



Sierra Vista Elementary School

917 Olive Avenue • Madera, CA 93638-4845 • (559) 674-5879 • Grades K-6

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<https://www.madera.k12.ca.us/sierravista>

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



Madera Unified School District

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Superintendent Blue Pyramid

Jesse Carrasco **Area Assistant**

Superintendent Purple Pyramid

Oracio Rodriguez **Area Assistant**

Superintendent Red Pyramid

Arelis Garcia **Chief Financial Officer**

Babtunde Ilori **Executive Director of
Accountability and Communications**

Dr. Rebecca Malmo **Executive Director
of Student and Family Support Services**

Principal's Message

Our Motto, "Sierra Vista RAMS, climbing to the top", is heard throughout our school day.

We expect the best from our RAMS. Daily we review our mission, vision, and school values. Our RAMS school values are respectful, accountable, motivated, and self-disciplined. Our primary focus at Sierra Vista is to build and continue growing a vibrant school climate & culture.

We ensure that all of our school programs are successful for those that are in need of additional supports when needed.

Our goal is to instill an enthusiasm for lifelong learning and a sense of global awareness in each student, along with the necessary skills to prepare them for the challenges and changes which lie ahead. While we have established high standards for academic achievement and performance, our educational program has been created with an emphasis on the development of the whole person. We aim to provide the direction, counsel and support that each student needs to reach their full potential.

Mission Statement

Mission: A safe place where STUDENT LEARNING is our #1 priority.

Vision: Educating for a successful future.

Sierra Vista Values: RAMS

Respectful

Accountable

Motivated

Self-Disciplined

School Motto: Sierra Vista RAMS, climbing to the top!!!

School Profile (School Year 2019-20)

Sierra Vista Elementary is one of 28 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. During 2018-19, we had approximately 600 TK-6th grade students enrolled at Sierra Vista, with classes arranged on a traditional calendar.

Sierra Vista provided students and parents with student-friendly environment. We believe in engaging our parents in the education process. We have an on site Parent

Resource Center to assist parents with Citizenship, Parenting, and English classes. Also, we have an after school program to assist children in the areas of math, reading, science, technology, arts, and homework.

All of Sierra Vista's teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for an average of 45 minutes a day. Students are grouped by their language levels so that instruction can be targeted towards their specific areas of need. The emphasis is on oral language, listening, reading, writing, and thinking. Teachers evaluate students three to four times a year and monitor their progress. The results of these assessments help teachers determine what skills need to be taught or reviewed with 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
Kindergarten	116
Grade 1	104
Grade 2	74
Grade 3	92
Grade 4	68
Grade 5	89
Grade 6	67
Total Enrollment	610

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	1
Hispanic or Latino	96.2
White	1.3
Socioeconomically Disadvantaged	98.4
English Learners	60.5
Students with Disabilities	9.5
Foster Youth	0.7
Homeless	4.4

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 Sierra Vista Elementary	17-18	18-19	19-20
With Full Credential	21	29	29
Without Full Credential	5	4	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Madera Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	859
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at Sierra Vista Elementary 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)

Madera Unified held a public hearing on September 25, 2018, and determined that each school within the district had 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. Textbooks and supplementary materials are adopted according to a cycle developed by the California 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 the district office prior to adoption.

The table displays information collected in October, 2018 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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>K-1: Benchmark Education Company - Benchmark Advance: Step Up to Literacy</p> <p>2nd-6th: McGraw-Hill - California Wonders</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>6th: Big Ideas Learning - Big Ideas Math</p> <p>K-1: Houghton Mifflin/Harcour - California Math in Focus: Singapore Math</p> <p>2nd-5th: McGraw-Hill - My Math</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>6th: Holt, Rinehart, & Winston Holt California Earth Science</p> <p>K: Houghton Mifflin Houghton - Mifflin California Science</p> <p>1st-5th: MacMillan/ McGraw Hill - Macmillan/McGraw-Hill California Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>1st-3rd: Pearson - California History-Social Science: myWorld Interactive</p> <p>6th: Pearson - California History-Social Science: myWorld Interactive, Ancient Civilizations</p> <p>4th-5th: Teacher's Curriculum Institute - Social Studies Alive! California Series</p> <p>K: Teacher's Curriculum Institute - Social Studies Alive! California Series</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>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)

The main campus was built in 1952, with additional portables added over the years. Sierra Vista now consists of 35 classrooms, one State Preschool classroom, one SDC preschool, one Music/Band/PE classroom, one After school/Intervention classroom, a multipurpose room, a library, and administration offices.

All of the classrooms are in good repair, as is evidenced by our yearly Facility Report.

The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in August, 2019.

Playground space is adequate for the number of students we have, providing them with ample opportunity to be active during their recess times. There is adequate space for staff to work with students. Sierra Vista has an excellent, but small, school library.

Cleaning Process

The principal works daily with the custodial staff of 3 fulltime employees to ensure that the school is maintained to provide for a clean and safe school. They work a staggered shift schedule with one of them available on campus from 6:30 a.m. to 10 p.m. A three-person team from the district maintenance department services the larger maintenance needs about every six weeks. The district makes a great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of School Construction. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2018-19 school year the district allocated \$5,827.00 for deferred maintenance program. This represents 0.0062% of the district's general fund budget. The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in December 2019.

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
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	24	26	33	35	50	50
Math	21	21	23	22	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
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	24.7	33.7	21.3

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	321	316	98.44	26.27
Male	172	169	98.26	23.08
Female	149	147	98.66	29.93
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	307	302	98.37	26.16
White	--	--	--	--
Socioeconomically Disadvantaged	316	311	98.42	26.05
English Learners	248	247	99.60	25.91
Students with Disabilities	32	29	90.63	10.34
Students Receiving Migrant Education Services	19	19	100.00	42.11
Foster Youth	--	--	--	--
Homeless	16	16	100.00	0.00

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	320	316	98.75	20.57
Male	172	169	98.26	20.71
Female	148	147	99.32	20.41
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	306	302	98.69	21.19
White	--	--	--	--
Socioeconomically Disadvantaged	315	311	98.73	19.94
English Learners	248	247	99.60	20.24
Students with Disabilities	32	29	90.63	13.79
Students Receiving Migrant Education Services	19	19	100.00	36.84
Foster Youth	--	--	--	--
Homeless	16	16	100.00	0.00

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)

Sierra Vista Elementary greatly benefits from its supportive parents who assist us in creating a strong positive culture. The school has a strong base of parent volunteers who assist in a variety of ways at the school site. Parents are also welcome to join Parent Club, School Site Council, English Language Acquisition Committee, and Wellness Committee. The school also benefits from several community partnerships, including our Sierra Vista Cares partnership with the Health Department, First Five, Madera Action Agency, Camarena, and Cal Viva. The school also sponsors several community reach out events, such as Back to School evening, Walk to School Day, International Day Celebration, and Monthly Meet & Greet gatherings.

Parents help with special projects in the classroom and chaperone on field trips. All parents are invited and highly encouraged to attend Back-to-School Night in the fall, Open House during our International Day, and parent conferences at the end of the quarter. The Parent Club oversees all fundraising. Adult education offers parenting, citizenship, and language classes on our campus through the Community-Based English Tutoring (CBET) program.

We are also fortunate to have a Parent Resource Center on our campus that services all communities at large. It is the intent of the Parent Resource Center (PRC) to serve as a hub to provide academic enrichment opportunities to families of participating students from the following feeder schools: Millview, Washington, Chavez, MLK, Mt. Vista, and Eastin-Arcola. The PRC is a place where parents feel welcome and have a sense of belonging and are reassured that their ideas, concerns, and opinions are valued. The Parent Resource Center will work toward delivering the following core services:

- *Referrals/Resources
- *Parent Education
- *Information Dissemination
- *Parent Advocacy
- *Adult Education Classes & Workshops
- *Family Health & Wellness
- *Spanish Translation Assistance
- *Community Partnerships
- *Drop-in services for assistance

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 Sierra Vista Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The School Site Safety plan was last reviewed and updated on February, 2019 by the School Safety Committee/School Site Council. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held three times a drill.

All staff members on supervision duty are required to wear an orange vest, in order to be visible to students on the school grounds. Students are supervised before and after school by certificated staff and classified staff (including Administration). Certificated staff and classified staff (including Administration) supervise students during lunch. There is a designated area for student drop off and pick up. Visitors are required to sign in and out at the Sierra Vista Office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.8	5.1	2.2
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.5	6.6	6.5
Expulsions Rate	0.2	0.4	0.3

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*	1525.0

* 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)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	
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 (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	2	5		19	6			23		5	
1	26		5		22		3		26		4	
2	26		4		17	5			18	1	3	
3	25		5		24		3		22		4	
4	37			3	30		3		22		3	
5	37			3	33			2	30		3	
6	38			3	30		3		34		1	1
Other**									5	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	3

Staff members build teaching skills and concepts by participating in selected conferences and workshops throughout the year, then sharing their experiences and knowledge with their colleagues during Professional Learning Community Work time.

The School Site Council has approved all trainings and in-services. All trainings are aimed at supporting the goals outlined in the school site plan. District Academic Coaches assist with staff development for the 2018-19 school year. Topics for staff development during the 2018-19 school year include: Common Core State Standards (CCSS), English Language Learner (ELL) language objectives, Instructional strategies for all core subject areas, Math trainings and Technology. Each grade level participated in Common Core Grade Level Steering Committee meetings. The intent of these were to provide grade levels with a focus time to share best practices.

In addition, Grade level teams meet on a monthly basis site level grade level meetings are provides for site level PLC work. Grade levels are also provided with additional meeting a month to further their PLC work through a grade level generated agenda. Monthly staff meetings participate in site specific staff development focused on site specific initiatives.

Sierra Vista has school site initiatives based on our 3 goal areas.

- 1) English Language Arts: Reading literacy across content areas
- 2) Mathematics: Concepts and Procedures
- 3) English Learner: Close Reading (Comprehension)

In addition, District funds funds two teachers on special assignments (TSAs) that support staff development.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,794	\$51,374
Mid-Range Teacher Salary	\$72,980	\$80,151
Highest Teacher Salary	\$93,558	\$100,143
Average Principal Salary (ES)	\$121,113	\$126,896
Average Principal Salary (MS)	\$123,871	\$133,668
Average Principal Salary (HS)	\$128,170	\$143,746
Superintendent Salary	\$215,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	35%
Administrative Salaries	5%	5%

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

Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2017-18 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2017-18)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III, IV

DataQuest

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$1,984	\$1,017	\$966	\$66,784
District	N/A	N/A	\$5,345	\$74,582.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-138.8	
School Site/ State		

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.

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.