



San Elijo Elementary School

1615 Schoolhouse Way • San Marcos • 760-290-2600 • Grades K-5

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

San Marcos Unified School District

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School Description

At San Elijo Elementary School we encourage students to achieve their personal best through taking academic risks and demonstrating responsibility for themselves. Our supportive community sets high expectations for life-long achievement through active involvement in their student's education. Our school is committed to the belief that all students can and will learn. We feel that creating cohesive and effective professional learning teams is the best practice in achieving our goals for students. Our priorities focus on teaching common core state standards through the instructional framework of the Essential Elements of Instruction, and making informed decisions for those students still needing differentiated instructional support. Additionally, we take great pride in supporting the social and emotional needs for all our students. Our school motto "SEE US S.O.A.R." reminds students, staff, and parents to Seize Opportunities and Achieve Results.

This year we continue our focus on shared leadership as well as shared ownership of all students. We believe that when we SOAR together we all achieve more, so collaboration around results is our school culture. Our grade level leadership works collaboratively with site administration to support a structure for regular weekly collaboration. San Elijo Elementary School is home to a diversity of learners who are supported in our general education classrooms, Excel classrooms and Learning Center classrooms. All of our students have a voice and choice in their learning which is enhanced through working collaboratively with students who have different strengths.

Our character education program, "Living the Eagle Way" incorporates character traits with an emphasis on kindness and empathy into our daily lives at SEES. Teachers deliver monthly lessons on the traits along with showing weekly videos produced by students supporting our school culture and character traits. Students are reinforced campuswide for displaying these character traits. Students of the month are selected by classroom teachers based upon these character traits. The character traits, with the focus on empathy, has emerged from our desire to create an anti-bullying environment for all students. Students at SEES learn that words can be hurtful, so they should be mindful of their language frequently. Students are taught that unkind words and bullying are not tolerated. The use of restorative practices and building relationships with other students is a key part to this culture.

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	172
Grade 1	170
Grade 2	188
Grade 3	187
Grade 4	144
Grade 5	192
Total Enrollment	1,053

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.4
Asian	11.3
Filipino	2.8
Hispanic or Latino	21.8
Native Hawaiian or Pacific Islander	0.7
White	61
Two or More Races	0.1
Socioeconomically Disadvantaged	12.9
English Learners	8
Students with Disabilities	10.8
Homeless	0.4

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 San Elijo Elementary	17-18	18-19	19-20
With Full Credential	51	49.5	51
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Marcos Unified	17-18	18-19	19-20
With Full Credential	◆	◆	948
Without Full Credential	◆	◆	6
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at San Elijo Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Reading and Writing:

Students receive a standards-based curriculum designed to “help build creativity and innovation, critical thinking and problem solving, collaboration, and communication fulfilling California’s vision that all students graduate from our public-school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy.” ELA CCSS

Students use a variety of instructional materials in ELA to meet these instructional goals.

ELA Supplemental Instructional Materials

Benchmark Steps to Advance

K-5 Benchmark Universe, digital library, and resources

Fountas & Pinnell Guided Reading Handbook

Enterprise STAR Assessment

Lexia personalized digital program

Math:

Students receive standards-based curriculum designed to provide instruction that focuses on “concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom.” Math CCSS

Students use a variety of instructional materials in math to meet these instructional goals.

Mathematics Supplemental Instructional Materials

K-5 Math Investigations Kit, 2012 Pearson

K-5 Math Manipulatives, Nasco, Lakeshore, Good Stuff suppliers

K-5 Teaching Student Centered Math Teacher

K-2 Math Expressions workbook, Houghton Mifflin

K-5 Math Journals

K-5 Math iReady workbook, Curriculum Associates

Math San Francisco Unified School District (online)

Dream Box personalized digital program

Science:

The district has adopted the Scott Foresman California Science program for Kindergarten through fifth grade. This program is used as a resource for teaching the California science content standards. Emphasis is on physical, life, and earth science, with investigation and experimentation a central focus of instruction. Integration of NGSS grade level standards occur through Benchmark Advance ELA-ELD core curriculum. District is in the building awareness phase of NGSS Standards.

Social Studies:

The district has adopted California Reflections published by Harcourt as a resource for teaching the California content standards in history-social science. The curriculum content at each grade level focuses on chronology, research evidence, point of view, and historical interpretation. Integration of Social Studies grade level standards occur through Benchmark Advance ELA-ELD core curriculum.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/01/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>K-5 Benchmark Advance, adopted in 2016</p> <p>TK- Benchmark Ready to Advance, adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>K-2 Houghton Mifflin Math Expressions, adopted in 2008</p> <p>3-5 Curriculum Associates iReady Math</p> <p>Math District Units, adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Benchmark Advance Scott Foresman Science, adopted in 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt California Reflections Benchmark Advance adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	See above, adopted in 2013-2019

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions and Planned Improvements

San Elijo Elementary School opened its doors in August of 2006. We are home to 53 teachers, 70 support staff, and over 1000 students in grades TK-5. Our facilities also consist of a: music room, Science Lab, art room, drama room, school library, reading intervention lab, multi-purpose room, and four Kids-on-Campus classrooms. We strive to maintain and improve the facilities and landscaping of our school to create a learning environment that reflects and honors our students. Our classrooms and teachers are well equipped with curriculum and technology to best meet the diverse learning needs of all of our students. Through the generosity of our parents, and incredible work of our PTO, our students have 1:1 Chromebooks in grades 1-5.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

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 that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/2/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed at the time of inspection.
Interior: Interior Surfaces	Good	4 rooms: ceiling tiles missing, damaged or loose; 1 room: ceiling tiles are stained. Work order placed to Maintenance & Operations Department for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No repairs needed at the time of inspection.
Electrical: Electrical	Good	5 rooms: lighting fixture of bulbs are not working or missing; 2 rooms electrical components are damaged or not functioning properly; 1 hand dryer not working. Work order placed to Maintenance & Operations Department for repairs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No repairs needed at the time of inspection.
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	Good	No repairs needed at the time of inspection.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	1 room: loose or stick door locks and latches; Work order placed to Maintenance & Operations Department for repairs.
Overall Rating	Good	

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	82	80	65	67	50	50
Math	72	74	51	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	8.5	23.8	55.6

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	507	504	99.41	80.36
Male	275	275	100.00	79.64
Female	232	229	98.71	81.22
Black or African American	14	14	100.00	85.71
Asian	60	60	100.00	85.00
Filipino	14	14	100.00	100.00
Hispanic or Latino	103	103	100.00	62.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	313	310	99.04	84.19
Socioeconomically Disadvantaged	79	79	100.00	58.23
English Learners	64	64	100.00	57.81
Students with Disabilities	57	57	100.00	43.86
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	507	504	99.41	74.01
Male	275	275	100.00	78.91
Female	232	229	98.71	68.12
Black or African American	14	14	100.00	57.14
Asian	60	60	100.00	86.67
Filipino	14	14	100.00	78.57
Hispanic or Latino	103	103	100.00	50.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	313	310	99.04	80.00
Socioeconomically Disadvantaged	79	79	100.00	40.51
English Learners	64	64	100.00	51.56
Students with Disabilities	57	57	100.00	45.61
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)

Parental involvement is a cornerstone of our school's success. Our Parent Teacher Organization is incredibly dedicated to supporting our teachers and students so that we all have the resources we need to create successful learning conditions. Our PTO works tirelessly to raise money for our students through fundraisers such as: Cash for Kids, Apex Fun Run, Country Fair, Monster Bash and Hops in the Hills. Their efforts go towards funding our extracurricular and academic classes for students including: science, drama, art and intervention. We also are fortunate to have 1:1 devices for students in 1st-5th due to the PTO. For more information about our PTO, please see their website <https://seespto.org/>

Parents are also very involved in our school garden, English Learner Advisory Committee (ELAC), LCAP Committee, and School Site Council. Their input helps guide decisions for allocating school funding. Parents are welcome members of our school community through volunteering in the classroom and joining us for our monthly Lunch on the Lawn.

State Priority: School Climate

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

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

School Safety Plan

The Comprehensive School Safety Plan was approved by the San Marcos Unified School District on October 10, 2019. The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school. Our teachers hold bi-monthly PLC meetings to discuss student learning outcomes focused on 4 questions: What do we expect our students need to learn, How will we know they're learning, How will we respond when students are not meeting the standards (intervention), How will we respond when students already know it (acceleration). Our staff has been trained in restorative practices. A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative practices enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

San Elijo Elementary is a closed campus. Parents drop their students off at the gate to enter the school grounds independently. Parents are asked to wait to meet their child in front of the school or off campus after school. Gates are immediately locked at the beginning of the day and the after dismissal at the end of the day. Any volunteers during the school day must sign in using our electronic volunteer sign in system and wear a badge while on campus. The staff monitors school grounds 30 minutes before the start of school, and assists with crosswalk safety after school. We also hold monthly fire drills, yearly earthquake and disaster drills, and quarterly lockdown drills for all students and staff.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.1	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.8	1.5
Expulsions Rate	0.1	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*	.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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	0.33
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	0
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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25	2	6		22	1	8		21	3	5	
1	23		7		23		8		24		6	
2	23		6		23		8		23		8	
3	23		8		23		6		23		8	
4	32		6		31		6		36			4
5	34		1	5	27	1	6		28	1	6	
Other**	15	2	1		6	1			16	1	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	58	44	35

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "hiring and retaining only the best educators and investing in their success."
- "providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous 2 year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the Essential Elements of Instruction (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well.

In the 2018-2019 school year, the elementary level focused professional learning on the continued implementation of state academic standards in English language Arts (ELA), English language development (ELD) and mathematics. Our district ELA/ELD leadership team received training in Tier I literacy and ELD grounded in formative, summative assessments, and differentiated instruction. Our Math cadre teachers received on-going professional development in math instruction and assessments. Teacher grade level leaders received support to deepen their understanding of effective Professional Learning Communities (PLC).

Various means of professional learning were offered: face-to-face workshops during the regular work day, during school breaks, after school as well as online sessions available for staff. Principals and ELA/ELD and math teacher leaders provided staff development during regularly scheduled staff meeting throughout the year. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

Teachers continued to engage in professional development each week as they worked collaboratively during their structured teacher collaboration time (early release Wednesdays for elementary/middle school staff and late start Tuesdays for high school staff). This provided teachers the opportunity to share best practices to meet students' needs. Teachers on Special Assignment (TOSAs) provided professional development and worked with teachers in their classrooms modeling strategies, planning collaboratively, and providing support.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,663	\$48,612
Mid-Range Teacher Salary	\$79,323	\$74,676
Highest Teacher Salary	\$100,274	\$99,791
Average Principal Salary (ES)	\$126,286	\$125,830
Average Principal Salary (MS)	\$133,521	\$131,167
Average Principal Salary (HS)	\$145,758	\$144,822
Superintendent Salary	\$240,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	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/.

Types of Services Funded

Gifted and Talented Education (GATE)
 LCAP Supplemental
 Credential Music Teacher

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7420	1346	6074	79301
District	N/A	N/A	7831	81887
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-25.3	-3.2
School Site/ State		

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.