

BRIER ELEMENTARY SCHOOL

39201 Sundale Drive • Fremont, CA 94538 • (510) 657-5023 • Grades K-6

Julie Williams, Principal
jwilliams@fusdk12.net
www.fremont.k12.ca.us

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



Fremont Unified School District

4210 Technology Drive
Fremont, CA 94538
(510) 657-2350
www.fremont.k12.ca.us

District Governing Board

Desrie Campbell

Larry Sweeney

Ann Crosbie

Michele Berke, Ph.D.

Dianne Jones

District Administration

Kim Wallace, Ed.D.
Superintendent

Marcus Battle
Associate Superintendent

Debbie Ashmore
**Assistant Superintendent,
Instruction**

Raul M. Zamora, Ed.D.
**Assistant Superintendent, Human
Resources**

School Description

Welcome to Brier Elementary School, proud home of the Broncos. This School Accountability Report card shares with the community our efforts to meet the district mission of ensuring all students are college and career ready. Located in the heart of Fremont, Brier Elementary houses over 600 students from many different cultures. As of the 2019-20 school year, our school serves students in transitional kindergarten through fifth grade, as our sixth graders moved to Walters Middle School. It is the vision of our community that Brier's scholars will be well equipped socially, emotionally, and academically to become lifelong learners and successful members of their community. Our students will leave prepared for the 21st century with the following habits for success: They Will...have pride, be resourceful and creative, be collaborative learners, show digital citizenship, take initiative, and emulate the Eight Great Traits! We exist as a community to ensure high levels of learning for all students in a safe and positive environment. In 2016, Brier Elementary was proud to have received state recognition as the recipient of both the California Gold Ribbon Award and the California Title I Academic Achievement Award.

Our mission and vision are carried out through building a culture of professionals where the focus is centered on student learning. Our professional learning teams participate in collaborative meetings where teachers plan for the educational needs of ALL students. We are a school where staff, students, parents, and community members are valued and work together to maintain a culture where we hold ourselves accountable for the success of every child. Our highly trained and devoted teachers are competent at setting rigorous academic goals for all students and are steadfast in working with them to achieve those goals. In preparing our students with 21st-century skills, we have invested in Chrome book carts and a flex/computer lab to expose each of our students to technology daily and strive to create responsible digital citizens. All devices house the latest research-based software in English language arts and mathematics. Our library continually purchases new books to expose our students to a variety of genres that are aligned to the Common Core State Standards.

Brier is a high needs school that receives LCAP supplemental funding to provide targeted supports and resources to unduplicated students. These funds are used in a variety of ways to provide intervention and technology to assist our students in mastering the grade level standards and preparing them with 21st-century skills needed to be competitive in a global market. We offer before, during and after school interventions in the areas of math, English language arts and computer skills. We are fortunate to partner with the city of Fremont to provide the Extended Learning Program for 90 third through fifth graders. This program is funded through the California Proposition 49 and offers enrichment, physical activity, and homework support.

We continue to use our character education program entitled Project Heart, Head, Hands (H3) as well as the Scholarly Habits and Restorative Practices. H3 helps students to develop positive character and decision-making skills. Our character education and service projects have focused on learning about children with leukemia and fundraising on their behalf and this year, assembling over 10,000 food kits through Kids Against Hunger and providing funds for Make a Wish foundation through letter writing. Over the last five years, our students have written over 55,000 letters for the Make a Wish foundation, earning nearly \$55,000 to make children's wishes come true. The Scholarly Habits help students focus on the lifelong traits of persevering through challenges, striving for excellence, and being prepared. To complement these programs, our school is working on having a Growth Mindset where students and staff focus on the power of yet and having the grit to persevere. For many years, Brier has received a grant from the Safe Routes to School. This grant focuses on the importance of taking care of our environment by opting to walk, roll or carpool to school. We sponsor Walk and Roll to School Days, Bike to School Day, the Golden Sneaker contest and the Bike Mobile. As enrichment, we offer Young Rembrandts, Math Olympiad and Young Engineers to challenge students' minds.

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	137
Grade 1	109
Grade 2	113
Grade 3	80
Grade 4	84
Grade 5	101
Grade 6	93
Total Enrollment	717

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.6
Asian	48.1
Filipino	8.1
Hispanic or Latino	30
Native Hawaiian or Pacific Islander	0.8
White	7.1
Two or More Races	2.1
Socioeconomically Disadvantaged	41.3
English Learners	34.2
Students with Disabilities	8.9
Homeless	1.1

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 the School	17-18	18-19	19-20
With Full Credential	33	33	28
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

For the District	17-18	18-19	19-20
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions

For the School	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	2	0

Notes:

- "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)

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/13/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark/Adelante, Benchmark Education Adopted 2018</p> <p>Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer & Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014</p> <p>Big Day for PreK, Scholastic Adopted 2012</p> <p>Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Mystery Science Adopted 2016</p> <p>California Science, Houghton Mifflin Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>History-Social Science for CA, Scott Foresman Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Rights, Respect, Responsibility (3 R's) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes 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 Brier Elementary campus opened in 1965 and rests on over seven acres. Our site consists of three large baseball fields for community use, Glankler Special Education Preschool/California Children's Services, onsite daycare, and Brier Elementary School. Our site capacity is 772. Brier has 26 regular education classrooms, one science lab, a flex room, resource room, library, multi-use room with basketball facilities, and an administration building. We have three playgrounds along with basketball courts, ball walls, benches, peepholes, and front fencing. Our stage was remodeled in the spring of 2008, and our blacktop was resurfaced in the summer of 2009. We have a large covered area for student dining.

The school has undergone two major renovations, one in 1999 and again in 2005. Modernization included handicapped access, remodeled student restrooms, new furnaces, air conditioning, new roofing, paint, electrical upgrades, flooring, earthquake retrofitting, and a new student drop-off parking lot. Additional exterior lighting, garbage cans, kindergarten play equipment, and picnic tables and benches were installed with approval through the School Site Council. New lunch shelters were erected in the spring of 2007. Kindergarten picnic tables were added in 2011 to accommodate kindergarten lunch. A drinking fountain was added to the multi-use room in the fall of 2012. In 2016, Cub Scout Pack 120 updated the landscaping in the 2nd grade courtyard area and an electronic marquee was installed. The Rotary Club recently donated eight flower pots that are disbursed around the campus.

Three full-time custodians keep our site clean. Fremont USD maintenance staff works very hard to ensure that repairs necessary to keep the school in working order are completed in a timely manner. District maintenance staff uses a work order priority process to ensure efficient service and that emergency repairs are given the highest priority. We are currently concluding a huge technology upgrade which will provide greater broadband and faster internet and more efficient phone service.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/29/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Rooms 11-24: Room 14: Ballast out
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	Fair	Rooms 24-37: Play structure near Rm 31: Rope ladder & roller needs replacement.
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	58	62	77	78	50	50
Math	47	52	73	74	38	39

Notes:

- 1) 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.
- 2) 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

Notes:

- 1) Cells with N/A values do not require data.
- 2) The 2017–18 data is not available. The CDE developed a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST was administered operationally for the first time during the 2018–19 school year. However, official results were not released in time for inclusion in the 2018-19 SARC. The CAA for Science was pilot-tested for two years (in 2016–17 and 2017–18), and was field-tested in 2018–19.

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	31.4	21.0	13.3

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	356	347	97.47	61.96
Male	190	185	97.37	58.38
Female	166	162	97.59	66.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	140	136	97.14	76.47
Filipino	34	33	97.06	69.70
Hispanic or Latino	125	124	99.20	45.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	25	92.59	64.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	182	180	98.90	49.44
English Learners	186	178	95.70	50.56
Students with Disabilities	55	55	100.00	20.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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	356	350	98.31	51.71
Male	190	187	98.42	50.80
Female	166	163	98.19	52.76
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	140	136	97.14	69.12
Filipino	34	34	100.00	55.88
Hispanic or Latino	125	125	100.00	36.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	26	96.30	42.31
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	182	181	99.45	40.33
English Learners	186	181	97.31	42.54
Students with Disabilities	55	55	100.00	18.18
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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 are valued members of the Brier community. Brier Elementary parent volunteers support our programs by contributing their time and talents in many ways. We welcome families and community members to participate in many activities, including but not limited to guest speaking, cultural events, classroom and library assistance, field trips, assemblies, office help, and school committees including: the School Site Council (SSC), English Language Advisory Committee (ELAC) and Safety Committee. Parents also attend regularly scheduled Coffee Talks with the Principal throughout the year as well as parent picnic days. We have an active Family Teacher Club (FTC) that sponsors many social events as well as assists in raising funds for school equipment and classroom supplies. Additionally, there are many district committees available for parent participation.

Each year, we have many volunteers helping at for our annual Halloween carnival, book fairs, family game and science nights, holiday shop, movie nights, and field trips. Parents also volunteer in classrooms and as supervisors at lunch and recess. Parents also serve on district and site committees. If you're interested in volunteering, please contact our FTC at (510) 657-5020 or brierfamilyteacherclub@gmail.com. You may also contact the principal directly at jwilliams@fusdk12.net with any questions or opportunities to volunteer.

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 is the number one priority of Brier staff. School grounds are monitored before and after school as well as at all recesses. We have five noon supervisors who, along with administration monitor students during the lunch period. The staff regularly reviews the expectations for safety and responsible behavior in class as well as on the playgrounds. Our H3 character education program and Scholarly Habits play a large role in this area. Our yard is fenced from the back, however, due to its large size, security is a must. All visitors must enter through the school office, sign in, and display a color-coded visitor badge before going to any area on site. We change our color badges daily to prevent badges from being reused. Adherence to our visitor policy is strictly enforced as our student and staff safety is of the utmost importance.

Brier's Comprehensive School Safety Plan addresses protocols and procedures for a variety of potential disasters. The plan is updated yearly, most recently updated in March 2019. The plan addresses the placement of staging areas, specific job descriptions for staff, parent checkout procedures, emergency lists, first aid, our zero-tolerance policy, security, and radio contact. The plan includes procedures for all emergencies and disasters, our discipline policy, and Board policies. It also includes other safety procedures pertaining to character education, gang violence, student success, and vandalism. The safety plan is revised and reviewed annually each fall by the staff. Our Safety Committee meets regularly every other month and is primarily responsible for the written piece of the plan and creating school-wide safety goals. Once the plan is approved, the entire staff receives revised electronic copies. General safety procedures are shared with the entire student body at the beginning of the year and reviewed throughout the year in various ways. Safety information is relayed to parents through our Brier Bulletin and emergency information sent home in our first-day packets. The plan is available in the office for parents to review and is posted online. We practice disaster and lockdown (stranger danger) drills throughout the year and conduct monthly fire drills. Nearly all classroom teachers have been trained in CPR and first aid. In October we conducted an in-depth disaster drill which included parent release. In October of 2018, we held a Safety Day which included presentations and activities from Fremont police and fire department, earthquake preparedness and Safe Routes to School safety rodeo. This year our staff is invited to attend a Basic Trauma Care training in early December.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.2	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.7	1.7
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	.0

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.0
Other	2.0

Note: 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	23	1	5		25		6		23	1	5	
1	24		4		24		4		22		5	
2	24		4		24		4		23		5	
3	28		4		26		3		27		3	
4	26		4		26		4		28		3	
5	27		3		30		4		29		3	
6	29		4		28		3		27		4	

Notes:

- 1) Number of classes indicates how many classes fall into each size category (a range of total students per class).
- 2) "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2016-2017: 3 days
 2017-2018: 3 days
 2018-2019: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$65,398	\$48,612
Mid-Range Teacher Salary	\$87,958	\$74,676
Highest Teacher Salary	\$114,623	\$99,791
Average Principal Salary (ES)	\$142,026	\$125,830
Average Principal Salary (MS)	\$159,339	\$131,167
Average Principal Salary (HS)	\$160,959	\$144,822
Superintendent Salary	\$295,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	45%	34%
Administrative Salaries	5%	5%

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

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement activities.

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	7372	378	6994	84269
District	N/A	N/A	7677	\$89,130.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.3	-4.1
School Site/ State	2.0	6.0

Notes:

- 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 are reported on 2018-19 report cards.