

# ARDENWOOD ELEMENTARY SCHOOL

33955 Emilia Lane • Fremont, CA 94555 • (510) 794-0392 • 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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### 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

Welcome to Ardenwood Elementary School. Ardenwood Elementary is the proud home of the Dragons. This School Accountability Report Card shares with the community our efforts to meet our district's mission of ensuring that all students are college/career ready and develop essential skills to succeed in life. Each day we aim to support the development of the essential skills described in the Portrait of a Fremont Graduate project. Ardenwood Elementary is an excellent school and was honored to be acknowledged as a California Distinguished School in 2010, 2014 and again in 2018. Our school cultural norms are to have every child feel valued, connected and recognized even though our large student body is composed of over 900 transitional kindergarten through sixth grade students.

We are an academically high-achieving school with a diverse student body. Ardenwood Elementary's results for the 2019 California Assessment of Student Performance and Progress (CAASPP) were excellent, especially in comparison to all California districts. Approximately eighty-five percent of our students met or exceeded grade level standards on both English Language Arts and Mathematics tests. This performance mirrors the success that our students have demonstrated with continued high scores since Common Core State Standards aligned assessments became available to California public schools through the Smarter Balanced Assessment Consortium (SBAC).

Our student body includes pupils from around the world; with over 35 languages spoken by the families in our learning community. We believe that every student has the right to learn in a warm, caring, safe, and productive environment. All students receive specific character education lessons (8 Great Traits) and our school-wide focus on being Safe, Responsible, and Respectful. This program reduces negative interactions between students and increases class time available for instruction. All students, teachers, and staff sign a school-wide pledge to adhere to our Students of Character plan the focuses on demonstrating caring, honesty, respect, integrity, planning and decision making, responsibility, citizenship, and problem solving. Ardenwood Elementary School views discipline as explicit instruction that corrects or perfects behavior, and it is our belief that clearly stated expectations by adults sustains a positive school climate. Students receive positive behavior and decision making acknowledgement and reinforcement through our Dragon Dollars program. To stay up to date with many of the great aspects of our school, please visit our website ([ardenwood.fremont.k12.ca.us](http://ardenwood.fremont.k12.ca.us)) or follow us on Twitter ([twitter.com/ArdenwoodFUSD](https://twitter.com/ArdenwoodFUSD)).

### VISION STATEMENT:

To promote a school climate where all students are provided the maximum opportunity to learn and thrive while achieving academic success and building respect for diversity and community.

### MISSION STATEMENT:

To implement the goals of our district and meet the needs of our learning community by providing:

- A safe, nurturing, and supportive learning environment,
- Effective communication to build a partnership with parents,
- Each student with strategies to be a responsible, productive and well-adjusted citizen,
- Instructional strategies to prepare our students for college and/or career readiness

## 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	142
Grade 1	120
Grade 2	120
Grade 3	140
Grade 4	177
Grade 5	149
Grade 6	115
Total Enrollment	963

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
Asian	76.2
Filipino	5
Hispanic or Latino	5.5
Native Hawaiian or Pacific Islander	0.4
White	8.8
Two or More Races	2.1
Socioeconomically Disadvantaged	10.8
English Learners	10.2
Students with Disabilities	5.4
Homeless	0.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

For the School	17-18	18-19	19-20
With Full Credential	42	43	43
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

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

### Teacher Misassignments and Vacant Teacher Positions

For the School	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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 &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>
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>World History: Ancient Civilizations, Holt 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)

Ardenwood Elementary school was established in 1985 and is located on land that is owned by the City of Fremont. Through a Joint Use Agreement, the Fremont Unified School District and the City of Fremont have entered into a partnership on the use of the school facilities and adjacent Deep Creek Park. The current campus configuration provides a quality and safe educational environment for over 900 students from transitional kindergarten through 6th grade. There are a range of learning facilities on campus, including but not limited to science labs, a computer lab, music lab, library, resource learning center, and a multi-purpose room. The campus is maintained by a daytime head custodian and three evening custodians. Student areas are cleaned on a daily/nightly basis, including all classrooms and restrooms.

The last major construction on campus took place in 2009, when various maintenance projects to existing structures were completed (HVAC, roofing, electrical upgrades) as well as the construction of a 2-story building and neighboring wing (15 classrooms, 2 restrooms, and 2 support personnel offices). During this time additional gates were installed on campus allowing for the interior of the facility to be locked during non-instructional hours to deter vandalism and other potential misuse. In 2016, two play areas on campus were updated, including a soft-surface play area for our kindergarten classes. In 2018, the elevator for the two-story building underwent an electrical upgrade and operates up to 2018 code. Also in 2018 an doubled-sided electronic marquee was installed at the front of the school which has been helpful in communicating school information to the public.

The site continues to undergo periodic technological upgrades with the rolling installation of ceiling mounted projectors in classrooms. In 2019 all classrooms and office spaces transitioned to a voice over internet protocol (VoIP) phone system as well as a new clock/speaker system. The new clock/speaker system allows for greater clarity in announcements as well as makes use of pre-programmed response messages in the event of an emergency. Three large conifers have been removed from the adjacent Deep Creek park over the last two years due to the effect of previous drought years. The landscaping within the school continues to be used as an instructional tool, and Ardenwood was recently named a Monarch Waystation by monarchwatch.org for providing milkweeds, nectar sources, and shelter needed to sustain monarch butterflies as they migrate through California.

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: 10/9/2019

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	84	85	77	78	50	50
Math	86	84	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	10.3	30.8	49.3

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	574	571	99.48	85.29
Male	293	292	99.66	82.88
Female	281	279	99.29	87.81
Black or African American	11	11	100.00	54.55
Asian	436	435	99.77	91.03
Filipino	18	18	100.00	72.22
Hispanic or Latino	32	32	100.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	52	96.30	76.92
Two or More Races	20	20	100.00	70.00
Socioeconomically Disadvantaged	69	69	100.00	52.17
English Learners	116	113	97.41	72.57
Students with Disabilities	44	43	97.73	44.19
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	574	570	99.30	84.21
Male	293	292	99.66	85.27
Female	281	278	98.93	83.09
Black or African American	11	11	100.00	54.55
Asian	436	434	99.54	91.24
Filipino	18	18	100.00	72.22
Hispanic or Latino	32	32	100.00	43.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	52	96.30	69.23
Two or More Races	20	20	100.00	65.00
Socioeconomically Disadvantaged	69	69	100.00	47.83
English Learners	116	113	97.41	72.57
Students with Disabilities	44	42	95.45	57.14
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)

Ardenwood Elementary firmly believes in the importance of a strong school-to-home partnership. Students achieve at higher levels when they are supported by a coordinated effort between school staff and family members. To that end, Ardenwood Elementary has many great opportunities for parents to be involved in our school. We desire parents to participate in the daily prioritization of their child's education by offering involvement opportunities that range from casual classroom support to shared vision and planning committees. Our school's Parent Teacher Association (PTA) plays a significant role in coordinating events for students and families (Red Ribbon Week, Harvest Festival, Dragon Dash, movie night) and by providing appreciation events for faculty and staff. The PTA funds school-wide assemblies and assists with our award winning Dragon Readers program, which for 18 years has successfully increased our students' interest in recreational reading. In addition to historically establish partnership opportunities, the school continues to generate new and fun ways for parents to strengthen their school-to-home partnership (i.e., Dragon Dollar Store and Pi Day Celebration). For more information on how to join Ardenwood Elementary's PTA, please visit [ardenwood.fremont.k12.ca.us](http://ardenwood.fremont.k12.ca.us).

Parents are highly encouraged to volunteer at school. When parents volunteer at school, this sends an important message to students that school is a high priority. "Room parents," in collaboration with classroom teachers, organize parent volunteers to help with special projects in the classroom and chaperone on study trips. Parents participate as group facilitators during class projects, shelve books in our library, assist with traffic supervision, mentor after school coding clubs, and volunteer with our school choir. Parents interested in routine and ongoing planning conversations are encouraged to become involved in the School Site Council (SSC) which oversees our School Plan for Student Achievement (SPSA). The SSC focuses on curriculum and instruction, and works to support equitable outcomes for all of Ardenwood's students. The English Language Advisory Committee (ELAC) addresses the needs of second language learners. Parents are active members of our Disaster Safety Committee. Statistics for the 2018–2019 school year show a high level of parent involvement at the annual autumn Back-To-School Night (over 90%) and Spring Open House (over 80%).

To find out how you can volunteer at our school, contact the Principal, Elie Wasser, at (510) 794-0392 or [ewasser@fusdk12.net](mailto:ewasser@fusdk12.net).

**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**

School safety is of paramount importance to all staff at Ardenwood Elementary. When students feel safe at school, they can focus on learning. Custodial staff starts every day by organizing traffic safety patterns and cones in front of the school for student drop-off. Certificated staff monitor the school grounds ten minutes before and twenty minutes after school, at campus entrance/exit locations. Recesses and lunchtime are supervised by both certificated staff and noon supervisors. During these times, staff monitors for the physical safety of students as well as reinforcing good decision making by our students so that they are safe, respectful and responsible at all times.

Teachers regularly review the rules for safe, responsible behavior in school and on the playground with their classes. All students and parents receive a copy of The Ardenwood Students of Character Plan at the start of the school. Students, parents, and staff collectively sign this contract so that all members of our school community commit to the same set of expectations. Recognition is a key component to our school-wide safety plan, and students are given monthly awards for exemplar demonstration of the Eight Great Traits.

When visitors arrive on campus, they are directed to enter and exit through the front office, signing in and out for the time they are on campus. They receive a visible identification sticker to wear throughout their stay. Staff reviews information about "stranger danger" and being safe from dangerous incidents. Additional periodic safety information is shared with students and parents through monthly newsletters from the front office. The majority of our certificated staff received CPR, AED, and EpiPen training in October of 2018.

In May 2019 the site completed an annual review and update of its Comprehensive School Safety Plan (SB 187 Compliance Document), during which key information on site response protocols, mandated reporting procedures, and facility maintenance needs were discussed. The site completed a major review and revision of its local Emergency Response plan in October 2019. This process solicited feedback from multiple stakeholder groups (staff, parents, School Site Council, PTA). In June of 2019, the school took inventory of its emergency shed and equipment. Through the assistance of community volunteers, this shed was reorganized to place resources needed for immediate emergency response at the front of the shed and items used for more long-term response situations towards the rear. All grade-levels are provided with "ready to roll" emergency response wagons with the shed and all classrooms have received refreshed emergency "go bags." The site now makes use of a standardized Incident Command System (ICS) for all emergency response situations. Staff has received additional training on their roles and responsibilities. This information is to be presented as an update to our school families during a parent outreach night scheduled for December 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.3
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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.5
Other	

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2016-17 Average Class Size	2016-17 # of Classes Size 1-20	2016-17 # of Classes Size 21-32	2016-17 # of Classes Size 33+	2017-18 Average Class Size	2017-18 # of Classes Size 1-20	2017-18 # of Classes Size 21-32	2017-18 # of Classes Size 33+	2018-19 Average Class Size	2018-19 # of Classes Size 1-20	2018-19 # of Classes Size 21-32	2018-19 # of Classes Size 33+
K	24		6		24		6		24		6	
1	24		6		24		5		24		5	
2	24		6		22		6		24		5	
3	28		5		27		6		28		5	
4	30		4		30		5		30		6	
5	30		4		30		4		30		5	
6	27		5		30		4		29		4	

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	6565	293	6272	89739
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	-20.1	1.1
School Site/ State	-8.6	11.1

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.