El Toro Health Science Academy

455 East Main Ave. • Morgan Hill, CA, 95037 • 408-201-6380 • Grades K-5
Darren McDonald, Principal
mcdonaldd@mhusd.org

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

School Description

El Toro Health Science Academy is situated in the western foothills of Morgan Hill between commercial, greenbelt, suburban homes, and apartments. Our Transitional Kindergarten through fifth grades classrooms, and Preschool/Kindergarten SDC classroom are housed in 24 classrooms. Our children come from many diverse backgrounds from throughout the valley.

Our mission is to Educate, Inspire, and Empower EACH El Toro Scholar. The staff at El Toro Health Science Academy firmly believes that all of our students will be successful and strives to provide a strong curriculum based on the California Common Core State Standards with a focus on results. The staff works with our parent partners to educate the whole child. They promise to provide a safe and compassionate yet challenging and progressive learning experience for each student. They work as a team of parents, educators, and community members to develop educated, responsible students who will be our citizens of tomorrow.

The El Toro Health Science Academy staff and community believe that students should always be respected. They also believe that they learn best in a safe, engaging, caring, and supportive environment, that powerful learning takes place when students connect life experiences with learning, and that students need clear and high expectations with multiple pathways in which to learn. They believe that strong positive communication builds bridges and that learning is a lifelong process. The partnership between students, parents, teachers, and the community is an important component for student success.

We are constantly working to maintain a positive learning environment and grow student achievement using researched based and results driven best practices to deliver high quality instruction/assessment in math and reading. We are staying focused on providing lessons to meet the diverse needs of our children and learning the best ways to teach children as a learning community. Our school focuses on the three factors of high achieving schools: direct explicit instruction, the response principle, and a multi-source curriculum. We believe children need to talk about their learning both during direct instruction, hands-on activities, and in small group instruction. El Toro is a very unique school in that our school culture represents a kind, caring and collaborative environment. This is directly modeled by our teaching staff to students, parents and community as a whole. We value the importance of a calm, controlled and engaging learning environment that promotes students' thinking rather than memorization without meaning. Our school maintains one of the highest positive attendance rates in the school district.

Our After School program supports reading, math, and homework intervention two days a week using computer-assisted instruction and small group instruction from teachers, paraprofessionals and community members.

Our 5th grade students attend Science Camp for one week of the year.

Our school-wide intervention practices include TK, K, 1st, 2nd, 3rd, 4th, 5th and multiage reading and math support.

Our Home and School Club has been very active in fundraising and organizing community events.

Our school continues to strive to increase our student attendance rate, which reflects our belief in students being present as a core contributor to student success.

We identify GATE students based on multiple criteria: Intellectual, Specific Academic, High Achievement, Creativity, Leadership, and Visual and Performing Arts. We use standardized test results as well as anecdotal data to assess students.

The core curriculum is differentiated and based on the California Common Core State Standards, which provide our students rigorous academic learning expectations. Services are an integral part of the school day and may be augmented by a pullout program for special activities outside the classroom, after-school enrichment, or independent study projects.

We have one full-time Resource Specialist Program (RSP) teacher and one paraprofessional who work with our special education students. We have a speech therapist two days a week and a psychologist full-time. Resource students stay in the regular classroom as much as possible, but come to the RSP classroom to work in small groups or one on one in their area of difficulty. In the regular classroom they receive accommodations according to their Individualized Education Programs (IEPs). Examples include more time to take tests, sitting close to the teacher, or altered homework. Our resource students have mild to moderate learning differences. We provide Designated Instructional Services in occupational therapy and adaptive PE as necessary. We also have a preschool speech program.

Our teachers deliver instruction to our English learners with a focus on addressing language development and acquisition through an ELD period and core content instruction. Designated teachers teach English Language Development (ELD) intensively during 1 instructional period (45 minutes) to English Learners based on individual ELPAC levels. All of our English learners are in regular classrooms and we provide differentiated instruction to their level of comprehension. All of our teachers attend seminars that address ways to present subject matter to English learners, and we plan further training and professional development in instructing the ELD standards. Many of our English learner students have intervention opportunities via computer based programming to supplement the daily primary instruction. We encourage the parents of English learners to join our English Language Advisory Committee (ELAC). We depend on the ELAC to help improve and expand our ELD program as our English learner population continues to grow.

On March 16, 2020, due to California's Shelter-in-Place Orders, in response to the COVID 19 pandemic, Morgan Hill Unified School District shifted to a full-time remote learning model. School site leadership, teaching, and support staff in collaboration with district staff, immediately implemented changes to provide students, staff, and parent resources necessary to continue to access learning and nutrition in a new and different setting. As the COVID persisted, communication and planning continued well into the summer for a distance learning reopening for the 2020-21 school year. Communication to parents and the community was in English/Spanish including online forums, phone calls, meetings, district/school website announcements, and surveys. Feedback informed decisions for the school bell schedules, synchronous and asynchronous instructional minutes, teaching and learning expectations, delivery of instruction, classified and certificated professional development needs, planning and preparation, child care program, and other decisions that emerged. Please see Distance Learning Guidelines and Reopening Plans for detailed information.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	78
Grade 2	78
Grade 3	49
Grade 4	61
Grade 5	62
Total Enrollment	445

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.4
Asian	7.4
Filipino	2.9
Hispanic or Latino	47.9
Native Hawaiian or Pacific Islander	1.1
White	29.2
Two or More Races	4.3
Socioeconomically Disadvantaged	48.1
English Learners	16.6
Students with Disabilities	10.3
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 El Toro Health Science	18-19	19-20	20-21
With Full Credential	24	25	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Morgan Hill Unified	18-19	19-20	20-21
With Full Credential	♦	♦	370
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at El Toro Health Science Academy

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	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 2020-21)

Textbooks and Instructional Materials
Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Education World of Wonders, Gr TK, McGraw Hill Wonders, Gr K-5 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Mathematics	Pearson Investigations with Envision supplement Gr K-5 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Science	TWIG Science by TWIG Education Gr K-5 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
History-Social Science	Pearson My World **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)

Nestled between El Toro Mountain and Henry Coe Park, El Toro Elementary School is located on the corner of East Main Avenue and Calle Mazatan.

As part of the Measure G Bond funds, El Toro received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new phone system and a new public address system including new clock and speakers throughout the campus.

The library and adjacent classrooms were converted into a new health science lab and opened for the 2018-19 school year and a new roof was installed summer of 2017.

The campus was repainted December 2019 and a new marquee installed. As part of the classroom technology upgrade, they received a new projection device in each of the classroom.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: June 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	Good	
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	35	N/A	52	N/A	50	N/A
Math	35	N/A	43	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	16	N/A	35	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
Our campus provides multiple opportunities for our parents to contribute to our school community. Parents are encouraged to join our School Site Council, which functions as a strategic governing body composed of parents, teachers and administration to plan, implement and evaluate funding and instructional programming. Parents of English learners are vital to our ELAC specifically and in general are a critical component of our overall learning community. In addition, classroom parents help to organize parent volunteers to help with special projects in the classroom and chaperone on field trips. As a part of facilitating our relationships and partnerships with our community we staff a community liaison in an effort to maintain our community support. Furthermore, our Home and School Club organization serves to encourage parent contributions by fundraising, supporting school programs and providing community building activities for all of our families. We purchase technology and other literary materials for the library through Home and School fundraisers such as our school-wide book fair. In addition, we encourage parents to join committees such as our Positive Behavior Intervention Support Implementation Team to build a full range of stakeholder input as we make impacting decisions for our learning community. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November.

Parents have the opportunity to participate, at no cost, in the District's Project to Inspire program through the California Association of Bilingual Education. The 12 week sessions cover the US Educational System, Learning Standards, advocacy strategies, and parent school leadership.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- • Pupil suspension rates;
- • Pupil expulsion rates; and
- • Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
Our school Safety Plan is reviewed, updated and approved by our School Site Council on an annual basis and serves as a priority document which frames all actions we take to ensure our students' safety. Our staff monitors school common areas during and after school as well as at all recesses and at lunch time. Teachers regularly deploy the rules for safe, respectful, and responsible behavior in school and on the playground. We have a closed campus that is fully fenced. Visitors must enter the school through the main door and sign in at the office, where they receive a badge to wear throughout their stay.

The School Safety Plan includes procedures for emergencies, Code Red, exit routes, and inventories of emergency supplies. We make the plan available in the office for parents. We share the plan with all staff during a school-wide staff meeting. We practice fire, earthquake and armed intruder drills.

Due to the pandemic, our school follows all Public Health hygiene and safety precautions to prevent the spread of COVID-19.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.7	2.6	4.9	5.0	3.5	3.5
Expulsions	0	0	.1	.2	.1	.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.03	.04	n/a
Expulsions	0	.001	n/a

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.153
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (Paraprofessional)	n/a
Psychologist	1
Social Worker	0
Nurse	.15
Speech/Language/Hearing Specialist	1.425
Resource Specialist (non-teaching)	n/a
Other	1.47

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	25		5		22	2	3	3	23		2	
1	23		2		24		3		26		3	
2	18	1	2		25		2		35	2	1	
3	23		2		28		2		37		1	1
4	27		2		30		2		46		1	1
5	32		2		25		2		31		2	
Other**												

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	9

Collaborative Learning drives our instructional culture and is at the core of our school excellence initiative- Professional Learning Communities. The principles of our PLC initiative anchor our curriculum, instruction and assessment actions by focusing our efforts on Learning, Results and Collaboration. Our teachers attend weekly professional learning sessions and grade level collaboration meetings. These sessions include staff development on curriculum, pedagogy, and the analysis of student achievement data. Teachers collaborate to plan standards-based instruction that includes effective teaching practices. Teachers also collaborate to analyze on-going assessment data to plan instruction that meets the needs of all students. Specific training and professional development has included Literacy Boot Camps, Common Core Trainings, Envision curriculum training, NGSS curriculum, Systematic ELD and other instructional/teacher leadership and capacity building training.

All teachers were provided training on strategies and platforms to teach during Distance Learning. They continue to receive ongoing support by the District's Teachers on Special Assignment.

Professional development was offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. Individual schools prioritize and align their professional development learning to their approved School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,318	$49,782
Mid-Range Teacher Salary	$83,434	$76,851
Highest Teacher Salary	$105,569	$97,722
Average Principal Salary (ES)	$127,689	$121,304
Average Principal Salary (MS)	$136,052	$128,629
Average Principal Salary (HS)	$131,848	$141,235
Superintendent Salary	$270,778	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	33.0
Administrative Salaries	6.0	6.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6336.94	388.75	5948.19	83080
District	N/A	N/A	8495.23	$81,305
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-35.3	2.2
School Site/ State	-26.3	4.8

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

Types of Services Funded

All funding is directly connected to our Single School Plan for Student Achievement. Federal, state and local funds serve general education. Title I funds aids intervention and staff development to support underperforming students to increase achievement. Our Home and School Club raises funds for classroom supplies, field trips, library books, and special assemblies.

Federal Title 1 funds pay for one half the salary for our Health Science Teacher on special assignment, a reading intervention program, staff development and curriculum planning for teachers to provide rigorous instruction in the classroom. It also pays for opportunities for parent engagement.

A combination of federal and state funds are used to hire additional personnel for reading support of all students. We have a 1.0 FTE Reading Teacher working with reading programs and a 1.0 FTE Reading aide.

Our Home and School Club holds annual fund-raising events to pay for classroom supplies, field trips, an art program, weekly music, library books, science camp and special assemblies.

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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.