staff members received Trauma Training in the spring of 2019.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.6 | 0.3 | 0.3 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 1.9 | 1.7 | 1.7 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|--------------------|-------|
| Academic Counselor | .0 |

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 4.0 |
| Other | 1.0 |

Note: 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 Level | 2016-17 Average Class Size | 2016-17 # of Classes Size 1-20 | 2016-17 # of Classes Size 21-32 | 2016-17 # of Classes Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes Size 1-20 | 2017-18 # of Classes Size 21-32 | 2017-18 # of Classes Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes Size 1-20 | 2018-19 # of Classes Size 21-32 | 2018-19 # of Classes Size 33+ |
|-------------|----------------------------|--------------------------------|---------------------------------|-------------------------------|----------------------------|--------------------------------|---------------------------------|-------------------------------|----------------------------|--------------------------------|---------------------------------|-------------------------------|
| K | 21 | 2 | 3 | | 20 | 2 | 4 | | 18 | 5 | 1 | |
| 1 | 24 | | 3 | | 23 | | 4 | | 24 | | 4 | |
| 2 | 24 | | 3 | | 23 | 1 | 3 | | 25 | | 3 | |
| 3 | 23 | 1 | 3 | | 27 | | 3 | | 28 | | 3 | |
| 4 | 25 | 1 | 3 | | 25 | 1 | 3 | | 28 | | 3 | |
| 5 | 30 | | 4 | | 30 | | 3 | | 30 | | 3 | |
| 6 | 26 | 1 | 3 | | 26 | 1 | 4 | | 25 | 1 | 3 | |
| Other | 13 | 1 | | | 5 | 1 | | | 11 | 2 | | |

Notes:

- 1) Number of classes indicates how many classes fall into each size category (a range of total students per class).
- 2) "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2016-2017: 3 days

2017-2018: 3 days

2018-2019: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$65,398 | \$48,612 |
| Mid-Range Teacher Salary | \$87,958 | \$74,676 |
| Highest Teacher Salary | \$114,623 | \$99,791 |
| Average Principal Salary (ES) | \$142,026 | \$125,830 |
| Average Principal Salary (MS) | \$159,339 | \$131,167 |
| Average Principal Salary (HS) | \$160,959 | \$144,822 |
| Superintendent Salary | \$295,000 | \$275,796 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 45% | 34% |
| Administrative Salaries | 5% | 5% |

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------|------------|--------------|------------------------|
| School Site | 7603 | 1208 | 6395 | 90694 |
| District | N/A | N/A | 7677 | \$89,130.00 |
| State | N/A | N/A | \$7,506.64 | \$82,403.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -18.2 | 3.8 |
| School Site/ State | -9.5 | 13.8 |

Notes:

- 1) Cells with N/A values do not require data.
- 2) The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that are reported on 2018-19 report cards.

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement activities.

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.