



# Honey Hollow Elementary

11765 Honey Hollow • Moreno Valley, CA 92557 • 951-571-4600 • Grades K-5

Joshua Jackson, Jr., Principal

[jjjackson@mvusd.net](mailto:jjjackson@mvusd.net)

<https://honeyhollow.mvusd.net/>

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



### Moreno Valley Unified School District

25634 Alessandro Blvd  
Moreno Valley, CA 92553  
(951) 571-7500  
[www.mvusd.net](http://www.mvusd.net)

#### District Governing Board

Marsha Locke, Ed.D.

**President**

Darrell Peeden

**Vice President**

Susan Smith

**Clerk**

Jesus M. Holguin

**Member**

Cleveland Johnson

**Member**

#### District Administration

Martinrex Kedziora, Ed.D.

**Superintendent**

Maribel Mattox

**Chief Academic Officer,  
Educational Services**

Susana Lopez

**Chief Business Official, Business  
Services**

Robert J. Verdi, Ed.D.

**Chief Human Resources Officer,  
Human Resources**

### School Description

Honey Hollow Elementary School is located in the foothills of northwestern Moreno Valley. The school was established in 1985 and has an enrollment of approximately 640 students. Honey Hollow is a Title I and K - 5 school with enrollment at 640 students. There are full day kindergarten classes with a half-day transitional kindergarten program. Honey Hollow is in its first year as an AVID elementary site. Students in grades fourth and fifth are participating in AVID methodology and strategies. Honey Hollow is also a Positive Behavioral Interventions and Supports (PBIS) school. We have implemented multiple Tier I and Tier II strategies and practices school-wide to support the social-emotional/behavioral development and growth of all students.

The mission statement of Honey Hollow Elementary School is "to provide our community of learners a safe environment to meet the demands of 21 century by creating partnerships within the community through which diversity is valued, excellence is applauded, and the expectations for success are high."

Emphasizing a core curriculum that develops basic skills, along with developing students' critical thinking and problem solving strategies, our learning community, staff, parents, and students work together to fulfill our belief that all students can succeed.

With high expectations for all students and a core philosophy that all students can learn, Honey Hollow Elementary School will strive to provide an environment where all members become lifelong learners empowered to reach their goals.

## 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	114
Grade 1	109
Grade 2	100
Grade 3	111
Grade 4	94
Grade 5	92
<b>Total Enrollment</b>	<b>620</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	25.2
American Indian or Alaska Native	0.3
Asian	0.6
Filipino	0.2
Hispanic or Latino	66.1
Native Hawaiian or Pacific Islander	0.3
White	3.5
Two or More Races	3.4
Socioeconomically Disadvantaged	87.6
English Learners	20.3
Students with Disabilities	9
Foster Youth	0.6
Homeless	11.3

## 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 Honey Hollow	17-18	18-19	19-20
With Full Credential	24	26	23
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Moreno Valley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1197
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Honey Hollow Elementary

Indicator	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

\* 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 2019-20)**

The District provides all students with high-quality textbooks and instructional resources. Instructional materials are reviewed and approved by State Board of Education (SBE) committees for local adoption in grades K-8; high school grades 9-12 materials are reviewed and approved locally. All core instructional materials are reviewed by District level committees comprised of community members, teachers and administrators and approved by the local Board of Education prior to use within MVUSD schools. This textbook adoption process is aligned with the State Department of Education's seven-year review textbook adoption cycle. Each adoption cycle provides for districts to adopt and purchase texts within a 24- month period. 2017). Each school has a library to supplement and enrich the school's instructional program. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on September 24, 2019 that each pupil in the District, including English Learners, in Kindergarten through Grade 12, utilized standards-aligned textbooks or basic instructional materials in each of the areas listed below. The chart below outlines the content areas where textbooks adopted and used by Moreno Valley Unified School District.

- 2004-05: Health
- 2005-06: History-Social Science
- 2006-07: Science and Visual & Performing Arts
- 2014-16: Mathematics
- 2017-2018: Reading-Language Arts

**Textbooks and Instructional Materials**

**Year and month in which data were collected: 9/24/2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Read 180 Stage A, Scholastic (Adopted in 2005)</p> <p>Read 180 Next Generation State A, Scholastic (Adopted in 2014)</p> <p>Wonders, McGraw Hill (Adopted in 2017)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>Go Math!(Spanish and English) Houghton Mifflin (Adopted in 2014)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Science	<p>2008: California Science, MacMillan/McGraw-Hill</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>
History-Social Science	<p>Social Studies Alive California Series Teachers Curriculum Institute (Adopted 2019)</p> <p>Estudios Sociales Vivos! California Series Teachers Curriculum Institute (Adopted 2019)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

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

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District office, or on the Internet at [www.mvUSD.k12.ca.us](http://www.mvUSD.k12.ca.us). Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

**Age of School Building:**

This school has 32 classrooms, 18 permanent classes, 14 portables, 1 trailer used as Speech/Psychologist room, a multipurpose room, a library, parent education center, and an administration building. The main campus was built in 1986. The school opened in 1986.

**Maintenance and Repair:**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and all emergency repairs are given the highest priority.

**Cleaning Process and Schedule:**

The District governing board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District's M & O office. The District Custodial Supervisor works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Improvement Projects:**

Improvement projects recently completed at the school include asphalt work, windows and HVAC upgrades.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 9/25/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Vents - All vents needs to be inspected, cleaned and replaced if needed. Many vents were dirty throughout campus
<b>Interior:</b> Interior Surfaces	Fair	Boys RR - Exposed seam on ceiling
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Webs and dust were noted throughout the campus. All areas need to be dusted and free of webs
<b>Electrical:</b> Electrical	Good	Rm K2 - Observation: 2 light fixtures out (no impact) Rm 25 - Electrical cord without protector - Observation: 1 light fixture out (no impact) Girls RR - Missing lens cover on light fixture Boys RR - 2 light fixtures out MPR - Observation: 1 light fixture out (no impact) Library - Observation: 1 light fixture out (no impact)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	Rm 8 - Low pressure at fountain Boys RR - Towel dispenser broken, loose faucet Girls RR - 1 loose toilet seat, no soap Boys RR - Loose return vent grill Girls RR - 1 loose toilet seat, loose vent grill Boys RR - Broken faucet, no soap Girls RR - 2 loose toilet seats
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Rm 8 - Expired fire extinguisher
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Screws protruding from swing structure
<b>Overall Rating</b>	<b>Good</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

### 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	21	33	31	35	50	50
Math	14	21	22	24	38	39

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

#### 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

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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	21.4	21.4	14.6

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	320	316	98.75	32.59
Male	163	160	98.16	25.63
Female	157	156	99.36	39.74
Black or African American	76	74	97.37	22.97
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	219	218	99.54	35.78
White	11	11	100.00	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	306	303	99.02	32.67
English Learners	112	112	100.00	32.14
Students with Disabilities	53	51	96.23	3.92
Foster Youth	--	--	--	--
Homeless	40	39	97.50	2.50

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 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	320	316	98.75	21.20
Male	163	160	98.16	19.38
Female	157	156	99.36	23.08
Black or African American	76	74	97.37	14.86
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	219	218	99.54	22.48
White	11	11	100.00	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	306	303	99.02	21.12
English Learners	112	112	100.00	21.43
Students with Disabilities	53	51	96.23	1.96
Foster Youth	--	--	--	--
Homeless	40	39	97.50	2.50

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 2019-20)

We believe that our student achievement and success are based upon a strong school and community partnership.

Parents, as members of the Parent Teachers Association (PTA), enrich the quality of our school climate. Honey Hollow's PTA supports and promotes enrichment activities including anti-bullying and anti-drug campaigns, field trips, and community involvement events.

Honey Hollow Elementary School has an active English Language Advisory Committee (ELAC) that assists the school and parents in English Learner and CELDT issues.

African-American Parent Advisory Council (AAPAC) is an opportunity for parents and guardians of African-American students to become actively involved in developing and implementing activities to support and enrich the educational experiences of students.

Community involvement includes support from area businesses and civic organizations in academic programs and student recognition activities.

The School Site Council (SSC) is an input forum on such matters as curriculum, budget, support programs, and special services and needs.

Honey Hollow Elementary School utilizes parent volunteers to tutor and to provide teacher support in many areas. All volunteers are expected to attend a Volunteer Orientation with administration to provide expectations, guidance, and identify areas where they can support community groups (PTA, ELAC, AAPAC), school initiatives, and activities for student enrichment and development. Community volunteers such as adults from the business community and students from high schools and local universities provide support for tutorial programs.

For more information on how to become involved, contact Mr. Joshua Jackson, Jr., Principal @ (951) 571-4600

**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**

The comprehensive School Safety Plan includes, but is not necessarily limited to, assessing the current status of school crime committed on school campuses and at school related functions, identifying appropriate strategies and programs that will provide or maintain a high level of school safety, and addressing procedures for complying with existing laws related to school safety.

Fire drills are held at least twice a year at the secondary schools and once a month at the elementary schools. Disaster and earthquake drills are conducted as needed. The School Safety Plan also includes the MVUSD discipline policy, which describes the consequences for student misconduct (such as detention, Saturday School, suspension, and expulsion).

The School Safety Plan was last reviewed, updated, and discussed with school staff on August 13, 2019

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.6	3.7	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.3	6.2	5.8
Expulsions Rate	0.3	0.2	0.1

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*	620.0

\* 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.

**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)	
Other	1.5

\* 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	25		5		25		5		23	1	4	
1	24		4		25		3		25		4	
2	25		4		24	1	4		24		4	
3	25		4		24		4		25		5	
4	29		3		26		3		29		3	
5	28	1	1	2	26	1	3		23	2	3	
Other**					25		1					

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Professional development is a critical and extensive service provided by the Moreno Valley Unified School District (MVUSD) focused on supporting the implementation of the district's strategic plan which include specific goals and outcomes. The fourteen outcomes are:

- Increase the Distance from Standard in grades 3-8 and 11 SBAC ELA and Math by 10% of the Distance from Standard.
- Progressively increase the number of students who meet their expected growth as measured by the Achievement Status Growth report in the areas of Reading and Math on the Interim MAP Assessment with 50% or better of your students.
- Increase English Learners' reclassification rate by 2% annually.
- Increase the status of the English Learner Progress Indicator(ELPI) by 2% annually.
- Progressively increase high school graduation rates to 90% for all students with an emphasis on African American, Hispanic, English Learner and Special Education student groups as measured by the CA School Dashboard.
- Decrease high school dropout rate by 2% annually with an emphasis on African American, Hispanic, English Learner and Special Education student groups.
- Progressively increase the A-G course completion rate to 65% with an emphasis on African American, Hispanic, English Learner and Special Education student groups.
- Attain a 50% AP qualifying score rate of 3+ for all students with an emphasis on African American and Hispanic students.
- Attain an 85% FAFSA Completion Rate.
- Increase the High School Readiness Indicator by 10% annually.
- Address Middle School Readiness by increasing the percent of students scoring Average or above on the MAP Reading Assessment by 5% annually.
- Decrease suspension rate for Foster Youth\* and African American\* students by 2% annually.
- Meet or exceed 95% attendance rate for all students.
- Decrease the chronic absenteeism rate for all students by 2% annually.

The MVUSD Professional Development and Digital Learning Department develops and implements a wide variety of sessions to support staff members as they grow and extend their skillsets in providing highly-effective instruction to ensure student success and meet the goals and outcomes mentioned above. These sessions include, but are not limited to, initial full-day or half-day trainings, on-site trainings, classroom coaching, classroom observation and feedback, co-planning/co-teaching, webinars, demonstration lessons, and conferences. The department also assists with promoting curriculum understanding, developing curriculum guides/scope and sequence documents, implementing programs focused on grade level academic content standards, acquiring highly-effective instructional strategies, training for assessments (data analysis and content training), participating in review processes, designing coaching/training for individual school site needs, and addressing special needs students. Further, the department focuses on the analysis of teaching (effectiveness) and student learning, accountability strategies, and the integration of technology. There are twenty-nine Professional Development Specialists who serve MVUSD's thirty-nine school sites. They receive high-level coaching training support the Professional Learning Communities model and are available for assistance with implementation on all campuses.

Additional professional development support areas are as follows:

1. Teachers with preliminary credentials new to MVUSD are provided the opportunity to clear their credentials through the Induction Program coordinated by this department and RCOE.
2. Multilingual and Special Education trainings are coordinated through Professional Development.
3. CPR and Instructional Assistant trainings are also coordinated through Professional Development.
4. Local colleges and universities partner with the district and the department to offer a wide variety of professional development coursework. UCR/MVUSD STEAM Certificate Program with UCR has certified 35 teachers in the district. This strand of graduate level courses is developed and taught by the Professional Development and Digital Learning Department after vetting themselves as UCR adjunct faculty.
5. Teachers receive required training for new textbook materials and district initiatives by Professional Development personnel.
6. Teachers are offered extended training beyond the initial training for textbooks by Professional Development personnel.
7. The Professional Development and Digital Learning Department offers comprehensive technology trainings--specifically Google Education Suite, STEAM, Problem-Based Learning and 3D Printing.
8. Other extensive trainings include ELA, Math, Writing(Step Up To Writing), NGSS and STEAM
9. Of the District's approximate 1,200 TK-12 classroom teachers, over 10,000 instances occurred where teachers participated in Professional Development and Digital Learning opportunities beginning July 1, 2019 to January 2020.

Teachers are compensated for attending professional development during their non-contract time. Substitutes are provided through various funding sources for trainings taking place during the school day.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,887	\$48,612
Mid-Range Teacher Salary	\$81,231	\$74,676
Highest Teacher Salary	\$105,781	\$99,791
Average Principal Salary (ES)	\$134,524	\$125,830
Average Principal Salary (MS)	\$141,691	\$131,167
Average Principal Salary (HS)	\$153,276	\$144,822
Superintendent Salary	\$255,160	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	34%
Administrative Salaries	5%	5%

\* 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 average daily attendance(ADA)dollars provide services budgeted from the general fund and Local Control Funding Formula(LCFF)including regular classroom instruction and support, special education, counseling, psychology, child welfare, services for English Learners, Gifted and Talented Education (GATE), support for foster youth, support for homeless students and attendance and program assessment. Additional services funded as categorical programs include: Title I, which provides supplemental funds designed to ensure every student is proficient and meets the grade level standards.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,235.36	\$819.66	\$6,415.70	\$87,887.74
District	N/A	N/A	\$4,321	\$84,397.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	39.0	4.1
School Site/ State	-15.7	6.4

Note: Cells with N/A values 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.