



Bollinger Canyon Elementary School

2300 Talavera Dr. • San Ramon, CA 94583 • (925) 242-3200 • Grades P-5

Christine Offerman, Principal

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



San Ramon Valley Unified School District

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District Governing Board

Ken Mintz, Board President
Rachel Hurd, Board Vice President
Greg Marvel, Board Clerk
Mark Jewett, Board Member
Susanna Ordway, Board Member

District Administration

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Superintendent
Toni Taylor
**Deputy Superintendent,
Educational Services**
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**Assistant Superintendent,
Human Resources**
Gregory Medici
**Chief Business Officer
Business Office**
Gary Black
**Assistant Superintendent,
Facilities & Operations**

Principal's Message and Mission Statement

Bollinger Canyon Elementary School is a suburban PreK-5 school nestled in the rolling hills of the San Ramon Valley. Our city has rapidly grown from its rural roots to become the main headquarters for multinational corporations, many of whom partner with Bollinger Canyon to expand learning opportunities for our students. Our neighborhood is home to people who desire to live in a family-oriented community where recreation and team sports, citizenship and scouts, academic excellence and school are pivotal. Bollinger Canyon has a deep commitment to its families, which is reflected in a solid sense of community. In 2018 Bollinger Canyon Elementary achieved the distinction of becoming a California Distinguished School. We were given this award in 2014, as well, and in 2016 we were awarded the California Gold Ribbon and Academic Achievement Award.

Our Mission is to provide a safe and effective learning environment where academic excellence and individual differences are valued and encouraged. It is our goal to promote collaboration between staff, parents, and students to achieve personal and academic excellence nurtured by a sense of teamwork, respect and trust. Teachers, students, parents, and staff understand the need for all members of our school community to feel encouraged, valued, and admired. There is a fervent desire to provide a learning environment that is conducive to developing the unique intellectual, social, physical and emotional potential of each child. Teachers and parents have a clear understanding of the school's academic targets from kindergarten through 5th grade. Our teachers are professionals who require rigor and stamina in their classrooms. They believe that high expectations are the right of every child and not negotiable.

Bollinger Canyon Elementary is school that embraces the California State Standards. You will see evidence of higher level thinking taking place in every classroom related to English Language Arts, Math, Science and Social Studies. We have a teacher leadership team called the Curriculum Team that meets monthly to discuss progress on Essential Standards, professional development opportunities and the general curriculum needs of our staff and students. Technology is incorporated throughout our school through the use of Chrome Books, iPads and our computer lab. Our teachers also embrace STEAM activities through our partnership with R.A.F.T. and our new Maker's Space. All classrooms are equipped with document cameras and LCD projectors.

We are also a school that values and acknowledges the social and emotional needs of our students. If students do not feel safe, welcomed and loved, they will not learn at high levels. In 2016-2017, Bollinger Canyon implemented Positive Behavior Intervention Systems (PBIS). This program is a research-based school-wide behavioral support program that implements positive behavioral expectations and acknowledgement of those appropriate behaviors. Bollinger continues to have a strong system that is used by all staff and incorporates three simple rules: Be Safe, Be Respectful and Be Responsible. Students are recognized with Bulldog Bucks and Golden Bucks for their positive behavior in addition to participating in classroom-specific rewards systems. We also have a Character Trait of the Month that is supported by a school-wide Book of the Month to support each character trait and the social/emotional benefits of living that character trait. We have monthly Principal's Visits where the principal either reads a book or does a community circle to support the character trait for each month. Our school psychologist offers Zones of Regulation lessons to all classes and reads follow up stories as needed. With the addition of the district's new social/emotional curriculum called Sanford Harmony, we are utilizing community circles and buddy activities as a regular part of building classroom community. We also have a teacher leadership team called the "PAWS Team" that meets monthly to discuss the social/emotional needs of our school.

As we work to meet the academic and emotional needs of our students, we work hard to make sure there are interventions in place to support these needs. We have grade-level paraeducators who work with small groups in reading, writing and math every single day. We have Tier 2 supports in reading, Barton, Reading Recovery, and our Rainbow Room and SCIP Counseling, sponsored by the Discovery Center. We have a teacher leadership team called the Intervention Team that meets monthly to discuss student needs, current interventions and how best to support all students. In addition to this team our Tier 2 and Tier 3 teams also meet monthly to monitor student data and progress.

One very unique program to our school is our Intensive Special Day Class (SDC) program, consisting of children from pre-school through 5th grade who have been diagnosed with cognitive and behavioral challenges who are also on the autism spectrum. General education students receive empathy and disability awareness training which helps them to engage with this special group of students while on campus, at lunch and on the playground. Each grade level participates in monthly activities with their SDC peers and our SDC students in grades 2 - 5 participate in a weekly Special Buddy program led by our Physical Education (PE) teacher. We have seen true friendships grow from this amazing program.

From the moment you step onto the Bollinger Canyon campus you will sense the strength of our community. We value education and support the whole child in everything we do. Bollinger students are unconditionally supported by dedicated teaching professionals, highly qualified support staff and a community of families who want nothing more than for Bollinger to be a rigorous and loving place for their children to call 'home'.

Christine Offerman
(cofferman@srvusd.net)

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	70
Grade 1	72
Grade 2	81
Grade 3	98
Grade 4	95
Grade 5	102
Total Enrollment	518

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.6
Asian	42.5
Filipino	4.2
Hispanic or Latino	11.8
Native Hawaiian or Pacific Islander	0.6
White	29.3
Two or More Races	9.5
Socioeconomically Disadvantaged	8.1
English Learners	12.4
Students with Disabilities	15.8
Homeless	0.4

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 Bollinger Canyon Elementary School	17-18	18-19	19-20
With Full Credential	32	27	36
Without Full Credential	2	3	2
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for San Ramon Valley Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Bollinger Canyon 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)

Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; and Mathematics for grades K-12 in 2016.

For grades K-5 science SRVUSD adopted TWIG Science in 2019. Currently SRVUSD is piloting science materials for grades 6-12 with a grades 6-8 adoption planned for 2020 and a grades 9-12 adoption in the subsequent years. Each time textbooks are adopted, professional development is offered on units of study and strategies in using the materials. All textbooks and materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: October 4, 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	N2Y.com – Adopted 2015 Heinemann, Reading and Writing Units of Study - Adopted 2015 Phonics Lessons, Wilson Foundations, Words Their Way, Word Study Lessons – Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Great Minds, Eureka Math/EngageNY – Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	TWIG Science - Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman - Adopted 2007 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)

Bollinger Canyon Elementary currently has 28 classrooms which house 23 general education classes, a Center for Early Intervention for Autistic children, two SDC pre-school classrooms, and four K-5 SDC classrooms. In addition to the basic classrooms, there is a library-media center, a large multi-purpose room used by both the school and the community, a music classroom on the stage, and a science lab and two state of the art computer labs. The City of San Ramon works in partnership with the San Ramon Valley Unified School District to share the Bollinger Canyon Park and field. Kid's Country provides for before and after school day care and works closely with Bollinger Canyon staff, administration and parents to provide year round day care on the school premises. The adjacent park underwent remodeling and opened in the spring of 2007 for the use of Bollinger Canyon students and community.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 7/2/19

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	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	84	83	82	81	50	50
Math	84	83	77	78	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	29.1	32.0	22.3

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	288	286	99.31	82.87
Male	125	124	99.20	82.26
Female	163	162	99.39	83.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	119	118	99.16	84.75
Filipino	--	--	--	--
Hispanic or Latino	36	35	97.22	68.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	88	88	100.00	82.95
Two or More Races	33	33	100.00	93.94
Socioeconomically Disadvantaged	23	21	91.30	52.38
English Learners	39	39	100.00	58.97
Students with Disabilities	41	40	97.56	60.00
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	288	286	99.31	82.52
Male	125	124	99.20	89.52
Female	163	162	99.39	77.16
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	119	118	99.16	89.83
Filipino	--	--	--	--
Hispanic or Latino	36	35	97.22	74.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	88	88	100.00	72.73
Two or More Races	33	33	100.00	96.97
Socioeconomically Disadvantaged	23	21	91.30	52.38
English Learners	39	39	100.00	69.23
Students with Disabilities	41	40	97.56	57.50
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)

At Bollinger Canyon, everyone shares the responsibility for the success of our students. Our community has a long tradition of high expectations, involvement, and interest in its elementary school. The culture of Bollinger Canyon is characterized by an extremely strong sense of partnership between parents, teachers, students, and community. Our active, caring community works collaboratively with Bollinger's excellent staff to provide a supportive learning environment in which all students are academically challenged and feel personal accomplishment.

The success of Bollinger's students is directly related to the high degree of parent involvement. With financial support, volunteer time, committee leadership, and professional services, parent involvement is essential to running an efficient and unique school. Parent volunteers are a valuable component of the success of Bollinger Canyon. They play active roles in our Parent-Teacher Association, School Site Council, and Bollinger Canyon Bulldog Fund. Parents make connections in the classroom, in the library, computer lab, driving on field trips, and our work room where they volunteer to make copies for teachers and use our facility to complete projects.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Bollinger Canyon Elementary at (925) 242-3200. It is important for parents to be cleared through our district's Volunteer Management System. Information on how to become a registered volunteer can be found on our district's website (srvusd.net) under the "Parent" tab. Please also check out our school's web site at <http://bc-es-srvusd-ca.schoolloop.com>. All teaching, office staff and administration are reachable through email.

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, students, and parents take pride in keeping the campus safe, clean and well maintained. Visitors are required to check in at the office and wear an identifying Visitor Sticker. Adults supervise the playground before school, at all recesses, lunchtime and dismissal times. We have a threat assessment team, a site safety team, and school-wide committees representing Search and Rescue, Student Supervision, First Aid, Student Release and Emergency Operations, should we have a major disaster on campus. We practice monthly fire drills and semesterly earthquake drills. We conduct lockdown and lockout drills throughout the year so all students and staff know what to do should their be a threat on or off campus. We also conduct a school-wide disaster drill including pretend injured students/staff and parents who pretend to pick up their child from school so the teams mentioned above can practice their roles. Our School Safety Plan was reviewed and implemented with the school community in September 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.4	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.4	1.5
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

* 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	1.0
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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	25		3		14	5			21	1	3	
1	23		8		24		3		19	1	2	
2	22		8		26		3		25		3	
3	22	2	8		26		4		21	1	4	
4	28		6		27		4		26		3	
5	24	2	8		24		4		24	1	4	
Other**	10	2			9	2						

*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	3	4.5	4.5

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development for all staff. Our high quality professional development program is focused on Common Core State Standards (CCSS) as well as balanced literacy and instructional strategies. In 2012-13, we established district-wide K-12 Task Forces in English language arts, mathematics, and other content areas along with targeted professional development offerings. We hold affiliation status with Columbia University Teachers College Reading and Writing Project and the Silicon Valley Math Initiative. Both organizations are highly respected and have strong ties to the development and implementation of the CCSS and professional learning offerings.

These learning experiences are supported with on-site coaching provided by a team of instructional coaches who work and train together. The coaches received certification as Common Core trainers through the Leadership and Learning Center. They provide one-to-one coaching, team and grade level coaching, whole school professional development, in addition to targeted cross-grade level, cross-discipline professional development sessions. These trainings connect to every aspect of school practice: relevant and rigorous curriculum, intentional instructional practices, formative assessment for learning, and lesson design.

In addition, every SRVUSD teacher is provided an opportunity to participate in a coach-led cohort to study instructional strategies in a small group setting. These cohorts are both semester-long and yearlong and are focused on topics that run the gamut from Interactive Lecture to Reading Workshop for Innovators to Problem Solving Strategies. There are dozens of cohorts running simultaneously.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSA). Our summer intensive trainings along with on-going staff development days and release day trainings deeply align with the needs of our individual schools and our Framework for Excellence: Supporting Students and their Learning; Supporting Staff and their Work.

Under the leadership and guidance of site administrators, such communities of practices afford our staff the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,107	\$48,612
Mid-Range Teacher Salary	\$77,310	\$74,676
Highest Teacher Salary	\$96,311	\$99,791
Average Principal Salary (ES)	\$129,880	\$125,830
Average Principal Salary (MS)	\$138,066	\$131,167
Average Principal Salary (HS)	\$149,818	\$144,822
Superintendent Salary	\$318,954	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- Gifted and Talented Education (GATE)
- Instructional Materials Realignment
- Teacher Credentialing Block Grant (BTSA)
- Professional Development Block Grant
- School and Library Improvement Program Block Grant (SIP)
- Supplemental Hourly Program
- NCLB: Title II Teacher Quality & Principal Training
- Title III-Immigrant Education
- Title III-Limited English

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	7123.7	1067.46	6056.23	76062.1
District	N/A	N/A	5,786	\$77,512.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.1	5.9
School Site/ State	-24.8	-1.8

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.

- Lottery Instructional Materials
- Special Education IDEA Grants and Preschool Grants
- Special Education IDEA Pre K Staff Development
- VEA (Secondary Vocational Ed.)
- Personnel Staff Development
- Special Education and Special Education Infant
- Transportation Home/School
- Transportation Special Education (if required)