



Harrison Elementary School

3203 Sanguinetti Lane • Stockton, CA 95205 • (209) 933-7205 • Grades K-8

Christina Katen, Principal

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<http://www.stocktonusd.net/Harrison>

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



Stockton Unified School District

701 North Madison Street
Stockton, CA 95202
(209) 933-7000
www.stocktonusd.net

District Governing Board

Cecilia Mendez
Board Clerk, Area 1

AngelAnn Flores
Area 2

Kathleen Garcia
Board Vice President, Area 3

Lange Luntao
Board President, Area 4

Maria Mendez
Area 5

Scot McBrian
Area 6

Candelaria Vargas
Area 7

District Administration

John E. Deasy, Ph.D.
Superintendent

Nik Howard
**Interim Assistant Superintendent
of Human Resources**

MaryJo Cowan
**Assistant Superintendent of
Educational Support Services**

Sonjhia Lowery
**Assistant Superintendent of
Educational Services**

Dear Harrison Bear Families,

I am honored to serve as the proud principal of Harrison Elementary School and serve as your child's principal! I want you to know that I continue to look forward to getting to know every child and share in the excitement of their learning experiences each day. As the proud principal I will always advocate for every child. I commit to providing the best learning environment and growth opportunities to ensure that all students have the opportunity to fulfill their potential.

It is very important that your child attends school every day on time. Also, it is critical that your child is ready to learn and give their best effort every single day, because every day counts! It truly takes a strong family and school partnership to ensure our students are successful. So we will continue to grow together, work together, and hold each other accountable.

We will continue to work together to improve and grow in the areas of student achievement and attendance to achieve our mission and vision.

Harrison's Mission: "Learning is our core purpose."

Harrison's Vision : Harrison Elementary provides a well-rounded education including core subjects, technology, fine arts, athletic competitions, academic competitions and other opportunities to excel. Students exit the school performing at grade level or above and are prepared for academic and personal success at the next level.

Regards,

Christina Katen

Proud Principal

Familias de Harrison Estimado oso,

Tengo el honor de comenzar el principal orgullo de la escuela primaria Harrison y servir como su director. Quiero que sepas que sigo deseando conocer a todos los niños y compartir la emoción de su aprendizaje experiencias cada día. Como el orgulloso Director siempre abogaré por cada niño. Me comprometo a proporcionar las mejores oportunidades de crecimiento y medio ambiente para asegurar que todos los estudiantes tienen la oportunidad de satisfacer su potencial de aprendizaje.

Es muy importante que su niño asiste a la escuela cada día a tiempo. También, es muy importante que su niño está listo para aprender y dar su mejor esfuerzo cada día, porque cada día cuenta! Realmente tiene una familia fuerte y sociedad de la escuela para asegurar que nuestros estudiantes tienen éxito. Así que seguiremos creciendo juntos, trabajar juntos y rendir cuentas unos a otros.

Continuaremos trabajando juntos para mejorar y crecer en las áreas de asistencia para lograr nuestra misión y visión y logros de los estudiantes.

Misión de Harrison: "Aprender es nuestro objetivo fundamental".

Visión de Harrison : Harrison primaria proporciona una educación integral que incluye Materias básicas, tecnología, bellas artes, competencias atléticas, concursos académicos y otras oportunidades para sobresalir. Los estudiantes salir de la escuela realizar a nivel de grado o superior y se preparan para el éxito académico y personal en el siguiente nivel.

Saludos,

Christina Katen

Director orgulloso

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	93
Grade 1	76
Grade 2	93
Grade 3	56
Grade 4	69
Grade 5	70
Grade 6	67
Grade 7	63
Grade 8	92
Total Enrollment	679

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.7
American Indian or Alaska Native	0.4
Asian	10.8
Filipino	3.7
Hispanic or Latino	65.2
Native Hawaiian or Pacific Islander	1
White	7.8
Two or More Races	3.4
Socioeconomically Disadvantaged	80
English Learners	33.9
Students with Disabilities	13.8
Foster Youth	2.4
Homeless	4.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Harrison Elementary	17-18	18-19	19-20
With Full Credential	23	26	25
Without Full Credential	4	5	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1475
Without Full Credential	♦	♦	309
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at Harrison Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	2	0	0
Total Teacher Misassignments*	2	0	1
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 2019-20)

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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and Physical Science, Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 California Studies Weekly 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 2017 The textbooks listed are from most recent adoption: Yes 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)

Harrison School opened in 1950 and was remodeled/modernized in 1999. The school has approximately 697 students and 29 classroom teachers. There are 14 permanent classrooms, 16 portable classrooms, a multipurpose room, a library, and an administration building.

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.

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: 6/24/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Multipurpose Room: stage and steps-resurface and seal, interior walls-paint, interior doors & frames-paint, slop sink

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		closet-paint, north wall baseboard-replace North/west Boys R/R: entrance door& frame both sides-paint, windowsill repair-paint, partitions carved into-replace North/west Girls R/R: partitions carved into-replace, ceiling-paint, windowsill repair-paint, entrance door & frame both sides-paint P-20: entrance door&frame both sides-paint, ceiling tiles -replace some, carpet seams rip-replace carpet P-33: east wall data cable cap missing-replace, ceiling tiles stain -replace some RM-13: entrance door interior side-paint, wall by slop sink holes-fill in -paint, crack& worn floor tiles-replace some RM-9: entrance door & frame both sides-paint, cabinets and drawers-paint, walls-paint, ceiling tiles stained-replace some south/west boys R/R: partitions carved into-replace, wall tile holes-fill in, replace kick down
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	P-33: east wall data cable cap missing-replace, ceiling tiles stain -replace some
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	south/west Girls R/R: replace chalking around toilets,
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Kitchen: back screen door& frame -paint Multipurpose Room: stage and steps-resurface and seal, interior walls-paint, interior doors & frames-paint, slop sink closet-paint, north wall baseboard-replace North/west Boys R/R: entrance door& frame both sides-paint, windowsill repair-paint, partitions carved into-replace North/west Girls R/R: partitions carved into-replace, ceiling-paint, windowsill repair-paint, entrance door & frame both sides-paint P-20: entrance door&frame both sides-paint, ceiling tiles -replace some, carpet seams rip-replace carpet RM-13: entrance door interior side-paint, wall by slop sink holes-fill in -paint, crack& worn floor tiles-replace some RM-9: entrance door & frame both sides-paint, cabinets and drawers-paint, walls-paint, ceiling tiles stained-replace some
Overall Rating	Fair	

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	22	27	28	31	50	50
Math	16	19	21	21	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	13.0	4.3	5.8
7	14.9	10.4	3.0

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	391	390	99.74	26.67
Male	197	197	100.00	21.83
Female	194	193	99.48	31.61
Black or African American	31	31	100.00	32.26
American Indian or Alaska Native	--	--	--	--
Asian	40	40	100.00	35.00
Filipino	13	13	100.00	76.92
Hispanic or Latino	248	247	99.60	22.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	35	100.00	25.71
Two or More Races	17	17	100.00	29.41
Socioeconomically Disadvantaged	320	319	99.69	22.88
English Learners	181	180	99.45	16.67
Students with Disabilities	36	36	100.00	16.67
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	18	18	100.00	0.00

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	390	389	99.74	18.51
Male	196	195	99.49	19.49
Female	194	194	100.00	17.53
Black or African American	31	31	100.00	12.90
American Indian or Alaska Native	--	--	--	--
Asian	40	40	100.00	27.50
Filipino	13	13	100.00	30.77
Hispanic or Latino	247	246	99.60	17.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	35	100.00	17.14
Two or More Races	17	17	100.00	29.41
Socioeconomically Disadvantaged	319	319	100.00	17.87
English Learners	181	181	100.00	12.71
Students with Disabilities	35	35	100.00	22.86
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	18	18	100.00	0.00

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)

Harrison recognizes that parents and the community play an important role in the success and education of their students. We have established partnerships with community businesses and organizations to increase parent participation. Harrison offers multiple opportunities and programs to encourage parent involvement, including, but not limited to the following areas:

- Annual Teacher-Parent-Student Goal-Setting Conference
- Parent-Teacher Organization
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Annual Open House/Back to School Night
- Monthly Parent Coffee Hours
- Dental Services are provided several times per year
- Influenza Immunizations
- Nurse's services 1 days per week
- Student Assistance Program (SAP)
- STEP-Up After School Program
- Counseling services are available five days per week
- English Learner instruction and support (ELD and SDAIE)

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

- Encouraging daily student attendance at school
- Monitoring completion of student homework
- Monitoring and limiting television viewing and video games
- Participating in the decision-making process in school organizations and committees
- Planning and participating in Academic Parent-Teacher Team Meetings
- Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate should contact Harrison office (209) 933-7205.

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

Harrison School places a strong emphasis on providing a safe environment for all students, staff members, and the community. The school’s custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Table tops, door handles, sinks, and toilets are cleaned daily to maintain a healthy environment. During each vacation break, a deep cleaning process occurs. A site inspection checklist is completed quarterly by the head custodian and submitted to Risk Management, to ensure the site is safe and free from hazards.

A Comprehensive School Safety Plan, which is reviewed annually by the School Site Council, 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. Fire Drills are conducted with all staff and students on a monthly basis, with other emergency drills quarterly. In the event of a school emergency, the principal activates the Emergency Response Team, including notification of the appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district Readiness and Emergency Management for Schools (REMS) guidelines. Parents are contacted in a timely manner through the School Messenger message system to inform them of any important safety announcement.

Every effort is made to ensure students are monitored while on campus throughout the school day. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times. Harrison School is committed in assuring that our playgrounds are safe for all students. We have a full time assistant principal, a full time campus safety assistant, and four part-time playground supervisors to provide supervision before school, at recesses, and after school. Teachers also provide additional supervision during recesses and after school dismissal.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.0	5.3	7.2
Expulsions Rate	0.0	0.3	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

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*	679.0

* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.3
Other	2.0

* 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 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	21	2	8		22	2	8		20	3	7	
1	24	1	5		21	3	4		19	3	6	
2	23	2	4		22	2	4		20	3	6	
3	24	2	4		20	3	4		16	4	4	
4	25	2	4		25	2	4		26	2	1	3
5	24	2	4		23	2	4		24	2	4	
6	30		20		26	2	13		20	7	6	
Other**	14	2			27		2		14	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	3	3	3

The primary staff development focus was 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 in 2014-2015 and the related CAASP state assessment tested annually.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Teachers meet every 4-6 weeks for academic conferences with grade levels and life levels to focus on the key questions based on student needs and data. The teachers meet every other week for collaboration and use data to drive the discussion. Professional development opportunities are consistently offered to all staff.

On-going teacher support is provided through site-based Instructional Coaches, Program Specialist, staff PLC collaboration meetings, data team meetings, and academic conferences.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,710	\$48,612
Mid-Range Teacher Salary	\$75,625	\$74,676
Highest Teacher Salary	\$95,270	\$99,791
Average Principal Salary (ES)	\$127,877	\$125,830
Average Principal Salary (MS)	\$0	\$131,167
Average Principal Salary (HS)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	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

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

- Title I, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

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	\$7,859	\$2,050	\$5,809	\$76,242
District	N/A	N/A	\$6,928	\$75,370.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-17.6	4.5
School Site/ State	-26.5	-5.8

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.