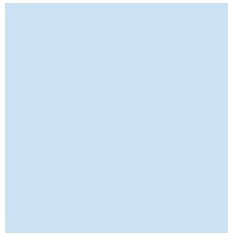


# SARC

School Accountability Report Card 2018-19

Published in 2019-20



## New Lexington School

*"Developing Leaders"*

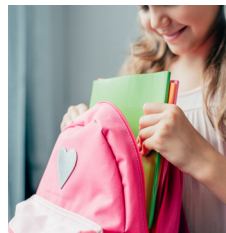
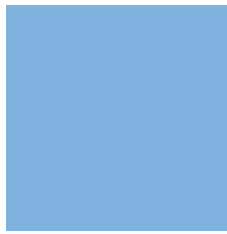
Grades K-6  
CDS Code 19-64501-6013221

Cynthia Flores  
Principal  
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Para español, visita [web.emcsd.org](http://web.emcsd.org)



## El Monte City School District

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Dr. Maribel Garcia, Superintendent ▪ [mgarcia@emcsd.org](mailto:mgarcia@emcsd.org) ▪ (626) 453-3700



## Principal's Message

New Lexington School is here for every child. Across the school, there is a strong emphasis on academics. A Leader in Me school, New Lexington teaches the students the 7 Habits to build stronger, responsible individuals who can recognize their potential as leaders at school, home and within the community. The First 8 Days, a series of lessons focusing on further instilling the Habits and engaging students from Day 1. At monthly Leadership Assemblies, students are acknowledged for modeling the 7 Habits. Student led activities are held throughout the school year to promote the various Habits.

Teachers will continue to move forward with both the English Language Arts and Math adoptions. Teachers continued to build proficiency skills in reading, writing, speaking and listening to prepare students for the ELPAC, the latest assessment for English Learners. Our goal is to move every English Learner closer toward reclassification to become proficient in English and have a strong foundation to be successful learners. Mid-year Teachers on Special Assignment began working with school sites to support the ELA adoptions in Guided Reading, assessments and various other components of the adoption.

New Lexington teachers will continue to meet as Professional Learning Communities to analyze data, set new targets and create targeted interventions for students.

We will continue to measure the progress we are making by participating in the California Assessment of Student Performance and Progress (CAASPP). These statewide tests for students in grades 3-8 and grade 11 remain an academic checkup in English language arts/literacy and mathematics. These tests have replaced our former tests to provide better information to help improve teaching practices and target learning. Some highlights include:

**Computer Based:** Some questions are interactive, and a greater variety of supporting tools can be provided to eligible students, such as magnification of text and text-to-speech read-aloud questions.

**Computer Adaptive:** Students receive test questions that help pinpoint what they know and can do. A correct answer is followed by a more difficult question, and an incorrect answer is followed by an easier question. This provides a more precise estimate of student understanding.

**Realistic Context for Tasks:** Knowledge is assessed in context—for example, students are asked to select a word of the same meaning to replace a word in a paragraph, rather than to choose a synonym for a word standing alone. In addition, students will need to provide open-ended answers for some questions, rather than selecting from multiple options, and will be asked to write short essays that will need to be scored by hand.

## School Mission Statement

New Lexington Dolphins, a community that actively engages all members to develop successful leaders.

"Dolphins RISE - Respectful, Intelligent, Successful, Extraordinary".

## School Vision Statement

Students are actively engaged in classroom instruction that reflects best practices, a focus on literacy development in all classes and provides opportunities to demonstrate learning in a variety of ways. The school climate is safe and positive; parents are partners in their children's education. Teachers operate as professional learning communities to assess student learning, set goals, and use results of data to guide and inform instruction.

## Enrollment by Student Group

The total enrollment at the school was 292 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

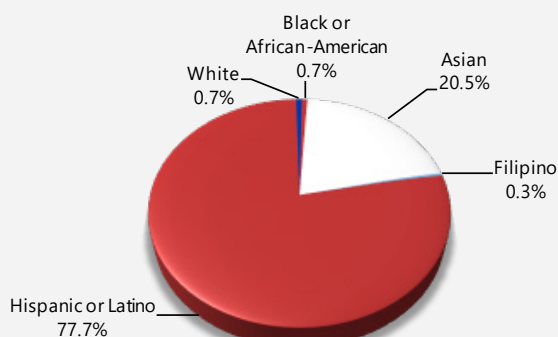
## District Mission Statement

Our purpose is to educate all students to develop skills, knowledge and attitudes to be responsible, productive and fulfilled individuals able to succeed ethically in a democratic society.



### Demographics

2018-19 School Year



Socioeconomically disadvantaged	92.50%
English learners	33.90%
Students with disabilities	7.90%
Foster youth	0.30%
Homeless	21.20%

## School Board

Jennifer Cobian, President  
 Elizabeth Rivas, Vice President  
 Julia Ruedas, Clerk  
 Lisette Mendez, Member  
 David Siegrist, LACSTA Representative



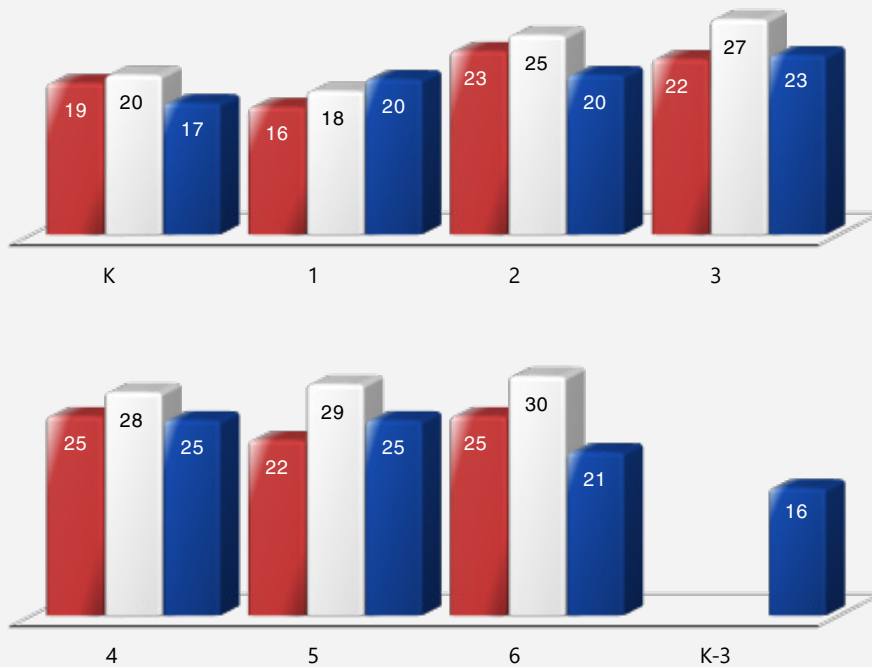
## Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size

#### Three-Year Data

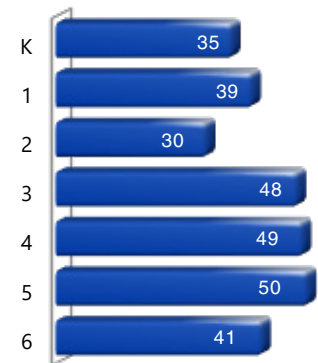
■ 16-17 ■ 17-18 ■ 18-19



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

### 2018-19 Enrollment by Grade



### Number of Classrooms by Size

#### Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			2		
1	3				2		1		
2		2			2		1		
3		2			2			2	
4		2			2			2	
5		2			1			2	
6		2			1			2	
1-2 Combined class							1		
2-3 Combined class (2nd)		0.5							
2-3 Combined class (3rd)		0.5							
5-6 Combined class					1				

## Lighthouse Team

Our role as the Lighthouse Team is to motivate and model leadership for the school community. We will empower others to recognize the gifts and potential of every individual by building a community that embraces leadership and affects positive growth for the future.





## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	New Lexington School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	New Lexington School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	38%	44%	51%	51%	50%	51%
Mathematics	26%	34%	38%	40%	38%	40%

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		New Lexington School
		Grade 5
Four of six standards		20.4%
Five of six standards		20.4%
Six of six standards		28.6%

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.





## CAASPP Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	184	181	98.37%	1.63%	43.65%
Male	89	87	97.75%	2.25%	40.23%
Female	95	94	98.95%	1.05%	46.81%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	40	40	100.00%	0.00%	65.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	140	137	97.86%	2.14%	35.77%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	182	179	98.35%	1.65%	43.58%
English learners	105	102	97.14%	2.86%	35.29%
Students with disabilities	22	22	100.00%	0.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	41	41	100.00%	0.00%	34.15%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

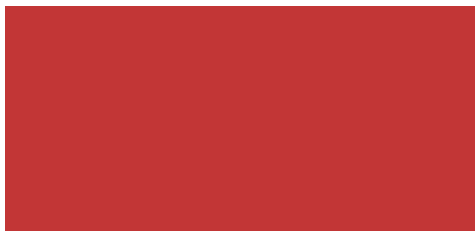




## CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	184	184	100.00%	0.00%	34.24%
Male	89	89	100.00%	0.00%	39.33%
Female	95	95	100.00%	0.00%	29.47%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	40	40	100.00%	0.00%	70.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	140	140	100.00%	0.00%	22.86%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	182	182	100.00%	0.00%	34.07%
English learners	105	105	100.00%	0.00%	31.43%
Students with disabilities	22	22	100.00%	0.00%	4.55%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	41	41	100.00%	0.00%	29.27%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





## Textbooks and Instructional Materials

Textbooks are selected through a district process involving a task force of teachers, administrators, EMCS instructional support staff and parents in the school community. Publishers give presentations, and standards are carefully matched to ensure compliance with state requirements; textbook adoptions come only from the approved list provided by the state. All teachers are given an opportunity to preview materials and ask questions of their site representatives who are on the task force. Members of the task force then vote on selection. Board approval is the final requirement.

All students have current textbooks, and copies are available in Spanish to support students who need second-language support.

History-social science textbooks were adopted during the 2018-19 school year, and the above procedures were followed. The materials selected were on the state-approved list and fit within the curriculum framework adopted by the California State Board of Education.

Textbooks and Instructional Materials List			2019-20 School Year
Subject	Textbook	Adopted	
Reading/language arts	Benchmark Advance, Benchmark Education Company (K-5)	2017	
Reading/language arts	StudySync, McGraw-Hill (6-8)	2017	
Mathematics	<i>Math Expressions</i> , Houghton Mifflin (K-5)	2015	
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (6-8)	2015	
Science	<i>California Science</i> , Pearson Scott Foresman (K-5)	2007	
Science	California Science, Earth, Life, Physical Science; Holt, Rinehart and Winston (6-8)	2007	
History/social science	<i>My World</i> , Pearson (K-5)	2018	
History/social science	Impact, McGraw-Hill (6-8)	2018	



## Parental Involvement

New Lexington's English Learner Advisory Council (ELAC) is knowledgeable of legal requirements, including the Brown Act, and meetings function accordingly. Officers attend DELAC meetings and report back to ELAC throughout the school year. At the end of the 2018-19 school year, two of the three officers finished their terms and elections will be held to fill those offices at the start of the next school year. At least two parents actively participate on the Superintendent's Key Communicator group throughout the year. The School Community Liaison supports parents by providing workshops throughout the year. Last year parents were offered trainings in Family Literacy, PESA, Nutrition, and the LIM 7 Habits. Parents had several opportunities to meet with our School Resource Officer to discuss social media and dangers of Alcohol, Tobacco and other dangerous trends facing our youth. Parents also participate on the School Site Council and are involved in the decision-making process for parent-involvement policy, homeschool compact, school budget, program improvement and the Comprehensive Accountability Plan. Parents in all groups are current on programs involving English learners and interventions to improve student achievement. Parents are invited to Coffee with the Principal each month to discuss items of interest, concerns, and upcoming school programs and events. A Parent Teacher Association (PTA) provides another opportunity for parent involvement at New Lexington School.

During the 2018-19 school year, parents were also involved in various schoolwide events that include but are not limited to the following:

- Parent Involvement Academy Conference
- Leadership Day
- Kindergarten Academies
- Monthly Leadership Assemblies
- Family Literacy
- Book Fairs

For more information on how to become involved at the school, please contact the community liaison, Milagros Monroy, at (626) 575-2320.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/9/2019



## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	7/18/2019	
<b>Date of the most recent completion of the inspection form</b>	7/18/2019	

## School Facilities

New Lexington School has 12 K-6 general-education classrooms, a library and computer labs with both laptops and desktop computers. Chromebooks are in every classroom for use, while kinder and other primary classrooms have access to i-Pads. All classrooms have internet access with three or more computers and printers. A two-story building completed in August 2004 has 10 classrooms plus restrooms, the library, computer labs and a media center. All older classrooms, originally built in 1952, were modernized in August 2004 and are comparable to the new building, highlighting teaching walls. All areas are accessible to students with disabilities.

The school is well maintained by two custodians. One custodian is available from early morning to late night. Classrooms and restrooms are cleaned daily, and the restrooms are fully functional. The district carpet team works with schools to shampoo carpets and clean both restrooms and the cafeteria through the school year and summer.

The New Lexington School went through several beautification projects through the decision-making of our school Lighthouse Team and Action Teams. Many of these projects were inspired through our journey in the Leader in Me. A beautiful mural and rock garden line the entrance to the school. The walkway gives a glimpse of affirmations leading up to the entrance to the blacktop. The 7 Habits are visible on pillars of the two story building. These all add to the expectation that all students will become leader as they prepare to move on to universities, as displayed in the flags outside every classroom.

The campus is secure with public access through the front office during the school day. For the safety of students in after-school programs only one gate remains open after 4 p.m. The district has ensured that every school has fully functional cameras to monitor safety at all times. The LEARN and ASPIRE Plus after-school programs provide homework assistance, STEM (science, technology, engineering and math) curriculum and supervised recreation for students. Low-cost child care is provided after school through the Stone Soup Child Care Program.

## Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## School Safety

The staff is trained to respond to situations and drills held throughout the school year. The Great California Shake Out is one of the first drills we actively engage with outside resources. This is held during the month of October throughout the state. There are other monthly drills including fire, lock-out, lock down, power lines down held both during the school day and during our after school program.

The campus is kept as secure as possible, and visitors must check in at the office. All staff, visiting parents, and guests wear visitor tags.

The Emergency Management System is reviewed and updated for change in roles, staffing and effectiveness, including supplies.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2018.



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

### Suspension and Expulsion Rates

New Lexington School			
	16-17	17-18	18-19
<b>Suspension rates</b>	0.3%	2.9%	0.6%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%
El Monte City SD			
	16-17	17-18	18-19
<b>Suspension rates</b>	1.4%	1.2%	0.5%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%
California			
	16-17	17-18	18-19
<b>Suspension rates</b>	3.6%	3.5%	3.5%
<b>Expulsion rates</b>	0.1%	0.1%	0.1%





## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	El Monte City SD	New Lexington School		
Teachers	19-20	17-18	18-19	19-20
With a full credential	373	14	14	14
Without a full credential	5	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		New Lexington School		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0



*"New Lexington School is here for every child."*

## Professional Development

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		3	3	3

✧ Not applicable.



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.25
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.50
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	0.00



## Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	El Monte City SD	Similar Sized District
<b>Beginning teacher salary</b>	\$49,761	\$45,741
<b>Midrange teacher salary</b>	\$82,647	\$81,840
<b>Highest teacher salary</b>	\$102,998	\$102,065
<b>Average elementary school principal salary</b>	\$128,179	\$129,221
<b>Superintendent salary</b>	\$222,018	\$224,581
<b>Teacher salaries: percentage of budget</b>	37%	36%
<b>Administrative salaries: percentage of budget</b>	5%	5%

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>New Lexington School</b>	\$3,933	\$84,456
<b>El Monte City SD</b>	\$4,767	\$88,846
<b>California</b>	\$7,507	\$82,663
<b>School and district: percentage difference</b>	-17.5%	-4.9%
<b>School and California: percentage difference</b>	-47.6%	+2.2%

## Types of Services Funded

The following is a list of federal- and state-funded programs that are provided to El Monte City School District students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (teacher and principal training and recruiting)
- Title III (for limited English-proficient students)
- Title III (for Immigrant Students)
- Title IV (Student Support and Academic Enrichment)
- Low Performing Student Block Grant
- Compensatory Education for English Learners
- Gifted and Talented Education (GATE)
- Beginning Teacher Induction Program
- Class Size Reduction (CSR)
- Special Education
- Head Start
- State Preschool Program
- National School Lunch Program
- State Compensatory Education

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
<b>Total expenditures per pupil</b>	\$7,225
<b>Expenditures per pupil from restricted sources</b>	\$3,293
<b>Expenditures per pupil from unrestricted sources</b>	\$3,933
<b>Annual average teacher salary</b>	\$84,456

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

## School Accountability Report Card

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