

El Camino Real Elementary School

911 El Camino Real Rd. • Arvin CA, 93203 • (661) 854-6661 • Grades P-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Arvin Union Elementary School District

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District Governing Board

Gerri Rivera, President
Monica Franetovich
Ruth Pichardo Harris
Toni Pichardo
Anabel Rubio

District Administration

Dr. Michelle McLean
Superintendent
Georgia Rhett
Assistant Superintendent

School Description

Known as the "Garden in the Sun" for its rich agricultural background, Arvin is located just 18 miles from Bakersfield in the San Joaquin Valley. Although there is still a small town feel, the City of Arvin continues to expand with new businesses and housing developments. To meet the need of the growing community, El Camino Real Elementary School was opened in 2007 and is the newest of the district's four schools. El Camino Real operates on a trimester grading system in alignment with the other elementary schools in the district. High academic standards are the focus of our school with a team effort from students, parents, and staff. Through professional collaboration focused on data, we continue to strive to support all students. Teachers and students use standards-aligned materials and access educational technology across the school to enhance instruction and practice. Each teacher has a laptop computer, a SMART board with projector or an interactive projector, in the classroom as well as laptops or netbooks for student use. Used together, these tools provide a dynamic learning environment. Working together with all stakeholders, El Camino Real School proudly builds upon the academic and social potential of every student as noted in our mission statement "All students will learn every day no matter what it takes". To delineate the mission statement further - we educate students daily in preparation for our global society and 21st century learning:

E: Educate using every available resource

C: Communicate with sincerity and kindness

R: Realize each individual's potential to impact the future.

With the goal of meeting or exceeding California State growth targets as well as Federal goals, the program offerings at El Camino continue to expand and promote learning for the 2017-2018 school year to include:

*AVID School wide strategies

*Gifted and Talented Education (GATE)

*Dual Immersion concentrated on English and Spanish bi-literacy

*English Language Development

*Intensive Intervention Programs for Language Arts

*Clear academic school-wide focus on reading - through the Close Read strategies along with annotation of text

*iReady - Diagnostic assessment and prescriptive skill building to differentiate instruction for every student

*Arvin Advantage Afterschool Program in conjunction with the Boys and Girls Club

*Weekend and Afterschool Educational Support

*Summer School

*Parent Education Classes/Workshops

*Attendance Education and Promotion of Excellent attendance -

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	144
Grade 1	118
Grade 2	114
Grade 3	129
Grade 4	127
Grade 5	128
Grade 6	119
Total Enrollment	879

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	0.1
Filipino	0.2
Hispanic or Latino	94.4
Native Hawaiian or Pacific Islander	0
White	4.8
Two or More Races	0.2
Socioeconomically Disadvantaged	92.8
English Learners	72.8
Students with Disabilities	5.5
Foster Youth	0.3

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			
El Camino Real Elementary School	15-16	16-17	17-18
With Full Credential	35	32	28
Without Full Credential	2	4	7
Teaching Outside Subject Area of Competence	0	0	0
Arvin Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	105
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
El Camino Real Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Arvin Union School District held a Public Hearing on September 19, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are given their own individual standards-aligned textbooks to instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle. 100% of students had required textbooks as evidenced during the most recent August 2017 Williams review.

Textbooks and Instructional Materials Year and month in which data were collected: November 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark ELD/ELA/2017, Read 180 Intervention Program/ 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin, Math Expressions / 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Scott Foresman/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-5 -Pearson Scott Foresman/2006 6 – Pearson Prentice Hall/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

El Camino Real Elementary School was originally constructed in 2007 and is comprised of 39 classrooms, 3 computer labs, a multipurpose room, library, staff lounge, and two playgrounds. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available upon request from the district MOT office. The principal works closely with the Lead Maintenance person and custodians assigned to the site to develop cleaning schedules to ensure a clean and safe school. El Camino Real has one daytime custodian and one grounds person. In addition, there are two night custodians assigned to the site.

District maintenance staff ensures that the 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 emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	31	33	25	29	48	48
Math	25	28	17	21	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	33	26	43	34	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	114	114	100.0	26.3
Male	49	49	100.0	26.5
Female	65	65	100.0	26.2
Hispanic or Latino	104	104	100.0	26.0
Socioeconomically Disadvantaged	102	102	100.0	24.5
English Learners	74	74	100.0	6.8
Students Receiving Migrant Education Services	21	21	100.0	23.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	517	513	99.23	32.75
Male	249	247	99.2	27.13
Female	268	266	99.25	37.97
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	492	488	99.19	31.35
White	20	20	100	60
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	496	493	99.4	31.24
English Learners	431	427	99.07	30.91
Students with Disabilities	37	37	100	8.11

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 2016-17 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	517	513	99.23	27.88
Male	249	247	99.2	24.7
Female	268	266	99.25	30.83
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	492	488	99.19	26.84
White	20	20	100	45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	496	493	99.4	26.57
English Learners	431	427	99.07	26.46
Students with Disabilities	38	38	100	13.16

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The staff at El Camino Real are aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join teachers and administrators in the activities, programs, and organizations that support our students. Formal committees include School Site Council and the English Language Advisory Council (ELAC). Parents are also invited to contact their child's teacher in order to volunteer in classrooms; there are parent opportunities to participate in Parent Workshops, Parent Literacy classes, and also attend student performances or events including Coffee with the Principal.

Parents or community members who wish to participate on leadership teams, school committees, take part in school activities, or become a volunteer are encouraged to make contact through the El Camino Real Elementary office. Our contact phone number is 661-854-6661. Please ask to speak to Betty Guyton, Principal.

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

El Camino Elementary School's Comprehensive School Site Safety Plan was last revised on February 21, 2017. This revision was completed with the approval of our School Site Council and ensures planning for the protection of students and staff, maintaining the school and school property, and establishing a climate that is conducive to learning. All staff members and parents have access to the plan and are invited to participate in the annual review and revision of the school site safety policies. Key elements of the safety plan include: developing consistency in behavior expectations, site safety and maintenance, and training in disaster response.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held once a month while earthquake drills are held a minimum of four times per year. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and emergency supplies are available.

Students are supervised throughout the day by school staff including teachers and classified employees. There is a designated area for supervised student drop-off and pick-up in front of the school and at the kindergarten, first grade, and back cafeteria gate. Visitors register at the office and receive identification badges that must be displayed at all times.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate			
Expulsions Rate			
District	2014-15	2015-16	2016-17
Suspensions Rate			
Expulsions Rate			
State	2014-15	2015-16	2016-17
Suspensions Rate			
Expulsions Rate			

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	3.6
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	23	23				6	6	6			
1	21	21	22	1	1		5	5	5			
2	22	22	21	1	1	1	5	5	5			
3	22	22	21	1	1	1	5	5	5			
4	25	25	22	2	2	1	4	4	5			
5	27	27	29				4	4	4			
6	26	26	26				4	4	4			

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

Professional Development provided for Teachers

What are the primary/major areas of focus for staff development and specifically how were they selected?

What are the methods by which professional development is delivered?

******The AUSD teachers are provided two days of professional development prior to the beginning of the school year to enhance best practices -

Staff development was selected for the following reasons and the methods by which professional development is delivered:

The Common Core Standards drive our instruction and data indicated from classroom walk-throughs that rigorous instruction was at a minimum in some classrooms. To increase rigor and sustainability of best practices, we began Strategic Schooling in 2014; however, this was changed to Innovate ED in 2016-2017 which has led us to the following Professional Development activities which are provided to the staff at El Camino Real. Close Reading and Annotating of Text is currently the focus of professional development for the school site. AVID strategies are taught to the staff during PD time on an ongoing basis and has been for over the past 4 years. Due to the need for technology in the classroom and computer labs, all teachers are expected to understand and utilize the IReady Assessment and Prescriptive Computer Program which is a measure of academic progress that will gauge student learning and support closing the learning gaps. During the two previous years, the staff was trained to use the MAP Assessment to monitor student progress. Teachers have received Professional Development on Office 365, Accelerated Reader (AR) and the CAASPP Web-Site, along with support for providing time for the students to develop computer skills to perform proficiently on the CAASPP. In addition, teachers are given an update of SchoolCity during professional development to ensure that all updates are explained and teachers are able to scan data and run reports of their students' unit/benchmark assessments and collaborate on the data. Our teachers are expected to be familiar with the educational computer programs to facilitate the students' learning through a different avenue. Thus, the professional development provided by the consultants of the computer programs and the district enables the teachers to utilize the programs to the maximum.

In addition, teachers are provided the following opportunities to build their best practices and strategies over and beyond the technology and reading aspect:

*******To increase the Writing Proficiency - "Write From the Beginning and Beyond" - This will provide each grade level with a specific writing program that will enable teachers to teach writing - for two years both fall and spring the training occurred; for site support, an administrator attended the Trainer of Trainer sessions.

*******Thoughtful Classroom - through professional development the administration was supported to explain that the Thoughtful Classroom provides an on-line means to provide feedback to teachers - with all observers using the same language. This format produces constant teacher feedback since 2015-2016 and helps guide lesson development.

*******AVID - Professional Development at Summer Institute occurred for each of the last four years along with the attendance at AVID PATH in 17-18 with the anticipation of getting all school site teachers trained in AVID strategies.

The majority of Professional Development opportunities are made available to the staff at the school site during early release days. On occasion, a Saturday training is offered along with classroom release time for teachers. Teachers are given the opportunity to attend conferences in other cities to encourage extended learning. Staff development has been during the school day once a month to include instructional assistants. BTSA mentors are provided to new teachers assigned to school sites. New teachers on permits receive monthly training by district TOSAS and two extra work days in the fall focusing on teaching strategies for student engagement. Clerical staff receive workshops specific to data entry this school year as well as personalized support from program personnel.

How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The academic coach has her schedule filled with in-class coaching, modeling to teachers, professional development throughout the year on topics relevant to staff including the following: Close Read, Annotating of Text, IReady, classroom management and use of assessments, data analysis, School City Reports, and backwards mapping for standard's alignment. Focus areas include studying data to support student learning and an item analysis to support teachers in "closing" the achievement gaps.

The academic coach holds PLCs as grade level support and works directly with teachers on an "as needed" basis. The principal and coach study the assessment data per the IReady Assessment and CFA/unit/benchmark assessments - to determine any trends and upward or downward swings in student learning. Based on the conversation from the data, further PLCs and grade level needs are addressed and carried through by the academic coach and principal. One such need that the student data indicated was the need for more thorough/deeper reading instruction and writing instruction. The academic coach has attended multiple county trainings with the intent to bring back strategies and skills to the staff.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,126	\$47,034
Mid-Range Teacher Salary	\$70,085	\$73,126
Highest Teacher Salary	\$85,220	\$91,838
Average Principal Salary (ES)	\$103,116	\$116,119
Average Principal Salary (MS)	\$113,850	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$161,642	\$178,388
Percent of District Budget		
Teacher Salaries	32%	37%
Administrative Salaries	5%	6%

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

Types of Services Funded

The picture of funding within the Arvin Union School District in the 2016-2017 school year has stabilized the continued implementation of the Local Control Funding Formula (LCFF) funds. Supplemental and concentration funds, above and beyond base funding, provided monies for the district and sites to focus on expanding and improving instructional programs to support academic achievement, improving student attendance, training staff to support building respectful and positive relationships, expanding intervention programs and wrap-around services, and facilities improvement for the most needy school sites. Funds specifically targeted to the school site included action steps for library books, intervention teachers and intervention computer programs, student success facilitators, elementary PE teachers, social work interns, district teachers on special assignment for teacher support, field trips to expand the horizons of our students, GATE focus activities, and professional development. These funds are in addition to federal funds including Title 1 funds with set-asides for extended learning and Parent Involvement. Extended learning funds are allocated to each site and students are selected based by application and need. These funds are also used to support winter and summer session. Parent Involvement funds allow us to continually build our outreach and training services for parents. District and site based intervention programs and staff are also funded out of Title I. Title II supports one additional teacher for class size reduction and Title III provides an aide specifically for our campus as well as support staff and Professional Development for teachers and instructional assistants. Special Education funds, supported with general funds, provide a strong SDC, RSP, and Speech program for students with special needs at our site including teachers and instructional assistants. After-School grant funds allow us to serve a large number of students in our daily Arvin Advantage Program. State preschool funds provide both AM and PM classes at our site to support student readiness for school. First 5 monies fund Family Resource Center staff as well as a district preschool and summer session that our students may attend.

Each of these programs provides targeted or general services to students with all intents to ensure equity for all student groups.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6898.51	\$954.77	\$5943.73	\$71510
District	♦	♦	\$6029.60	\$71,717
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-1.4	-0.7
Percent Difference: School Site/ State			-12.9	-3.5

* Cells with ♦ do not require data.