



Frances E. Willard Elementary School

3152 North Willard Avenue • Rosemead, CA 91770 • (626) 307-3375 • Grades K-6

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



Garvey School District

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Dr. Tiffany Rudek

**Assistant Superintendent, Learning
Support Services**

Rene Hernandez

**Assistant Superintendent, Student
Support Services**

School Description

Willard Elementary School is a 2014 Title 1 Distinguished school. Willard serves approximately 35 students from Transitional Kindergarten through sixth grade. Approximately 35% of our students are designated as English learners. We are fortunate to have a Federal Head Start Program on our campus. We are a "Code to the Future" school training all students, TK-6th in 21st century coding skills. We continue receiving support from the Franklin Covey Group to implement "The Leader in Me" process. It is through this process as well as PBIS that we will create a strong leadership model that will foster a positive climate where character building and academic skills will be developed and enhanced to a higher standard.

Mission Statement: The staff at Willard Elementary School is committed to the belief that all students can succeed, and we are dedicated to providing them with the skills necessary to be better prepared for their future in a changing society.

The staff at Willard strives to create a community of academically enriched and technologically adept children, with positive social and ethical values, thus enabling them to become productive lifelong learners in an ever changing culturally diverse society.

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 | 69 |
| Grade 1 | 51 |
| Grade 2 | 40 |
| Grade 3 | 55 |
| Grade 4 | 54 |
| Grade 5 | 56 |
| Grade 6 | 49 |
| Total Enrollment | 374 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American | 0.3 |
| Asian | 50.3 |
| Filipino | 1.1 |
| Hispanic or Latino | 47.1 |
| White | 0.5 |
| Two or More Races | 0.5 |
| Socioeconomically Disadvantaged | 82.4 |
| English Learners | 39 |
| Students with Disabilities | 9.9 |
| 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 Frances E. Willard | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 17 | 17 | 16 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Garvey School District | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential | ◆ | ◆ | 211 |
| Without Full Credential | ◆ | ◆ | 5 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Frances E. Willard 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)

Garvey School District adheres to California Education Code which requires that each student, including English Learners and those in special day classes, have a State-adopted, standards-based textbook/application for use in the defined subject areas of English/reading/language arts, history-social science, mathematics, and science. Students must be assigned a single textbook/application in each subject that they can use both at home and in class. Instructional materials at Garvey School District support the curriculum, the California frameworks and California Standards, and instructional strategies; comply with California Education Code requirements regarding the evaluation of materials; and are deemed appropriate for the grade, ability, language proficiency, and maturity level of students being taught.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|---|
| Reading/Language Arts | Benchmark Education Company, TK-6 Benchmark Advance, 2015 Student Textbook and Work-text (TK-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | Houghton Mifflin Harcourt, Go Math! 2014 – Student Textbook and Work-text (Tk-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | Delta Education - FOSS Next Generation Delta Education, FOSS Next Generation K-8, 2018 Student Textbook and Work-text (TK-8) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | Pearson Scott Foresman, Scott Foresman History-Social Science Program for California, 2006 – Student Textbook/Work-text (TK-5) Holt, Rinehart, Winston & Oxford University Press, Ancient Civilizations, 2005 – Student Textbook (Gr. 6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Based on a recent site inspection conducted during the month of January 2020, school grounds, classrooms, offices, cafeteria, library and restrooms were all found to be in good condition. No repairs were needed. Ongoing maintenance and upgrading efforts will be made to ensure proper facility management.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 01/03/2020

| 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 | | |
| 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 | 47 | 47 | 56 | 59 | 50 | 50 |
| Math | 50 | 54 | 54 | 58 | 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.

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.

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 | 17.2 | 25.9 | 10.3 |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Pupil outcomes in the subject areas of physical education.

**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 | 213 | 209 | 98.12 | 47.37 |
| Male | 107 | 105 | 98.13 | 44.76 |
| Female | 106 | 104 | 98.11 | 50.00 |
| Black or African American | -- | -- | -- | -- |
| Asian | 103 | 101 | 98.06 | 60.40 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 105 | 103 | 98.10 | 35.92 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 185 | 183 | 98.92 | 45.90 |
| English Learners | 139 | 136 | 97.84 | 44.12 |
| Students with Disabilities | 15 | 15 | 100.00 | 0.00 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 213 | 211 | 99.06 | 53.55 |
| Male | 107 | 107 | 100.00 | 58.88 |
| Female | 106 | 104 | 98.11 | 48.08 |
| Black or African American | -- | -- | -- | -- |
| Asian | 103 | 103 | 100.00 | 74.76 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 105 | 103 | 98.10 | 33.01 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 185 | 184 | 99.46 | 51.09 |
| English Learners | 139 | 138 | 99.28 | 50.72 |
| Students with Disabilities | 15 | 15 | 100.00 | 6.67 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents, guardians, and community members are an integral part of the support system for Garvey School District students and have a multitude of ways in which they can get involved to contribute to students' educational experience. Maintaining constant communication with their child's teacher(s), attending Parent/Teacher Conferences, participating in Back-to-School Night and Open House, staying informed through notices, memos, phone calls, newsletters are other examples of involvement.

In accordance with Title 1 regulations, our school jointly develops with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and engage in a partnership to help children achieve the State's high standards.

There are ample opportunities for parents to participate in the governance of the school by joining any of the many committees such as School Site Council, ELAC, School Advisory Committee, and District Level Committees as well.

The purpose of the ELAC (English Learner Advisory Committee) is to advise the principal and school staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement. Representatives from this group attend monthly DAC/DELAC meetings facilitated by Learning Support Services.

The SSC (School Site Council) is a team of the principal, teachers, other school personnel, parents, students, and community members who are elected that develop the mission and goals for the improvement of an individual school community. School Site Council evaluates the effectiveness of the school plan and revises it based on data collected throughout the year. This group meets once a month.

In addition, parents can take advantage of the numerous parent workshops that are provided by Learning Support Services, held at the District Parent Center (IPO) on topics from parenting, academic achievement, children's social emotional needs, to school funding. It is always a pleasure to welcome parents/guardians to student performances, student recognition assemblies, and school functions and events. We appreciate your support and partnership."

During the 2018-19 school year, Willard parents participated in the following: School Site Council (SSC), School Advisory Committee (SAC), English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA) and in the classroom as volunteers. We also had parents who participated at the District level DAC and DELAC. Willard has 2 home school community coordinators who provide information to all families concerning opportunities for parent involvement. The District also has a district home school community services specialist who organizes ongoing parent involvement activities at the Parent Education Center. Willard hosts a Back to School Night as well as Open House to allow the parents to see the various classrooms. Literacy nights and Science nights were held to bring families together. PTA also hosted school-wide events in the Fall, Winter and Spring. Parent conferences are held at least twice a year to share the growth of their students.

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

Willard Elementary has a comprehensive school safety plan that is updated annually by the School Safety Committee, and the School Site Council as well as outside community resources (Fire Department and Sheriff Deputy). This plan details measures for staff and students to implement during emergency situations. The Willard staff and students participate in practice drills on a monthly basis for one of the following emergency events: fire, earthquake, shelter-in-place, and lockdown. We also take part in an annual District Wide Earthquake drill.

The District Discipline information was distributed to parents through parent meetings and PBIS (Positive Behavioral Interventions and Supports) parent meeting. PBIS matrix and incentives include items specific to Willard School. Classroom and school rules were discussed with students, posted, and shared with parents during Back-to-School Night. The District provided Safety Programs (PBIS), as well as STAR (Success Through Awareness and Resistance) education classes for 4th to 6th graders led by LA County Sheriff Deputies focusing on drug, gang and violence prevention. District Counselors and Behaviorists work with the students to sustain programs

Last Updated 10/28/19, Last Reviewed with Staff: 9/23/19

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 1.4 | 0.2 | 0.7 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 1.2 | 1.3 | 1.0 |
| 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* | 748.0 |

* 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) | .5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .5 |
| Social Worker | |
| Nurse | .5 |
| Speech/Language/Hearing Specialist | .5 |
| Resource Specialist (non-teaching) | 2.8 |
| Other | .1 |

* 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* | | | 2017-18 Average Class Size | 2017-18 # of Classes* | | | 2018-19 Average Class Size | 2018-19 # of Classes* | | |
|-------------|----------------------------|-----------------------|------------|----------|----------------------------|-----------------------|------------|----------|----------------------------|-----------------------|------------|----------|
| | | Size 1-20 | Size 21-32 | Size 33+ | | Size 1-20 | Size 21-32 | Size 33+ | | Size 1-20 | Size 21-32 | Size 33+ |
| K | 18 | 3 | | | 24 | | 3 | | 22 | 1 | 2 | |
| 1 | 27 | | 2 | | 20 | 1 | | | 24 | | 2 | |
| 2 | 22 | | 2 | | 24 | | 3 | | 24 | | 1 | |
| 3 | 22 | 1 | 2 | | 25 | | 2 | | 23 | | 3 | |
| 4 | 25 | | 2 | | 29 | | 2 | | 26 | | 2 | |
| 5 | 30 | | 2 | | 22 | | 2 | | 32 | | 1 | |
| 6 | 34 | | | 2 | 32 | | 2 | | 35 | | | 2 |
| Other** | 10 | 2 | | | 11 | 2 | | | 7 | 2 | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | | 3 | 3 |

Garvey District is committed to providing high quality professional learning for administrators, teachers, classified staff and parents that is aligned to the District's Mission and Vision. District teachers and support staff participate in Professional Development Days that are driven by student achievement data, staff learning needs, and research-based best practices. Four District-wide days of professional learning and collaboration for 2018-2019 are concentrated around our academic and whole-child focus areas with an emphasis on English Learners, Foster Youth, and Low-income Pupils. These focus areas are in direct alignment with federal, state, and district student achievement academic goals. Additionally, they drive effective instructional interventions to promote students' academic growth. Each site's professional development plan is designed collaboratively to address identified student achievement and staff needs that are aligned to the District's focus areas as indicated in each site's School Plan for Student Achievement (SPSA).

The District's Teachers on Special Assignment (TOSA) facilitate trainings, model best practices, and conduct sessions on lesson design and delivery of District focus areas, and other site and District instructional initiatives. A team of TOSAs and veteran teachers serve as the District's teacher support program mentors for Garvey's Teacher Induction Program for participating teachers in the process of clearing their credential. These programs support the training, development, and retention of high quality teachers using current research on effective teaching and grounds what they are learning in daily practices. Garvey administrators, teachers, and TOSAs also engage in regular Professional Learning Community opportunities to grow and learn collaboratively with peers.

Learning Support Services Department provided numerous opportunities for professional development throughout 2018-19 and 2019-20 school year to align lessons to common core standards. Topics included: trainings on ELA Benchmark Advance, Go-Math, Core English Language Development, Collaborative Lesson Planning, Project Based Learning, Social Emotional Learning and Using Technology in the Classroom. Each school identified areas based on student achievement data and focused teacher professional development in providing effective first instruction in these key areas. Willard teachers participated in weekly Professional Learning Communities to collaborate and implement instruction aligned with the district plan. Professional Conferences were offered to teachers to increase their knowledge of strategies to meet the needs of all students.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$49,635 | \$49,378 |
| Mid-Range Teacher Salary | \$81,786 | \$77,190 |
| Highest Teacher Salary | \$102,081 | \$96,607 |
| Average Principal Salary (ES) | \$117,548 | \$122,074 |
| Average Principal Salary (MS) | \$124,423 | \$126,560 |
| Average Principal Salary (HS) | \$0 | \$126,920 |
| Superintendent Salary | \$191,311 | \$189,346 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 36% | 36% |
| Administrative Salaries | 5% | 6% |

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

Types of Services Funded

The school provides a wide range of programs and supplemental services to meet the learning needs of individual students in order to develop their full potential. They include: 1) the standards-based core program for all students that are supported by the district-adopted curricular materials; and 2) supplemental services for identified students that are funded by programs such as special education, and other categorical programs, including programs for below grade level students, English learners and Migrant Education students. Students are serviced during school hours as well as before and after school.

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

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$4,777 | \$602 | \$4,174 | \$69,091 |
| District | N/A | N/A | \$4,597 | \$85,086.00 |
| State | N/A | N/A | \$7,506.64 | \$77,619.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -9.2 | -10.0 |
| School Site/ State | -22.0 | -5.3 |

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.