



# Daniel N. Buchanan Elementary

40121 Torrey Pines Road • Murrieta, California 92563 • (951) 696-1428 • Grades K-5

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



### Murrieta Valley Unified School District

41870 McAlby Ct.

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#### District Governing Board

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**Assistant Superintendent of  
Educational Services**

### School Description

Buchanan Elementary School is a California Distinguished School (2010, 2014, 2018) that serves students in transitional kindergarten through grade five. Our mission statement is to inspire every student to think, to learn, to achieve, and to care! Our vision is that Buchanan graduates will be highly enthusiastic, highly proficient, and self-directed learners. They will be thinkers who possess a strong foundation in basic skills and a desire for lifelong learning. They will display a sense of humanity, value diversity, and treat others with kindness and respect.

Staff, families, and our entire community are partners, actively working together for the benefit of each child's education. Everyone assumes responsibility for the success of the school community. Through the collaboration and support of teachers, parents, and community, students will build foundational skills at each grade level that will provide them with the building blocks of literacy, numeracy, thinking skills, and social skills so that they may feel confident as both learners and contributors in our ever-changing society.

Doing what is best for kids is what we strive for each and every day for all students. In this pursuit, Buchanan uses a Growth Mindset, Universal Access, and PBIS. A Growth Mindset instills a mantra of perseverance, effort, and grit. With the belief that the brain can grow and change, you can become more intelligent by taking on challenges. In Universal Access, teachers use data to assess and provide intervention/prevention and acceleration to meet the needs of every student. Using Positive Behavior Intervention and Supports (PBIS) and Second Step curriculum, Buchanan has a purposeful approach to teaching social skills. We ensure an environment where everyone is expected to be Respectful, Responsible and Safe and "Believe in Every student's Success."

### Highlights & Achievements

- In spring 2019, Buchanan students grade 3 – 5 participated in the CAASPP assessments. In English Language Arts, 68% of 3rd graders, 56% of 4th graders and 61% of 5th graders met or exceeded standards in English Language Arts. In math 63% of 3rd graders, 57% of 4th graders and 48% of 5th graders met or exceeded standards in
- Math. This year our school-wide focus is on Math with small group instruction, Number Talks, and ELD integrated and designated supports to close the achievement gap.
- Buchanan was awarded California Distinguished School three times.
- Buchanan Elementary was selected by the Educational Results Partnership again as a 2018 -2019 Honor Roll School for raising student achievement and closing achievement gaps.
- Buchanan was awarded the Imagine Learning School of Excellence for the 2017-2018 school year
- Buchanan Elementary is committed to working in collaborative teams called Professional Learning Communities, to build a school of high performance learning that fosters personal accountability. Analyzing student data, staff members prescribe intervention, prevention, and acceleration programs utilizing technology to ensure that each student has access to the curriculum. Buchanan's primary academic goal is to provide students with a standards-based curriculum that is presented in a meaningful and nurturing environment.
- At Buchanan we promote a well rounded education by providing a variety of opportunities for visual and performing arts in grades K-5.

## 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	186
Grade 1	135
Grade 2	154
Grade 3	142
Grade 4	162
Grade 5	163
<b>Total Enrollment</b>	<b>942</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.1
Asian	6.3
Filipino	1.8
Hispanic or Latino	41.1
Native Hawaiian or Pacific Islander	1.2
White	33.7
Two or More Races	10.6
Socioeconomically Disadvantaged	46.1
English Learners	12.5
Students with Disabilities	16.1
Foster Youth	0.3
Homeless	2.1

## 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 Daniel N. Buchanan	17-18	18-19	19-20
With Full Credential	44	44	43
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Murrieta Valley	17-18	18-19	19-20
With Full Credential	◆	◆	919
Without Full Credential	◆	◆	13
Teaching Outside Subject Area of Competence	◆	◆	47

### Teacher Misassignments and Vacant Teacher Positions at Daniel N. Buchanan 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)

All textbooks used in MVUSD are aligned with the State of California's standards and curriculum frameworks. They are field tested with students, and reviewed by administrators, teachers and parents before being adopted by the Board of Education.

#### 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	<p>Big Day for Pre K (Scholastic) Grades Transitional Kindergarten Adopted in 2013                      Wonders (McGraw Hill) Grades K-1 Adopted in 2017                      Benchmark Advance (Benchmark Education) Grades 2-5 Adopted in 2017                      READ 180 Universal Stage A (Houghton Mifflin) Grades 4-5 Adopted in 2016                      System 44 (Houghton Mifflin) Grades 3-5 Adopted in 2010</p> <p>The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Go Math California (Houghton Mifflin), Grades K-5 Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0</p>
Science	<p>California Science (Macmillan) Grades K-5 Adopted in 2008</p> <p>The textbooks listed are from most recent adoption: No                      Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Scott Foresman History Social Science for California (Pearson) Grades K-1 Adopted in 2007                      Reflections Social Studies (Harcourt) Grades 2-5 Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: No                      Percent of students lacking their own assigned textbook: 0</p>

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

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Buchanan Elementary School opened in August 2001. The school has 53 classrooms, a multipurpose room with a kitchen/cafeteria, four computer labs, a library, an outdoor eating area, an amphitheater, administrative offices, a health office, teacher workrooms, and two play areas—one for kindergarten students and one designated for students in grades one through five. Childcare facilities for students in grades kindergarten through five are located on campus in a separate room. We are also home to a kindergarten readiness program and pre-school instructional classes and playground.

We have ample space for the number of students enrolled at the school. At certain times during the school year the school may be at or near capacity. When that occurs, new students may be assigned to an overflow school in the district where classroom space exists.

Upkeep, maintenance, and cleaning of district schools are provided by the district's Facilities and Operational Services Department. Schools and restrooms are cleaned daily and the principal works with the custodial staff to ensure a clean and safe school. Graffiti is removed as soon as it is discovered. District maintenance staff picks up litter and maintains landscaping on a regular weekly schedule.

Corrective and preventative maintenance are scheduled on a routine basis to keep the school in good repair and working order. Work order requests assigned through a computerized work order system ensure that emergency repairs are given priority.

#### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: June 18, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Minor repairs completed through work order system.
<b>Interior:</b> Interior Surfaces	Fair	Minor repairs completed through work order system.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	Minor repairs completed through work order system.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	No apparent problems.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	Good	Minor repairs completed through work order system.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Minor repairs completed through work order system.
<b>Overall Rating</b>	<b>Good</b>	

## 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	66	61	60	64	50	50
Math	55	56	48	52	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	20.1	28.7	31.1

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	467	462	98.93	61.26
Male	243	239	98.35	58.16
Female	224	223	99.55	64.57
Black or African American	33	32	96.97	56.25
Asian	30	29	96.67	65.52
Filipino	--	--	--	--
Hispanic or Latino	191	190	99.48	51.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	147	145	98.64	71.03
Two or More Races	53	53	100.00	69.81
Socioeconomically Disadvantaged	220	219	99.55	47.95
English Learners	84	82	97.62	45.12
Students with Disabilities	99	97	97.98	27.84
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	467	463	99.14	55.51
Male	243	240	98.77	59.17
Female	224	223	99.55	51.57
Black or African American	33	32	96.97	50.00
Asian	30	29	96.67	72.41
Filipino	--	--	--	--
Hispanic or Latino	191	191	100.00	44.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	147	145	98.64	64.83
Two or More Races	53	53	100.00	60.38
Socioeconomically Disadvantaged	220	220	100.00	41.82
English Learners	84	83	98.81	39.76
Students with Disabilities	99	97	97.98	27.84
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)

Murrieta Valley Unified School District is committed to collaborating with parents and providing opportunities for engagement. Parents are welcome at school, and the school staff sincerely appreciates their support and participation. Parents are invited to attend our Fall Back-to-School Night, parent teacher conferences and Title 1 Program Information Night, Open House in the Spring, bi-monthly Friday Spirit Assemblies and various other activities on campus.

Additionally, parents and community involvement are encouraged through PTA and School Site Council (SSC). The PTA is actively involved in Red Ribbon Week, PTA Reflections, Watch D.O.G.S., assemblies, book fairs, and activities to enhance school and community spirit, as well as reward and incentive programs. The primary task of the SSC, which includes five parents and five staff members, is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and guaranteeing student access to and success in that program. This is accomplished through the development of the School Plan for Student Achievement which provides on-going monitoring of all related budget/expenditures. The SSC also reviews the implementation and effectiveness of the School Plan for Student Achievement and the Parent Involvement Policy on an ongoing basis and makes modifications in the plans to reflect changing improvement needs and priorities.

As part of our Parent Involvement Policy and vision, we want our school to be a place where a partnership exists between our parents and staff. Through increased parent involvement, we expect to increase student achievement and narrow the achievement gap. Buchanan provides parents with activities and programs linked to improving student achievement to enable them to help their child learn and meet academic standards. Our ELAC, Coffee and Conversation with ELL parents, Make It and Take It parent workshops for math and ELA, Family Math Night, and Family Literacy Night bring families on campus to better understand their students' school experience. Our military families program links families with similar experiences together for support.

As effective advocates for their children's academic success, we encourage parents to support learning by monitoring attendance, homework completion, television viewing, and video game playing. We also encourage volunteering in the classroom, participating in decisions related to educating their child and participation in extracurricular activities.

Lastly, MVUSD continues to be deliberate in its efforts to engage parents of diverse backgrounds and to obtain feedback regarding each student's academic journey, emotional supports and engagement within their school site. Parents are invaluable partners and each parent group is comprised of dedicated parents who are steadfast in promoting strategic efforts to support student learning and college/career readiness. Group opportunities for parents are; Action Team Partnership (ATP), African American Parent Advisory Council (AAPAC), Latino Parent Advisory Council (LPAC), District English Learner Advisory Council (DELAC) and Special Education Parent Advisory Council (SEPAC). Additionally, our school sites offer a variety of student and parent groups including: School Site Council (SSC), English Learner Advisory Council (ELAC), principal/student advisory groups, and staff leadership teams.

**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 safety is a high priority at Alta Murrieta Elementary. Administrators, teachers, and aides monitor the campus, supervise the students, and ensure a safe learning environment. School resource officers are available to respond to the school if assistance is needed. Alta Murrieta Elementary is a closed campus that is fully fenced. Visitors and volunteers must report to the office for permission to be on campus. We utilize the Raptor Visitor Management System to monitor parent volunteers on campus to ensure all volunteers are screened against California's Megan's Law database as well as all 50 states' sex offender databases. Video surveillance cameras across our campus are a deterrent to trespassers, vandalism and other illegal activities. They also help administrators with discipline issues and help with the investigation of any crimes that occur on campus during the school day or after school hours, making our school safer and more secure.

The district holds monthly safety meetings and our School Site Council (SSC) works on our Safety Plan throughout the year. We adopted a Comprehensive School Safety Plan that we review annually; our last review took place in November 2019. The plan is presented to all staff and parents, and we hold numerous student assemblies to address safety issues.

The district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

To prepare for emergencies, evacuation drills are conducted regularly throughout the school year, and our school actively participates in the statewide Great Shakeout. In addition, our school has an Emergency and Disaster Preparedness Plan that aligns with the federal NIMS emergency system. The plan specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster. In the event of an emergency or urgent situation, our school uses a computerized calling system through Aeries Communication, to immediately notify all families of an emergency via email, phone call, text and app alerts.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.5	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.7	1.5
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*	3140.0

\* 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)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	6.5
Other	2.0

\* 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.

**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	28		6		27		6		31		6	
1	22		6		21	1	6		23		6	
2	25		6		28		5		26		6	
3	25		6		26		6		27		5	
4	29		5		29		5		31		5	
5	26	1	6		28	1	5		29	1	5	
Other**	10	1										

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

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

**Professional Development provided for Teachers**

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

All teachers in the MVUSD school district participate in ongoing professional development as a part of the district's commitment to continuous learning.

New teachers are provided support and the opportunity to clear their credential through the district's Teacher Induction Program, which takes them through a rigorous and reflective learning process with the help of a mentor teacher. All teachers who are new to the district also receive three days of training to learn about key focus areas, as well as district expectations and procedures.

All teachers take part in monthly staff meetings that are used for training, community building, and communication. Regular Early Release days provide teachers with time for Professional Learning Communities (PLC). This learning time is designed by teachers and focused on supporting all students in meeting the state standards. Staff development days are held three times throughout the school year. The design of these days may be facilitated by the site or district and involves training on district-wide focus areas. The district also provides training in the new standards to all teachers, both by grade level and by subject. These occur during the school year (release days) or in the summer. Individual schools also fund professional conferences for teachers based on current areas of focus.

The district also provides a foundational training entitled, Elements of Effective Instruction. The program is made up of fourteen modules, including topics such as classroom environments, student engagement, designing instruction, and digital learning experiences along with topics for special education teachers. These modules, along with follow up sessions, are repeated throughout the school year and summer and are available to all teachers, in both online and in-person capacities.

Staff development is provided in the form of community teams for those teachers taking part in or leading the implementation of intervention programs, such as Read 180/System 44. These regular meetings provide teachers with a deeper understanding about issues related to the programs and to intervention, as well as a forum for collaboration, reflection, and goal setting.



Staff development in 2019 – 2020 will focus on the following priorities: instructional shifts aligned with state standards for math, ELA, and NGSS; supporting English Learners through integrated and designated support; differentiation to meet the needs of all learners; equity and equitable practices; PLCs; and social emotional support for students.

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,086	\$48,612
Mid-Range Teacher Salary	\$77,970	\$74,676
Highest Teacher Salary	\$109,510	\$99,791
Average Principal Salary (ES)	\$125,285	\$125,830
Average Principal Salary (MS)	\$133,343	\$131,167
Average Principal Salary (HS)	\$145,509	\$144,822
Superintendent Salary	\$240,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	42%	34%
Administrative Salaries	5%	5%

\* 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	\$8,031	\$1,824	\$6,207	\$97,115
District	N/A	N/A	\$7,627	\$87,542.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-20.5	10.4
School Site/ State	-19.0	16.4

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

The district provides a wide array of programs to meet the needs of our diverse student body. This includes programs to identify and support students and their families through times of crisis and stress. A health technician, nurse, and psychologist are also available to meet with students.

The district provides a full-time elementary counselor to our school to support social-emotional and academic success. Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief and loss and provide support to military-connected students. They also provide individual responsive services, interventions and referrals on an as-needed basis (e.g. BreakThrough).

EL Homework Club is offered during the school year and extended learning opportunities, such as Imagine Learning, is offered during the summer break to provide additional support for students who need assistance with basic curriculum.

#### 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.