



STEAM Academy at La Presa

1001 Leland Street • Spring Valley, CA 91977 • 619.668.5720 • Grades 4-8

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<https://www.lmsvschools.org/steamacademy/>

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



La Mesa-Spring Valley School District

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District Governing Board

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Rebecca McRae, Board Vice President
Chardá Fontenot, Clerk
Megan Epperson, Board Member
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Superintendent
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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.

School Description

The STEAM Academy at La Presa is dedicated to the development of the academic and social needs of our students. With the support of our families and community, we are committed to cultivating the values of innovation, respect, discipline, and STEAM Academy "Pride" in all of our students. Our entire school maintains a focus around the curricular areas of Science, Technology, Engineering, Arts, and Math (STEAM).

The STEAM Academy Program in grades 4-6 is structured around a team of teachers at each grade level who share a group of students throughout the day. One teacher works with students in language arts and social studies while their team partner is able to focus on math and science. All 4th – 6th grade teachers engage students in a STEAM period centered around 21st century learning skills.

Our 7th and 8th grade students follow an 80-minute block schedule. In this schedule, students attend four 80-minute periods of humanities, science, math, and elective or PE courses a day along with a 30-minute Innovation or Advisory Support class period. With our 80-minute block scheduling, teachers are able to teach an in-depth curriculum to our benchmark (proficient and PACE (Program for Acceleration, Challenge, and Enrichment)) students while providing remediation and support for our strategic and intensive (two years or more below-grade level) students. Students are placed in language arts and math class specifically suited to their academic needs. By using data gathered from multiple assessment tools, students are able to move between levels based on teacher developed criterion. Students and parents can access student progress on a daily basis by using our Jupiter Grading System on-line. Students are scheduled in innovation classes based on STEAM program components in engineering, technology/media, biomedical, or the arts. However, for students who need intervention, they are instead placed in an Advisory Support classes in order to provide academic intervention in math, language arts, English Language Development (ELD), and study skills when needed.

In addition to a rigorous academic program targeted for the diverse needs of our students, we are also able to offer a variety of pathway elective courses such as media/technology, engineering/robotics, biomedical, band, choir, and dance. Our STEAM Academy at La Presa has a targeted education program for students designated at ELPAC (English Language Assessment for California) levels 1 and 2. In this program, students are taught ELD with an alternative curriculum using the most effective Guided Language Acquisition Design (GLAD) and Specially Designed Academic Instruction in English (SDAIE) strategies. A minimum of 30 minutes of ELD instruction is targeted for all students with ELPAC levels 1-4. The master schedule at our STEAM Academy provides common prep times between teachers of particular content levels. This 80-minute prep time each day allows the regular exchange of effective instructional and assessment practices.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 4 | 79 |
| Grade 5 | 113 |
| Grade 6 | 137 |
| Grade 7 | 331 |
| Grade 8 | 267 |
| Total Enrollment | 927 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 9.7 |
| American Indian or Alaska Native | 0.3 |
| Asian | 1.5 |
| Filipino | 4.7 |
| Hispanic or Latino | 69.5 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 9 |
| Two or More Races | 4.7 |
| Socioeconomically Disadvantaged | 82.1 |
| English Learners | 27.3 |
| Students with Disabilities | 16.4 |
| Foster Youth | 0.5 |
| Homeless | 4.7 |

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 STEAM Academy at La Presa | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 39 | 34 | 37 |
| Without Full Credential | 0 | 6 | 3 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for La Mesa-Spring Valley School District | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 516 |
| Without Full Credential | ♦ | ♦ | 25 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at STEAM Academy at La Presa

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 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)

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 | <p>TK, Houghton Mifflin-Harcourt, Journeys - Year Adopted 2009 K – 6th, McGraw-Hill, Wonders - Year Adopted 2016 K – 3rd, McGraw-Hill, Maravillas - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync - Year Adopted 2015</p> <p>Supplemental Instructional Materials: Cambrium Learning, Read Well - Year Adopted 2013 McGraw-Hill, Flex Literacy - Year Adopted 2017 McGraw-Hill, Wonder Works - Year Adopted 2016</p> <p>English Language Development TK, Hampton Brown, Avenues - Year Adopted 2011 K – 6th, McGraw-Hill, Wonders, English Language Development - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync, English Language Development - Year Adopted 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Mathematics | <p>TK – 5th, Houghton Mifflin-Harcourt, Expressions - Year Adopted 2015 6th College Board, Springboard - Year Adopted 2015 6th – 8th, College Preparatory Math - Year Adopted 2019</p> <p>Supplemental Instructional Materials: Moby Max - Year Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Science | <p>TK-5th, Pearson Scott-Foresman, California Science - Year Adopted 2007 6th – 8th, Holt, Rinehart & Winston, Holt California Science - Year Adopted 2007</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>TK – 5th, Pearson Scott-Foresman, History-Social Science for California - Year Adopted 2006 6th, Glencoe McGraw-Hill, Discovering our Past - Year Adopted 2006 7th – 8th, National Geographic, World History & US History - Year Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Foreign Language | <p>6th – 8th, Prentice Hall, Realidades - Year Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

This school is inspected continuously throughout the year by the Maintenance and Operations Department staff. Work orders are generated and repairs and/or maintenance is performed as required.

**School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 2019**

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

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 | 41 | 43 | 53 | 50 | 50 | 48 |
| Math | 39 | 38 | 40 | 38 | 38 | 37 |

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 | | | |

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 | 906 | 890 | 98.23 | 42.86 |
| Male | 492 | 484 | 98.37 | 36.65 |
| Female | 414 | 406 | 98.07 | 50.25 |
| Black or African American | 92 | 92 | 100.00 | 39.13 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 13 | 12 | 92.31 | 66.67 |
| Filipino | 47 | 45 | 95.74 | 75.56 |
| Hispanic or Latino | 625 | 616 | 98.56 | 37.72 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 80 | 78 | 97.50 | 56.41 |
| Two or More Races | 42 | 40 | 95.24 | 57.50 |
| Socioeconomically Disadvantaged | 779 | 764 | 98.07 | 38.79 |
| English Learners | 413 | 400 | 96.85 | 28.25 |
| Students with Disabilities | 164 | 163 | 99.39 | 11.73 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 42 | 42 | 100.00 | 0 |

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 | 906 | 899 | 99.23 | 38.15 |
| Male | 492 | 488 | 99.19 | 37.5 |
| Female | 414 | 411 | 99.28 | 38.93 |
| Black or African American | 92 | 92 | 100 | 28.26 |
| Asian | 13 | 12 | 92.31 | 75 |
| Filipino | 47 | 46 | 97.87 | 63.04 |
| Hispanic or Latino | 624 | 623 | 99.84 | 33.55 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 81 | 79 | 97.53 | 58.23 |
| Two or More Races | 42 | 40 | 95.24 | 50 |
| Socioeconomically Disadvantaged | 779 | 773 | 99.23 | 33.51 |
| English Learners | 412 | 408 | 99.03 | 25.74 |
| Students with Disabilities | 164 | 163 | 99.39 | 11.66 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 42 | 42 | 100 | 0 |

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)

At our STEAM Academy we invite and encourage parental support. During Back to School Night and our Open House, parents are actively recruited to become participants on our various leadership teams such as PTA and School Site Council (SSC). Classroom volunteers are always welcome with schedules and arrangements made through our STEAM Academy office. Our STEAM Academy has a very active English Learner Advisory Committee (ELAC) group that meets a minimum of four times a year to discuss issues pertinent to their child's success, as well as parent education opportunities. Once a year, parents are invited and encouraged to attend Parent/Teacher/Student conferences in order to meet and discuss student progress and/or concerns of either teacher or parents. We also host 'Coffee with the Principal' four times a year in the STEAM library.

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

Current site Comprehensive School Safety Plans (CSSP) are received by the district each year and are approved by the La Mesa-Spring Valley School Board of Education. Each site's plan outlines systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and cessation. Each site has one teacher appointed as the school's Health and Safety Officer. This person and the site principal presented their School Safety Plans to their respective School Site Council for review and acceptance prior to submission to the Board of Education.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 11.2 | 10.2 | 12.4 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 4.3 | 4.0 | 4.6 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| 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* | 927.0 |

* 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 | .7 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | .5 |
| Other | .3 |

Average Class Size and Class Size Distribution (Secondary)

| Subject | 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* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ |
| English | 13 | 4 | | | 13 | 6 | | | 16 | 6 | | |
| Mathematics | 16 | 6 | | | 28 | 4 | 11 | 7 | 27 | 7 | 14 | 7 |
| Science | 30 | 2 | 15 | 8 | 31 | 3 | 9 | 16 | 31 | | 19 | 9 |
| Social Science | 29 | 2 | 10 | 5 | 30 | 3 | 7 | 7 | 30 | 2 | 9 | 6 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Professional learning in La Mesa-Spring Valley continues evolving to cultivate capacity and efficacy of teachers so that they can ensure high levels of learning for each and every student. In recent years professional learning has emphasized developing a common language around high quality teaching and learning and building collaborative cultures that promote high levels of learning for all students through professional learning communities. This work has included a deeper dive into content standards through the selection of essential standards and discussions around mastery and effective assessment. In response to student performance data and classroom observation, current professional learning focuses on aligning instruction to standards and student experience, with extra time and resources dedicated to mathematics and English learners.

New for the 2019-20 school year is our Blended Professional Development program which will offer online professional development options while still offering face-to-face professional development. Some of the professional learning that we will offer includes: Igniting ELD multi-year seminars where teachers learn and implement strategies for designated and integrated ELD and using formative assessment to guide standards-based instruction, Mindful Math where participants will develop deeper understandings of math teaching and how to enrich it while making the District math curriculum more accessible to their students, and ProAct, which teaches participants techniques they can use to deescalate a child's behavior. Additional professional development continues to address professional learning communities, curriculum adoptions, differentiation, special education, NGSS and effective integration of technology into instruction.

With professional learning communities as a foundation, professional development is approached from multiple angles to ensure that it is relevant, timely, and targeted to both student and teacher needs. Teachers meet weekly, as a grade level or discipline, to analyze student data and discuss best practices to address the needs of each and every student.

The district offers workshops and multiple-day seminars, after-school workshops, online courses, and one-on-one coaching and modeling. Select teachers also attend conferences and workshops offered through outside agencies. District staff also partners with principals providing professional development at site learning days and staff meetings.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$55,772 | \$45,741 |
| Mid-Range Teacher Salary | \$71,738 | \$81,840 |
| Highest Teacher Salary | \$103,837 | \$102,065 |
| Average Principal Salary (ES) | \$139,958 | \$129,221 |
| Average Principal Salary (MS) | \$135,888 | \$132,874 |
| Average Principal Salary (HS) | \$0 | \$128,660 |
| Superintendent Salary | \$225,239 | \$224,581 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 37% | 36% |
| Administrative Salaries | 4% | 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

- Title I - Basic Grant Special Education
- ASES - After School Education and Safety
- Title II Part A - Improving Teacher Quality
- Title III Part A - Limited English
- Lottery - Instructional Materials

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 | \$6,426.40 | \$418.52 | \$6,007.88 | \$90,277.00 |
| District | N/A | N/A | \$5,837.70 | \$86,058.00 |
| State | N/A | N/A | \$7,506.64 | \$82,663.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 2.9 | -1.4 |
| School Site/ State | -14.6 | 2.7 |

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.