

Robinson Elementary School

21400 Lindsay Drive • Trabuco Canyon CA, 92679 • (949) 589-2446 • Grades K-6

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



Saddleback Valley Unified School District

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District Governing Board

Suzie Swartz
Ginny Faye Aitkens
Dolores Winchell
Dennis Walsh
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District Administration

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Superintendent
Dr. Terry Stanfill
Assistant Superintendent, Human Resources
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Tammy Blakely
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Dr. Terry Petersen
Director, Elementary Education
Dr. Diane Lohrman
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School Description

Robinson Elementary School, a California Distinguished School, is committed to helping students achieve success and self-confidence by providing an outstanding academic program in a nurturing environment. Our students successfully completed the Smarter Balanced Assessment Consortium's test under the Common Core State Standards, the first test to be scored since the state's change from the California Standards Test. The information gained from our students' performance on this test will guide our instructional development. We look forward to these challenges as we are constantly seeking out and refining best practices.

Our vision is to provide the highest quality educational experiences to enable all students to become contributing members of society. Students are empowered with the technical skills to succeed in our evolving world, the ability to think and express themselves clearly, and the values necessary to be responsible citizens.

Robinson Elementary provides all children with experiences in the process of learning. The faculty teaches a standards-based curriculum that provides students the skills of reading, writing, mathematics and technology. The expanded core curriculum includes music, art, physical education, health, social sciences and science. These learning experiences allow for universal access that takes place in a setting providing a healthy balance between structure and spontaneity within an atmosphere which features outstanding physical resources. Accomplishments and performances in areas such as academics, the arts, community service, character development and citizenship are recognized.

We believe in:

- ~a challenging academic program
- ~fostering success at school
- ~providing a safe environment
- ~developing a sense of "family" at school
- ~responsive communication
- ~providing experiences in extra-curricular activities
- ~building good character through teaching high standards of behavior, responsibility and citizenship

Jonathan Kaplan, 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 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 (949) 589-2446 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	76
Grade 1	70
Grade 2	86
Grade 3	102
Grade 4	104
Grade 5	101
Grade 6	116
Total Enrollment	655

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	4.3
Filipino	1.2
Hispanic or Latino	16.3
Native Hawaiian or Pacific Islander	0.3
White	69.3
Two or More Races	7.2
Socioeconomically Disadvantaged	10.4
English Learners	6
Students with Disabilities	16
Foster Youth	0.3

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			
Robinson Elementary School	13-14	14-15	15-16
With Full Credential	23	26	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1195
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Robinson Elementary School	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	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* 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)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>High Point Basics Student Book Adopted 2004</p> <p>HM Reading: A Legacy of Literature Adopted 2004</p> <p>Holt Literature and Language Arts Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Math Expressions by Houghton Mifflin Harcourt Adopted 2014</p> <p>Go Math by Houghton Mifflin Harcourt Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Scott Foresman California Science K-5 Adopted 2008</p> <p>Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Reflections by Harcourt Adopted 2007</p> <p>World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school opened in 1994. We have more than 50 classrooms, a library, a multipurpose room, a computer lab, two resource specialist rooms, two classrooms for severely handicapped students, a science lab, a teacher workroom, and our school office. Our kindergarten classrooms have their own playground, and we replaced the equipment on the main playground nine years ago. A swing set was added to the kindergarten playground and put into use in 2011-2012.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11-2-15

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				Stained/damaged ceiling tiles, to be replaced by custodian
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				Burnt out light bulbs, custodian to replace.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Faucet drips, to be repaired by plumber.
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	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	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	68	61	44
Math	55	47	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	95	92	88	81	80	79	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	15.30	29.60	41.80

* 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	79
All Student at the School	88
Male	90
Female	86
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	80
White	89
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
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	100	93	93.0	11	18	28	42
	4	97	95	97.9	16	20	34	31
	5	103	97	94.2	11	19	38	31
	6	114	114	100.0	14	18	44	24
Male	3	100	50	50.0	10	18	36	36
	4	97	38	39.2	18	24	34	24
	5	103	46	44.7	13	22	37	28
	6	114	54	47.4	15	19	50	17
Female	3	100	43	43.0	12	19	19	49
	4	97	57	58.8	14	18	33	35
	5	103	51	49.5	10	16	39	33
	6	114	60	52.6	13	17	38	30
Black or African American	3	100	2	2.0	--	--	--	--
	5	103	1	1.0	--	--	--	--
	6	114	1	0.9	--	--	--	--
American Indian or Alaska Native	5	103	1	1.0	--	--	--	--

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
Asian	3	100	3	3.0	--	--	--	--
	4	97	6	6.2	--	--	--	--
	5	103	3	2.9	--	--	--	--
	6	114	4	3.5	--	--	--	--
Filipino	3	100	1	1.0	--	--	--	--
	5	103	1	1.0	--	--	--	--
	6	114	3	2.6	--	--	--	--
Hispanic or Latino	3	100	18	18.0	28	6	44	22
	4	97	15	15.5	27	27	20	27
	5	103	17	16.5	24	6	41	29
	6	114	13	11.4	8	31	38	23
Native Hawaiian or Pacific Islander	4	97	1	1.0	--	--	--	--
White	3	100	61	61.0	7	20	25	48
	4	97	71	73.2	15	18	39	27
	5	103	67	65.0	9	22	36	31
	6	114	78	68.4	15	17	47	19
Two or More Races	3	100	8	8.0	--	--	--	--
	4	97	2	2.1	--	--	--	--
	5	103	7	6.8	--	--	--	--
	6	114	15	13.2	0	13	47	40
Socioeconomically Disadvantaged	3	100	9	9.0	--	--	--	--
	4	97	10	10.3	--	--	--	--
	5	103	8	7.8	--	--	--	--
	6	114	14	12.3	29	21	36	14
Students with Disabilities	3	100	17	17.0	18	18	24	41
	4	97	14	14.4	29	21	29	21
	5	103	8	7.8	--	--	--	--
	6	114	19	16.7	37	26	21	16
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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	100	93	93.0	9	33	38	19
	4	97	95	97.9	15	32	34	20
	5	103	97	94.2	11	42	21	25
	6	114	114	100.0	11	26	29	34
Male	3	100	50	50.0	8	36	32	24
	4	97	38	39.2	16	34	34	16
	5	103	46	44.7	9	41	20	30
	6	114	54	47.4	17	22	20	41
Female	3	100	43	43.0	9	30	44	14
	4	97	57	58.8	14	30	33	23
	5	103	51	49.5	14	43	22	20
	6	114	60	52.6	5	30	37	28
Black or African American	3	100	2	2.0	--	--	--	--
	5	103	1	1.0	--	--	--	--
	6	114	1	0.9	--	--	--	--
American Indian or Alaska Native	5	103	1	1.0	--	--	--	--
Asian	3	100	3	3.0	--	--	--	--
	4	97	6	6.2	--	--	--	--
	5	103	3	2.9	--	--	--	--
	6	114	4	3.5	--	--	--	--
Filipino	3	100	1	1.0	--	--	--	--
	5	103	1	1.0	--	--	--	--
	6	114	3	2.6	--	--	--	--
Hispanic or Latino	3	100	18	18.0	22	28	44	6
	4	97	15	15.5	20	47	20	13
	5	103	17	16.5	24	41	24	12
	6	114	13	11.4	23	23	31	23
Native Hawaiian or Pacific Islander	4	97	1	1.0	--	--	--	--
White	3	100	61	61.0	3	36	36	25
	4	97	71	73.2	15	30	37	18
	5	103	67	65.0	9	46	16	27
	6	114	78	68.4	10	28	28	33
Two or More Races	3	100	8	8.0	--	--	--	--
	4	97	2	2.1	--	--	--	--
	5	103	7	6.8	--	--	--	--
	6	114	15	13.2	0	13	40	47

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
Socioeconomically Disadvantaged	3	100	9	9.0	--	--	--	--
	4	97	10	10.3	--	--	--	--
	5	103	8	7.8	--	--	--	--
	6	114	14	12.3	21	21	29	29
Students with Disabilities	3	100	17	17.0	12	35	35	18
	4	97	14	14.4	21	36	21	21
	5	103	8	7.8	--	--	--	--
	6	114	19	16.7	32	26	21	21
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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 are an integral part of our educational program. Our Parent Teacher Association (PTA) helps the school by raising funds to provide a fine arts program and a hands-on science lab called Destination Science. The PTA also provides funds for assemblies, to help with technology and for needs that arise throughout the year. More than 80 percent of Robinson families are members of our PTA. Our School Site Council, which includes parent members, approves our school's annual plan and some budget expenditures. The Robinson Elementary Education Foundation supports the music program. We log thousands of volunteer hours each year, helping in classrooms and events at the school. If you would like to volunteer at our school, you may contact your child's teacher, or call the office at (949) 589-2446.

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 district reviews our comprehensive safety plan each fall and spring. This plan establishes standards for safety and orderliness; rules and procedures, including guidelines for handling behavior problems and emergencies; dress code; and notification by teachers to parents about student disciplinary and safety concerns. We are fully equipped with food and water to shelter students and staff for up to 72 hours following a disaster. We practice monthly evacuation drills (duck and cover, and lockdown), as well as two disaster drills annually while working closely with the local fire and sheriff's departments to provide the safest school possible.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.57	0.15	0.29
Expulsions Rate	0.00	0.15	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.89	1.89	1.70
Expulsions Rate	0.11	0.18	0.15
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
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		66.7

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	28	31	29				3	2	2			1
1	28	27	27				2	3	2			
2	28	29	28				3	3	3			
3	29	30	25			1	3	3	3			
4	34	30	25			1	1	3		2		3
5	28	34	32				3	1	2		2	1
6	30	28	25	1	1	1		1	4	4	2	
Other	7	10	11	2	2	1						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4625
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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 participate in comprehensive training during district-sponsored staff training days and in onsite training sessions throughout the year. We meet as a staff twice a month for planning and training sessions. Teachers also meet in grade-level teams to review student work, plan instruction, and review teaching strategies.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$43,165
Mid-Range Teacher Salary	\$70,870	\$68,574
Highest Teacher Salary	\$95,849	\$89,146
Average Principal Salary (ES)	\$111,534	\$111,129
Average Principal Salary (MS)	\$120,491	\$116,569
Average Principal Salary (HS)	\$128,082	\$127,448
Superintendent Salary	\$279,692	\$234,382
Percent of District Budget		
Teacher Salaries	45%	38%
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

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

- * Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- * Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- * Provide appropriate, current instructional materials.
- * Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- * Support continued implementation of strategies for Designated and Integrated ELD.
- * Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- * Expand Advancement Via Individual Determination (AVID).
- * Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- * Expand Counseling Services.
- * Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4504.67	62.65	\$4,380	\$87,735
District	◆	◆	4442.01	\$78,959
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-1.4	13.3
Percent Difference: School Site/ State			-6.6	24.1

* Cells with ◆ do not require data.

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.