

# GRIMMER ELEMENTARY SCHOOL

43030 Newport Drive • Fremont, CA 94538 • (510) 656-1250 • Grades K-6

Judy Nye, Principal  
jny@fusdk12.net  
www.fremont.k12.ca.us

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



### **Fremont Unified School District**

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

#### District Governing Board

Desrie Campbell

Larry Sweeney

Ann Crosbie

Michele Berke, Ph.D.

Dianne Jones

#### District Administration

Kim Wallace, Ed.D.  
**Superintendent**

Marcus Battle  
**Associate Superintendent**

Debbie Ashmore  
**Assistant Superintendent,  
Instruction**

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

### **School Description**

Grimmer Elementary School is a high-performing California Distinguished School as well as a California Gold Ribbon School and a California Title I Academic Achievement Award recipient. We have been recognized by Innovate Public Schools as a Top Bay Area Public School for Underserved Students for mathematics and language arts in 2016, 2017, 2018, & 2019.

In addition to our English program, Grimmer School also has a Two-Way Spanish Dual-Immersion program and a Moderate Special Day Program where all children can be successful. Families from many neighborhoods in Fremont choose Grimmer School for its wonderful diversity and many specialized programs. Our Two-Way Spanish Dual Immersion Program prepares children to become bilingual and bi-literate. Our Moderate Special Day Program provides inclusion opportunities which enhance the learning experiences of all of our students. Whether students participate in one of these programs or the English-only course of study, they receive much academic support, challenge, and intervention during the school day and after school.

We are committed to ensuring the success of all students. Our academic growth trend has largely resulted from an outstanding instructional program, in which our highly trained teachers use the best research-based teaching methods. Our Professional Learning Communities allow teachers and staff meaningful collaboration time in planning for the educational needs of each individual student.

Grimmer has a unique and innovative approach to Anti-Bullying, which allows students to understand the meaning of bullying, and gives them support and solutions to avoid bullying. Grimmer also has an organized Student Council and Super Bear Club. These student groups arrange activities on campus for promoting kindness including monthly kindness challenges for all students. Adults and students are fully committed to the success of these programs which provide social and emotional support for students, parents, and Grimmer staff in these efforts. Students and parents also enjoy the arts at Grimmer. Our Arts Block program is a seven-week visual and performing arts elective held in late spring with a focus on rigorous art-based writing projects. Students participate in the Fremont Education Foundation sponsored after-school band program that meets once a week.

In our Family Literacy Program, parents learn strategies to work effectively with their children at home to promote academic achievement. Childcare is provided while parents are in class. We host Family Literacy and Family Nights to help parents learn special techniques to use at home. Each year we are proud to provide Parent/Family Nights at Grimmer where parents learn more about supporting their students academic success on the pathway to college and career readiness. Parents have many opportunities to participate in their children's education at school. Together, we work to build relationships and strengthen communication within the Grimmer community.

At Grimmer School, we strive to meet the academic, social, physical, and emotional needs of each child. We do this within a warm, safe, and child-centered environment. We believe that learning should be transferable to real-life situations and should involve communication and interaction among students, parents, school, and the community. Staff members are dedicated, nurturing, and supportive of students and their families and work hard to improve student achievement and the school.

### Mission Statement

Grimmer Elementary works to provide a bully-free environment where students can learn in a comfortable and safe place while still having fun. At Grimmer, students are humble to one and other and treat others equally every single day.

### Bill of Rights

Each Student has the right to:

- Everyone has the right to have their own opinion/voice and be themselves
- Everyone has the right to have an education
- Each student at grimmer has a right to learn in a quiet environment
- Students have the right to feel equal and not be judged

### Code of Conduct

Each student is expected to...

1. Treat people how you want to be treated
2. Be responsible for your actions
3. Come to school with the right mindset / come prepared to school
4. Respect teachers, yard duties and peers
5. Include everybody
6. Encourage and motivate others
7. Help maintain safe school
8. Put best effort in school work
9. Learn in a disruption free environment
10. Respect school property

(Mission Statement, Bill of Rights, and Code of Conduct Created by: Grimmer 6th Grade Class of 2019)

### 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 Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	26.6
Filipino	7.7
Hispanic or Latino	50.1
Native Hawaiian or Pacific Islander	1
White	9.4
Two or More Races	2.3
Socioeconomically Disadvantaged	46.4
English Learners	30.4
Students with Disabilities	16.6
Homeless	1.9

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	71
Grade 2	91
Grade 3	70
Grade 4	55
Grade 5	69
Grade 6	50
Total Enrollment	481

## 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	29	31	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

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

### Teacher Misassignments and Vacant Teacher Positions

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

Notes:

- 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	<p>Benchmark/Adelante, Benchmark Education Adopted 2018</p> <p>Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer &amp; Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014</p> <p>Big Day for PreK, Scholastic Adopted 2012</p> <p>Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Mathematics</b>	CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014  SpringBoard Course 1, College Board Adopted 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	STEMscopes for 6th grade Adopted 2017  Mystery Science Adopted 2016  California Science, Houghton Mifflin Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	History -Social Science for CA, Scott Foresman Adopted 2006  World History: Ancient Civilizations, Holt Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Rights, Respect, Responsibility (3 R's) Adopted 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

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

Grimmer School opened for students in 1957. The campus is always well kept, clean, and free of litter, thanks to the hard work of our custodians, teachers, students, and parents. Past collaboration between district classified managers and business partners resulted in beautification of the Grimmer campus. The campus remains a source of pride within the community.

Grimmer Elementary consists of three main building wings, a cluster of three portable classrooms, a library, a computer lab, and a parent literacy classroom. The main wings house the office complex, 25 classrooms, a staff room, and a preschool portable. Grimmer also has a multi-use cafeteria/gymnasium. Our custodial staff cleans classrooms and restrooms every day. Our district's Maintenance and Operations Department makes all needed repairs and performs scheduled maintenance. The Facilities Department provides needed improvements.

Grimmer Elementary underwent modernization projects through the district's Health and Safety Bond funds during the 2004–2005 school year and Measure E Bond funds during the 2017-2018 school year. We have worked with our district consultants on a Long Range Facilities plan.

All staff and student restrooms were made fully accessible. The roof was replaced, structural support beams were installed, and the fire alarm and electrical systems were upgraded. All classrooms and the cafeteria now have air conditioning. Seismic retrofitting of the original school buildings was completed. Our school was painted during the fall of 2005. Recent improvements include new turf and irrigation on the primary and intermediate fields and a drop-off/pick-up parking lot renovation in the front of the school. In September 2012 we opened our newly constructed science lab which is used for our Science program providing hands-on science experiments and projects to all students. With donations received from our PTA, in the Spring of 2017 we were able to install a new digital marquee in the front of the school. During the summer of 2017, the entire campus underwent construction to install IT upgrades. During the summer of 2018, construction to several areas of the school began to improve drainage and replace HVAC units in all classrooms. In November of 2018, new exterior doors were installed with panic bars and a new security fence completed on the NE side of campus as well as updating the parking lot for handicap accessibility.

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 the survey noted above, we have answered the questions you see below. 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: 10/15/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</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	61	65	77	78	50	50
Math	60	67	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	19.1	26.5	10.3

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	218	217	99.54	65.44
Male	108	108	100.00	61.11
Female	110	109	99.09	69.72
Black or African American	--	--	--	--
Asian	50	50	100.00	86.00
Filipino	19	19	100.00	84.21
Hispanic or Latino	121	120	99.17	52.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.00	64.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	121	121	100.00	52.89
English Learners	101	100	99.01	53.00
Students with Disabilities	35	35	100.00	45.71
Students Receiving Migrant Education Services	--	--	--	--
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	218	217	99.54	67.28
Male	108	108	100.00	61.11
Female	110	109	99.09	73.39
Black or African American	--	--	--	--
Asian	50	50	100.00	94.00
Filipino	19	19	100.00	84.21
Hispanic or Latino	121	120	99.17	53.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.00	58.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	121	121	100.00	49.59
English Learners	101	100	99.01	55.00
Students with Disabilities	35	35	100.00	45.71
Students Receiving Migrant Education Services	--	--	--	--
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)

We have many opportunities for parents to participate in our school, and we depend on parents to keep our programs running smoothly. Parents can join and/or attend regular meetings of the School Site Council (SSC), which works with the administration to help make financial decisions. Parents of English Learners are vital to our English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and to our outreach efforts on behalf of new families.

Teachers organize volunteers to help with special projects in their classrooms and chaperone on field trips. We invite parents to assist in the school library. The PTA sponsors many campus activities which in the past have included Our Turkey Trot, In-Tents Reading Night, beautification days when parents assist with projects around the grounds with their children, and various fund raising activities.

We ask all parents to attend Back-to-School Night in the fall, and Family Nights throughout the year, and extend an invitation for parent-teacher conferences as necessary. Bi-monthly Coffee with the Principal events allow an informal setting for parents to get answers to questions that may arise as well as learn about new programs or initiatives happening at the school or in the district.

Our Annual Family Nights provide an opportunity to learn how they can support their children in their education and give them tools to monitor academic progress throughout the year with the help of teachers. New this last year is our Parent Cafe's. Parents work through guided activities to get to know one another, hear how other parents work through daily situations that arise, and building a closer community as a result.

Parents are also invited to devote time to helping the classroom teacher, supervising students on the playground, and participating in a host of other activities. New volunteers are greatly appreciated! Please contact our office at (510) 656-1250 to find out how you can help.



**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**

Staff and parent volunteers monitor the school grounds for 10 minutes before and 20 minutes after school as well as at all recesses and at lunchtime. Parent volunteers and teachers monitor students before, during, and after school to be sure children and families are safe. Teachers review the rules for safe, responsible behavior in school and on the playground the first week of the school year. The principal holds assemblies regularly around expected behavior, bullying, and sexual harassment.

Grimmer is a closed campus. Visitors to the school must report to the office, sign in, and receive a visitor sticker to wear throughout their stay. All students received formal conflict resolution training the week of September 16, 2019, students monitor our playgrounds during recesses along with our teachers and adult noon duty supervisors.

We continue to work with the City of Fremont and Safe Routes to School to encourage walking or riding bikes to school safely and addressing any traffic concerns that parents may have with a goal of improving health and safety at Grimmer. We have a wonderful volunteer crossing guard who keeps students safe at drop off in the morning and pick up in the evening.

In addition to regular parent meetings regarding safety, we revise our School Safety Plan annually. The plan includes procedures for emergencies, and exit routes. Parent volunteers from our PTA and school safety committee regularly take inventories and are continually working with our district staff to update emergency supplies as well as to stock our emergency shed with items necessary for long term shelter-in-place requirements. We have an Eagle Scout volunteer who is working to further organize our storage shed to make supplies more accessible during an emergency.

We make the plan available for parents in the school office. We shared the 2019-20 safety plan during our August, 2019 staff development meeting. Routines are practiced between November and March. We hold regular safety drills including, fire drills, lockdown drills, and earthquake drills, and hold training for staff on emergency preparedness throughout the school year. Grimmer participated in the Great California ShakeOut on October 18, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.6	0.8	1.5
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)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	6.2
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	20	1	4		20	1	3		20	1	3	
1	22		3		24		4		20	2	1	
2	19	1	3		21	1	2		19	1	4	
3	22	1	2		18	3	1		21	1	2	
4	20	2	1		22	1	2		17	2	1	
5	27		2		23	1	1		24	1	2	
6	18	2	1		21	1	2		18	2	1	
Other					10	1						

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/](http://www.cde.ca.gov/ds/fd/cs/).

#### 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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9854	2343	7511	86924
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	-2.2	-0.5
School Site/ State	10.8	9.6

Notes:

- 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 are reported on 2018-19 report cards.