



Allen Elementary

875 West Angus Ave. • San Bruno, CA 94066-3489 • (650) 624-3140 • Grades K-5

Monina Salazar, Principal

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<https://www.sbpsd.org/allen>

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



San Bruno Park School District

500 Acacia Ave.

San Bruno, CA 94066

(650) 624-3100

www.sbpsd.org

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Principal's Message

The oldest elementary school in the San Bruno Park School District, Decima M. Allen Elementary School, enjoys a long tradition of educational success in our community. Many of today's students are the children and grandchildren of Allen graduates. These roots give our school a unique family feel. Our student-centered approach provides an environment that supports our students' social and emotional development while emphasizing academic achievement. In the 19-20 school year, we continue the successful launch of the Sobrato Early Academic Language (SEAL) program in kindergarten through 3rd grade. The SEAL model is a research-based and evidence-based, language-rich, early education designed to build the capacity of educators to powerfully develop the language and literacy skills of young English learner (EL) children. Allen School has successfully transitioned from a traditional approach to a STEAM curriculum.

Educating parents and families about the importance and long-term impact of daily, on-time attendance, beginning in kindergarten, is a district focus emphasized at Allen. We are working to increase our average daily attendance to 97 percent. Working together, parents and the school encourage our children to be the best they can be—as students and as people.

Monina Salazar

Principal

School Mission Statement

Our school is an enthusiastic community of learners where students, teachers, and parents work together toward clearly focused, educational, personal, and social goals. Allen School's mission and vision complement the District's Portrait of Graduate by committing to help students build strong qualities of mind and character to achieve six requisite competencies upon graduation: creator and innovator; a critical thinker and problem solver; communicator; collaborator; contributor; and a compassionate person.

We are dedicated to preparing our students to:

- work productively
- participate in our democracy
- make intelligent, independent decisions
- live in our culturally diverse society

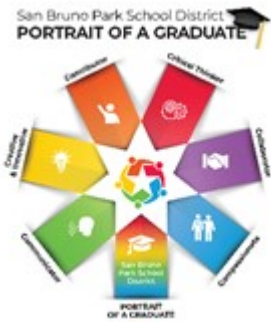
To accomplish these goals, we believe that we must provide our students with a meaningful "Thinking curriculum," a curriculum that prepares students to solve problems and to synthesize new learning from old:

- connects students to what they are learning
- allows students to work toward meaningful goals on real tasks
- demands that students do quality work

San Bruno Park School District Belief Statements

We believe that:

- Public education serves a vital role in our society.
- Honesty and openness at all levels create trusting relationships.
- Every student has the capacity and a desire to learn. It's our task to capture and expand that desire and encourage students to do their best.
- In education, one size does not fit all; we need to address each child's needs individually.
- The community must be included in the education of their children.
- We must act on our beliefs and serve as role models.
- We must provide a safe and secure educational environment.



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 | 72 |
| Grade 1 | 60 |
| Grade 2 | 71 |
| Grade 3 | 65 |
| Grade 4 | 63 |
| Grade 5 | 78 |
| Total Enrollment | 409 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1 |
| American Indian or Alaska Native | 0.5 |
| Asian | 9.3 |
| Filipino | 7.3 |
| Hispanic or Latino | 59.4 |
| Native Hawaiian or Pacific Islander | 6.1 |
| White | 12.2 |
| Socioeconomically Disadvantaged | 56.2 |
| English Learners | 52.6 |
| Students with Disabilities | 6.1 |
| Foster Youth | 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 Allen Elementary | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 11 | 18 | 18 |
| Without Full Credential | 1 | 2 | 2 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for San Bruno Park School District | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 118 |
| Without Full Credential | ♦ | ♦ | 3 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Allen Elementary

| 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)

The instructional-materials selection process in SBPSD, when there is adequate funding, involves teachers and community members. There is an advisory committee of teachers, known as the Curriculum Council, with representatives from each school. The Curriculum Council narrows the field of state-adopted materials, when such a list exists. Then teachers in the district are solicited to do a “comparison pilot,” meaning that they have to use the two finalists in an actual instructional setting. They then submit a recommendation to the Curriculum Council. Administration then forwards the recommendation to a public review period and “discussion” by the school board. Because the school board only meets once a month, there is a 30-day public review period. Provided there are no exceptions, the recommendation is brought back for action at the following meeting.

This year, the District began implementation of new History-Social Science curriculum. Science textbooks will be piloted during the Spring of 2020 and will make a final recommendation at the end of the 2020 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: 9/20/19

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|---|
| Reading/Language Arts | Wonders, McGraw-Hill 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | Eureka, Great Minds 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | California Science, Pearson Scott Foresman 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | My World, Pearson 2019 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)

Allen Elementary School began as New Edgemont School in 1941. Our original building had nine classrooms, with six more added in 1943. A cafeteria, kindergarten classroom, and school office were added in 1956, and the school was renamed in honor of Decima Allen, San Bruno librarian, and a 25-year member of the school board. Funded by a \$79 million facilities bond passed in November 2018, a new Allen School will be built on the same site to replace the existing campus.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 10/31/2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Poor | Classrooms: HVAC units in most classrooms are outdated and probably do not meet Title 24 codes. Should upgrade with modernization. |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Electrical: Electrical | Fair | Exterior Grounds: Many severe trip hazards on the exterior walkways as well as the asphalt surfaces. Electrical conduits and boxes on the roof tops are rusted and compromised. Playground restrooms are old and should be modernized. The breezeway overhead wood framing is rotten in several areas and structurally unsound. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | Exterior Grounds: Many severe trip hazards on the exterior walkways as well as the asphalt surfaces. Electrical conduits and boxes on the roof tops are rusted and compromised. Playground restrooms are old and should be modernized. The breezeway overhead wood framing is rotten in several areas and structurally unsound. |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Fair | Exterior Grounds: Many severe trip hazards on the exterior walkways as well as the asphalt surfaces. Electrical conduits and boxes on the roof tops are rusted and compromised. Playground restrooms are old and should be modernized. The breezeway overhead wood framing is rotten in several areas and structurally unsound. Kitchen: Roof of the walk-in freezer is compromised and leaks. Library: The HVAC unit is old and not working. The tar and gravel roofs are intact but old and should be replaced. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Poor | |
| Overall Rating | Poor | |

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 | 43 | 48 | 48 | 49 | 50 | 50 |
| Math | 39 | 37 | 45 | 41 | 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 | 19.8 | 12.3 | 4.9 |

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 | 208 | 200 | 96.15 | 47.50 |
| Male | 116 | 110 | 94.83 | 44.55 |
| Female | 92 | 90 | 97.83 | 51.11 |
| Black or African American | -- | -- | -- | -- |
| Asian | 14 | 14 | 100.00 | 64.29 |
| Filipino | 19 | 19 | 100.00 | 84.21 |
| Hispanic or Latino | 127 | 120 | 94.49 | 34.17 |
| Native Hawaiian or Pacific Islander | 15 | 15 | 100.00 | 46.67 |
| White | 26 | 26 | 100.00 | 73.08 |
| Socioeconomically Disadvantaged | 116 | 111 | 95.69 | 36.94 |
| English Learners | 134 | 127 | 94.78 | 38.58 |
| Students with Disabilities | 21 | 20 | 95.24 | 0.00 |
| Foster Youth | -- | -- | -- | -- |

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 | 207 | 203 | 98.07 | 37.44 |
| Male | 115 | 113 | 98.26 | 35.40 |
| Female | 92 | 90 | 97.83 | 40.00 |
| Black or African American | -- | -- | -- | -- |
| Asian | 14 | 14 | 100.00 | 50.00 |
| Filipino | 19 | 19 | 100.00 | 68.42 |
| Hispanic or Latino | 126 | 123 | 97.62 | 26.02 |
| Native Hawaiian or Pacific Islander | 15 | 15 | 100.00 | 46.67 |
| White | 26 | 26 | 100.00 | 57.69 |
| Socioeconomically Disadvantaged | 116 | 113 | 97.41 | 25.66 |
| English Learners | 133 | 130 | 97.74 | 30.00 |
| Students with Disabilities | 20 | 20 | 100.00 | 10.00 |
| Foster Youth | -- | -- | -- | -- |

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)

Parental Involvement

Parents may join our School Site Council (SSC), which works with administration to help make financial and programmatic decisions. Parents of English learners are vital to our English Learner Advisory Committee (ELAC). Parent volunteers help with special projects in the classroom, lead Art-at-Allen, and chaperone field trips. The PTA holds various fundraisers, sponsors events such as the book fair, Spaghetti Feed, Spell-a-Thon, and Winter Festival, and provides assemblies and a school yearbook. We expect all parents to attend parent-teacher conferences, Back-to-School Night in the fall, and Open House in the spring. Parents are offered a series of workshops by a non-profit organization, StarVista, on promoting growth, and identifying supportive resources and tools.

Volunteers are always welcome! For more information on how to become involved at the school, please contact your child's teacher, the principal, the school's parent liaison Sylvia Rodriguez, or our PTA president Emily Roberts at (650) 624-3140.

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 staff and aides monitor the school grounds before and after school, at recess and at lunchtime. Teachers regularly review with students the rules for safe, responsible behavior. We have a closed campus. Visitors are required to sign in at the office and wear a visitor's badge while on campus.

We review our school safety plan annually. It was most recently reviewed, updated and discussed with the school faculty in fall, 2019. The plan was approved by the School Site Council on February 19, 2020. The plan includes procedures for emergencies, exit routes and inventories of emergency supplies. Copies of our plan are available to the public in the school office. We share the plan with staff during a staff meeting. Staff emergency responsibilities are updated at the beginning of each school year. We hold regular safety drills.

Our teachers focus on the positive and maintain warm and constructive atmospheres in their classrooms. We rarely have serious disciplinary problems. We find that brief time-outs, loss of recess and "natural" consequences—for example, picking up litter around the school if a student throws their milk carton on the ground instead of in the trash—take care of most misbehavior. Violations of the Education Code result in more serious consequences such as suspension.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.8 | 0.3 | 0.9 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 2.1 | 2.1 | 3.0 |
| 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* | 409.0 |

* 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) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 2.0 |
| Other | .5 |

* 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 | 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* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 28 | | 18 | | 28 | | 18 | | 18 | 3 | 1 | |
| 1 | 28 | | 18 | | 25 | | 18 | | 29 | | 2 | |
| 2 | 27 | | 18 | | 29 | | 18 | | 23 | | 3 | |
| 3 | 26 | | 18 | | 27 | | 18 | | 22 | 1 | 2 | |
| 4 | 21 | 13 | 26 | | 29 | | 26 | | 30 | | 2 | |
| 5 | 23 | 13 | 26 | | 31 | | 26 | | 26 | | 3 | |
| Other** | 3 | 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 | 3 |

The district and school site provide time and resources for collaboration, planning, and professional development for all staff. Teachers at Allen receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. In 18-19, the focus has been on identifying and using data to inform instructional practice. Teachers selected the topics through a teacher- interest and needs survey. Workshops were scheduled for dedicated professional development days. Teachers were supported in the Writer's Workshop through coaching and grade-level work. Professional development is delivered in a variety of ways, including during scheduled district PD days, during site collaborative time on Thursdays, and in after school workshops. Support during implementation is provided through class visitations, data collection and analysis, collaborative conversations among grade-level teams, and teacher/principal meetings.

In 18-19, grades K-1 teachers participated in the Sobrato Early Academic Language (SEAL) model intensive professional development throughout the year and are continuing into Year 2 in 19-20. The training included on-site coaching by the district's SEAL literacy TOSA. In 19-20, Allen launched the SEAL model to grades 2-3 that included the same comprehensive training as in 18-19.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$42,160 | \$49,378 |
| Mid-Range Teacher Salary | \$73,493 | \$77,190 |
| Highest Teacher Salary | \$84,893 | \$96,607 |
| Average Principal Salary (ES) | \$111,213 | \$122,074 |
| Average Principal Salary (MS) | \$115,414 | \$126,560 |
| Average Principal Salary (HS) | \$0 | \$126,920 |
| Superintendent Salary | \$188,000 | \$189,346 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 30% | 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

Allen School receives federal Title I funds as well as state Local Control Funding Formula (LCFF) supplemental funding. We use these dollars to pay for support for struggling and at-risk students, provide translation services as needed to keep parents informed of their children’s progress, pay for teacher instructional aides, a STEAM instructional aide, and a Sobrato Early Academic Language (SEAL) literacy coach, and provide counseling services. Instructional technology and intervention materials are also purchased through these funding sources.

State funds are used to pay for our library-media aide, purchase new books for our library and communication folders for all students, hire aides, offer character-education workshops, and build good work habits and organizational skills by providing student planners for all upper-grade students.

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 | \$4,987 | \$1,274 | \$3,712 | \$62,676 |
| District | N/A | N/A | \$6,770 | \$70,906.00 |
| State | N/A | N/A | \$7,506.64 | \$77,619.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -58.3 | -7.5 |
| School Site/ State | -55.6 | -16.8 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.