



# George Washington Elementary School

509 South Street • Madera, CA 93638 • (559) 674-6705 • Grades K-6

Adalberto Hernandez, Principal

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

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



### Madera Unified School District

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#### District Governing Board

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Brent Fernandes **Board Clerk**

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#### District Administration

Todd Lile **Superintendent**

Sandon M. Schwartz **Deputy  
Superintendent**

Sheryl Sisil **Assistant Superintendent of  
Educational Services**

Linda Monreal **Area Assistant  
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

Welcome to a new school year! I am very excited to be your principal! Our staff is dedicated to providing the best possible education for our children. As the year progresses, we encourage you to get to know the staff, the programs, and the activities we offer at Washington School. It is the goal of the staff at Washington to work with you to create a positive and challenging learning environment focused on developing the critical-thinking, problem-solving, and analytical skills our students will need to be successful.

Student success is a shared responsibility between the school staff, students and parents. Throughout the school year, we encourage you to become actively involved with your child's learning, share in celebrating your child's learning successes, and meet any challenges with determination and excitement and celebrate all that makes everyone special.

Parents are a vital part of the Washington School community. We very much appreciate the support that parents give their children at home as they strive to reach their learning goals. The foundation of a successful school is the cooperation between the students, staff, parents and community. We look forward to working with you and developing a relationship that will assist in the growth of our children.

Please feel free to contact me if you have any questions, comments, suggestions, or concerns. Thank you. Sincerely,

Adalberto Hernandez

[adalbertohernandez@maderausd.org](mailto:adalbertohernandez@maderausd.org)

### Mission Statement

#### Mission

George Washington Elementary is committed to ensuring academic and personal excellence for every student.

#### Vision

Our vision is to make sure all who enter our school will promote from 6th grade meeting or exceeding growth targets in ELA, Math, and Language, and with the Social Emotional skills and knowledge needed to be successful in middle school.

### Core Values (Guiding Behaviors)

A core value is a central belief clearly understood and shared by every staff member of the school community.

1. Believe in high expectations and strong work ethic for all.
2. Aim to meet all students academic and social emotional needs through differentiation.
3. Collaborate to serve students, families, and colleagues to foster growth.
4. Accountable for maintaining professional communication and behavior.

### School Profile (School Year 2018-19)

George Washington Elementary is one of 18 elementary/middle/ comprehensive high schools in Madera Unified School District. During 2017-18, 749 TK-6th grade students are enrolled at the school, with classes arranged on a traditional calendar.

**Advanced Learners:** Although we no longer have the GATE program (Gifted and Talented Education) that had been in the schools for years, we still work hard to provide opportunities for our advanced students. Based upon the California Assessment of Student Performance and Progress (CAASPP) scores and teacher recommendation, students in grades 3-6 are eligible to participate in several enrichment activities overseen by our certificated teachers and administration; such as the opportunity to compete in MUSD's sixth grade Mathletics competition, and the Teach 1 to Lead 1 leadership program.

**Special Education Program:** Washington is fully vested in the Center-Based Model of educating our special education students. These students are in the general education classroom for the majority of their day. They are provided support from a special education staff member during a portion of their time. They are also pulled out of the general education environment for more intense work as is determined appropriate by the special education teacher and based on the needs determined in each special education student's Individualized Education Plan (IEP). Washington has one full time special education teacher, and one full time and one part time special education aide to support our students.

**English Learner Program:** All of Washington's teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for 40-45 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. The District adopted a new ELA/ ELD curriculum to support our English Language Learners. Teachers progress monitor student progress in ELD with classroom assessments. The results of these assessments help teachers determine the English Language skills that need to be taught or reviewed.

### 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	111
Grade 1	102
Grade 2	112
Grade 3	104
Grade 4	93
Grade 5	119
Grade 6	87
Total Enrollment	728

**2018-19 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	0.4
Filipino	0.1
Hispanic or Latino	96
White	1.8
Two or More Races	0.3
Socioeconomically Disadvantaged	99.3
English Learners	69.5
Students with Disabilities	5.1
Foster Youth	0.5
Homeless	6.7

**A. Conditions of Learning**
**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for George Washington Elementary School	17-18	18-19	19-20
With Full Credential	34	30	31
Without Full Credential	3	5	5
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Madera Unified School District	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 George Washington 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.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: October 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	K-1 English Language Arts Benchmark Education Benchmark Advance: Step Up Company to Literacy 2nd-6th English Language Arts McGraw-Hill California Wonders K-1 English Language Development Benchmark Education Benchmark Advance: Step Up Company to Literacy 2nd-6th English Language Development McGraw-Hill California Wonders  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	6th Mathematics Big Ideas Learning Big Ideas Math K-1 Mathematics Houghton Mifflin/Harcourt California Math in Focus: Singapore Math 2nd-5th Mathematics McGraw-Hill My Math  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	6th Science Holt, Rinehart, & Winston Holt California Earth Science K Science Houghton Mifflin Houghton Mifflin California Science 1st-5th Science MacMillan/ McGraw Hill Macmillan/McGraw-Hill California Science  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>History-Social Science</b>	1st-3rd History/Social Science Pearson California History-Social Science: myWorld Interactive California History-Social 6th History/Social Science Pearson Science: myWorld Interactive, Ancient Civilizations 4th-5th History/Social Science Teacher's Curriculum Institute Social Studies Alive! California Series K History/Social Science Teacher's Curriculum Institute Social Studies Alive! California Series  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

George Washington Elementary was originally constructed in 1922 and is comprised of 33 classrooms, a multipurpose room/cafeteria, a library, a staff lounge, an RSP, a music room, two state preschool classrooms, an administration office, and three playgrounds. Recent school improvement projects involved relocating the front entrance gates so they could continue to support our closed campus and visitor policies that ensure student and staff safety and make the front of the campus inviting and welcoming for students, parents, and community members.

All of the classrooms are in good repair, as is evidenced by the positive Williams report that Washington receives yearly.

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. Washington has an excellent school library.

Cleaning Process

The principal works daily with the custodial staff of 3 full-time employees to ensure that the school is maintained to provide for a clean and safe school. The 3 full-time custodians work a staggered shift schedule so that one custodian is always available on campus from 6:30 a.m. to 9:00 p.m. A three-person team from the district maintenance department services the larger maintenance needs about every six weeks. The site custodians and district maintenance employees make 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

Each year Washington is inspected by the Madera County Office of Education as part of the Williams Settlement and continues to meet all requirements for a safe school. 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. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

#### 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.

**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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	
<b>Overall Rating</b>	<b>Poor</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
ELA	21	21	33	35	50	50
Math	15	12	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	15.3	11.0	10.2

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	405	401	99.01	20.70
Male	200	198	99.00	19.70
Female	205	203	99.02	21.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	389	386	99.23	21.24
White	11	11	100.00	9.09
Socioeconomically Disadvantaged	402	398	99.00	20.35
English Learners	346	342	98.84	21.05
Students with Disabilities	27	26	96.30	0.00
Students Receiving Migrant Education Services	28	28	100.00	28.57
Foster Youth	--	--	--	--
Homeless	28	28	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	405	402	99.26	11.69
Male	200	198	99.00	14.65
Female	205	204	99.51	8.82
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	389	386	99.23	11.92
White	11	11	100.00	9.09
Socioeconomically Disadvantaged	402	399	99.25	11.53
English Learners	346	343	99.13	11.95
Students with Disabilities	27	26	96.30	0.00
Students Receiving Migrant Education Services	28	28	100.00	10.71
Foster Youth	--	--	--	--
Homeless	28	28	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)

George Washington Elementary greatly benefits from its supportive parents who are involved in their children's' education by keeping in contact with the school on a regular basis. Parents are encouraged to join our English Language Advisory Committee, School Site Council, Parent-Teacher Organization, Migrant Parent Advisory Council, and participate in English/Spanish literacy, computer literacy, and parenting/school involvement workshops/classes in our Parent Resource Center. The school also benefits from community partnerships with the Madera Police Department (reading to students in the classroom and the G.R.E.A.T. program), North Star Photography, and the Nishimoto family.

### 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 George Washington 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 in March 2019 by the School Site Council. All revisions were communicated to 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 monthly basis throughout the school year. Lock down drills are held twice a year. Students are supervised before and after school and during break periods by certificated staff and administration. Classified staff and administration supervise students during lunch. There are designated areas for student drop off and pick up. Visitors sign in as they enter the school through the front and rear entrances, as well as the office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.6	2.1	2.3
Expulsions Rate	0.0	0.0	0.0

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*	728.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.5
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	22		6		18	6			22		5	
1	23		5		23		5		26		4	
2	21		5		22		5		22		5	
3	26		5		25		4		26		4	
4	32		3		31		4		47		3	1
5	36			3	32		2	1	42		4	1
6	31		3		34			3	35		4	1
Other**									31		1	

\*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

Student achievement data is used to determine the areas of focusing for building teacher efficacy and teaching practices. Teachers participate in school site, district level, and off campus professional development workshops throughout the year, then share their experiences and knowledge with school site colleagues. The district dedicated 3 staff development days to provide advance the learning of our teachers and support staff and enhance their teaching and support practices. Topics for staff development during the 2018-19 school year included: Professional Learning Communities, data analysis, English Language Development, Thinking Maps, Write from the Beginning, classroom management, Next Steps Guided Reading assessment, Balanced Literacy, effective instructional practices, and Math standards, progressions, curriculum, assessment, research based instruction, lesson planning, and intervention/extension.

#### 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/](http://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, and IV

#### 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	\$1,010	\$643	\$367	\$60,730
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	-174.3	
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.