# WARWICK ELEMENTARY SCHOOL

**3375 Warwick Road • Fremont, CA 94555 • (510) 793-8660 • Grades K-6**
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## 2018-19 School Accountability Report Card
## Published During the 2019-20 School Year

**Fremont Unified School District**
4210 Technology Drive
Fremont, CA 94538
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**District Governing Board**

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**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

Warwick is a safe and supportive place where students are empowered to reach their full potential, build critical thinking skills, and work collaboratively and independently to solve academic and social problems. We have a flexible resource program with many services for our special education students, a K-6 special day class program, MTSS, intervention classes for those who are struggling academically, and the Project Heart, Head, Hands (H3) character-education program. We have active parent groups including PTA, Magic Program, Gifted and Talented Education (GATE) Committee, English Language Advisory Committee (ELAC), and parents are also involved in School Site Council and the School Safety Committee. In 2016, Warwick was proud to be the recognized as a California Gold Ribbon School and in 2017, as a California Distinguish School.

Each classroom is provided with technology resources to enhance student learning, this provide teachers and students with more access to California State Standards and our reading intervention program, and online programs such as Lexia, and Moby Max. Our library/media center is well stocked with rich literature of different genres that include non-fiction/ fiction, audio books, and high interest titles from popular past and present authors, thus providing students the opportunity for reading.

Our school provides students a wide range of enrichment programs such as Chess Club, Lego Robotics, Stem Science, Choir, Band, Debate, Basketball, Soccer, and Math Olympiad, providing them many opportunity for extra curricular activities. Part of our school success is due to our partnerships with PTA . Parents are not only welcomed but are actively recruited to take part in developing their students' educational experiences.

We are proud of all our staff members who make Warwick a very special place where learning comes first and our exceptional office staff will make all guest feel welcomed the moment you come through the office. Warwick pledge is to show respect, make good decisions, and solve problems.

## 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 | 146 |
| Grade 1 | 125 |
| Grade 2 | 121 |
| Grade 3 | 120 |
| Grade 4 | 156 |
| Grade 5 | 125 |
| Grade 6 | 119 |
| Total Enrollment | 912 |

### 2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 1.9 |
| American Indian or Alaska Native | 0.2 |
| Asian | 66.6 |
| Filipino | 5.9 |
| Hispanic or Latino | 12.2 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 7.9 |
| Two or More Races | 3.8 |
| Socioeconomically Disadvantaged | 16.4 |
| English Learners | 15.2 |
| Students with Disabilities | 8 |
| Homeless | 0.1 |

## 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**

| For the School | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | 42 | 42 | 43 |
| 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 | 1 | 0 | 0 |

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

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

Warwick Elementary was opened in 1972 with three buildings: a library and two classroom buildings. In 1988, we added three modular classrooms; a ten-classroom building was added in 1994; and in 1997 a multi-use building, administrative office/kindergarten building, and two modular classrooms were added. Additional modular classrooms were added to the campus in 1998 and 2001. During the summer of 2008, the roof and fire alarm system were replaced and the restrooms were retrofitted to be handicapped accessible, which involved tearing some of them out completely. During the 2010–2011 school year, the playground, which was destroyed by fire in the summer, was replaced with new Americans with Disabilities Act (ADA) compliant equipment. A science lab was installed in the summer of 2011. Our library started a new program called Kaleidoscope in 2017-2018. This year, we have extended it to lunchtime recess for grades 4-6. This is a chance for kids to interact with one another and have fun! I have a wide assortment of games, building blocks, and art activities. I will soon be implementing this after school, when students will have more time. I also will be introducing technology in the form of Cubelets and Ozobots, and have craft activities.

We have three full-time custodians who care for the facility. With thorough scheduling and thoughtful planning, we maximize the use of our facilities and have numerous activities planned for each day. The school is cleaned each night and inspected each morning. The district maintenance staff work very hard to ensure that repairs necessary to keep the school in good condition and working order are completed in a timely manner. They use a work order priority process to ensure efficient service and that emergency repairs are given the highest priority. An annual safety check is conducted in each room. The community is a big part of the beautification of our school. In 2017 we had a high school student's volunteer do a beautiful mural of our mascot. In 2018 we had two Boy Scout Troops complete Scout projects: one was a mural of a map and the other were planter boxes. We added another planter box by the library as a donation from a teacher working on her master project.

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: 11/18/2019

| 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 | Rooms 4-6, 14-17: Restrooms by portable 3: Sewer drain lines aren't working correctly. |
| **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 | 76 | 78 | 77 | 78 | 50 | 50 |
| Math | 73 | 73 | 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 | 11.4 | 22.0 | 33.3 |

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 | 519 | 514 | 99.04 | 77.73 |
| Male | 264 | 261 | 98.86 | 71.26 |
| Female | 255 | 253 | 99.22 | 84.46 |
| Black or African American | 13 | 13 | 100.00 | 30.77 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 336 | 333 | 99.11 | 88.55 |
| Filipino | 23 | 23 | 100.00 | 72.73 |
| Hispanic or Latino | 75 | 75 | 100.00 | 50.67 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 42 | 42 | 100.00 | 57.14 |
| Two or More Races | 24 | 24 | 100.00 | 83.33 |
| Socioeconomically Disadvantaged | 110 | 109 | 99.09 | 46.30 |
| English Learners | 157 | 153 | 97.45 | 63.16 |
| Students with Disabilities | 60 | 60 | 100.00 | 15.00 |
| 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 | 519 | 515 | 99.23 | 73.40 |
| Male | 264 | 262 | 99.24 | 70.23 |
| Female | 255 | 253 | 99.22 | 76.68 |
| Black or African American | 13 | 13 | 100.00 | 7.69 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 336 | 332 | 98.81 | 87.05 |
| Filipino | 23 | 23 | 100.00 | 65.22 |
| Hispanic or Latino | 75 | 75 | 100.00 | 44.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 42 | 42 | 100.00 | 47.62 |
| Two or More Races | 24 | 24 | 100.00 | 70.83 |
| Socioeconomically Disadvantaged | 110 | 110 | 100.00 | 38.18 |
| English Learners | 157 | 155 | 98.73 | 61.29 |
| Students with Disabilities | 60 | 60 | 100.00 | 15.00 |
| 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)
Parents are invited to participate in many ways at Warwick. There are opportunities to help in the office, the classroom, the fine arts program (Reflections and MAGIC), the traffic safety program, and through parent-run events such as the Carnival and the Wizard walk. Parents help us with photocopying, they volunteer in their children's classroom, they direct traffic in the parking lot, and help with our Thursday Run Club. Many parents join our PTA and/or participate in the school through the GATE parent advisory committee, the English Language Advisory Committee (ELAC), PRAA, the School Site Council, the Safety Committee or our Coffee Talks. Parents are welcomed and encouraged to become involved in school at any level.

Our PTA is very active and raises a great deal of money through the annual fundraiser, the Wizard walk, which is a walkathon. We can find a way to use your talents. Please contact the PTA through the office or Barbara Ochoa at bochoa@fusdk12.net. Warwick appreciates our wonderful parent volunteers.

### 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**

Our School Safety Plan was updated in November 2019. Our Safety Team consists of a parent, three teachers, and one administrator. Every August our administrative team reviews the plan with the staff. Our Safety Team meets regularly to improve the safety procedures and protocols at our school, which is on the cutting edge in our school district. Through our PTA and District Office has provided water and supplies for the student population in the event of emergency. We have two highly organized safety containers on our campus to provide for any emergency situation for at least 72 hours. We have a fully stocked safety shed with enough supplies for three days for 1,000 people.

We adhere to OSHA standards for reducing illness and injuries at our school. All of our staff view a safety video each year and we display the first aid procedures chart in each classroom near our disaster information and evacuation map. Safety at Warwick Elementary for all is our number one priority.

The school-wide character education program, Project Heart, Head, Hands (H3), helps us reduce bullying and encourages conflict resolution. This character education program is being implemented in all of our classrooms. We have a character trait introduced every month as well as monthly assemblies tied to this trait. We have an annual Ability Awareness Assembly. In October, we have an anti-bullying assembly that incorporates our school pledge showing respect, making good decisions and solving problems. We also make sure we follow district monthly observance such as: Red ribbon week, African American history, Women history, etc. In addition, we have student safety patrol that assists with morning traffic.

All visitors check into the office and wear a visitor's badge. We do not allow adults to cross school campus before school in order to minimize the risk of strangers being near the children.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 0.7 | 0.2 | 0.5 |
| 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) | 4.5 |
| Other | |

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 | 24 | | 6 | | 24 | | 6 | | 24 | | 6 | |
| 1 | 24 | | 5 | | 24 | | 5 | | 24 | | 5 | |
| 2 | 24 | | 5 | | 22 | 1 | 5 | | 24 | | 5 | |
| 3 | 24 | 1 | 4 | | 28 | | 5 | | 24 | 1 | 4 | |
| 4 | 30 | | 4 | | 26 | 1 | 4 | | 26 | 1 | 5 | |
| 5 | 30 | | 4 | | 29 | | 4 | | 29 | | 4 | |
| 6 | 27 | 1 | 4 | | 25 | 1 | 4 | | 29 | | 4 | |
| Other | 11 | 2 | | | 9 | 1 | | | 10 | 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 | 7017 | 939 | 6078 | 84676 |
| 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 | -23.2 | 0.9 |
| School Site/ State | -12.4 | 10.9 |

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.