

Kermit McKenzie Jr. High School

4710 West Main Street, P.O. Box 788 • Guadalupe, CA 93434-0788 • 805-343-1951 • Grades 6-8

Gabriel Solorio, Principal

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<http://www.mckenziejrhigh.com/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Guadalupe Union School District

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District Governing Board

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District Administration

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Dena Boortz

Director of Food Services

Alejandra Serrato Mora

ASES Program Supervisor

Samuel Duarte

Family Services Coordinator

Anne Rigali

Pupil Services Coordinator

School Description

MISSION STATEMENT:

"The Guadalupe Union School District will provide each student the academic and social skills that will assist them in becoming high school graduates as well as college and career ready, independent thinkers, lifelong learners, and responsible, productive members of society. We will educate students in a safe environment and in a continuing partnership with parents and community."

COMMUNITY DESCRIPTION

The Guadalupe Union School District (K-8) is located on the beautiful California Central Coast, approximately 70 miles north of Santa Barbara and 32 miles south of San Luis Obispo. The city which is situated in the northwest section of Santa Barbara County has a population of approximately 7,000 residents.

Guadalupe is located in the rural agricultural section of the greater Santa Maria Valley. Agriculture is the biggest industry in and around the city. Our district serves families of Guadalupe as well as families from the neighboring farms and ranches. Many of our students come from migrant families. Enrollment in October 2015, was 1,280 students in Kindergarten through 8th Grade. The student population is 96.8% Hispanic, 1.72% White, .47% Black, .55% Asian and .23% American Indian or Alaska Native, .0% Pacific Islander and .23% Other.

FROM THE PRINCIPAL

I would like to welcome you to the Kermit McKenzie Jr. High School Annual School Accountability Report Card and thank you for taking time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis of such pride with you. The opportunity to do so has presented itself in the form of compliance with Proposition 98, which identifies the School Accountability as a required component that every school in California must issue. The purpose of this report card is to afford you further insight into the quality educational program we offer.

It is the belief of Kermit McKenzie Junior High School that students can and will excel in an environment that is tailored to their evolving needs. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the stimulation and encouragement to accomplish such feats, but the means to do so as well.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together, we will continue to improve our effectiveness in educating the students of today, preparing them to become productive citizens of tomorrow. It is in light of this fact that we welcome any suggestions, ideas, or comments you may have.

Thank you for assisting Kermit McKenzie Jr. High School in making our students' experience here not only a memorable one, but also an enjoyable one that will last a lifetime.

Mr. Gabriel Solorio, 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 <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 principal or the district office.

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 6 | 137 |
| Grade 7 | 132 |
| Grade 8 | 153 |
| Total Enrollment | 422 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.2 |
| American Indian or Alaska Native | 0.2 |
| Asian | 0 |
| Filipino | 0 |
| Hispanic or Latino | 97.6 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 1.9 |
| Two or More Races | 0 |
| Socioeconomically Disadvantaged | 95.3 |
| English Learners | 43.6 |
| Students with Disabilities | 8.3 |
| Foster Youth | 0.2 |

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 | | | |
|---|-------|-------|-------|
| Kermit McKenzie Jr. High School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 20 | 20 | 20 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Guadalupe Union School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | ♦ |
| Without Full Credential | ♦ | ♦ | ♦ |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | ♦ |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Kermit McKenzie Jr. High School | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 0 | 2 |
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Guadalupe Union School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. Guadalupe Union School District held a Public Hearing on September 14, 2015, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, health, and visual and performing arts for use in the classroom and to take home. Textbooks in all subject areas are aligned with the Common Core State Standards and are selected from the state's most recent list of standards-based materials. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making textbooks used in the school the most current available.

The table displays information collected in January 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Textbooks and Instructional Materials Year and month in which data were collected: September 2015 | |
|--|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | 6th-8th - Study Sync- McGraw Hill - Adoption Year 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | 6th - 8th - Mathematics - CPM-adoption Year 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | 6th - 8th - Science - Prentice Hall - Adoption Year: 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | 6th - 8th - History/Social Science - Teacher's Curriculum Institute - Adoption Year: 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Health | Positive Prevention Plus (pilot 2017-2018) 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)

Kermit McKenzie Jr. High School sits on eleven acres. School facilities span 30,000 square feet, and include 18 classrooms, a media center, workout room, student services center, cafeteria, administrative offices, restrooms, and storage rooms.

The November 2016 election addressed the need for a school facilities bond, allowing for the construction of a new middle school to be built at the southeast corner of the new Pasadera Development Project, the addition of an eight classroom wing at the current site and upgrade of playfields. Guadalupe Union School District is experiencing the highest enrollment ever, increasing by over 80 students over the last three years. Developers have begun construction on a new housing development. During the course of the next several years as the new (800) homes are built, it is estimated that 448 new students will enroll in our district. It is estimated that each new residential unit will generate 0.6 students for grades kindergarten through eighth grade. Until the new housing development becomes a reality, and the district is able to build a new junior high school, adequate facilities will continue to be a challenge. The Guadalupe Union School District participates in the State Financial Hardship program which provides assistance for districts that cannot provide all or part of their local share for a School Facility project.

The district is using its reserves to accomplish much needed facility improvements and repairs. The entire facility was painted the Summer of 2016.

Future planned projects include pavement rehabilitation at Kermit McKenzie Junior High School, replacing the fields and irrigation.

MAINTENANCE REPAIR

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working are completed in a timely manner. A work order process is used to ensure efficient service and that emergency and safety related repairs are given the highest priority.

CLEANING PROCESS AND SCHEDULE

The district governing board has adopted cleaning standards for all schools in the district. All schools are cleaned daily. A summary of these standards is available at the school office of the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 21, 2017

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 20 | 22 | 18 | 18 | 48 | 48 |
| Math | 7 | 4 | 7 | 8 | 36 | 37 |

* 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 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 | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 20 | 33 | 22 | 35 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 7 | 19.3 | 34.8 | 23 |

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

| Group | Number of Students | | Percent of Students | |
|---|--------------------|-------------------|---------------------|------------------------|
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 125 | 122 | 97.6 | 32.8 |
| Male | 80 | 77 | 96.3 | 32.5 |
| Female | 45 | 45 | 100.0 | 33.3 |
| Hispanic or Latino | 119 | 116 | 97.5 | 31.0 |
| Socioeconomically Disadvantaged | 113 | 111 | 98.2 | 31.5 |
| English Learners | 37 | 35 | 94.6 | 8.6 |
| Students with Disabilities | 14 | 13 | 92.9 | 7.7 |
| Students Receiving Migrant Education Services | 14 | 14 | 100.0 | 28.6 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 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 | 430 | 428 | 99.53 | 22.43 |
| Male | 226 | 224 | 99.12 | 18.3 |
| Female | 204 | 204 | 100 | 26.96 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | 422 | 420 | 99.53 | 22.14 |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 407 | 406 | 99.75 | 22.41 |
| English Learners | 286 | 285 | 99.65 | 17.54 |
| Students with Disabilities | 38 | 38 | 100 | 13.16 |
| Students Receiving Migrant Education Services | 45 | 45 | 100 | 13.33 |
| Foster Youth | -- | -- | -- | -- |

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 2016-17 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 | 430 | 427 | 99.3 | 4.47 |
| Male | 226 | 223 | 98.67 | 3.62 |
| Female | 204 | 204 | 100 | 5.39 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | 422 | 419 | 99.29 | 4.56 |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 407 | 405 | 99.51 | 4.71 |
| English Learners | 286 | 284 | 99.3 | 3.89 |
| Students with Disabilities | 38 | 37 | 97.37 | 8.57 |
| Students Receiving Migrant Education Services | 45 | 44 | 97.78 | 0 |
| 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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of the education program at Kermit McKenzie Jr. High School. Parents and community members are welcome to visit the campus. Our school programs are enriched by contributions of local organizations as the local Kiwanis Club, Guadalupe Historical Society, local American Legion, etc.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, participating at curriculum nights, as well as attending school-wide events held throughout the year, including the annual Science Fair Night, quarterly Coffee with the Superintendent meetings, etc. Parents are kept abreast of school activities through Blackboard Connect announcements, principal's newsletters, school website, FaceBook, progress reports, report cards, and grade level parent conferences.

The Annual Science Fair gives students the chance to display their ingenuity and understanding of science to their parents and the community.

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

Kermit McKenzie Jr. High School is a closed campus. All visitors are required to sign in and wear visitor badges during their stay. During lunch, breaks, and before and after school, the principal and teachers supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate ill 187 (S 187) of 1997. The plan provides students and staff members a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: Current status of school crime, child abuse reporting procedures, disaster procedures, routine, and emergency policies related to suspension and expulsion, notification to teachers and sexual harassment policy, provision of a school-wide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 15.5 | 11.5 | 12.2 |
| Expulsions Rate | 0.2 | 0.2 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 6.9 | 5.1 | 5.3 |
| Expulsions Rate | 0.1 | 0.1 | 0.0 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| 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.

| 2017-18 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2005-2006 | 2009-2010 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 2 | |
| Percent of Schools Currently in Program Improvement | 100 | |

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | |
| Counselor (Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | 1.0 |
| Library Media Services Staff (Paraprofessional) | 1.0 |
| Psychologist | 1.0 |
| Social Worker | |
| Nurse | 1.0 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist | 1.0 |
| 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.

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| English | 20 | 20 | 22 | 7 | 10 | 7 | 9 | 10 | 10 | | | 1 |
| Mathematics | 30 | 25 | 25 | | 5 | 3 | 9 | 8 | 9 | 2 | | 1 |
| Science | 29 | 28 | 28 | | 2 | 1 | 8 | 7 | 8 | 1 | 1 | 1 |
| Social Science | 26 | 31 | 28 | 1 | | | 8 | 6 | 8 | 1 | 3 | 2 |

* 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

All training and curriculum development at Guadalupe Union School District revolves around AVID and newly adopted curriculum. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The district offered four staff development days where teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$46,355 | \$47,034 |
| Mid-Range Teacher Salary | \$74,880 | \$73,126 |
| Highest Teacher Salary | \$100,429 | \$91,838 |
| Average Principal Salary (ES) | \$127,805 | \$116,119 |
| Average Principal Salary (MS) | \$127,805 | \$119,610 |
| Average Principal Salary (HS) | | \$115,194 |
| Superintendent Salary | \$167,000 | \$178,388 |
| Percent of District Budget | | |
| Teacher Salaries | 38% | 37% |
| Administrative Salaries | 6% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Emergency Repair Programs, Common Core, AVID, Home-to-School Transportation, Special Education, Title I, Title II, Title III, Migrant Education, After School Education and Safety, After School Tutoring, Reading Intervention, Flexible Funding, Instructional Materials and Staff Development

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 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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$11,168 | \$1,134 | \$10,034 | \$76,897 |
| District | ♦ | ♦ | \$1,644 | \$76,897 |
| State | ♦ | ♦ | \$6,574 | \$74,194 |
| Percent Difference: School Site/District | | | 510.3 | 0.0 |
| Percent Difference: School Site/ State | | | 76.7 | 7.4 |

* Cells with ♦ do not require data.