

PATTERSON ELEMENTARY SCHOOL

35521 Cabrillo Drive • Fremont, CA 94536 • (510) 793-0420 • Grades K-6

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



Fremont Unified School District

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**Assistant Superintendent, Human
Resources**

School Description

Welcome to Patterson Elementary School, where we are committed to providing an excellent educational program to allow all students the opportunity to reach their fullest potential. At Patterson we take this charge seriously and work collaboratively to support all children achieving success through an innovative curriculum and instructional strategies. The school was first built in 1964 with three main buildings. A few years ago, a shelter was added to provide additional space for students to eat lunch. In 2017, Patterson opened the first new building in 43 years. The building is beautiful and has eight gorgeous classrooms. It's a two story building with the most advanced technology on campus. It is equipped to house up to 240 students of 4th through 6th graders with a ratio of 30 to 1. However, it is housing 4 second grade classes with 24 to 1 and 4 third grade classes of 28 to 1 for a total of 208 students. The 2018-19 school year has seen an increase in student population. At capacity we can house approximately 900 students but are currently around 775. We have the following classes 2 TK, 5 Kinder, 4 first grade, 4 second, 3.5third, 3.5 fourth, 3.5 fifth, 3.5 sixth, and 2 SDC. Our staffing includes a speech therapist, resource teacher, psychologist, counselor, school nurse, a library media specialist, one computer specialist, one science specialist, 1 full time P.E teacher, 1 .6 P.E.teacher. We are supported by an office secretary, an office assistant, 1 a.m. custodian and 2 p.m. custodians. There are a host of parent volunteers and 9 noon supervisors to provide supervision during our student lunches. Together, we are working to ensure that every child has the opportunity to succeed and reach their fullest potential. We have implemented The Eight Great Traits Program and we hold weekly morning assemblies in which we reinforce the trait of the month. We believe that recognizing our students' efforts will motivate them and encourage them to continue to reach success. We have monthly school-wide character assemblies and quarterly recognition assemblies. Our students can also participate in basketball and soccer during the year as we take part of the districts' sport leagues. We strive each and every day to provide our students with a quality education which will prepare them to be global citizen.

We have an active PTA that works with the teaching staff in a collaborative forum to bring high interest and motivating assemblies to our school. The PTA sponsors hands-on, curriculum-based field trips for each grade level. They provide additional support to each teacher, who is a member of our PTA, through a monetary donation. Students are afforded the opportunity to participate in array of different activities during the school day. PTA also sponsors our fall and winter festivals, Panther Prowl fundraiser, Make A Difference Day, and teacher and staff recognitions. They are working to ensure that in two years every Patterson student will have a technology device. Our partnership helps move our school forward and provides diverse learning opportunities.

Mission Statement: Patterson Elementary provides a challenging and innovative learning environment where students have the opportunity to develop their potential as: (1) creative problem solvers, and (2) compassionate leaders and change makers. Based on students' needs, researched best practices and results from assessments and surveys, differentiated instruction, students will improve their academic achievement in an innovative and collaborative environment. Students will be empowered to advocate for their own education and be active participants in their academic, emotional and social growth in preparation to meet challenges of living in a fast ever changing world. Mutual respect for our culturally diverse community is established and ongoing through effective communication between families, students and staff.

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 | 162 |
| Grade 1 | 97 |
| Grade 2 | 111 |
| Grade 3 | 111 |
| Grade 4 | 118 |
| Grade 5 | 98 |
| Grade 6 | 89 |
| Total Enrollment | 786 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.2 |
| American Indian or Alaska Native | 0.4 |
| Asian | 58.1 |
| Filipino | 7.8 |
| Hispanic or Latino | 15.9 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 8.9 |
| Two or More Races | 4.3 |
| Socioeconomically Disadvantaged | 23.9 |
| English Learners | 18.3 |
| Students with Disabilities | 7 |
| 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 the School | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 35 | 36 | 35 |
| 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:

- "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)

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Patterson Elementary was opened in 1964 with two buildings, consisting of a five-classroom and a three classroom building. Today, school has the capacity to house approximately 900 students. Patterson has allocated one room for resources and another for multiple-student support such as art, reading lab, a leveled reading library, and that same room houses our psychologist two days per week and our counselor two days per week. The facility is in good repair. The site was retrofitted in the spring of 2008, with several restroom improvements. The library was expanded, and the multipurpose room and library are now air-conditioned spaces. A new roof was installed, with fire alarms upgraded throughout the facility. We currently have all but three classrooms in use. Different organizations use our facilities after school to provide our students with different enrichment opportunities.

Our landscaping was upgraded with the irrigation system replaced in the front area of the school. The replacement of tattered wooden benches with vinyl-coated benches, installation of a new clock and new bell system were also completed during the academic year. During our Make A Difference Day 2018, we had planters installed with different plants for our students and staff to enjoy. The front of the school was also improved by adding new plants and drought friendly plants in order to improve the beauty of our school. To improve our access to the Internet, the site is now wireless which allows staff and students more opportunity to enhance our endeavors for life long learning. Our wireless service was updated during the summer to the new district infrastructure system. In the fall of 2016 Patterson Elementary was enhanced with the addition of an outside shelter to serve as an additional eating area for our growing student population. We opened the new two story eight classroom building for the 2017-18 school year. It currently houses 4 second grade classes and 3.5 third grade classes. In November 2018, we opened a brand new play structure for our TK and K students which will provide them with the opportunity to play and learn. There are plans for future improvements for our campus in the near future.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/6/2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|------------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 64 | 71 | 77 | 78 | 50 | 50 |
| Math | 59 | 65 | 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 | 18.1 | 31.9 | 33.0 |

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 | 417 | 412 | 98.80 | 70.56 |
| Male | 206 | 203 | 98.54 | 63.05 |
| Female | 211 | 209 | 99.05 | 77.88 |
| Black or African American | 14 | 14 | 100.00 | 28.57 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 227 | 226 | 99.56 | 81.78 |
| Filipino | 35 | 34 | 97.14 | 76.47 |
| Hispanic or Latino | 68 | 68 | 100.00 | 44.12 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 40 | 39 | 97.50 | 58.97 |
| Two or More Races | 22 | 22 | 100.00 | 68.18 |
| Socioeconomically Disadvantaged | 118 | 118 | 100.00 | 44.44 |
| English Learners | 124 | 123 | 99.19 | 63.41 |
| Students with Disabilities | 33 | 32 | 96.97 | 25.00 |
| Homeless | -- | -- | -- | -- |

Notes:

- 1) ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
- 2) Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- 3) The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 418 | 411 | 98.33 | 65.12 |
| Male | 206 | 202 | 98.06 | 65.35 |
| Female | 212 | 209 | 98.58 | 64.90 |
| Black or African American | 14 | 14 | 100.00 | 14.29 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 228 | 226 | 99.12 | 81.33 |
| Filipino | 35 | 34 | 97.14 | 67.65 |
| Hispanic or Latino | 68 | 67 | 98.53 | 25.37 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 40 | 39 | 97.50 | 53.85 |
| Two or More Races | 22 | 22 | 100.00 | 68.18 |
| Socioeconomically Disadvantaged | 119 | 117 | 98.32 | 35.04 |
| English Learners | 125 | 124 | 99.20 | 57.72 |
| Students with Disabilities | 33 | 32 | 96.97 | 34.38 |
| 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)

Our parents meet regularly as partners in the education of students and support major projects at the school, as well as volunteering in classrooms and participate in various school activities such as field trips through the Parent Teacher Association (PTA). The staff collaborates with PTA to provide parent education through various events such as Pumpkin Patch, Halloween Carnival and PTA Movie Night. The PTA supports the school and students through active and promotion of strong school programs and effective school/home partnerships. Parents can also volunteer to serve as noon supervisors, classroom parents, and in other capacities based on school needs. Parents are active participants in our School Site Council (SSC) and are involved in helping make decisions for our school community. The principal holds quarterly parent meetings to discuss student achievement and address parent concerns. We believe that communication with the home is essential in supporting students. Patterson sends a weekly voice message with information about the week, monthly newsletter, information on the marquee, and website.

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

Teachers and supervisors monitor the playground from 8:15 a.m. to 8:30 a.m. in the morning. Noon supervisors supervise students during the lunch hour for primary and intermediate students. Primary teachers monitor students during the second recess in the afternoon. Teachers are assigned afternoon duty supervision at school dismissal for fifteen minutes.

Teachers review rules for safe, responsible behavior in school and on the playground on a daily basis. Visitors must sign in at the office where they receive a brightly colored name tag to wear throughout their stay. In September we held a school-wide expectations assembly in which we shared with all students the rules and expectations for our school. Teachers have classroom rules and expectations that were sent home at the beginning of the year. We have implemented the Eight Great Traits and teachers actively include the trait of the month in their lessons. At this time, Patterson is in the beginning stages of implementation of PBIS.

We last revised our School Safety Plan in February 26, 2019. The plan includes procedures for emergencies and exit routes. The plan is available on our school website and a copy is in the office for review. Our Safety Plan is shared with all staff during a schoolwide staff meeting. Safety drills are routinely conducted per district requirements. We offer training for staff on emergency preparedness.

The district and PTA continues to upgrade supplies for the school in the event of a natural disaster. Their assistance equipped us to sustain students and staff for a minimum of three days. Items purchased include water; food, first aid supplies, restroom buckets with sanitary packs, and tents, and these supplies meet the district guideline for needed emergency supplies. They are properly stored with key personnel having keys for immediate access. Training of upper grade students on how they will assist is ongoing. The district has enhanced our emergency supplies so that we can sustain a minimum of 3-5 days of necessities.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 1.0 | 1.5 | 1.2 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 1.9 | 1.7 | 1.7 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|--------------------|-------|
| Academic Counselor | .0 |

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 4.6 |
| Other | |

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes Size 1-20 | 2016-17 # of Classes Size 21-32 | 2016-17 # of Classes Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes Size 1-20 | 2017-18 # of Classes Size 21-32 | 2017-18 # of Classes Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes Size 1-20 | 2018-19 # of Classes Size 21-32 | 2018-19 # of Classes Size 33+ |
|-------------|----------------------------|--------------------------------|---------------------------------|-------------------------------|----------------------------|--------------------------------|---------------------------------|-------------------------------|----------------------------|--------------------------------|---------------------------------|-------------------------------|
| K | 24 | | 2 | | 21 | 3 | 5 | | 20 | 3 | 5 | |
| 1 | 24 | | 4 | | 21 | 2 | 3 | | 23 | | 4 | |
| 2 | 24 | | 4 | | 23 | | 5 | | 22 | | 5 | |
| 3 | 28 | | 4 | | 28 | | 3 | | 28 | | 4 | |
| 4 | 30 | | 3 | | 29 | | 4 | | 30 | | 4 | |
| 5 | 30 | | 3 | | 30 | | 3 | | 25 | | 4 | |
| 6 | 30 | | 3 | | 30 | | 3 | | 30 | | 3 | |
| Other | 7 | 2 | | | | | | | 8 | 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/.

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

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------|------------|--------------|------------------------|
| School Site | 6468 | 537 | 5931 | 78848 |
| 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 | -25.7 | -5.8 |
| School Site/ State | -15.8 | 4.2 |

Notes:

- 1) Cells with N/A values do not require data.
- 2) The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that are reported on 2018-19 report cards.

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement activities.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.