



# Cleveland Elementary

20 E. Fulton St. • Stockton, CA 95204 • (209) 933-7165 • Grades K-8

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<https://www.stocktonusd.net/Cleveland>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### District Governing Board

Cecilia Mendez  
AngelAnn Flores  
Kathleen Garcia  
Lange Luntao  
Maria Mendez  
Scot McBrian  
Candelaria Vargas

#### District Administration

John E. Deasy, Ph.D.

#### **Superintendent**

Dr. Reyes Gauna

#### **Assistant Superintendent of Educational Support Services**

Craig Wells

#### **Assistant Superintendent of Human Resources**

Sonjhia Lowery

#### **Assistant Superintendent of Educational Services**

### Principals Message

Welcome to Cleveland Elementary School, home of the C.U.B.S., Cleveland University Bound Scholars!

#### School Goals

- \*Raise All Student Achievement
- \*Ensure a Safe & Positive Environment
- \*Effective Use of Direct Interactive Instruction (DII)

#### Mission

Cleveland Elementary School staff and community provides a high level, standards-based education ensuring all students achieve their full academic potential and become responsible, respectful citizens and leaders in a global society.

#### Vision

Our vision is to ensure that all students are Career ready, University bound scholars, who Become life-long learners, Striving for success.

Cleveland Elementary School has a clear academic mission, focused on students' mastery of the common core state standards. Our staff is committed to implementing the core instructional programs with fidelity and utilizing effective research-based strategies to improve student achievement. We hold high expectations for students' academic success and believe that all students should be provided with high level, rigorous and challenging learning experiences. Our enrichment programs consist of Accelerated Reader (AR), Mathematics Engineering Science Achievement (MESA), Advancement via Individual Determination (AVID), Peer Leaders Uniting Students (PLUS), PBIS, Tiger Pride, Club LIVE, Chase your Dreams, and Music. Programs to assist academically at-risk students are provided through our strategic support time and curriculum, reading intervention program, Special Education Resource support, extended day tutoring, Migrant Education Services, Rosetta Stone and STEP UP after school program.

Cleveland Elementary School staff strives to build strong partnerships with our families and neighborhood organizations. We encourage all parents to become active partners in their child's education. Through a combined effort, we can prepare students to become lifelong learners and productive members of our community. We believe in our C.U.B.S., the Cleveland University Bound Scholars!

Heidi Mohammadkhan, PRINCIPAL

## 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	99
Grade 1	80
Grade 2	73
Grade 3	79
Grade 4	87
Grade 5	83
Grade 6	78
Grade 7	94
Grade 8	66
<b>Total Enrollment</b>	<b>739</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.8
American Indian or Alaska Native	1.2
Asian	14.5
Filipino	1.4
Hispanic or Latino	59.1
Native Hawaiian or Pacific Islander	0.4
White	6.4
Socioeconomically Disadvantaged	84.8
English Learners	27.1
Students with Disabilities	11.1
Foster Youth	0.5

## 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			
Cleveland Elementary	16-17	17-18	18-19
With Full Credential	30	30	34
Without Full Credential	4	3	2
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Cleveland Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p><b>The textbooks listed are from most recent adoption:</b>      Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>K-8 Math, Algebra I &amp; Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p><b>The textbooks listed are from most recent adoption:</b>      Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>FOSS (Full Option Science System) Adopted in 2007</p> <p>CK-12 Earth Science Adopted in 2016</p> <p>CK-12 Life Science Adopted in 2016</p> <p>CK-12 Physical Science Adopted in 2016</p> <p><b>The textbooks listed are from most recent adoption:</b>      Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>K-5 California Studies Weekly Adopted in 2017</p> <p>6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017</p> <p><b>The textbooks listed are from most recent adoption:</b>      Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

### 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.

### Cleaning Process and Schedule

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 8/2/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Main Hallway Girls R/R: interior walls-paint, entrance door and frame-paint Multipurpose / Kitchen: under stage wood panels-sand and varnish, entrance doors and frames-paint, kitchen cabinets and walls-paint, interior doors and frames-paint, restroom floor dirty-clean RM-13: entrance and exit door and frames-paint, ceiling tile stain-replace, west cabinets-paint RM-20: entrance door and frame-paint, west cabinets-paint, south counter top and shelving-paint RM-7: interior walls-paint, west cabinets-paint Rm-9: west exit door and frame-paint, west counter top trim-repair, west cabinets-paint South Boys R/R: ceiling and walls-paint, tile floor by handicap stall -repair South Girls R/R: entrance floor tile missing-replace, interior closet door-replace and paint frame, sanitary napkin dispensers rusted-replace all
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Multipurpose / Kitchen: under stage wood panels-sand and varnish, entrance doors and frames-paint, kitchen cabinets and walls-paint, interior doors and frames-paint, restroom floor dirty-clean
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Main Hallway Boys R/R: entrance door and frame-paint

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/2/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Main Hallway Girls R/R: interior walls-paint, entrance door and frame-paint Multipurpose / Kitchen: under stage wood panels-sand and varnish, entrance doors and frames-paint, kitchen cabinets and walls-paint, interior doors and frames-paint, restroom floor dirty-clean RM-13: entrance and exit door and frames-paint, ceiling tile stain-replace, west cabinets-paint RM-20: entrance door and frame-paint, west cabinets-paint, south counter top and shelving-paint Rm-9: west exit door and frame-paint, west counter top trim-repair, west cabinets-paint
<b>Overall Rating</b>	<b>Fair</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	24.0	29.0	26.0	28.0	48.0	50.0
Math	18.0	21.0	20.0	21.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.0	24.7	19.8
7	34.1	12.9	4.7

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	477	469	98.32	28.57
<b>Male</b>	240	236	98.33	27.12
<b>Female</b>	237	233	98.31	30.04
<b>Black or African American</b>	65	65	100.00	13.85
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	71	71	100.00	46.48
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	286	279	97.55	27.60
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	29	29	100.00	34.48
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	405	401	99.01	26.68
<b>English Learners</b>	177	174	98.31	24.71
<b>Students with Disabilities</b>	35	34	97.14	5.88
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	477	473	99.16	20.72
Male	240	239	99.58	21.76
Female	237	234	98.73	19.66
Black or African American	65	65	100	4.62
American Indian or Alaska Native	--	--	--	--
Asian	71	71	100	43.66
Filipino	--	--	--	--
Hispanic or Latino	286	283	98.95	18.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	29	100	31.03
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	405	403	99.51	18.61
English Learners	177	175	98.87	20
Students with Disabilities	35	34	97.14	11.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2018-19)

Our school recognizes that parents and the community play an important role in the success and education of our students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement.

- Adult Education classes for GED and citizenship
- After School Programs
- Counseling
- English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- English as a Second Language for adults (ESL)
- Family Health Centers and programs when and where available
- Parent/Student conferences when possible
- Parent/Teacher organizations (PTA/PTO/PTC)
- School Readiness Program (ages 0-5)
- School Site Council (SSC)



The school believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Monitoring completion of student homework
- Monitoring and regulating television viewing
- Participating in the decision making process in school organizations and committees
- Planning and participating in activities at home that support classroom learning
- Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate should call the school's office or join us for one of the following activities:

Cleveland School hosts monthly Parent Coffee Hours and Mobile Farmers Market on the fourth Monday of each month from 8:00-9:00 a.m. in the multi-purpose room.

Cleveland School also offers a Family Literacy ESL class for all families of the Cleveland School community on Tuesday and Thursday mornings from 8:30 a.m.-10:30 a.m. in room 9.

The Cleveland PTA meets monthly to organize fundraising activities for students and families. Please look for the monthly reminder for meeting dates and times.

Cleveland Academic Meetings for Parents (CAMP) are held by grade levels on specific dates throughout the year.

Rotary Readers or volunteer to read to a class.

Nutrition Classes on Friday mornings at 8:00 a.m. in room 9.

#### 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

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, which was recently reviewed by the School Site Council in October 2018, helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Campus Security Assistants, yard duty supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The playground is safe for all students. Security cameras were installed last year and assist with safety and security of students and staff. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.9	4.3	5.0
Expulsions Rate	0.0	0.0	0.2
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	.02
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	.5
Social Worker	.12
Nurse	0.20
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	1.00
Other	2.00
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	24	21			2	8	8	8			
1	29	24	26				7	7	7			
2	27	28	24				7	7	7			
3	29	26	24		1	1	5	6	6			
4	27	24	26	1	1	1	7	6	6			
5	30	29	26	1			4	7	7	2		
6	24	25	25	2	3		4	4	7		2	
Other		8			2							

\* 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 primary staff development focus has been on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California and the related CAASPP state assessment implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. In addition, the district is offering on-going grade level content training for new teachers and teachers who need further support with implementing Units of Study. A three part English Language Development training is required for teachers who teach ELD.

Cleveland School teachers are focused on learning to work as a professional learning community in an effort to improve teaching and learning. We also continue to offer Technology Training after school presented by our site technology members. Professional development for ST Math, Compass Learning, and Illuminate is also presented to teachers. Cleveland teachers were trained to work as Data Teams by the administrators and coaches. Cleveland School teachers regularly collaborate by grade level teams to analyze data and plan instruction. Cleveland School was certified as an AVID Elementary and Secondary School. Many teachers attend AVID training throughout the year as well during the AVID Summer Institute. This year teachers in grades 3-5 have been attending Project Lead the Way training to begin our implementation of the program. Cleveland teachers are also receiving focused Math professional development working with A2Z Educational Consultants as a whole group and by grade level using the coaching cycle. Finally, 4-6 grade teachers are receiving professional development and piloting the Achieve 3000 Program to improve reading achievement.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

### 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8278.32	2407.37	5870.94	85581.68
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-5.5	21.7
Percent Difference: School Site/ State			-11.3	7.7

\* Cells with ◆ 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.