



Quail Glen Elementary School

1250 Canevari Drive • Roseville, CA 95747 • (916) 789-7100 • Grades K-5

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



Dry Creek Joint Elementary School District

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Board Clerk

Tracy Pittman

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Scott Otsuka

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Board Member

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Board Member

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Principal's Message:

Welcome to Quail Glen Elementary School where students, staff, and parents work together as a team to create a safe and orderly learning environment for all students in transitional kindergarten through fifth grade. Quail Glen Elementary School is one of six elementary schools in the Dry Creek Joint Elementary School District.

Our school staff is dedicated to providing Quail Glen students with a safe, compassionate, nurturing, and challenging learning environment. Teachers work together in grade-level teams to develop a rigorous curriculum that meets or exceeds state standards. In addition, we have implemented a dedicated intervention time to meet students where they are in their current learning needs. This gives teachers and staff the opportunity to help close gaps in knowledge as well as extend lessons beyond grade-level standards and understanding. All students in grades K-5 receive trimester report cards as a method of communicating progress toward meeting grade-level standards. Students in grades 4 and 5, and their parents can access grades online at all times through our student information system; PowerSchool.

The parents of Quail Glen students are deeply involved and interested in their child's education. The Parent Teacher Association sponsors a multitude of school-wide events to serve our students and community. The School Site Council functions as a collaborative role in planning school-wide activities. Parents volunteer in classrooms daily. The Art Docent and Music Mentor programs are overseen by parent volunteers.

Quail Glen Elementary is committed to providing a world class education and is passionate about ensuring high levels of learning and opportunity for all students.

Mission Statement:

The mission of Quail Glen Elementary School is to:

Establish high expectations academically and behaviorally for all Quail Glen students, encouraging each to reach their fullest potential.

Meet the unique academic, personal and social needs of each Quail Glen student, providing them with every opportunity for success.

Our mission is ingrained with three main tenants: "Knowledge, Community, and Spirit".

School Profile:

Quail Glen Elementary 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. Quail Glen focuses on educating the whole child and challenges students with thought provoking, hands-on curriculum, equipping them with social-emotional support and tools to achieve not only academic, but life-long success as well. Maintaining consistency throughout the district, curriculum is based upon Common Core Standards and is supported by ongoing staff development, both at the district and site levels. Quail Glen is rich with opportunities in science, technology, engineering and the arts. The use of technology to supplement instruction and student learning is one of our top priorities. Classrooms are equipped with 21st-century technology and staffed with professionals who know how to motivate and inspire students.

Located in West Roseville, California, Quail Glen Elementary is a California Distinguished School and prides itself on focusing on student achievement. Students engage in a rigorous curriculum in a safe, kind, accepting and compassionate learning environment. Currently there are 680 students in grades pre-kindergarten through fifth, including district Special Education programs. The teacher-pupil ratio target is 32:1 in grades four and five and 24:1 in grades kindergarten through third. Students in grades 3-5 who are in the GATE program are placed in GATE cluster classrooms. Quail Glen is also the host site for one Placer County Office of Education classroom and three preschool district Special Education programs. PBIS and Physical Education is offered at all grade levels. In 2019/2020, STEAM kits, Google Expeditions, and Chromebooks are used in grade 1-5 classrooms. We are fortunate to have a Chromebook/student ratio of one-to-one in grades 2-5. iPads are used in our kindergarten and transitional kindergarten programs to enhance learning experiences.

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	120
Grade 1	104
Grade 2	117
Grade 3	95
Grade 4	96
Grade 5	91
Total Enrollment	623

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.8
Asian	3
Filipino	2.1
Hispanic or Latino	18.3
Native Hawaiian or Pacific Islander	0.2
White	62.8
Two or More Races	10.8
Socioeconomically Disadvantaged	22.5
English Learners	6.3
Students with Disabilities	9.8
Foster Youth	0.2
Homeless	2.1

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 Quail Glen Elementary	17-18	18-19	19-20
With Full Credential	38	39	35
Without Full Credential	0	0	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 Quail Glen 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	.4	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	Reading Wonders - McGraw Hill (Adopted 2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	K-2, California GoMath! - Houghton Mifflin Harcourt @2014 (Adopted 2014) 3-5, Expressions California - Houghton Mifflin Harcourt @2014 (Adopted 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	K-3, Full Option Science System (FOSS) - Delta Education @2006 (Adopted 2008) 4-5, Full Option Science System (FOSS) - Delta Education @2006 (Adopted 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	K-5, K-5, California History-Social Science My World Interactive @ 2019, Pearson Scott Foresman and Prentice Hall (Adopted 2019) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	Always Changing & Growing Up, Proctor and Gamble @ 2017 (Adopted 2017)
Visual and Performing Arts	Art Docent Materials K-5 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)

Quail Glen Elementary was built and constructed in 1996. The school facilities include; a multipurpose room utilized for eating and a variety of school/community functions, a school library, a computer lab, outdoor amphitheater area, and a large playing field that is used by the community for organized sports. Routine and scheduled maintenance are conducted as needed and per product manufacturers' specifications. Site staff typically generates work orders using a web based work order system and are addressed in an expedient manner.

The District maintains its school buildings through school site custodial staff and the district maintenance department. Any and all safety issues are dealt with in a timely manner. Student safety is always a high priority of the district and school site staff. Specific procedures have been developed to assist with before and after school traffic. A safety plan and crisis response plan provides site staff with guidelines for action should an event occur.

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: September 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	Ballast out in 2 rooms. Work order submitted for replacement.
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	
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	65	70	59	60	50	50
Math	60	63	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
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			

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	276	275	99.64	70.18
Male	158	158	100.00	63.92
Female	118	117	99.15	78.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	53	100.00	66.04
White	179	178	99.44	70.79
Two or More Races	20	20	100.00	80.00
Socioeconomically Disadvantaged	69	69	100.00	52.17
English Learners	22	22	100.00	50.00
Students with Disabilities	32	32	100.00	18.75
Homeless	--	--	--	--

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	276	275	99.64	62.91
Male	158	158	100.00	63.29
Female	118	117	99.15	62.39
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	53	100.00	49.06
White	179	178	99.44	67.42
Two or More Races	20	20	100.00	70.00
Socioeconomically Disadvantaged	69	69	100.00	43.48
English Learners	22	22	100.00	27.27
Students with Disabilities	32	32	100.00	12.50
Homeless	--	--	--	--

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)

It is the goal of Quail Glen School to actively involve parents in the development, implementation and evaluation of school programs and activities. Parents are informed of opportunities for involvement through the use of a monthly school newsletter, our digital school calendar on our website and regular e-mail reminders. Annually, parent and community engagement strategies and goals are developed that provide parents with ways to support each the school's academic areas of focus. A parent survey is annually coordinated through the School Site Council. Results are used to identify strengths and areas needing improvement. Parents at Quail Glen play a vital role in the success of the school. Parents receive information about grade-level standards and school expectations through our school website, parent/student handbook and information distributed at Back-to-School Night. A variety of opportunities are available for parents to participate in policy and governance committees that include; School Site Council, GATE Advisory Committee, English Learning Advisory Committee (ELAC), District English Learning Committee (DELAC), the District Health Committee, and PTA. Parents donate generously to our PTA and the school in general. In addition, parents are actively involved in daily classroom volunteering and have the opportunity to be part of the Music and Art Docent program.

Each year, presentations during School Site Council meetings are provided in an effort to increase parent involvement and improve understanding of our district and school-wide programs and activities. Presentation topics include; CAASPP testing results, district/classroom assessment results, district standards development, interventions, school budget, GATE, ELL program, school intervention programs, curriculum and school activities updates. The PTA highlights upcoming events and takes sign-ups for volunteers. Annually more than three hundred parents volunteer for PTA events. Parent education programs are also provided that are designed to help parents become more successfully involved in their child's education. Parent education topics have included; Love & Logic, Safe Schools, and Art/Music Docent training. Parents of struggling students are also encouraged to attend Student Success Team (SST) meetings to discuss their child's progress and participate in the development of action plans designed to assist students in becoming more successful in school. Each year, families are invited to attend Sami Circuit Night and our Family Science Night which is attended by over 100 families.

For additional information, please contact Mrs Heather Gold, Principal, at 916-789-7100.

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 focus of Quail Glen Elementary. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on January 17, 2019, by the School Safety Committee/School Site Council. The annual review for the 2019-2020 school year is scheduled for February 2020. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Different types of safety drills, such as fire, lockdown/barricade, and earthquake drills are conducted on a monthly basis throughout the school year. Students are supervised before and after school by certificated staff/principal and classified staff/principal supervise students during lunch. Quail Glen underwent a thorough threat analysis with written recommendations for consideration and incremental implementation in Fall 2015. These recommendations were reviewed with input from the school site council, site leadership, and general school staff. There is a designated area for student drop off and pick up and classified/certificated staff are responsible for the supervision of all students during lunch and recess break periods. Visitors must scan in using the Raptor system, which puts them through a Megan's Law database. Visitors wear their printed badge at all times while on campus. New designated protocols, procedures and location maps pertaining to the reunification of students and families in case of emergency evacuation have been implemented.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.7	0.5
Expulsions Rate	0.0	0.0	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*	2076.7

* 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)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
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	19	2	4		21	2	4		24		5	
1	25		8		20	3	8		21	1	8	
2	24		8		27		6	1	25	1	8	1
3	30		4	2	27	1	4	2	27	1	4	2
4	31		6		23	2	6		22	2	6	
5	28		6		24	2	7		20	3	7	
Other**	6	1			11	1			8	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	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/.

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	8384.26	2216.84	6167.42	87572.72
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	-19.8	8.9
School Site/ State	-14.4	7.9

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.