



Washington Elementary School

910 West Anahurst Pl. • Santa Ana, CA 92707-2501 • (714) 445-5100 • Grades K-5

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<http://www.sausd.us/washington>

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



Santa Ana Unified School District

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VISION

We believe that all students will learn and achieve to their highest potential through an equitable education that focuses on rigorous standards and a research-based instructional program that can be accessed at school as well as home. Our highly trained and dedicated staff is committed to engaging all students in a meaningful and personalized instructional program that integrates literacy across all curricular areas, while facilitating high-level critical thinking skills. Our school functions as a healthy, safe and secure center for learning, where we promote and communicate opportunities for all to work together in a positive climate. Through the use of AVID strategies, our students will develop into lifelong, responsible learners who are well prepared to face the challenges of a technological and diverse society in the twenty-first century. We will work collaboratively and comprehensively with staff, parents, and the community to prepare students for college, career, and citizenship.

MISSION

Our mission is to raise student academic achievement, while addressing the social-emotional, educational, and language needs of all students through standards-based instruction, and assessment-driven planning. In collaboration with our parents and school community, we prepare all students to become life-long learners, who will demonstrate knowledge, skills, and values necessary to become productive citizens..

District Profile

Santa Ana Unified School District (SAUSD) is the tenth largest district in the state, currently serving nearly 51,482 students in grades K-12, residing in the city of Santa Ana. As of 2018-19, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 84% enrolled in the Free or Reduced Price Meal program, 34% qualifying for English language learner support, and approximately 13% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools, and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 20 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parent, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

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	152
Grade 1	120
Grade 2	116
Grade 3	96
Grade 4	131
Grade 5	135
Total Enrollment	750

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.1
Asian	0.9
Filipino	0.3
Hispanic or Latino	97.3
Native Hawaiian or Pacific Islander	0.1
White	0.5
Two or More Races	0.7
Socioeconomically Disadvantaged	93.5
English Learners	45.6
Students with Disabilities	14.4
Foster Youth	0.7
Homeless	58.4

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 Washington	17-18	18-19	19-20
With Full Credential	37	34	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Ana Unified	17-18	18-19	19-20
With Full Credential	◆	◆	1946
Without Full Credential	◆	◆	17
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Washington Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On September 10, 2019, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 19/20-3309 which certifies as required by Education Code §60119 that for the 2019-2020 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Textbooks and Instructional Materials

Year and month in which data were collected: September 10, 2019

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, <i>Expressions</i>	K-5
Language Arts		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
Science(s)		
2008	MacMillan/ McGraw Hill, <i>California Science</i>	K-5
Social Science		
2007	Scott- Foresman, <i>History-Social Science for California</i>	K-5

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 6/3/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	ROOM 16: A/C vent missing grill -W/O #48138
Interior: Interior Surfaces	Good	ROOM 26: needs cover plate front of Rm - W/O #48136
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	BOYS RESTROOM BUILDING 4: need light cover, hand dryer not working -W/O #48136 GIRLS RESTROOM BUILDING 4: need ballast replace, hand dryer not working -W/O #48136 LIBRARY: needs cover plate east wall, upper ceiling exposed wires west wall -W/O #48136 MPR: need lights replaced ceiling too high can't reach -W/O #48136 OFFICE: replace ballast in workroom -W/O #48136 ROOM 121: replace ballast -W/O #48136 ROOM 123: replace ballast -W/O #48136 ROOM 124: replace ballast -W/O #48136 ROOM 126: replace ballast -W/O #48136 ROOM 18: replace ballast, missing cover plate west wall -W/O #48136 ROOM 218: replace ballast -W/O #48136 ROOM 220: replace ballast -W/O #48136 ROOM 221: replace ballast -W/O #48136 ROOM 225: replace ballast -W/O #48136 ROOM 227: replace ballast -W/O #48136 ROOM 228: replace ballast -W/O #48136 ROOM 23: replace ballast, Need cover plate front of room -W/O #48136 ROOM 230: replace ballast -W/O #48136 ROOM 26: needs cover plate front of Rm -W/O #48136 ROOM 8: need a ballast replace -W/O #48136 ROOM 9: need ballast replace -W/O #48136
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	BOYS RESTROOM BUILDING 4: need light cover, hand dryer not working -W/O #48136 BOYS RESTROOM BUILDING 6: need ballast replace -W/O #48136 BUILDING 1 BOYS RESTROOM: hand dryer not working -W/O #48136 BUILDING 1 GIRLS RESTROOM: loose faucet -W/O #48137 GIRLS RESTROOM BUILDING 4: need ballast replace, hand dryer not working -W/O #48136 GIRLS RESTROOM BUILDING 6: need ballast replace, hand dryer not working -W/O #48136 WOMEN STAFF RESTROOM (NEXT TO ROOM 9): loose faucet -W/O #48137
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	BEAM BY ROOM 12: rotted beam by room 12 hallway -W/O #48139
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	28	22	32	35	50	50
Math	24	18	26	28	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	23.7	24.4	6.9

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	347	345	99.42	21.74
Male	158	157	99.37	21.66
Female	189	188	99.47	21.81
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	340	338	99.41	21.30
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	332	331	99.70	21.45
English Learners	285	284	99.65	20.42
Students with Disabilities	50	49	98.00	6.12
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	228	227	99.56	0.44

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	347	346	99.71	17.92
Male	158	158	100.00	20.25
Female	189	188	99.47	15.96
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	340	339	99.71	17.70
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	332	332	100.00	18.07
English Learners	285	285	100.00	17.89
Students with Disabilities	50	49	98.00	6.12
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	228	228	100.00	0.00

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)

Parents are encouraged to get involved in Washington Elementary School's learning community by volunteering their time, attending school events, participating in parent trainings/classes, and sharing in the decision-making process. The school welcomes parents to assist in classrooms, library, attend field trips, and attend special events. Washington Elementary School provides a wide range of opportunities for parents to interact with school staff to help parents support their children's academic efforts; these may include:

- Back to School Night
- Open House
- Student performances
- Fundraisers
- Music/choir and/or theater performances
- Sports events
- Promotion activities
- Monthly parent meetings
- Student recognition assemblies
- Parent education training and workshops such as PIQE, Disciplina Positiva, Padres Unidos, and Financial Literacy
- Parent/Teacher Conferences
- SST/IEP Meetings
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Book Choice (TK-K)
- PTO
- Principal's Coffee Chats
- ESL Classes on site provided by Santa Ana College
- Computer classes on site provided by Santa Ana College

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council
- English Language Advisory Council
- Parent Teacher Organization (PTO)

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 445-5100.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- Blackboard Automated Phone Messaging System
- School web site
- Public Service Channel 31 or 51
- School Newsletters
- Flyers
- Letters
- School Marquee/Banners
- Social Media (Facebook & Twitter)
- Let's Talk
- WhatzUp (Digital Kiosks)/Marque

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

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	1.5	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.1	3.2
Expulsions Rate	0.1	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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
K	21	3	5		24	2	5		23	2	5	
1	25		4		29		4		28		4	
2	31		4		21	1	4		28		4	
3	28		5		31		4		20	1	4	
4	30		4	1	32		4		32		3	1
5	27		5		32		5		23	1	5	
Other**	6	1			8	1						

*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	4	6	34

During the 2016-2017, 2017-2018, and 2018-2019 school years, our school sponsored staff development. This year, the school has significantly increased the number of staff development days that includes the following:

- 1) After looking at school-wide assessment results in ELA for SBAC, MAP, and ELPAC, Full Day Data Analysis by Grade Levels 1st-5th. Grade level teams meet together during the instructional day for 1 full day each team (5 days total) to dig deep into their grade level data (including looking at results of EL and SPED subgroups) and discuss/plan instructional practices that will increase student success. These days are supported by administration and Instructional Coach in the form of guidance/leading the grade level discussion.
- 2) After the full day Data Analysis PD, Full Day Lesson Studies by Grade Levels 2nd-5th. Grade level teams meet together during the instructional day for 1 full day each team (4 days total) to study the new Benchmark Advance ELA/ELD curriculum and design/plan effective instructional lessons that will support all students, including EL and SPED subgroups. Teachers are supported during these full day sessions by administration and Instructional Coach.
- 3) Based on Washington's AVID Program Implementation Self-Assessment and to improve our implementation of our AVID Program school-wide, 2 full days of AVID training were attended by the 5th grade team. This training was held during the regular school day and teachers were supported by the Dist. AVID Coordinator.
- 4) Based on Washington's yearly number of students qualifying for the GATE program and to improve our implementation of GATE instructional strategies, selected classroom teachers attended the 1 day GATE Conference.
- 5) Based on outcomes on SBAC Math and MAP Math, Grade Level Leads attend 2 full day trainings during the regular school day for the Irvine Math Project to increase implementation of effective instructional strategies that supplement our Core Math Instruction. (12 full days total) Grade Level Leads are supported by the District Math Curriculum Specialists.
- 6) Based on individual class data, teachers participate in-class coaching 1-2 hour sessions over a series of 20 instructional days, to increase their knowledge/skills in the areas of: Classroom Management and Curriculum Implementation for ELA and Math. Teachers are supported through mentoring by District ELA Curriculum Specialists and Washington's Instructional Coach. (10 Partial Days)

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,963	\$48,612
Mid-Range Teacher Salary	\$88,515	\$74,676
Highest Teacher Salary	\$112,309	\$99,791
Average Principal Salary (ES)	\$134,678	\$125,830
Average Principal Salary (MS)	\$134,945	\$131,167
Average Principal Salary (HS)	\$148,184	\$144,822
Superintendent Salary	\$327,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	4%	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

- 21st Century ASSETS
- After School Education and Safety (ASES)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Carl D Perkins Section 131 Career and Technical Education
- College Readiness Block Grant
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Educator Effectiveness
- Head Start
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7720	1902	5817	99265
District	N/A	N/A	\$6,936	\$94,982.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-15.7	2.9
School Site/ State	-23.5	17.0

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.

- Medi-Cal Billing Option
- Migrant Education
- NCLB: Title II, Part B, CA Mathematics and Science Partnerships (CaMSP)
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Positive School Climate Model
- Safe Haven
- Special Education
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title I, School Improvement Grant QEIA
- Title II-Part A Improving Teacher Quality
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program

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.