Monte Vista Elementary School
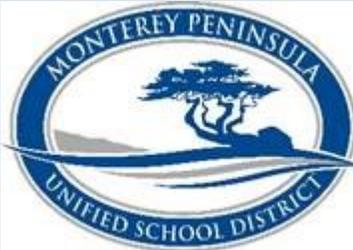
251 Soledad Dr. • Monterey, CA 93940 • (831) 392-3890 • Grades K-5
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Monterey Peninsula Unified School District
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Principal's Message

Welcome to Monte Vista Elementary School. In August 2011, Monte Vista re-opened its doors and today serves students in grades transitional kindergarten through fifth.

The Monte Vista staff helps students increase their growth in English/Language Arts, Mathematics, and Science as demonstrated on California's Smarter Balanced statewide assessments and through the district's benchmark assessments. We use specific test data to determine what instruction best meets the needs of our students. All English Learners are given the ELPAC annually to monitor their progress and to help us assess our English Language Development progress. All staff participates in professional development related to shaping positive school culture and fostering high academic press instruction, both of which will lead our staff and school to fulfill their annual academic performance, social-emotional, and civic responsibility goals as well as strive to achieve our school vision. We have also recently embedded a stronger STEAM (Science, Technology, Engineering, Art, and Math) component into our learning day through curriculum-driven and non-curricular driven resources for instruction and learning exploration through the use of STEMScopes and a school Makerspace. We also make sure that each of the 4-5 fieldtrips we have per grade level are tied to our ELA, History, Math, and Science curriculum.

Our school vision "At Monte Vista Elementary, it is our vision that students, parents, staff, and community members work together to foster high academic achievement, social-emotional growth, and civic responsibility" was formulated in the fall of 2015. We are currently developing a school mission statement that aligns with the district mission statement of "Through dynamic, engaging learning experiences and collaborative partnerships within our diverse Coastal community, the Monterey Peninsula Unified School District ensures that each student will attain the intellectual, social and personal knowledge to passionately seek the challenges of the future. Our vision and model of a school continues to develop with such features as effective first and small group differentiated instruction in ELA and Math, hands-on STEAM instruction, after-school community-based enrichment clubs, a shift to more student-centered learning, and frequent job-embedded teacher-led professional development.

Monte Vista Elementary School strives to provide an enriched and exciting instructional program that addresses the special needs and varied interests of all of our students. Our learning environment is one in which students feel safe and supported. Our close-knit staff and involved parents bring a sense of family and stability to our school. Monte Vista is proud of our diverse student population. We have students who come to us from at least 14 other countries. Monte Vista staff, students, and parents take pride in our school and community!

Dr. Joe Ashby
Principal

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	99
Grade 1	47
Grade 2	56
Grade 3	61
Grade 4	52
Grade 5	57
Total Enrollment	372

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.6
American Indian or Alaska Native	0.0
Asian	6.7
Filipino	2.7
Hispanic or Latino	28.5
Native Hawaiian or Pacific Islander	1.1
White	51.6
Socioeconomically Disadvantaged	39.2
English Learners	19.9
Students with Disabilities	8.1
Foster Youth	0.0

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			
Monte Vista Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	16	18	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Monterey Peninsula Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	441
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Monte Vista Elementary School	**16-17**	**17-18**	**18-19**
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 2018-19)

Monterey Peninsula Unified School District held a public hearing on August 2018, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2018 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Great Minds-Eureka Math Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Pearson Scott Foresman - 2008 California Science Science - Adopted 2008 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	History-Social Science - Adopted in 2006 Houghton-Mifflin - Adopted in 2007 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	Hands-on, project-based visual and performing arts **The textbooks listed are from most recent adoption:** Yes **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)

In 2010, the Monterey Peninsula Unified School District overwhelmingly approved Measure P, a $110 million locally-controlled school bond measure to fund the first phase of critical repairs and improvement to our local schools. The district's newest school was built in 1965, more than 50 years ago, and our Facilities Needs Assessment has identified over $680 million in critical repairs to all MPUSD schools. Recently, in 2018, voters approved Measure I, a $213 million school facilities bond by 70%.

In 2019, the district is working with stakeholders to prioritize its facilities projects. Visit www.mpusd.net for additional details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

	2017-18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	55.0	60.0	38.0	39.0	48.0	50.0
Math	43.0	49.0	27.0	27.0	37.0	38.0

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					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing 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 will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	17.0	39.6	35.8

* 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.

School Year 2017-18 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	167	158	94.61	60.13
Male	70	68	97.14	60.29
Female	97	90	92.78	60.00
Black or African American	--	--	--	--
Asian	16	13	81.25	76.92
Filipino	--	--	--	--
Hispanic or Latino	45	44	97.78	47.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	84	82	97.62	67.07
Two or More Races	13	12	92.31	66.67
Socioeconomically Disadvantaged	86	82	95.35	47.56
English Learners	47	39	82.98	41.03
Students with Disabilities	15	15	100.00	26.67

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 2017-18 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	167	165	98.8	49.09
Male	70	68	97.14	50
Female	97	97	100	48.45
Black or African American	--	--	--	--
Asian	16	14	87.5	78.57
Filipino	--	--	--	--
Hispanic or Latino	45	45	100	24.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	84	84	100	58.33
Two or More Races	13	13	100	53.85
Socioeconomically Disadvantaged	86	85	98.84	38.82
English Learners	47	45	95.74	33.33
Students with Disabilities	15	15	100	13.33

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 2018-19)
There are countless ways to be an active parent at Monte Vista. At any time of the day you can find parent volunteers in the classroom, on the playground, in the cafeteria, gardening, helping in the library or chaperoning field trips. Our active PTA sponsors Monte Vista programs, sponsors classroom field trips, and donates supplies. The PTA also runs fundraisers, hosts family fun nights and enrichment programs, parent education nights, and offers a network for parents to voice concerns, offer solutions, and stay informed such as through parent surveys, district tip lines, and topic-focused interest fliers. Our PTA runs our Scholastic Book Fair that not only raises money, but also helps increase the number of books for classroom use. We also have parents who serve on our School Site Council (SSC), STEAM team, and the English Language Advisory Committee (ELAC). The staff also conducts official parent conferences as much as three times a year where parents can receive formal and informal data around their child's academic and behavioral performance with opportunities to set goals for future progress. We are also continuing to explore how some parent education nights can be more parent-led, such as parenting classes led by a trained parent group or a structured parent book club. We also have some parents who volunteer to assist with our after school community enrichment clubs.

To volunteer in any classroom or to attend a field trip, parents and guardians are required to fill out a volunteer and liability release form. Depending on the level of volunteering, a fingerprint clearance may be required.The same district procedure for the parent involvement and volunteers is followed at Monte Vista.. Our school office supervisor can assist any parent that wishes to get involved. We are continuing to find ways to provide parents with resources to help enrich and support their child on the school front and in the community when applicable and possible.

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
The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at www.mpusd.net.

Highlight's of this school's plan are detailed below.

Your child's safety is of great importance to all staff at Monte Vista. Our School Site Council (SSC) annually reviews and approves the school safety plan. We have built a strong foundation for safety through our Positive Behavior Intervention Support (PBIS) system on our site. It is a comprehensive program that centers on students' positive behavior on three different tiers of behavior. In the mornings you will find our principal and staff members having a school-wide community meeting on the playground to help norm and celebrate our PBIS efforts. We have two school PBIS Teams, a Tier 1 and a Tier 2-3 team, composed of our school counselor, school psychologist, classified staff, and teachers across all grade levels. We meet monthly to review all school-related behavioral documents and intervention tracking evidence and reporting, and we reflect on strengths and needs of PBIS Tier 1 and 2 developments at our site, including needed professional development. The Tier 2-3 team also reviews students who are being or have been recommended for student success teams--which entail meetings with the child's parent to strategize further interventions to help the child access the school day in a productive and positive manner on a more consistent and successful basis. Staff members monitor our playground and campus before school, during recess, and after school. We have a closed campus with fences and locks surrounding the perimeter of the school, and visitors must sign in/out at the office. They are given a volunteer sticker to wear throughout their stay. We also have 50 4th and 5th graders who have been trained to be safety patrol members at lunch recess time, ensuring safer, more cooperative play and responsible and safe playground behavior among students grades TK-3.

We regularly review playground rules and safety with students. Our safety plan is kept current, and each year, through our school safety committee and school site council, we monitor what needs must be met to ensure safety. All types of drills are practiced throughout the year, including building evacuations for fires and earthquakes. We also practice injured child drills and lockdown scenarios. In the 2016-2017, we implemented the districtwide Intruder Protocol called ALICE (Alert, Lockdown, Inform, Counter, and Evacuate). We do this drill along with fire and earthquake drills on a routine basis. The 2018-2019 safety plan will be approved by School Site Council and the Staff in January of 2019 and by the district in March or April of 2019.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	4.5	3.6	3.2
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	1.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	21	20	1	1	2	1	2	3			
1	19	21	24	3				2	2			
2	24	27	28				2	2	2			
3	27	27	30				2	2	2			
4	24	27	26				2	2	2			
5	31	23	28				2	2	2			

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

Professional Development provided for Teachers

At Monte Vista Elementary School, we have two staff professional developments a month: one that is related to implementing Positive Behavior Interventions and Supports, and another that is related building instructional expertise. Teachers also receive individualized and staff-level feedback every two weeks through an electronic, private platform where they can interact with the principal and academic coach about their feedback. The school's academic coach and principal also coach teachers in real time in their own classrooms on a weekly basis. They also have a coaching cycle going on with several teachers at a time which is built within the school day, allowing those teachers to have professional development with the academic coach and principal while a roving sub covers their classes. Such coaching cycles focuses on different topics of inquiry to build instructional capacity. We have also recently implemented quarterly peer-led instructional rounds where teachers observe fellow grade level team members related to a particular staff-level focus of practice, such as small group math, student ownership of learning, hands-on STEAM instruction, etc. We also have implemented many strategies related to Growth Culture professional development and Mindfulness professional development. Such strategies are fostering a stronger teacher culture with intent and aim to implement among students for a stronger student-led learning culture.

All teachers participate in district professional development every other month related to new curricular adoptions, and on the in-between months they have articulation days on campus that help them dig in with the curriculum more, look at student data, and make data-driven decisions in their planning lessons/units and administering of assessments. We have weekly professional learning community meetings among our grade levels with such features as backwards planning, data dives, student work review, curriculum design, and PBIS strategizing. We also have an Instructional Leadership Team and two PBIS Teams of teachers that discuss the status, progress, and needs of instruction and school culture on a monthly basis; these teams also help plan our Professional Developments on a short- and long-term basis. We also have teachers receiving ancillary forms of professional development by participating on the STEAM team, the School Site Council, and ELAC teams. Finally, some teachers receive more intense coaching as a result of their goal progress and work with the new MPUSD teacher evaluation cycle, which is every other school year for permanent teachers and every school year with probationary or anyone on a professional growth plan. The new program includes a strong continuum of core teaching practices on five standards of evaluation, four informal observations, two formal observations, and a beginning of year goal-setting and end of year summative goal performance review. All teachers in general, however, goal set with the new teacher evaluation system each year receiving informal observations on the evaluation tool.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,875	$47,547
Mid-Range Teacher Salary	$65,733	$74,775
Highest Teacher Salary	$97,355	$93,651
Average Principal Salary (ES)	$100,517	$116,377
Average Principal Salary (MS)	$104,946	$122,978
Average Principal Salary (HS)	$114,217	$135,565
Superintendent Salary	$206,150	$222,853
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	7.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,024	$147	$5,877	$69,964
District	◆	◆	$8,489	$68,002
State	◆	◆	$7,125	$76,522
Percent Difference: School Site/District			-36.4	2.8
Percent Difference: School Site/ State			-19.2	-9.0

* Cells with ◆ 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.

Types of Services Funded

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

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.