



Fremont Elementary School

1255 E. Market Street • Salinas CA, 93905 • (831) 753-5750 • Grades K-6

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<http://www.alisal.org/fremont/>

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



Alisal Union School District

1205 East Market Street

Salinas, CA 93905

(831) 753-5700

www.alisal.org

District Governing Board

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Guadalupe Ruiz Gilpas, Vice
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and Fiscal Services**

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**Assistant Superintendent,
Educational Services**

Mr. Ricardo Cabrera

**Associate Superintendent, Human
Resources**

School Description

At Fremont Elementary, we serve Transitional Kindergarten through sixth grades. We continue to house two Head Start programs, one Early Childhood Education program, and two Monterey County Special Education classes (Note: students in these programs are not included in the reported number of students enrolled at Fremont School). We will continue to provide a climate that ensures lifelong learners in our global community. Our teaching is guided by state common core standards and supported by four pull-out System 44 Reading intervention classes and tutoring by certificated teachers. Counseling is also provided to students that are in need of social, emotional and psychological support as well. Our testing of students is ongoing and supported with district-provided testing materials that gauge what is being taught in the classrooms. We are a community committed to cultivating peace and the value of bilingualism. We will teach all of our students to be socially responsible and to attain excellence by engaging them in a world-class multicultural education. We use our data at the beginning of the school year to plan our programs, and teachers use the data to make any necessary adjustments to their lessons. Over 85% of our students are English Learners, and we use all the data to assist and guide our academic instruction.

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 | 129 |
| Grade 1 | 123 |
| Grade 2 | 110 |
| Grade 3 | 125 |
| Grade 4 | 105 |
| Grade 5 | 131 |
| Grade 6 | 124 |
| Total Enrollment | 847 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0 |
| American Indian or Alaska Native | 0 |
| Asian | 0 |
| Filipino | 0 |
| Hispanic or Latino | 85.4 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 0.1 |
| Two or More Races | 0.2 |
| Socioeconomically Disadvantaged | 96.7 |
| English Learners | 87.6 |
| Students with Disabilities | 7.1 |
| Foster Youth | 0 |

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 | | | |
|---|-------|-------|-------|
| Fremont Elementary School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 31 | 32 | 27 |
| Without Full Credential | 3 | 6 | 12 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Alisal Union School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | 334 |
| Without Full Credential | ♦ | ♦ | 61 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Fremont Elementary School | 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)

In order to support classroom professionals in teaching the Language Arts and Math Common Core State Standards, Engage NY curriculum, in both content areas was recommended and adopted as district curriculum. Both Engage NY Language Arts and Math were piloted and feedback from teachers attested to the ability of these common core resources to meet the requirements of the new common core state standards (CCSS).

In Language Arts:

K-1-2-3 Wonders is used to teacher all Language Arts standards.

4-6 used Engage NY solely to teach all Language Arts standards.

In Math:

At K-6, teachers used both the adopted Everyday Math curriculum and Engage NY Math, selecting one as their primary resource and the other as a secondary resource.

Bilingual Transference classrooms were able to use the Engage NY Math because student materials became available.

| Textbooks and Instructional Materials Year and month in which data were collected: 2014 | |
|--|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | McMillan / McGraw-Hill, Wonders- Adopted 2017 Engage New York Language Arts- Adopted 2014 McMillan / McGraw-Hill, Treasures-Adopted 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Engage New York Math- Adopted 2014 McMillan / McGraw-Hill, Every Day Math- Adopted 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | McGraw-Hill, Vistas- Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Foreign Language | Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0 |
| Health | Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0 |
| Visual and Performing Arts | Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0 |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school has 30 classrooms, a multipurpose room, and a library. The main campus was built in 1941. Additions were constructed in 1948, 1951, and 1993.

We have one day custodian and two custodians that come in the afternoon. All classrooms and rest rooms are cleaned daily. The day custodian picks up litter and performs everyday duties. The afternoon custodians and the day custodian work closely to maintain a safe and clean campus. Grounds and maintenance personnel visit each site monthly.

| 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 | | | |
| 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 | 21 | 22 | 24 | 28 | 48 | 48 |
| Math | 18 | 15 | 18 | 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 | 32 | 30 | 31 | 28 | 56 | 54 |

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 |
| 5 | 14.7 | 15.5 | 7 |

* 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 | 126 | 121 | 96.0 | 29.8 |
| Male | 66 | 63 | 95.5 | 34.9 |
| Female | 60 | 58 | 96.7 | 24.1 |
| Hispanic or Latino | 124 | 120 | 96.8 | 30.0 |
| Socioeconomically Disadvantaged | 117 | 114 | 97.4 | 29.0 |
| English Learners | 80 | 77 | 96.3 | 16.9 |
| Students with Disabilities | 11 | 10 | 90.9 | 40.0 |
| Students Receiving Migrant Education Services | 15 | 15 | 100.0 | 26.7 |

* 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 | 485 | 480 | 98.97 | 21.71 |
| Male | 249 | 247 | 99.2 | 14.63 |
| Female | 236 | 233 | 98.73 | 29.18 |
| Hispanic or Latino | 475 | 471 | 99.16 | 21.49 |
| Socioeconomically Disadvantaged | 470 | 467 | 99.36 | 21.89 |
| English Learners | 459 | 456 | 99.35 | 21.54 |
| Students with Disabilities | 39 | 39 | 100 | 2.56 |
| Students Receiving Migrant Education Services | 44 | 44 | 100 | 15.91 |

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 | 485 | 478 | 98.56 | 15.06 |
| Male | 249 | 246 | 98.8 | 15.45 |
| Female | 236 | 232 | 98.31 | 14.66 |
| Hispanic or Latino | 475 | 469 | 98.74 | 15.14 |
| Socioeconomically Disadvantaged | 470 | 465 | 98.94 | 14.84 |
| English Learners | 459 | 454 | 98.91 | 14.76 |
| Students with Disabilities | 39 | 39 | 100 | 5.13 |
| Students Receiving Migrant Education Services | 44 | 44 | 100 | 11.36 |

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)

Parents are instrumental, encouraged, and visible at School Site Council (SSC) meetings, parent-teacher conferences, Back-to-School Night, Open House, field trips, trimester assemblies, parent trainings, individual classroom assistance, and schoolwide events. We welcome all parents and encourage our parents and family members to visit or volunteer in the classrooms. We send out all parent notices, newsletters, and menus in English and Spanish. We provide babysitting when we have evening parent meetings. An outreach consultant provides resources to our parents and students and monthly Koffee Klatch meetings for parents. Parents at Fremont also participated in Parenting Partners for the 2016-2017 school year.

We encourage parents to be involved in their children's education to the greatest extent possible. Parents can join our SchoolSite Council (SSC), Parent & Teacher Organization (PTO), or English Language Advisory Committee (ELAC). In addition to attending Back-to-School Night and Open House, parents also volunteer in classrooms, chaperone field trips, support school fund-raisers, and come to parent-teacher conferences in both the Fall and Spring. We also have several fun events throughout the school year which include movie nights, and PBIS school-wide events. We reach out to support and communicate with parents in all segments of our community. Our parents provide vital support to our students and staff, together we can. For parent involvement opportunities, please contact Mr. John Jimenez, Principal at (831) 753-5750.

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 Alisal Union School District (AUSD) and the 12 schools in the district recognize the importance of es-tablishing a set of planned procedures aimed at reducing the impact of a major disaster in AUSD facilities and have developed a coordinated and directed response plan to be followed by all staff and students in the event of a crisis or emergency situation. Following the specialized operational concepts and guidelines established in the plan will enhance the capability of both the District and the Schools to respond to any emergency.

The strategies described in this plan have been developed for the express purpose of identifying all hazards that could seriously affect school operations, and mitigating the impact that these could have on AUSD students, personnel and property. They are based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) in use by federal, state and local emergency services agencies across the country, and address all stages in the cycle of planning for effective crisis management: Mitigation and Pre-vention, Preparedness, Response and Recovery.

At Fremont Elementary, our staff and child supervisors monitor the school grounds before and after school, at recesses, and at lunchtime. Teachers regularly review the rules for safe, responsible behavior. We require that all visitors enter the school through the main office door, where they sign in and receive a visitor's badge.

We revise our School Safety Plan annually; it was last revised on August, 2015. The plan includes procedures for emergencies, exit routes, and location of emergency shut-off stations. We make the plan available in the school office and share it with all staff during our first staff meeting of the school year. We have monthly fire and earthquake drills and an annual emergency disaster drill. The school site's safety plan is reviewed annually by staff and School Site Council. Staff is informed of the contents of the plan, where plan is located, and how plan can be used. School Site Council members are also informed of the mandated contents and procedures. School Site Council has the opportunity to provide input and feedback. The School Site Council approves plan by the end of February and then the plan is submitted to Monterey County Office of Education by March 1st.

Fremont has implemented Positive Behavior Interventions and Supports (PBIS), which is a proactive approach to establishing the behavioral supports and social culture needed for all students in the school to achieve social, emotional, academic success. In particular, Fremont has school-wide expectations for all students that are visible in most school areas (e.g., classrooms, cafeteria, library, computer lab, office, hallways, etc.). Other critical elements of PBIS include, but are not limited to: establishing a team/collaboration, faculty buy-in, establishing data-based decision-making system, modifying discipline referral process, forms, and definitions, establishing expectations and rules, developing lessons plans and teaching the expected behaviors, creating a reward system, refining consequences, monitoring, evaluating and modifying as needed.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 0.0 | 0.0 | 0.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 1.1 | 1.0 | 0.5 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| 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.

| 2017-18 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2004-2005 | 2004-2005 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 8 | |
| Percent of Schools Currently in Program Improvement | 61.5 | |

| Academic Counselors and Other Support Staff at this School | |
|--|----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0 |
| Counselor (Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .5 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | .5 |
| Resource Specialist | 1 |
| Other | 3 |
| 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 | 28 | 30 | 26 | | | 1 | 5 | 5 | 4 | | | |
| 1 | 27 | 24 | 25 | | | | 5 | 5 | 5 | | | |
| 2 | 24 | 26 | 22 | | | | 5 | 5 | 5 | | | |
| 3 | 26 | 22 | 25 | | | | 5 | 5 | 5 | | | |
| 4 | 26 | 32 | 26 | | | | 5 | 2 | 4 | | 2 | |
| 5 | 29 | 31 | 33 | | | | 4 | 4 | 2 | | | 2 |
| 6 | 29 | 28 | 31 | | | | 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

The major areas of professional development for teachers in 2016-2017 included the following:

- Standards-based planning for instruction, learning and assessment
- Explicit Direct Instruction
- Common Core State Curriculum
- Side by Side (for teachers facilitating Structured English Immersion classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Teaching to the Math standards (primary grade teachers)
- PBIS
- Consistent vocabulary training
- Ongoing training on English Language Development (ELD)

Professional development was delivered through grade level sessions during regular work days with release time for classroom teachers. Teachers were supported during implementation by the site's Academic Coach.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$41,752 | \$48,678 |
| Mid-Range Teacher Salary | \$67,888 | \$78,254 |
| Highest Teacher Salary | \$94,604 | \$96,372 |
| Average Principal Salary (ES) | \$114,725 | \$122,364 |
| Average Principal Salary (MS) | | \$125,958 |
| Average Principal Salary (HS) | | \$126,758 |
| Superintendent Salary | \$190,800 | \$212,818 |
| Percent of District Budget | | |
| Teacher Salaries | 33% | 38% |
| Administrative Salaries | 6% | 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

During the 2016-17 school year, the school funded the following priorities with monies allocated to the site:

- Lexia Tutoring Teachers (varies)
- 2 Intervention Teachers System 44 Reading Teachers
- 1 Harmony at Home Counselor
- 2 AmeriCorp Literacy Tutors
- Field trips
- Classroom library resources
- Materials and supplies
- Training activities for parents
- Parenting Classes
- Software to support reading motivation (AR)
- Equipment (copiers, sports, etc.)
- 1 to 1 technology devices for 80% of our classrooms.
- Implementation of PBIS Program Activities
- Lexia Tutoring Reading Program
- Symphony Math Program

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 | \$4,468 | \$803 | \$3,665 | \$66,268 |
| District | ♦ | ♦ | \$5,459 | \$68,478 |
| State | ♦ | ♦ | \$6,574 | \$78,363 |
| Percent Difference: School Site/District | | | -32.9 | 2.2 |
| Percent Difference: School Site/ State | | | -21.9 | -6.4 |

* Cells with ♦ do not require data.