



# Silverado Middle School

2525 Country Club Drive • Roseville, CA 95747 • (916) 780-2620 • Grades 6-8

Rich Knox, Principal

rknex@dcjesd.us

sm.drycreek.k12.ca.us

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



### Dry Creek Joint Elementary School District

8849 Cook Riolo Road  
Roseville, CA 95747  
(916) 770-8800  
www.drycreekschools.us

#### District Governing Board

Diane Howe  
Board Clerk

Tracy Pittman  
Board Member

Scott Otsuka  
Board President

Jeff Randall  
Board Member

Bill Schuetz  
Board Member

#### District Administration

Brad Tooker, Ed.D.  
Superintendent

Jim Ferguson  
Assistant Superintendent,  
Administrative Services

Sara Wegner  
Assistant Superintendent,  
Educational Services

Roger Van Putten  
Chief Business Officer

Bryan Wilke  
Director, Technology

Shaun Schondelmayer  
Director, Facilities,  
Maintenance/Operations, and  
Transportation

Sonia Moscatelli  
Director, Special Education

Jenn Lewandowski  
Director, Student Services and  
Community Engagement

Shea Seffens  
Director, Instruction & Professional  
Learning

Rebecca Toto  
Director, Human Resources

### Principal's Message

The programs at Silverado are rooted in the commitment to establish an educational program that meets the needs of students in transition from the self-contained classroom of elementary school to the departmentalized setting of high school. Our programs emphasize academic integrity while also making an emotional connection with students.

At Silverado Middle School we focus on the academic and developmental needs of students to ensure an intellectually stimulating learning environment where all learners experience the meaning of growth, achievement and high standards. We also provide a positive, sensitive and consistent environment, which promotes healthy physical, social and personal growth where students become independent critical thinkers who are prepared to meet the many and diverse challenges of responsible citizenship in the 21st century.

Silverado Middle School staff has high expectations academically and behaviorally for all students. Staff members at Silverado team together to promote positive self-esteem, self-motivation, acceptance of differences, cultural diversity, and a sense of responsibility in their students. Visitors to Silverado will see our vision in action by observing the positive interaction between adults and students, a focus on academics and programs encouraging student achievement, and involvement in our educational community.

### Silverado's Mission Statement

The mission of Silverado Middle School is to create and implement student-centered, engaging, standards-based programs ensuring high levels of learning for all students focused on meeting academic, personal and social needs.

### Vision Statement

Silverado Middle School, partnered with families and the community, provides a safe, positive and supportive environment where all students feel connected and are given meaningful and rigorous learning opportunities to develop academic, social/emotional and critical thinking skills.

### School Profile

Silverado Middle School is one of nine (9) schools in the Dry Creek Joint Elementary School District where imagination, creativity, and innovation are hard at work laying the intellectual foundation for all students. We specialize in opening students' minds to the possibilities that await them in their continued pursuit of academic achievement. Silverado is rich with opportunities in science, technology, engineering and the arts. Our classrooms are equipped with 21st century technology and staffed with professionals who know how to motivate and inspire our leaders of tomorrow. We are committed to educating the whole child and passionately believe that all students have the right to receive an excellent and equitable education.

Silverado Middle School enjoys the reputation of being a model middle school committed to high academic achievement, supported by students, parents, and staff. The school's rigorous academic program, with an emphasis on technology use in the classroom, enriched by a comprehensive exploratory program and student-centered environment, defines Silverado Middle School. Silverado continues to maintain the distinction of being a California Schools to Watch/Taking Center Stage model and has received its fifth re-designation as a California Schools to Watch/Taking Center Stage recipient. The school, which is located in Roseville, California, opened in July of 1999. Current sixth, seventh, and eighth grade enrollment total is 990 students.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	335
Grade 7	346
Grade 8	374
Total Enrollment	1,055

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.7
Asian	4.3
Filipino	2.7
Hispanic or Latino	22.2
Native Hawaiian or Pacific Islander	0.6
White	57.8
Two or More Races	9.4
Socioeconomically Disadvantaged	29.1
English Learners	4.4
Students with Disabilities	11.4
Homeless	1.2

## 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 for Silverado Middle	17-18	18-19	19-20
With Full Credential	51	50	49
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dry Creek Joint	17-18	18-19	19-20
With Full Credential	♦	♦	354
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Silverado Middle School

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 2019-20)

Dry Creek Joint Elementary School District held a Public Hearing on September 19, 2019, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment 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 for use in the classroom and to take home. In grades 6-8 each student receives a textbook available to keep at home and has a class set of textbooks to use at school. Online access to textbooks is also an available option for mathematics, English Language Arts/English Language Development (ELA/ELD), and History Social-Science in grades kindergarten through eight. Instructional materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at each school site, the district office, and in some cases online prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used in the school.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 19, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Study Sync - McGraw-Hill (Adopted 2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Pearson, California Digits @ 2014 (6-8) (Adopted 2014) Carnegie Learning, Carnegie Learning Integrated Mathematics I @ 2014 (8 Advanced/ High School Course) (Adopted 2014) Glencoe/McGraw-Hill, California Triumphs @ 2007 (Intervention Resource) (Adopted 2009) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Prentice Hall California Science Explorer: Focus on Earth, Life and Physical Science- Pearson Prentice Hall @ 2005 (Adopted 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	National Geographic World History - National Geographic (Adopted 2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	6-8 Teen Health - Glencoe/McGraw-Hill @ 2004 (Adopted 2006), Positive Prevention Plus @ 2017 (Adopted 2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Visual and Performing Arts	Arts Attack Program 6-8 The textbooks listed are from most recent adoption: No 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)

Silverado Middle was originally constructed in 1999. The design of Silverado Middle School works hand-in-glove with the instructional program. First, each grade level is housed in its own building complex, which promotes interdisciplinary teaming. Second, the design inspires a feeling of community and appreciation of the area's history. The exterior design and theme of the campus are based on the area's mining history. Comprehensive site inspections are conducted annually by the local fire department. In addition, site custodians and administrators conduct site inspections each month to ensure safety, cleanliness and overall maintenance. The district develops policies and procedures in regard to preparedness for fire, earthquake and other disasters. Evacuation drills are conducted and monitored by the local fire department. Routine and scheduled maintenance are conducted as needed and per product manufacturer's specifications. Site staff typically generate work orders using a web based work order system, which are addressed in an expedient manner. The district takes great efforts to ensure that all schools are clean, safe and functional. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Lights out in multiple classrooms. Work order submitted for repair.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Teacher work room door needs adjusting. Work order submitted for repair.
<b>Overall Rating</b>	<b>Good</b>	

## 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
<b>ELA</b>	61	65	59	60	50	50
<b>Math</b>	50	55	47	52	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
<b>Science</b>	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
<b>5</b>			

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. The 2018-19 PFT data has not been published by CDE. The SARCs are being posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

**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	1039	1023	98.46	64.81
Male	513	506	98.64	57.91
Female	526	517	98.29	71.57
Black or African American	24	23	95.83	56.52
American Indian or Alaska Native	--	--	--	--
Asian	44	44	100.00	79.55
Filipino	19	19	100.00	78.95
Hispanic or Latino	231	224	96.97	51.34
Native Hawaiian or Pacific Islander	--	--	--	--
White	604	599	99.17	69.62
Two or More Races	103	100	97.09	58.00
Socioeconomically Disadvantaged	325	318	97.85	53.77
English Learners	92	88	95.65	50.00
Students with Disabilities	111	105	94.59	19.05
Homeless	12	11	91.67	8.33

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	1039	1028	98.94	54.63
Male	513	508	99.03	55.05
Female	526	520	98.86	54.23
Black or African American	24	23	95.83	30.43
American Indian or Alaska Native	--	--	--	--
Asian	44	44	100.00	63.64
Filipino	19	19	100.00	73.68
Hispanic or Latino	231	226	97.84	41.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	604	601	99.50	59.20
Two or More Races	103	101	98.06	55.45
Socioeconomically Disadvantaged	325	321	98.77	40.13
English Learners	92	91	98.91	37.36
Students with Disabilities	111	106	95.50	13.33
Homeless	12	11	91.67	8.33

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)

Parents play important roles in Silverado Middle School through their active participation and involvement as volunteers on the School Site Council, through PTA, English Language Acquisition Committee (ELAC), District Health Committee, Parent Information Nights, student recognition programs, Monthly Book Exchange, helping out in the classrooms and special school events. Throughout the year a number of school/community events invite and attract parents and families to our campus.

Communicating with parents regarding the progress of their child is a top priority at Silverado Middle School. Parents are regularly informed of student progress through parent-teacher conferences, progress reports every sixth week into a trimester, report cards, Student Success Team meetings, IEP meetings, the tiers of our Response to Intervention, and student planners. Parents also have the ability to view their student's current grades and attendance using our online PowerSchool parent portal.

For additional information please contact Mr. Rich Knox, Principal, at 916-780-2620.

**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**

Safety of students and staff is a primary concern of Silverado Middle School. The school is always in compliance with the laws, rules, and regulations pertaining to emergency preparedness, hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, emergency drills, lockdown/barricade, secure school, and earthquake drills are conducted with staff and students throughout the school year. Information is communicated to staff through staff meetings and written communication. The School Site Safety Plan was reviewed and was approved in February 2019 by the School Site Council. Annual review is scheduled for February 2020 including a consultation with the local police department contact for a review of the school's safety plan.

Throughout the year, a number of initiatives, assemblies and ongoing programs educate students about bullying and ensuring a positive campus environment. School goals are written to monitor and assess the school's positive environment. Staff, counselors and administrators provide student services that enable students to have a connection to a caring adult on campus. Students are supervised before and after school by certificated staff/administration. During the school day, a caring, competent and well informed team of campus supervisors monitor students during lunch, in between classes and after school. There is a designated area for student drop off and pick up. Visitors must sign in at the front office using our 'Raptor' visitor identification system when visiting the school and indicate the reason for their visit. In addition, volunteers must complete the volunteer application form which is reviewed by administration and it is kept on file for the year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.7	5.7	2.8
Expulsions Rate	0.0	0.1	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.4	2.9	1.9
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*	527.5

\* 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	
Other	

\* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	12	15	4	28	4	16	7	29	1	23	1
Mathematics	7	7			27	4	14	9	30	1	20	3
Science	29	1	22	2	28	6	10	13	19	5	3	
Social Science	30	1	18	5	31	2	9	13	29	1	23	1

\* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

#### PROFESSIONAL DEVELOPMENT DAYS

Three-Year Data: 2016-17 (3 days), 2017-18 (3 days), 2018-19 (3 days)

For the past three years, the district has provided high quality, content and needs aligned professional learning to increase teacher effectiveness and student achievement. The district's vision for continuous improvement in student achievement drives our work.

The focus of the professional development district-wide is to increase the effectiveness of our core program, thus meeting the needs of all of our learners. The following have been a focus of our professional learning the last three years:

- California State Standards and Frameworks
- ELA/ELD, Mathematics, Next Generation Science Standards (NGSS), History/Social Science Framework, Physical Education
- English Language Development (ELD)
- Guided Language Acquisition Design (GLAD)
- Rigorous instructional practices and strategies
- Instructional Materials training
- Integrating technology in teaching and learning
- Critical literacy across content areas
- Content specific essential standards and assessment
- Special Education services
- Response to Intervention (RTI)

Professional learning has been provided through three designated work days, professional learning institute sessions, staff meetings, and job-embedded learning activities. The options provided through the designated days, cadre model, conference-style, instructional rounds, in-classroom modeling/demos, and after-school sessions has provided professional learning in a very flexible and accessible manner. In addition, five instructional coaches support our school sites on a daily basis with implementation of curriculum, modeling/coaching for teams/individuals, lesson development support, ELD support, and technology integration. Teacher responses on the surveys given following professional development have been positive.



#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,498	\$45,741
Mid-Range Teacher Salary	\$72,421	\$81,840
Highest Teacher Salary	\$96,887	\$102,065
Average Principal Salary (ES)	\$119,893	\$129,221
Average Principal Salary (MS)	\$130,559	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$224,251	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	36%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

In addition to general state funding, the Dry Creek Joint Elementary School District receives state and federal funding for the following categorical funds and other support programs:

Medi-Cal Administrative Activities  
 Medi-Cal Billing  
 Title I  
 Title 2, Part A Teacher Quality  
 Title 3, Immigrant  
 Title 3, Limited English  
 Lottery: Instructional Materials  
 Special Education  
 Special Education: Preschool  
 Special Education Mental Health  
 Gifted & Talented  
 Education Protection  
 Mandated Cost Reimbursement  
 Special Ed Mental Health

#### 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	6870.87	822.52	6048.35	94490.37
District	N/A	N/A	7522.73	\$81,141.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-21.7	16.4
School Site/ State	-16.3	15.5

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.