



# Hoffer Elementary School

1115 E. Hoffer St. • Banning CA, 92220 • (951) 922-0257 • Grades K-5  
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<http://hoffer.banning.k12.ca.us/>

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

### **Banning Unified School District**

161 W. Williams Street  
Banning CA, 92220  
(951) 922-0201  
[www.banning.k12.ca.us](http://www.banning.k12.ca.us)

#### **District Governing Board**

Jason Smith  
**President**

Leslie Sattler  
**Clerk**

Mayra Anguiano  
**Trustee**

Lucia Martinez-Lara  
**Trustee**

Laura Troutman  
**Trustee**

#### **District Administration**

Natasha Baker, Ed. D.  
**Superintendent**

Veronica Pendleton, Ed. D.  
**Intrim Director, Educational  
Services**

Barbara Wolford, Ed. D.  
**Director, Student Services**

Catherine Bagnara  
**Director, Fiscal Services**

Cornell Williams  
**Director, Maintenance, Operations  
and Transportation**

Lolita Mediano  
**Interim Director, Nutrition Services**

Mac Patel  
**Director of Information Technology**

Sandi Khodadi  
**Coordinator, Human Resources**

Michael O'Neill, Ed. D.  
**Interim Coordinator of Instruction**

Janet Gray, Ed. D.  
**Title IX Equity Coordinator**

Christina Hoff  
**Supervisor, Fiscal Services**

### **School Description**

Hoffer Elementary School's mission is for our community of educators, parents, and students to motivate and empower ALL students to realize their full potential.

Hoffer's community is committed to:

- Assuring that each student has the opportunity to maximize learning.
- Effective collaboration and communication.
- High expectations and hold all educators, students, and parents accountable for learning.
- Celebrating individual successes and cultural diversity.

## 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	77
Grade 1	83
Grade 2	100
Grade 3	105
Grade 4	94
Grade 5	78
<b>Total Enrollment</b>	<b>537</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	11.9
American Indian or Alaska Native	1.7
Asian	7.8
Filipino	1.3
Hispanic or Latino	60.3
Native Hawaiian or Pacific Islander	0.4
White	13.2
Two or More Races	3
Socioeconomically Disadvantaged	92.6
English Learners	19.9
Students with Disabilities	18.1
Foster Youth	0.6
Homeless	7.6

## 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 Hoffer Elementary	17-18	18-19	19-20
With Full Credential	26	29.25	24
Without Full Credential	2	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Banning Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	200
Without Full Credential	◆	◆	17
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at Hoffer 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)

### Instructional Materials (School Year 2018-2019)

Banning Unified School District held a Public Hearing on September 27, 2019, and determined that each school has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart displays textbooks in use during the 2018-19 school year.

### Textbooks and Instructional Materials

Year and month in which data were collected: 09/27/2019

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	Houghton Mifflin - 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton Mifflin - 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin - 2007 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)

Hoffer Elementary School provides a safe, clean environment for students, staff, and volunteers. Built-in 1949, Hoffer Elementary School is situated on 9.66 acres. The school buildings span 45,217 square feet, consisting of 15 permanent classrooms, 21 relocatable classrooms, a library, a computer lab, a conference room, and two storage rooms. A new multi-purpose room was completed in March 2006. In August 2007, a complete modernization of the campus began, including new floors, ceiling, plumbing, electrical, and HVAC in each wing. Modernization to the main building classrooms is now complete and includes a new teacher workroom. The facility strongly supports teaching and learning through its ample classroom and playground space. New blacktop was poured in a common area in July 2014, and a new roof was put on the administration building in July of 2015. Security fencing was installed in 2018 and modernization of the Administration building is scheduled to be completed in 2019.

#### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner.

A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order. A school site inspection report is completed on a weekly basis.

#### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the District. Hoffer Elementary School has one full-time custodian on duty and has a nightly custodial cleaning crew. A summary of these standards is available at the school office or at the District office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, designed to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating electrical systems, interior or exterior painting, and floor systems. In 2012-13, the district allocated \$175,425 for the deferred maintenance program, which represents 0.05% of the district's general fund budget.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/25/2019**

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	Poor	ROOM 14: WATER STAINED CEILING TILES. ROOM 17: WATER STAINED CEILING TILES. ROOM 19: WATER STAINED CEILING TILES. ROOM 36: CARPET IS TORN. ROOM 24: WATER STAINED CEILING TILES. CEILING TILES ARE BROKEN. ROOM 25: WATER STAINED CEILING TILES. CARPET IS TORN. ROOM 27: WATER STAINED CEILING TILES. WALLPAPER IS TORN. ROOM 28: WATER STAINED CEILING TILES. ROOM 22: WATER STAINED CEILING TILES. CEILING TILES HAVE HOLES. ROOM 20: WATER STAINED CEILING TILES. STAFF LOUNGE: WATER STAINED CEILING TILES. ROOM 6: WATER STAINED CEILING TILES. CEILING TILE IS BROKEN. CARPET IS TORN. RESOURCE: WATER STAINED CEILING TILES. ROOM 11: WATER STAINED CEILING TILES. ROOM 12: WATER STAINED CEILING TILES. ROOM 24: WATER STAINED CEILING TILES. ROOM 35: CARPET IS TORN. BOYS RESTROOM: WATER STAINED CEILING TILES IN HALLWAY.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	ROOM 19: ROOM IS OVERLY CLUTTERED.
<b>Electrical:</b> Electrical	Fair	OFFICE: EXHAUST FAN NOT WORKING IN RESTROOM. ROOM 14: EXHAUST FAN IS NOT WORKING IN THE RESTROOM. RESOURCE: OBJECTS BLOCKING ACCESS TO ELECTIRCAL PANEL. MENS RESTROOM: EXHAUST FAN IS NOT WORKING WOMENS RESTROOM: EXHAUST FAN IS NOT WORKING. MENS RESTROOM: EXHAUST FAN IS NOT WORKING. WOMENS RESTROOM: EXHAUST FAN IS NOT WORKING. BOYS RESTROOM: EXHAUST FAN IS NOT WORKING.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	WORKROOM: FAUCET HAS LOW PRESSURE. ROOM 12: FAUCET HAS LOW PRESSURE.

<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p>ROOM 27: BOXES AND OBJECTS ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). ROOM 29: PAINT IS PEELING ON EXTERIOR WALLS. ROOM 20: PAINT IS CHIPPING ON SIDING AND DOOR. ROOM 10: PAINT IS CHIPPING ON EAVES. ROOM 11: PAINT IS CHIPPING ON EAVES. ROOM 12: PAINT IS CHIPPING ON EAVES. ROOM 13: PAINT IS CHIPPING ON EAVES. MENS RESTROOM: PAINT PEELING ON THE CEILING. PAINT IS PEELING ON THE DOOR FRAME AND BASE OF EXTERIOR WALL.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	<p>Good</p>	<p>ROOM 17: RAMP IS SOFT/DRY ROT. ROOM 23: DRY ROT ON SIDING AND RAMP. ROOM 22: GUTTER AN DEAVES ARE RUSTED AND LEAKING. ROOM 20: DOOR IS GOUGING THE RAMP. ROOM 24: GUTTERS AND EAVES ARE RUSTED. ROOM 33 SPEECH: PAINT IS PEELING ON THE EAVES. EAVES ARE RUSTED.</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>Good</p>	<p>ROOM 16 COUNSELING OFFICE: WINDOW SCREEN IS TORN. ROOM 18: ASPHALT IS CRACKED/TRIP HAZARD. ROOM 19: TRIP HAZARD ON THE WALKWAY. ROOM 27: WINDOW SCREEN IS MISSING. ROOM 20: TRIP HAZARD ON THE WALKWAY. BOYS RESTROOM: HOLES IN BASE OF DOOR. GIRLS RESTROOM: HOLES IN ASPHALT. MENS RESTROOM: STALL DOOR IS MISSING. DOOR STRIKE PLATE IS MISSING A SCREW. WOMENS RESTROOM: HANDICAP STALL DOOR DOESN'T CLOSE CORRECTLY OR LOCK. STORAGE: DOOR IS GOUGING THE FLOOR. PLAY COURTS: TRIP HAZARDS THROUGHOUT.</p>
<p><b>Overall Rating</b></p>	<p>Good</p>	

## 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	20	21	26	25	50	50
Math	16	14	15	15	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	20.9	20.9	14.9

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	252	248	98.41	20.56
Male	139	137	98.56	20.44
Female	113	111	98.23	20.72
Black or African American	28	27	96.43	11.11
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100.00	26.09
Filipino	--	--	--	--
Hispanic or Latino	153	151	98.69	19.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.00	30.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	243	240	98.77	20.00
English Learners	75	74	98.67	18.92
Students with Disabilities	59	58	98.31	8.62
Foster Youth	--	--	--	--
Homeless	30	29	96.67	3.33

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	252	248	98.41	14.11
Male	139	138	99.28	13.04
Female	113	110	97.35	15.45
Black or African American	28	27	96.43	3.70
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100.00	21.74
Filipino	--	--	--	--
Hispanic or Latino	153	152	99.35	14.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.00	13.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	243	239	98.35	13.39
English Learners	75	75	100.00	14.67
Students with Disabilities	59	58	98.31	5.17
Foster Youth	--	--	--	--
Homeless	30	28	93.33	6.67

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 and the community are supportive of the educational program at Hoffer Elementary School. Parents are encouraged to attend Open House, Back to School Night, Parent Teacher Organization meetings, Parent/Teacher Conferences, parent trainings, student performance days, and several other student activities. Parent involvement is also encouraged by joining the School Site Council, English Learners Advisory Committee (ELAC), and Hoffer Helpers in the classroom, Coffee with the Principal, and the Hoffer Parent Teacher Organization (PTO)

#### 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

Safety of students and staff is a primary concern of Hoffer School and the Banning Unified School District. Many people visit the campus to volunteer as chaperones on field trips and participate in school events and athletic contests.

Parents and visitors are welcomed and required to check in at the front desk of the administration building upon arrival and obtain a visitor's badge via the visitor's management system (VMS) called LobbyGuard. Visitors are required to return to the school office upon departure to return their badge. During lunch, before, and after school, assigned staff supervise students and school grounds, including the cafeteria and recreation areas, to ensure a safe and orderly campus environment.



The Comprehensive Safe School Plan was developed by site stakeholders to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted at least once per semester and intruder/lock-down drills and disaster preparedness drills are conducted annually. The plan is annually reviewed and recommendations and suggestions for update are made. The plan itself is then subsequently updated as needed and reviewed and approved by the School Site Council. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. An updated copy of the plan is available for public review in the school administration office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	5.5
Expulsions Rate	0.0	0.2	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	4.1	6.0
Expulsions Rate	0.0	0.1	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*	537.0

\* 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)	2.5
Other	

\* 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	19	2	4		19	1	3		13	3	3	
1	16	2	4		23		4		12	4	3	
2	15	3	3		23		4		14	3	4	
3	17	2	3		20	1	3		11	5	4	
4	17	2	4		15	3	1		16	3	3	
5	19	2	3		20	2	3		13	3	3	
Other**					13	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	5	5	5

Staff development within the district addresses the individual needs of teachers and broader school concerns through cooperative in-service programs. The district offers five staff development days annually for teachers to use for instruction and professional development. Hoffer provided the following professional staff development for the 17/18 school year–

- Best Practices for Project-Based Learning PBL
- Best Practices for Guided Reading
- Best Practices for Tier 2 supports
- Best Practices for Math Instruction
- Best Practices for STEAM
- Best Practices for I Ready Instruction
- Best Practices AVID Strategies
- Best Practices for Authentic/Formative Assessment

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,412	\$46,208
Mid-Range Teacher Salary	\$78,313	\$72,218
Highest Teacher Salary	\$100,417	\$92,742
Average Principal Salary (ES)	\$121,799	\$134,864
Average Principal Salary (MS)	\$128,693	\$118,220
Average Principal Salary (HS)	\$140,183	\$127,356
Superintendent Salary	\$234,271	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	33%
Administrative Salaries	5%	6%

\* 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/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5113.21	\$395.69	\$4717.51	\$81,624
District	N/A	N/A	\$9727.38	\$74,832.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-69.4	6.5
School Site/ State	-40.7	13.4

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.

**Types of Services Funded**

Tiered Intervention and Alternative Supports, before and after school tutoring, and designated and integrated intervention times are offered to 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.