

James Monroe Elementary School

3750 Monterey Blvd. • San Leandro, CA 94578 • (510) 618-4340 • Grades K-5

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



San Leandro Unified School District

835 E. 14th Street
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(510) 895-4199
www.sanleandro.k12.ca.us

District Governing Board

Monique Tate
Lance James
Vince J. Rosato
Leo Sheridan
Diana J. Prola
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District Administration

Dr. Michael McLaughlin
Superintendent
Mark Martinelli
**Assistant Superintendent
Business & Operations**

Dr. Rosanna Mucetti
**Deputy Superintendent
Educational Services**

Dr. John Thompson
**Assistant Superintendent
Human Resources**

School Description

James Monroe Elementary School is a Community of Learners—students, staff, families, neighbors, community based organizations, and local San Leandro businesses—who collaboratively work together to ensure students with a nurturing and safe environment, while focusing on an interactive, relevant, and equitable education for all children. As a diverse learning community, Monroe strives towards academic excellence within an inclusive environment that brings all families together, and supports our entire community. Working together, we strive to close the racial, linguistic, and economic resource gap many of our families face, achieving high academic standards for all of our children.

James Monroe has very active parent organizations. Our Parent Teacher Organization (PTO,) Dad's Club, English Learner Advisory Committee (ELAC,) School Site Council (SSC,) and our African American Parent Organization work together to ensure all students meet high standards and are included in all aspects of the school. We welcome our community to continue to get involved and become an active part of our school. Please visit our PTO/Dad's Club website at www.gojamesmonroe.org to see the enthusiasm and excitement of our parent community.

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

Our Monroe Vision:

"Our community is inclusive, engaged, and collaborative; providing a safe, equitable, and rigorous learning environment, promoting resiliency and success for all." (2013)

School Mission Statement

The mission of James Monroe Elementary School is to engage students in rigorous, meaningful learning, that is simultaneously student centered and standards based.

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

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 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 at (510) 618-4340 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	88
Grade 1	59
Grade 2	61
Grade 3	57
Grade 4	71
Grade 5	71
Grade 6	3
Total Enrollment	410

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.2
American Indian or Alaska Native	0.2
Asian	22.2
Filipino	9.3
Hispanic or Latino	37.3
Native Hawaiian or Pacific Islander	2
White	9.8
Two or More Races	7.1
Socioeconomically Disadvantaged	59.3
English Learners	33.4
Students with Disabilities	15.9
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
James Monroe Elementary School	13-14	14-15	15-16
With Full Credential	20	21	21
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	21
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
James Monroe Elementary	13-14	14-15	15-16
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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.6	3.4
High-Poverty Schools	96.6	3.4
Low-Poverty Schools	97.6	2.4

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2012	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Hampton Brown Adopted 2002</p> <p>Houghton Mifflin Adopted 2002</p> <p>Hampton Brown Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Pearson Scott Foresman Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>MacMillan/ McGraw Hill Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>Scott Foresman Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Monroe Elementary School was originally constructed in 1955 and is currently comprised of 20 permanent classrooms, five portables, a computer lab, a library, a staff lounge, a staff workroom, a multi-purpose room, and a playground. Recent renovation include new double doors at the hall entrances and restroom renovations.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication 100% of Monroe Elementary's restrooms were in good working order.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated \$164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

The chart displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: www.sanleandro.k12.ca.us.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/22/14				
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			(D) missing bulbs
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	31	33	44
Math	15	22	33

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	57	53	55	51	51	43	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.40	24.30	35.70

* 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.

2014-15 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	43
All Student at the School	55
Male	62
Female	48
Black or African American	--
Asian	61
Filipino	--
Hispanic or Latino	50
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	60
Foster Youth	--

* 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	59	59	100.0	36	39	12	12
	4	66	66	100.0	53	17	20	11
	5	70	65	92.9	42	22	29	8
Male	3		35	59.3	49	34	6	9
	4		27	40.9	59	15	19	7
	5		34	48.6	44	21	29	6
Female	3		24	40.7	17	46	21	17
	4		39	59.1	49	18	21	13
	5		31	44.3	39	23	29	10
Black or African American	3		8	13.6	--	--	--	--
	4		9	13.6	--	--	--	--
	5		10	14.3	--	--	--	--
Asian	3		11	18.6	0	36	36	27
	4		13	19.7	23	31	23	23
	5		18	25.7	33	17	39	11
Filipino	3		6	10.2	--	--	--	--
	4		8	12.1	--	--	--	--
	5		3	4.3	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		25	42.4	52	36	12	0
	4		27	40.9	48	11	30	11
	5		21	30.0	52	24	19	5
Native Hawaiian or Pacific Islander	3		2	3.4	--	--	--	--
	4		2	3.0	--	--	--	--
	5		2	2.9	--	--	--	--
White	3		4	6.8	--	--	--	--
	4		4	6.1	--	--	--	--
	5		8	11.4	--	--	--	--
Two or More Races	3		3	5.1	--	--	--	--
	4		3	4.5	--	--	--	--
	5		3	4.3	--	--	--	--
Socioeconomically Disadvantaged	3		45	76.3	33	40	16	11
	4		50	75.8	64	16	16	4
	5		48	68.6	44	19	29	8
English Learners	3		20	33.9	60	30	5	5
	4		18	27.3	78	11	6	6
	5		9	12.9	--	--	--	--
Students with Disabilities	3		9	15.3	--	--	--	--
	4		9	13.6	--	--	--	--
	5		8	11.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	59	58	98.3	47	36	16	2
	4	66	66	100.0	44	38	17	2
	5	70	66	94.3	38	53	5	5
Male	3		34	57.6	50	41	9	0
	4		27	40.9	44	37	15	4
	5		34	48.6	35	50	9	6

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		24	40.7	42	29	25	4
	4		39	59.1	44	38	18	0
	5		32	45.7	41	56	0	3
Black or African American	3		8	13.6	--	--	--	--
	4		9	13.6	--	--	--	--
	5		10	14.3	--	--	--	--
Asian	3		11	18.6	9	55	27	9
	4		13	19.7	0	46	46	8
	5		18	25.7	22	56	17	6
Filipino	3		6	10.2	--	--	--	--
	4		8	12.1	--	--	--	--
	5		3	4.3	--	--	--	--
Hispanic or Latino	3		25	42.4	60	28	12	0
	4		27	40.9	48	44	7	0
	5		22	31.4	45	50	0	5
Native Hawaiian or Pacific Islander	3		2	3.4	--	--	--	--
	4		2	3.0	--	--	--	--
	5		2	2.9	--	--	--	--
White	3		3	5.1	--	--	--	--
	4		4	6.1	--	--	--	--
	5		8	11.4	--	--	--	--
Two or More Races	3		3	5.1	--	--	--	--
	4		3	4.5	--	--	--	--
	5		3	4.3	--	--	--	--
Socioeconomically Disadvantaged	3		45	76.3	42	42	16	0
	4		50	75.8	54	38	8	0
	5		48	68.6	38	52	4	6
English Learners	3		20	33.9	70	25	5	0
	4		18	27.3	33	56	11	0
	5		9	12.9	--	--	--	--
Students with Disabilities	3		8	13.6	--	--	--	--
	4		9	13.6	--	--	--	--
	5		8	11.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Parents and the community are very supportive of the educational program at Monroe Elementary School. Parents may participate in the Parent Teacher Organization (PTO), School Site Council (SSC,) English Learner Advisory Committee (ELAC,) African American Parent Organization, and Dad's Club. Please see our website, www.gojamesmonroe.org to find out how to get involved or to see an updated calendar of meetings and events for James Monroe. You can also check our school website, www.slusd.us/Monroe for updated programming and opportunities.

Monroe Elementary School has several partnerships with local community organizations and businesses, including the Floresta Homeowners Association, North Face, Wells Fargo Bank, Washington Mutual, Pappa Murphys Pizza, and California Concepts.

Contact Information:

Individuals or businesses who wish to participate, sponsor, volunteer, or provide donations to Monroe Elementary School may contact the main office at (510) 618-4340.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern at Monroe Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to our Safety Plan and emergency preparedness. The School Site Safety plan was reviewed, discussed and updated by the SSC and by Monroe Elementary School Staff. It was presented and approved by the SSC on February 6th, 2014. The key elements of the School Site Safety Plan include anti-bullying policies and procedures, district discipline policies and documents, child abuse reporting procedures, sexual harassment policy, and a section devoted to emergency preparedness. Fire, earthquake, and intruder drills are conducted on a monthly basis throughout the school year. To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. All visitors to the campus are required to check in at the school's office and wear the proper identification badge at all times.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.51	1.62	1.13
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	7.65	7.62	5.90
Expulsions Rate	0.05	0.01	0.11
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2009-2010
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	100.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	19	23	23	1	1	1	2	2	3			
1	28	28	27				2	2	2			
2	29	27	28				2	2	2			
3	23	23	26	1	1		2	2	2			
4	23	32	25	1		1	1	2	2			
5	24	31	26	1		1	2	2	2			
Other		12			2							

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)	0
Psychologist	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	4
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.

Professional Development provided for Teachers

Teachers and staff at James Monroe Elementary are continually working to improve their practice. The District supports staff development through three Professional Growth Days each year. This year at the site level we are working to consistently implement English Language Development instruction and Academic Language Development through the use of GLAD strategies, and regrouping students based on their language level/needs. Additionally we meet monthly for 90 minute meetings to work on issues such as implementing the Common Core State Standards, equity, discipline, English Language Development, safety procedures/emergency preparedness, etc..

Teachers meet weekly for 45 minutes in Professional Learning Communities to discuss best practices and examine data and collaborate to ensure mastery of essential standards for all students.

Teachers receive support from District coaches who work to improve daily teaching practices, provide support for teachers to reflect and stay current with technology, implement the best teaching strategies and District curriculum, as well as other areas of need. The principal visits classrooms regularly, providing feedback to support teachers as they are continuously improving.

For our newer teachers, staff development is supported by BTSA (Beginning Teachers Support and Assessment.)

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$42,315
Mid-Range Teacher Salary		\$66,451
Highest Teacher Salary		\$85,603
Average Principal Salary (ES)		\$105,079
Average Principal Salary (MS)		\$111,005
Average Principal Salary (HS)		\$121,310
Superintendent Salary		\$189,899
Percent of District Budget		
Teacher Salaries	47%	39%
Administrative Salaries	6%	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

- Federal, ECIA/ESEA/IASA (Title I)
- K-5 Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Special Education Master Plan
- Instructional Materials
- ROC/P Entitlement
- Supplemental Counseling
- Gifted & Talented Pupils
- School & Library Improvement Program
- Special Education Transportation
- School Safety & Violence Prevention
- Title II Teacher Quality
- Title III English Learners
- Federal, Special Education, Entitlement per UDC
- Vocational and Applied Technology Education Act / California Partnership Academy
- Vocational and Applied Technology Education Act / California Partnership Academy
- CAHSEE
- 21st Century
- Homeless Children
- Medi-Cal Billing
- Gear up
- After School Safety
- Mental Health
- QEIA

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, the county, and the state. 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,765	\$521	\$4,245	\$80,701
District	♦	♦	\$4,333	
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-2.0	7.4
Percent Difference: School Site/ State			-23.3	20.3

* Cells with ♦ do not require data.