



Grand View Elementary School

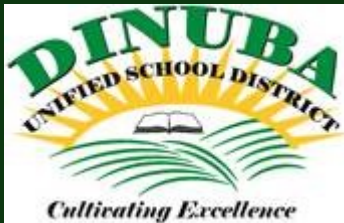
39746 Road 64 • Dinuba, CA 93618 • (559) 595-7275 • Grades K-6

Kevin Thomas, Principal

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<http://grandview.dinuba.k12.ca.us/>

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



Dinuba Unified School District

1327 E. El Monte Way
Dinuba, CA 93618
(559) 595-7200
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District Governing Board

Bev Keel-Worrell
Miriam Cendejas
Mary Villarreal
Ron Froese
Sandra Kizirian

District Administration

Joe Hernandez, Ed.D.
Superintendent
Marti Kochevar
Assistant Superintendent
Peggy Garispe
Chief Business Official
Vicky Armstrong
Chief Academic Officer

District Mission

**"Empower each student to succeed
in life"**

District Vision

**"End generational poverty through
education"**

A Message from the Principal:

Grand View Elementary School is rich in culture and tradition. Our little country school has educated generations of Dinubans. We are very proud of our past and very excited about our future! We have celebrated over 100 year of educating Dinuba students. Our academic success continues to be a focus, and we are working continuously to "End Generational Poverty Through Education".

We are currently using the adopted Journeys reading and language arts program in grades kinder through 5th. Our 6th grade is using the newly adopted Collections curriculum in English Language Arts. In the area of Mathematics, Go Math! has been adopted in kindergarten through sixth grades. Our students are challenged daily with rigorous curriculum and meaningful activities designed to teach the California Common Core standards at each grade level. Instructional strategies as well as the most current lesson designs are being practiced to ensure that students achieve with a high level of understanding. Several of our teachers have many years of experience teaching, and they continue to improve their skills to best meet the needs of every child.

Parents are always welcome at Grand View. We have several classroom volunteers, our annual Country Fair, and various community service projects throughout the school year. Our Booster Club supports student activities. If you are interested in helping, please contact the school office.

Our interventions include re-teach, remediation, enrichment, English Language Development, and GATE programs are all in place to meet the diverse needs of our students.

The number of students at Grand View who are English Learners continues to be about 48%. Their progress toward English proficiency is continuing to grow. Intensive staff training on research-based teaching practices in English Language Development has paid off. Our English learners continue to perform well in academics and on standardized tests.

We are committed to attaining excellence by building a foundation of respect, cooperation, and trust among students, staff, parents and community. Grade level standards are taught in every classroom every day with the goal of high achievement for all students.

Mr. Thomas

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	56
Grade 1	38
Grade 2	47
Grade 3	68
Grade 4	49
Grade 5	63
Grade 6	53
Total Enrollment	374

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	1.1
Filipino	0.3
Hispanic or Latino	92
White	6.1
Socioeconomically Disadvantaged	87.7
English Learners	47.1
Students with Disabilities	6.7
Foster Youth	1.6
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 Grand View	17-18	18-19	19-20
With Full Credential	18	18	18
Without Full Credential	2	2	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dinuba Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	283
Without Full Credential	♦	♦	27
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at Grand View Elementary School

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)

All adopted text books are aligned with state standards for each content area. There are sufficient copies of all text books for each child in each grade level to have an individual copy of the text.

Textbooks and Instructional Materials

Year and month in which data were collected: 8/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	All in good condition. California Journeys– Houghton Mifflin is the adopted English Language Arts Curriculum. Adopted in 2016. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	All in good condition. GO! Math is the adopted Mathematics Curriculum. Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	All in good condition. TWIG Science- TWIG Science curriculum for grades TK-6th. adopted 2019. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	All in good condition. History Social Science - Pearson/Scott Foresman is the adopted Social Science Curriculum for k-5 and Holt is for Grade 6. Adopted in 2006 The textbooks listed are from most recent adoption: Yes 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)

Grand View provides a safe, clean environment for learning. Our facilities are in good condition overall. We make regular repairs; prioritize funding for deferred maintenance, and handle major expenses yearly as funds are available. In September of 2014 we received 2 additional modular classrooms. These two modular classrooms along with our 13 portable classrooms and four permanent classrooms brings Grand Views total to 19 classrooms. The older classroom wing and cafeteria are more than 50 years old with the portables being 9 years old. All rooms have security telephone and intercom systems. In 2014 we also replaced our primary grade outside play station with a modern unit including 2 slides and a spiral climbing area. Additional parking was also created in 2014 by extending the northern parking lot. In 2016 a new entrance into the office was created along with security gates to further our efforts toward student safety. In the summer of 2017 the intermediate grade restrooms were refurbished including hand dryers. In the summer of 2018 new carpet was installed in four classroom completing our project to replace carpet in all classrooms. also in the summer of 2018 all parking lots and blacktop areas were resurfaced for durability and safety. Our well-maintained grounds provide a beautiful setting. The district insurance agent inspects our campus annually to insure a safe environment. In the summer of 2019 the north and west parking lots were restriped.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 6/22/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	ADMIN: 4. FLOOR TILE IS BROKEN AT ENTRY. CLASSROOM 13: 4. WALL PAPER IS TORN. CARPET IS STAINED. 7. ONE LIGHT PANEL IS OUT. CLASSROOM 14: 4. CEILING TILE IS TORN. 9. DRINKING FOUNTAIN HAS A LOW FLOW. CLASSROOM 15: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 10. PLUG IN AIR FRESHENER. PLUG IN CANDLE WARMER. 12. DRY ROT ON WEST WALL. CLASSROOM 16: 4. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. CLASSROOM 5: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 15. BACK DOOR HAS DRY ROT AT BASE. CLASSROOM 6: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. OUTLET COVER IS BROKEN.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>CLASSROOM 7: 4. CEILING TILES HAVE WATER STAINS. 15. BACK DOOR HAS DRY ROT AT BASE.</p> <p>CLASSROOM 8: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. OUTLET COVER IS BROKEN. ELECTRICAL COVER IS BROKEN.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS.</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	<p>CLASSROOM 13: 4. WALL PAPER IS TORN. CARPET IS STAINED. 7. ONE LIGHT PANEL IS OUT.</p> <p>CLASSROOM 16: 4. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT.</p> <p>CLASSROOM 2: 7. ONE LIGHT DIFFUSER IS MISSING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>CLASSROOM 6: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. OUTLET COVER IS BROKEN.</p> <p>CLASSROOM 8: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. OUTLET COVER IS BROKEN. ELECTRICAL COVER IS BROKEN.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	<p>CLASSROOM 14: 4. CEILING TILE IS TORN. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>CLASSROOM 17: 9. FAUCET HAS A LOW FLOW.</p> <p>CLASSROOM 18: 9. FAUCET HAS A SLOW DRIP.</p> <p>CLASSROOM 2: 7. ONE LIGHT DIFFUSER IS MISSING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>BOYS REST ROOM (NEAR 8): 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 11. PAINT IS PEELING ON THE DOOR.</p> <p>CLASSROOM 15: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 10. PLUG IN AIR FRESHENER. PLUG IN CANDLE WARMER. 12. DRY ROT ON WEST WALL.</p> <p>CLASSROOM 19: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>GIRLS REST ROOM (NEAR 8): 11. PAINT IS PEELING ON THE DOOR.</p> <p>LIBRARY/ 9: 10. PLUG IN AIR FRESHENER. 12. DRY ROT ON WEST WALL TRIM.</p>
Structural: Structural Damage, Roofs	Good	<p>CLASSROOM 12: 12. DRY ROT ON SIDING TRIM.</p> <p>CLASSROOM 15: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 10. PLUG IN</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		AIR FRESHENER. PLUG IN CANDLE WARMER. 12. DRY ROT ON WEST WALL. CLASSROOM 3: 12. DRY ROT ON SIDING TRIM. LIBRARY/ 9: 10. PLUG IN AIR FRESHENER. 12. DRY ROT ON WEST WALL TRIM.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CLASSROOM 5: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 15. BACK DOOR HAS DRY ROT AT BASE. CLASSROOM 7: 4. CEILING TILES HAVE WATER STAINS. 15. BACK DOOR HAS DRY ROT AT BASE.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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	36	39	43	45	50	50
Math	41	39	31	34	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	25.0	18.3	21.7

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	240	236	98.33	38.56
Male	132	129	97.73	38.76
Female	108	107	99.07	38.32
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	220	217	98.64	36.87
White	16	16	100.00	56.25
Socioeconomically Disadvantaged	218	214	98.17	37.38
English Learners	126	122	96.83	32.79
Students with Disabilities	25	24	96.00	16.67
Students Receiving Migrant Education Services	16	15	93.75	13.33
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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	240	236	98.33	38.56
Male	132	129	97.73	44.96
Female	108	107	99.07	30.84
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	220	217	98.64	36.41
White	16	16	100.00	62.50
Socioeconomically Disadvantaged	218	214	98.17	37.38
English Learners	126	122	96.83	38.52
Students with Disabilities	25	24	96.00	12.50
Students Receiving Migrant Education Services	16	15	93.75	33.33
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)

There are many opportunities for parents to become involved in the school life of their children. Parent volunteers are always welcomed at our school. Reading to and with students is one of the most powerful ways of increasing student achievement. Reading with, speaking to, and listening to your child everyday will help to increase their knowledge base. If you would like more information about opportunities at Grand View for parent involvement and Parenting Partners activities please contact : Alicia Villarreal at (559)-595-7275.

The School Site Council has five parents as voting members and meetings are open to all parents and interested parties.

Our ELAC committee makes recommendations for programs and expenditures which support our English Learners. Meetings are held four times a year in the evenings and child care is provided. We always have a large group of interested parents attend and are grateful for their input and support.

We have an active Booster Club that conducts fund raisers and organizes the annual Country Fair in the Fall. Last year they were able to fund field trips for all students to enjoy.

Parents have come to school to help teachers, provide assemblies, and speak to students about careers. We are very interested in involving more parents at Grand View and are open to new suggestions and ideas for increasing parent participation.

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

Student safety is of the utmost importance at Grand View. We understand that parents expect their children to be safe in our care, and we take that responsibility seriously. Staff members monitor our playground and campus before school, after school, and during recess. Our discipline policies curtail fighting and bullying. Grand View has followed the district expectation of implementation of PBIS- Positive Behavior Intervention Support, and has earned the highest state recognition, Platinum Status, from the state of California . By following the tiered intervention plan of PBIS we have been able to address student expectations for behavior on a similar method as we address our other curricular areas that are taught. Grand View playground equipment is up to current safety standards and we inspect it regularly. In 2015-16 a safety fence was added to the north side of the school which has allowed for the campus to be completely fenced in. In the summer of 2018 new carpet was installed in four classrooms completing our project of installing updated carpet in all classrooms. In 2016 a new entrance into the office was created along with security gates to further our efforts toward student safety. Also in the summer of 2018, all parking and blacktop areas were resealed. We routinely go over playground safety rules with students and we hold fire drills monthly. We also conduct Lockdown drills and earthquake drills quarterly. Our safety plan is under constant revision, so we will be prepared if an emergency should occur. The School Safety Plan is reviewed and approved by the School Site Council annually.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.2	1.7	2.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.7	8.2
Expulsions Rate	0.3	0.2	0.3

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

* 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* 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	29		1		20	1	1		28		2	
1	26		2		21	1	1		19	2		
2	21	1	1		21		3		24		2	
3	26		2		23		2		23		3	
4	27		2		30		2		25		2	
5	28		2		29		2		32		2	
6	25		2		28		2		27		2	
Other**												

*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	2	2	2

Teachers have many opportunities to fine tune their skills in teaching content area concepts, analyzing Common Core standards, utilizing the District adopted materials, improving instructional strategies, assisting English Learners, and keeping up with technological advances in our data systems. Teachers collaborate weekly to discuss student progress and to plan interventions. Monthly staff meetings are training opportunities covering all aspects of teaching and learning. Our Leadership Team is composed of six teachers, the academic coach, and the site principal. They convene monthly to strive for continuous improvement for all staff and to share best practices among the grade levels. Grand View also has a Building Coherence for Instructional Improvement (BCII) model that we have been focusing on. The BCII work addresses writing in all grade levels and how each grade levels work in writing builds to the following grade. This team of teachers and the site administrator work to improve school wide initiatives that will further the academic development of our students.

Our teachers meet with the district math coach following math benchmarks to analyze data and plan next steps for instruction. Trainings in math concepts, technology, language arts curriculum, and language development are offered throughout the year for all teachers to attend.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,417	\$49,084
Mid-Range Teacher Salary	\$71,897	\$76,091
Highest Teacher Salary	\$96,141	\$95,728
Average Principal Salary (ES)	\$115,466	\$118,990
Average Principal Salary (MS)	\$121,240	\$125,674
Average Principal Salary (HS)	\$140,350	\$137,589
Superintendent Salary	\$179,747	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	6%	6%

* 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	\$5,597	\$671	\$4,926	\$71,980
District	N/A	N/A	\$9,266	\$77,881.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-61.2	0.3
School Site/ State	-75.4	-1.7

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.

Types of Services Funded

We receive state and federal funds to help us meet our student achievement goals. Our School Site Council participates in creating a School Plan for Student Achievement and uses these funds to provide personnel, materials, programs, and staff development necessary to reach the goals stated in the School Plan. The School Site Plan for Student Achievement is updated annually, is approved by the Board of Trustees, and contains goals and priorities for spending funds to achieve the goals of the District Action Plan and the LEA plan.

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.