

Winship Elementary School

4305 South Meridian Rd. • Meridian, CA 95957 • (530) 696-2451 • Grades K-8

Dr. Laurie Goodman , Principal

Laurieg@sutter.k12.ca.us

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

Winship-Robbins Elementary School District

4305 South Meridian Rd.
Meridian, CA 95957
(530) 696-2451
<http://winship-robbins.sutter.k12.ca.us>

District Governing Board

Hassen Mohsen - President
Janet Alonso - Clerk/VP
Dick Akin - Member
Leah Palmer - Member
Jamellh Mohsen - Member

District Administration

Dr. Laurie Goodman
Superintendent

School Description

Winship Elementary is a small rural school with high expectations for all students. At Winship Elementary, we are committed to celebrating the uniqueness of the individual and guiding each child to fulfillment of his or her potential. We believe all children can learn regardless of handicaps or limitations. We are committed to educating our students for positive and varied roles in society. We are a little country school with a big heart and an old-fashioned family-like environment. We have very small class sizes with highly qualified, credentialed teachers and offer individualized 1-on-1 attention from both teachers and aides. We continue to offer field trips, a drama program, and free bus transportation as well as a breakfast and lunch program.

Our goal is to provide educational experiences that will:

- Promote a literate student body
- Promote a responsible, confident attitude
- Establish an intrinsic need for lifelong learning
- Develop a strong sense of right and wrong
- Encourage students to accept new challenges and risk failure
- Encourage students to pursue academic excellence
- Teach students to value individual differences

The entire staff is dedicated to providing an environment that promotes and reinforces a safe and orderly campus so that each student can attain his or her potential. Consistent with our District Strategic Plan, each student and teacher has an individual list of goals to accomplish on a regular basis, updating them as necessary.

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 (530) 696-2451 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	5
Grade 1	4
Grade 2	2
Grade 3	4
Grade 4	4
Grade 5	2
Grade 6	1
Grade 7	3
Grade 8	3
Total Enrollment	28

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Hispanic or Latino	64.3
White	35.7
Socioeconomically Disadvantaged	75
English Learners	50
Students with Disabilities	3.6

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			
Winship Elementary School	13-14	14-15	15-16
With Full Credential	2		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Winship-Robbins Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Winship Elementary School	13-14	14-15	15-16
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	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	89.5	10.5
High-Poverty Schools	89.5	10.5
Low-Poverty Schools	0.0	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)

Both school sites within Winship-Robbins Elementary School District have sufficient and good-quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students have access to and are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Because of the changes in the Common Core Standards, our District teachers are adding expository texts to the current reading curriculum that we use. Some examples include publications such as Ranger Rick, Scholastic News, and online newspapers. Public hearings are held yearly; the most recent one was October, 2014.

Textbooks and Instructional Materials	
Year and month in which data were collected: 09/2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin (K-5) Adopted in 2003 Holt, Rinehart, and Winston (6-8) Adopted in 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	MacMillan/McGraw-Hill (K-6) Adopted in 2008 Glencoe/McGraw-Hill (7-8) Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Macmillan/McGraw-Hill (K-5) Adopted in 2007 Holt, Rinehart, and Winston (6-8) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Macmillan/McGraw-Hill (K-5) Adopted in 2007 Holt, Rinehart, and Winston (6-8) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Winship Elementary was rebuilt in 1997 following a flood in the area. The school offers a safe and secure campus where students, staff, and visitors are free from physical and psychological harm. The school provides up-to-date facilities and adequate space for students and staff. Winship Elementary is comprised of a music room, library, kitchen, large multipurpose room, and three classrooms. The school also enjoys a spacious playground with playground equipment, bars, and a tennis/volleyball court, as well as grassy fields for running, sports, and games. The school is surrounded by orchards and fields in a rural setting ten miles south of Meridian, the nearest town, and is in a lovely pastoral environment.

In the evenings and during the day, a maintenance and custodian team ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Winship to ensure that all classrooms and facilities are maintained to a degree of adequacy.

Winship Elementary School's work environment for students and staff reflects the standards of both our school and our community. District personnel inspect our school regularly. In addition, necessary repairs and maintenance are continuously being done to ensure a safe facility. As responsible members of the community, we take pride in our school environment by maintaining a clean and well-groomed campus.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/2014

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				Replace light fixtures in Bus Barn
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				Roof needs to be replaced
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], 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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 for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	33	31	44
Math	27	24	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.

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	30
All Student at the School	--
Male	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
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.

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	--	--	--	25	41	30	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.

**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	3	3	100.0	--	--	--	--
	4	3	3	100.0	--	--	--	--
	5	2	2	100.0	--	--	--	--
	6	2	2	100.0	--	--	--	--
	7	2	2	100.0	--	--	--	--
	8	3	3	100.0	--	--	--	--
Male	4		2	66.7	--	--	--	--
	5		2	100.0	--	--	--	--
	7		1	50.0	--	--	--	--
	8		3	100.0	--	--	--	--
Female	3		3	100.0	--	--	--	--
	4		1	33.3	--	--	--	--
	6		2	100.0	--	--	--	--
	7		1	50.0	--	--	--	--
Hispanic or Latino	3		3	100.0	--	--	--	--
	4		2	66.7	--	--	--	--
	5		1	50.0	--	--	--	--
	6		2	100.0	--	--	--	--
	8		1	33.3	--	--	--	--
White	4		1	33.3	--	--	--	--
	5		1	50.0	--	--	--	--
	7		2	100.0	--	--	--	--
	8		2	66.7	--	--	--	--
Socioeconomically Disadvantaged	3		3	100.0	--	--	--	--
	4		2	66.7	--	--	--	--
	5		2	100.0	--	--	--	--
	6		2	100.0	--	--	--	--
	7		2	100.0	--	--	--	--
	8		1	33.3	--	--	--	--
English Learners	3		3	100.0	--	--	--	--
	4		2	66.7	--	--	--	--
	5		1	50.0	--	--	--	--
Students with Disabilities	8		1	33.3	--	--	--	--
Students Receiving Migrant Education Services	5		1	50.0	--	--	--	--

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
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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	3	3	100.0	--	--	--	--
	4	3	3	100.0	--	--	--	--
	5	2	2	100.0	--	--	--	--
	6	2	2	100.0	--	--	--	--
	7	2	2	100.0	--	--	--	--
	8	3	3	100.0	--	--	--	--
Male	4		2	66.7	--	--	--	--
	5		2	100.0	--	--	--	--
	7		1	50.0	--	--	--	--
	8		3	100.0	--	--	--	--
Female	3		3	100.0	--	--	--	--
	4		1	33.3	--	--	--	--
	6		2	100.0	--	--	--	--
	7		1	50.0	--	--	--	--
Hispanic or Latino	3		3	100.0	--	--	--	--
	4		2	66.7	--	--	--	--
	5		1	50.0	--	--	--	--
	6		2	100.0	--	--	--	--
	8		1	33.3	--	--	--	--
White	4		1	33.3	--	--	--	--
	5		1	50.0	--	--	--	--
	7		2	100.0	--	--	--	--
	8		2	66.7	--	--	--	--

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		3	100.0	--	--	--	--
	4		2	66.7	--	--	--	--
	5		2	100.0	--	--	--	--
	6		2	100.0	--	--	--	--
	7		2	100.0	--	--	--	--
	8		1	33.3	--	--	--	--
English Learners	3		3	100.0	--	--	--	--
	4		2	66.7	--	--	--	--
	5		1	50.0	--	--	--	--
Students with Disabilities	8		1	33.3	--	--	--	--
Students Receiving Migrant Education Services	5		1	50.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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

It is a high priority at Winship Elementary to welcome and encourage parents to visit, volunteer, attend parent education sessions, and participate in decision-making meetings. Our school continues to look for and encourage parents to volunteer. Throughout the school year, a variety of opportunities are provided for parental involvement.

Community as well as parental involvement is seen through various committees and volunteers in school events.

Our SITE Council meets quarterly to discuss the needs of the school, to make suggestions regarding curriculum and/or expenditures, to make recommendations to the Board of Trustees, and to approve actions per the agenda. The committee consists of the Superintendent/Principal, two parents and two staff members as voting members. These meetings are well attended by parents and voting members.

The Winship Parents' Club meetings are held once a month. Parents meet to determine school needs and to discuss what they might do to help. The Parents' Club is generous of their time and resources. Through fundraising efforts, they have been able to sponsor many field trips, purchase costumes and props for our annual winter programs, support many evening events with refreshments, and assist during daytime events. They have also purchased items such as soccer goals, bleachers for the school grounds, and filled our library with wonderful new books. The most recent purchases have included a new piece of playground equipment as well as a new storage shed for smaller PE equipment.

For additional information about organized opportunities for parent involvement at Winship Elementary, please contact Dr. Laurie Goodman, Superintendent/Principal, at (530) 696-2451 or laurieg@sutter.k12.ca.us.

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

Winship Elementary is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

School Crime Assessment: Winship Elementary provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.

Child Abuse Reporting: Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.

Disaster Procedures: In order to ensure the safety of students and school personnel, the school safety committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a month and evaluated for effectiveness.

School Discipline: Winship Elementary has created a schoolwide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies or classroom presentations. Staff members consistently enforce the schoolwide standards.

Procedures to Notify Teachers of Dangerous Pupils: If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.

Sexual Harassment Policy: Winship Elementary strictly adheres to District policies that prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year in the Student/Parent Handbook and to employees in the Employee Handbook. Employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.

Schoolwide Dress Code: Winship Elementary believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process.

Safe and Orderly Environment: Winship Elementary believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, instructional aides, and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in November 2014.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	7.41	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.00	1.98	1.80
Expulsions Rate	0.00	0.00	0.00
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	N/A	Yes	Yes
Met Graduation Rate	N/A	N/A	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		1
Percent of Schools Currently in Program Improvement		100.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
Grade	2012-13	2013-14	2014-15	1-20			21-32			33+		
				2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	3	2	3	1	1	2						
1	3	2	4	1	1	1						
2	6	3	2	1	1	1						
3	3	6	4	1	1	1						
4		3	4		1	1						
5	3	1	2	1	1	1						
6	3	2	1	1	1	1						

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
Subject	2012-13	2013-14	2014-15	1-22			23-32			33+		
				2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.3
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	1.59
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

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. In 2011-12 we focused on strategies for teaching English Learners as well as planning implementation of our Strategic Plan goals. The District has a minimum student attendance day one day a month, seven times a year, at which all District teachers meet for staff development in the afternoon. Beginning teachers participate in BTSAs through the Tri-Counties BSA Induction Program as well as the Yolo-Solano BSA Induction Program. In 2010-11, there were 4.25 days and in 2011-12, there were 4.5 days dedicated for professional development. For 2012-13, 6.5 days were dedicated to professional development. Also in 2012-13, teachers were offered a day-long workshop in Explicit Direct Instruction. They spent two more full days before school started in training including Differentiated Instruction and instructional strategies for English Learners. There were also seven minimum days when, in the afternoons, teachers were given additional training in all of the above, plus working on the transition to the CA Common Core State Standards. We had additional days for individual coaching for English Learner strategies. In 2014-2015, the school district added two minimum days per month for professional development to support the common core implementation.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,000	\$39,948
Mid-Range Teacher Salary	\$45,000	\$57,401
Highest Teacher Salary	\$55,000	\$73,183
Average Principal Salary (ES)	N/A	\$94,578
Average Principal Salary (MS)	N/A	\$97,400
Average Principal Salary (HS)	N/A	
Superintendent Salary	\$130,000	\$112,657
Percent of District Budget		
Teacher Salaries	27%	35%
Administrative Salaries	8%	7%

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

Types of Services Funded

These programs and Supplemental Educational Services (SES) are provided at the schools either through categorical funds or other sources that support and assist students:

LCFF:

- Title I
- Title II
- Title IV
- Gifted and Talented Education (GATE) (funds are flexed into General Fund)
- School Safety and Violence
- School Library Block Grants (funds are flexed into General Fund)
- Class Size Reduction
- Response to Intervention

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9,060	2,336	6,724	43,174
District	♦	♦	6,724	
State	♦	♦	\$5,348	\$59,180
Percent Difference: School Site/District			0.0	0.8
Percent Difference: School Site/ State			25.7	-27.0

* Cells with ♦ do not require data.