Laurel Elementary School

1410 Laurel Street • Oceanside, CA 92054 • (760) 966-4200 • Grades K-5
Freddie Chavarria, Principal
freddie.chavarria@oside.us
http://www.laurel.oside.us/

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

School Description

Welcome to Laurel Elementary School. Laurel Elementary school is committed to providing all of its students the highest quality education possible-we want every student to know that they are cared for and supported to achieve at the highest level. Laurel's Elementary School's mission is to provide all its students with a Well-Rounded education that engages, inspires and nurtures confidence and character needed to achieve their goals and succeed in the 21st Century. Our school works collaboratively with parents to provide a safe and nurturing school environment for all students. Our teachers care about our students and work tirelessly to improve their academic achievement. Our staff is dedicated to ensuring success for all students.

Students receive daily explicit reading and writing instruction following our newly adopted ELA curriculum while some students receive small group guided reading instruction as needed in order to meet their individual needs. Teachers regularly monitor student progress and review student assessment data to determine whether the interventions are working and make adjustments accordingly. Laurel has two part-time literacy intervention teachers that provide daily-targeted small group guided reading and writing instruction for more than 70 students, K-4th grade, including intervention support for all our newcomer students. In addition, Laurel has developed a collaborative partnership with MiraCosta College. Throughout the year, college students routinely volunteer at Laurel providing support in the classroom and on the playground. In many cases, the college volunteers attended Laurel as children and now serve as role models for our students. Furthermore, MiraCosta's College Adopt-a-Class Initiative provides a unique literacy experience for our 3rd or 4th grade students, which culminates with a visit to the college.

As part of Laurel's commitment to connect and reach the whole-child, we have implemented multiple programs, opportunities and experiences that not only support our students, but our parents as well. Students receive fresh fruit and vegetable snacks three days week through the California Fresh Fruit & Vegetable Grant. Feeding America distributes 20 to 25 pounds of nutritious food to all Laurel families twice a month. The Girls on the Run program inspires our 4th and 5th grade girls to be joyful, healthy and confident using a fun, experience-based curriculum, which creatively integrates running. In addition, last year we have added the Young Triton Boy's running club. Boys from 2nd through 5th grade train and run twice a week for 8-weeks. The running program culminates with a 5K Run. Our after school Robotics Club motivates and inspires our students to create, design, and innovate. Last year, laurel kicked off In addition, throughout the year, Laurel offers engaging evening events for the entire family such Literacy Night, Math Night, and Art Night.

We are especially excited to share our launch of our Signature School Plan. The Laurel Signature School Plan is a five-year plan with a focus on Science, Technology, and Arts Education (VAPA) with the overarching integration of Project Based Learning as a model to support the implementation of Science, Technology, and the Arts. The Laurel Signature Plan consists of two phases. The first phase involves the full implementation of Project Lead the Way curriculum in grade K-5th grade. The second phase consist of the development and implementation of a comprehensive Arts Education program. In fact, our 1st-5th grade teachers are collaborating with professional artist to integrate art standards into their lessons and projects. While our fundamental mission is to ensure all our students meet and exceed math and language arts standards, we believe that our Signature School Plan will provide a learning environment that emphasizes authentic real world problems, engages students in inquiry exploration, promotes creativity and collaboration, and provides opportunities for students to apply what they know in meaningful ways.

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	81
Grade 1	82
Grade 2	75
Grade 3	73
Grade 4	63
Grade 5	71
Total Enrollment	445

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.4
Asian	0.4
Filipino	0.2
Hispanic or Latino	87.2
Native Hawaiian or Pacific Islander	1.3
White	6.3
Two or More Races	1.8
Socioeconomically Disadvantaged	95.7
English Learners	47.9
Students with Disabilities	16.4
Foster Youth	0.2
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 Laurel Elementary	17-18	18-19	19-20
With Full Credential	26.00	0.0	22.5
Without Full Credential	0.0	0.0	0
Teaching Outside Subject Area of Competence	0.0	0.0	0

Teacher Credentials for Oceanside Unified	17-18	18-19	19-20
With Full Credential	♦	♦	854.72
Without Full Credential	♦	♦	0.00
Teaching Outside Subject Area of Competence	♦	♦	9.00

Teacher Misassignments and Vacant Teacher Positions at Laurel Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0.0	0.0	0
Total Teacher Misassignments*	0.0	0.0	0
Vacant Teacher Positions	0.0	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)

Textbooks and Instructional Materials
Year and month in which data were collected: Sept. 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Scholastic Big Day (TK) • Teacher Resource Kit, Adopted 2014 Houghton Mifflin Reading California: Adopted 2003 • Big Books (Grade K) • Textbooks (Grades 1-5) Houghton Mifflin ELD, Adopted 2011 • Practice Books (K-5) K-5 ELD: Houghton Mifflin ELD: Practice Books, Adopted 2011
Mathematics	Transitional Kinder: Scholastic Big Day, Adopted 2014 Houghton Mifflin Harcourt GoMath!, Adopted 2016 • Student Edition
Science	Transitional Kinder: Scholastic Big Day, Year Adopted 2014 FOSS, Delta Education: Science Kits, Adopted 2008
History-Social Science	Transitional Kinder: Scholastic Big Day, Adopted 2014 Reflections/Harcourt, Adopted 2007 • Big Books (Grade K-1) • Textbooks (Grades 2-5)

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/7/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	ADMIN BLDG: 4. SMALL WATER STAIN CEILING TILES 13. GUTTER ARE RUSTED WITH HOLES AT MAIN ENTRY KITCHEN: 4. CEILING TILE IS MISSING BY FREEZER RM 0-25: 4. CEILING TILE IS CRACKED RM B-3: 4. CEILING TILE HAS HOLE/ WATER STAIN CEILING TILES RM E-15/ MUSIC: 4. WALLPAPER IS TORN AT ENTRY RM H-14: 4. CARPET IS TORN RM K-A: 4. WATER STAIN CEILING TILES RM M-20: 4. CARPET HAS WAVES AND TORN 9. FAUCET IS LEAKING AT BASE RM N-22: 4. WATER STAIN CEILING TILES RM N-24: 4. WATER STAIN CEILING TILES RM O-27: 4. WATER STAIN CEILING TILES 9. FAUCET IS LOOSE RM O-28: 4. BLINDS ARE NOT WORKING PROPERLY (PER TEACHER) 11. PAINT IS CHIPPING ON GATE AT WALKWAY

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	BOYS RR: 9. 2ND FAUCET IS LEAKING AT FITTING 11. PAINT IS CHIPPING ON HAND DRYER GIRLS RR: 9. 2ND FAUCET IS NOT WORKING RM M-20: 4. CARPET HAS WAVES AND TORN 9. FAUCET IS LEAKING AT BASE RM O-27: 4. WATER STAIN CEILING TILES 9. FAUCET IS LOOSE
Safety: Fire Safety, Hazardous Materials	Good	BOYS RR: 11. PAINT IS CHIPPING ON HAND DRYER BOYS RR: 9. 2ND FAUCET IS LEAKING AT FITTING 11. PAINT IS CHIPPING ON HAND DRYER GIRLS RR: 11. PAINT IS CHIPPING ON HAND DRYER PLAYGROUNDS: 11. PAINT IS CHIPPING ON FENCE RM B-2: 11. PAINT IS CHIPPING ON TRIM 13. GUTTER HAS HOLES RM B-4: 11. PAINT IS CHIPPING ON EXTERIOR WALL 14. HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD RM I-8: 11. PAINT IS CHIPPING ON TRIM RM I-9: 11. PAINT IS CHIPPING ON TRIM RM K-B: 11. PAINT IS CHIPPING ON TRIM 13. GUTTER IS SEPARATING FROM EAVES RM L-1: 11. PAINT IS CHIPPING ON FENCE, AND DOOR FRAME RM O-28: 4. BLINDS ARE NOT WORKING PROPERLY (PER TEACHER) 11. PAINT IS CHIPPING ON GATE AT WALKWAY
Structural: Structural Damage, Roofs	Good	ADMIN BLDG: 4. SMALL WATER STAIN CEILING TILES 13. GUTTER ARE RUSTED WITH HOLES AT MAIN ENTRY J-C RM K-2: 13. METAL TRIM OS RUSTED WITH PAINT CHIPPING MPR: 13. GUTTER ARE LEAKING ONTO WALKWAY/ GUTTERS ARE RUSTED WITH HOLES RM B-2: 11. PAINT IS CHIPPING ON TRIM 13. GUTTER HAS HOLES RM K-B: 11. PAINT IS CHIPPING ON TRIM 13. GUTTER IS SEPARATING FROM EAVES

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	OUTDOOR COURTS: 14. TRIP HAZARD AT ASPHALT CEMENT SEAMS/ DEEP CRACKS IN ASPHALT RM B-4: 11. PAINT IS CHIPPING ON EXTERIOR WALL 14. HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD
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	26	32	45	46	50	50
Math	26	30	36	36	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	12.7	4.2	2.8

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	206	202	98.06	31.68
Male	106	104	98.11	28.85
Female	100	98	98.00	34.69
Black or African American	--	--	--	--
Hispanic or Latino	181	180	99.45	30.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	9	81.82	55.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	195	193	98.97	29.53
English Learners	115	115	100.00	22.61
Students with Disabilities	37	35	94.59	2.86
Students Receiving Migrant Education Services	--	--	--	--
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	206	201	97.57	30.35
Male	106	104	98.11	30.77
Female	100	97	97.00	29.90
Black or African American	--	--	--	--
Hispanic or Latino	181	179	98.90	29.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	9	81.82	44.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	195	192	98.46	29.17
English Learners	115	115	100.00	21.74
Students with Disabilities	37	35	94.59	5.71
Students Receiving Migrant Education Services	--	--	--	--
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)
At Laurel Elementary we actively solicit parent participation. We have an active Parent Teacher Organization (PTO), School Site Council (SSC), and ELAC (English Language Acquisition Committee). Parents are invited to volunteer in classrooms, participate on field trips, and attend school activities. We hold parent information meetings on different topics during the year. Formal parent-teacher conferences are held in October, and many teachers schedule informal parent conferences throughout the year. Regular communication with parents is integral to our program. Office and classroom notices sent home with students are provided in both English and Spanish. We use an automated dial-out system to call parents with reminders and important information. We invite our parents to Open House and Back to School Nights to learn more about their child's school day. We also have Family Math Night, which provides opportunities for parents to interact in math activities with their children and math games for families to play with their children as well. Family Literacy Night offers our parents and their children a time and place, and some helpful guidelines from an experienced teacher and volunteer guests to read and share their ideas. The purpose of Family Literacy Night is to motivate and encourage students to read for individual enjoyment and build a stronger sense of literacy as a benefit to the family and to the school community. In addition, Family Art Night offers students and families an opportunity to express themselves in a fun and creative way.

The Latino Family Literacy Project is our family reading program (Family Stories / Cuentos Familiares). The program uses bilingual books that are appropriate for reading levels grades 1-4. The program teaches parents the importance of establishing a family reading routine along with the skills they need to share literature with their child. Lastly, the Words Alive and Raising the Reader Program provide TK & kindergarten parents early literacy support and teach parents strategies and the foundations of reading.

To learn more about getting involved in our school, please contact Freddie Chavarria or Monica Hernandez at (760) 966-4200 or visit our website at http://www.laurel.oside.us/

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

Our campus is completely fenced and all gates are locked during school hours. All visitors are required to check in at the office and receive a visitor pass before entering on campus. We have five duty supervisors who monitor the cafeteria and playgrounds. Our duty supervisors are provided training and coaching regularly throughout the year. In addition, the principal and assistant principal supervise the playground during recess and lunch. Teachers supervise students at all other times, including walking to and from places on campus.

We revise the Safe School Plan every spring and review it throughout the year with staff and parents at faculty and parent meetings. Our goals include continuing to train & practice for crisis response, ensuring that the campus is secure, and providing professional development for staff and duty supervisors on bullying, positive behavior interventions, social emotional learning, and restorative justice practices. We update our Crisis Response Plan every fall and review it with staff throughout the year at staff meetings. Teachers review the procedures with their students. We conduct fire drills and lock-down drills monthly and evacuation/disaster drills at least once each quarter, and debrief after all drills to determine the areas in need of improvement. Lastly, we collaborate with the Oceanside Police Department to conduct surprise drills every fall.

Palomar Family Counseling Services located on campus provides counseling for children who exhibit indicators of emotional difficulties, problem behavior or indications of trauma or deprivation. These services include: an intensive clinical approach using group therapy, play therapy, parent education and behavior modification techniques provided by specially trained and qualified specialists. In addition, PFCS offers Social Emotional Learning (SEL) instruction/lessons to all k-2nd grade classes every week and monthly presentations to 2nd and 3rd grade classes. Furthermore, PFCS offers 8-week small group SEL support lessons for students not responding to Tier 1 supports.

Under the BEST (Building Effective Schools Together) model, staff is provided resources, professional development, and support that aids the school in improving class wide and school-wide discipline including student support groups on anger management, social skills, and/or conflict management. The model aims to increase academic achievement in schools and decrease destructive behavior.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.1	2.4	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.8	2.5
Expulsions Rate	0.1	0.1	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

* 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
Other	1.0

* 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.

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	20	2	3		20	2	3		17	3	2	
1	20	2	1		20	3	1		20	4		
2	23		3		24		2		25		3	
3	18	4			22		3		23		3	
4	27		2		20	1	2		30		2	
5	23	1	3		22	1	3		26	1		2
Other**												

*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

Grade-level teams collaborate in Professional Learning Communities (PLC) twice a month to plan instruction, analyze assessment data, and determine interventions for students who are not meeting standards. Teachers continue to receive staff development focused on balance literacy, technology integration, social emotional learning, reading strategy instruction, and math instruction focused on conceptual understanding and deeper thinking. In addition, each grade level receives one articulation day each trimester to plan and develop units of study, implementation of instructional materials, and grade level and site interventions. The principal and district literacy, math, and technology specialists provide ongoing coaching and support to all teachers.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,351	$51,374
Mid-Range Teacher Salary	$75,082	$80,151
Highest Teacher Salary	$98,969	$100,143
Average Principal Salary (ES)	$123,269	$126,896
Average Principal Salary (MS)	$127,602	$133,668
Average Principal Salary (HS)	$130,709	$143,746
Superintendent Salary	$257,005	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12617.05	3877.71	8739.33	$75,586
District	N/A	N/A	$9,137.87	$81,388.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.5	-7.4
School Site/ State	15.2	-8.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

DataQuest

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.