

Horizon Elementary School

7901 Monitor St. • Bakersfield, CA 93307 • 661.837.3730 • Grades K-5

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Greenfield Union School District

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District Governing Board

Richard Saldana
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Dr. Ricardo Herrera
Kyle Wylie
Melinda Long

District Administration

Ramon Hendrix
Superintendent
Sarah Dawson
**Assistant Superintendent
Curriculum**
Lucas Hogue
**Assistant Superintendent
Personnel**
Rebecca Thomas/TBD
**Assistant Superintendent
Business**

School Description

Horizon Elementary School was built in 2006 and is located in Southwest Bakersfield at 7901 Monitor Street. Horizon is one of twelve schools in the Greenfield Union School District, which consists of eight K-5 schools, three middle schools, and a community school. Horizon students attend McKee Middle School and/or Ollivier Middle School upon completing 5th grade. Horizon receives Title I funding and serves approximately 90% of the students from low-income families. The focus is to use all resources available to the school in a combined effort to provide the best program for all students to achieve common core grade level standards. Horizon uses school-wide benchmark measures to assess student learning and strategically raise student achievement. We provide students academic supports using programs such as Star Reading, Star Math, Read 180, System 44, and ALEKS. Horizon offers enrichment activities including chorus, band, and music to selected grade levels. We serve over 100 students in the after school program to offer academic and enrichment activities. On campus, Horizon staff promote PBIS (Positive Behavioral Interventions & Supports) that focuses on teaching our students responsible behavior and to strive to be their best.

Our Mission Statement: Horizon is dedicated to providing an atmosphere where students can be academically challenged and develop to their highest potential. The dedicated staff at Horizon will strive to create a safe and caring learning environment with high expectations for student success.

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	136
Grade 1	115
Grade 2	109
Grade 3	148
Grade 4	132
Grade 5	138
Total Enrollment	778

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.9
American Indian or Alaska Native	0.0
Asian	2.7
Filipino	0.6
Hispanic or Latino	85.0
Native Hawaiian or Pacific Islander	0.0
White	5.9
Socioeconomically Disadvantaged	90.7
English Learners	37.0
Students with Disabilities	9.0
Foster Youth	1.0

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			
Horizon Elementary School	16-17	17-18	18-19
With Full Credential	35	33	34
Without Full Credential	2	2	3.5
Teaching Outside Subject Area of Competence	0	0	0
Greenfield Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	399
Without Full Credential	♦	♦	52
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Horizon 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)

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	McGraw-Hill Wonders California Edition, adopted 2016-17. Read 180 used as a core replacement and intensive intervention Gr. 4-5, adopted 2016-17. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson- enVisionMath, Gr. K-5 -California Common Core, adopted 2014-15 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton-Mifflin: Gr. K-5 California Science, adopted 2006-07 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson- My World Interactive Gr. TK-5th, California History-Social Science adopted 2017-18 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at the school's web address. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Horizon opened in 2006, with adequate classroom space for TK-5th grades. We currently have a library, media center, office, teacher resource room, teacher lounge, cafeteria, and rooms for various programs including the the After School Program and Special Education classes serving mild, moderate, to severe students.

Horizon provides ample classroom and playground space to accommodate all students' learning as well as recreational needs. Playground equipment is provided and maintained for all students located in the area of Kindergarten, the general playground, and sensory playground area. The staff at Horizon is also provided adequate space to work and relax. A workroom is provided for teachers to prepare materials for the classroom and collect supplies, a resource room to obtain core materials and teacher resource books, and a lounge to eat lunch and take breaks.

The District performs annual inspections of each campus to ensure equipment and facilities are in good working condition and receive proper maintenance or repair. Site Administrators tour the campus frequently and submit work orders to keep the school in exemplary condition according the the Facilities Inspection Tool Reports.

In the 2017-18 school year Horizon had no improvements. For the 2018 school year, exterior security cameras will be installed and fully operational by January 2019.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/08/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 06/08/2018

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	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	41.0	40.0	42.0	48.0	48.0	50.0
Math	26.0	31.0	32.0	36.0	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	16.7	23.5	23.5

* 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	388	388	100.00	40.21
Male	193	193	100.00	33.16
Female	195	195	100.00	47.18
Black or African American	23	23	100.00	26.09
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	331	331	100.00	40.79
White	21	21	100.00	42.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	361	361	100.00	39.06
English Learners	218	218	100.00	40.37
Students with Disabilities	41	41	100.00	7.32
Students Receiving Migrant Education Services	21	21	100.00	28.57
Foster Youth	--	--	--	--

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	388	388	100	30.93
Male	193	193	100	32.64
Female	195	195	100	29.23
Black or African American	23	23	100	13.04
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	331	331	100	30.21
White	21	21	100	38.1
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	361	361	100	30.47
English Learners	218	218	100	32.57
Students with Disabilities	40	40	100	5
Students Receiving Migrant Education Services	21	21	100	19.05
Foster Youth	--	--	--	--

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)

Horizon Elementary School fosters a warm and inviting atmosphere for all parents and visitors. We promote open communication with parents and students by making both aware of school discipline policies and procedures at the beginning of the year. All parents acknowledge review of the Parent-Student Handbook and are invited to Back to School Night and the Title I Annual Meeting. School-Parent Compacts identify shared expectations, goals, and focus areas. Parents are encouraged to become involved in their child's education by attending parent nights and conferences. Other school activities may include, but are not limited to, School Site Council, English Language Advisory Committee, Coffee & Convos parent informational meetings, Positive Behavioral Interventions & Supports classes, field trips, awards assemblies, and student performances.

LEA and Horizon has a community partnership with the Bakersfield Adult School to offer night classes to district families to learn English and/or earn a high school diploma. Classes are offered at the district facilities to encourage parent participation.

The school website provides access to news, announcements with a link to the Parent Portal to view report cards, homework assignments, and student activities. For calendar and school events, see website link: <http://horizon.gfusd.net/>

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

Horizon maintains a safe and healthy school environment in which students can succeed academically, through regular day and after school instruction and learning. Horizon's School Safety Plan was reviewed with School Site Council and staff in October 2018. Horizon creates an environment that invites students to attend regularly, as they work towards enhancing their citizenship and character qualities. Horizon also has an environment where students are valued and there is an open atmosphere designed for maintaining avenues for students to share their concerns and enter into genuine discussions about safety issues important to them.

Horizon's School Safety Plan is current and updated annually. The overall goal of the plan is to maintain a safe and orderly school environment conducive to student learning. The staff and students take great pride in maintaining school grounds that are free from litter and graffiti. The custodial staff and the District's Maintenance, Operation and Transportation Department (MOT) all work together to keep the school buildings clean and in working order. Any needed maintenance to insure good repair of school facilities is completed in a timely fashion through a work order system, (Williams case). Key elements of the safety plan include the following:

- a. Routine and emergency disaster procedures
- b. Suspension and expulsion procedures
- c. Teacher notification of pupils with specific discipline history
- d. Child abuse reporting procedures
- e. District's sexual harassment policy
- f. School crime data
- g. The civil defense and disaster plan
- h. Discipline rules and procedures
- i. Horizon's School Safety Plan is current and updated annually and shared with students, parents, and staff

Fire, lockdown, reverse lockdown, earthquake and evacuation drills are scheduled and rehearsed regularly by staff and students. Maps and emergency exits are updated yearly and posted inside each room. State guidelines are followed for the storage of chemicals on the school site.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.5	0.6	0.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.2	3.7	2.5
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
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.69
Psychologist	1.0
Social Worker	0.5
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	21.2
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	23	21	19		2	3	6	4	4			
1	28	17	19		4	1	5	2	5			
2	25	19	26		1		5	6	4			
3	22	24	21	1		1	5	5	6			
4	26	27	32				5	5	3			1
5	25	21	20	2	2	2	4	5	5			
Other	8	7	3	1	2	1						

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

Professional Development provided for Teachers

The continuum of learning may be only measured equitably across the district by establishing consistent expectations. In order to meet the needs of the instructional staff and monitor this progress, the LEA solicits input from administrators, teachers and paraprofessionals to develop a PD plan each year. Sites recommend professional development needs, which are reviewed by district and site committees. Costs associated to in-house training versus contracting with outside consultants as well as the number of staff involved are evaluated when selecting the types of training.

The district has provided collaboration days each year for the past several years for staff to meet in grade level teams to perform data analysis, evaluate student performance, and improve instructional practices.

The district focus in 2016-17 has been the implementation and monitoring of the Common Core Standards, English Language Development, Data Teams, Professional Learning Communities (PLC), Data Analysis, Positive Behavior Intervention Support and the implementation of Thinking Maps. Curriculum Specialist provide district-wide training in CCSS and Rigorous Curriculum Design for ELA and Math and English Language Development. Each site has a designated Mentor Teacher and/or Academic Coach who also provides teacher support and professional development. Sites offer teachers the opportunity to attend various conferences and workshops locally and outside Bakersfield through the year, including SELPA for both administrators and special education teachers and Systematic ELD Training. The District also offered technology training for Smart boards and Data Director using in-house staff or outside consultants.

During 2016-17 the district focus areas were continued along with the addition of Write From the Beginning and Beyond, Response to Text and Thinking Maps professional development along with Next Generation Science Standards.

For the 2017-18 year the district focus was implemented along with Write From the Beginning and Beyond, Response to Text, Thinking Maps, ELPAC Awareness training, and IO Education data analysis support.

For the 2018-19 year the district focus was implemented along with Professional Learning Communities (PLC), Write From the Beginning and Beyond, Response to Text Comprehension Guidelines, Thinking Maps, Academic Conversations, Designated/Integrated EL instruction and ELPAC. The district and school sites utilized weekly minimum days to provide teachers with professional development and collaboration time. Horizon is committed to Professional Learning Communities (PLC) with 8 teachers attending the PLC conference by Solution Tree in June 2018. Horizon ensures high levels of learning for all students and embed the PLC philosophies and practices in our district culture. Transforming the mindsets of administrators, teachers, and support staff will involve a process of building trust, intentional strategic changes, setting expectations, and holding staff accountable. District has provided 38 minimum collaboration days this year for staff to meet in grade level teams to perform data analysis, evaluate student performance, and improve instructional practices. The District provided 8 minimum collaboration days during the 16-17 and 17-18 years for district and school directed Professional Development. By establishing common goals, sharing responsibilities, and celebrating student success, PLCs will increase our accountability to each other and ensure positive student outcomes. The professional development focus of our district and school includes Write from the Beginning and Beyond (Thinking Maps) and to improve teacher capacity and rigor of instruction in Mathematics.

First and second year teachers participate in the Teacher Induction Program (TIP). TIP is a comprehensive, standards-based program that guides and supports beginning teachers through their first years of teaching with assistance of a Support Provider.

The paraprofessional staff receives training in reading strategies, special education focus areas and working with small group instruction. The professional development needs for non-instructional support staff (clerical and custodial) occurs at the district level.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,346	\$50,084
Mid-Range Teacher Salary	\$70,022	\$80,256
Highest Teacher Salary	\$92,842	\$100,154
Average Principal Salary (ES)	\$123,809	\$125,899
Average Principal Salary (MS)	\$124,539	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$177,744	\$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

Title I Part A – The goal of this program is to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and reach at a minimum proficiency level on the state academic content standards adopted by the State Board of Education. School site utilizes this money to pay for additional people and materials that will bridge the gap for students who are below grade level. Other academic supports such as small group instruction, interventions during and after school are offered to improve student performance. Teachers and instructional assistants received professional development in Common Core State Standards, English Language Development, Rigorous Curriculum Designed Units and Data Teams.

Title III Part A – The goal of this program is to develop English Learner’s proficiency in English and in the district’s core curriculum as rapidly and effectively as possible. Funding used to pay a portion of the bilingual assistant’s salary who provide individual and small group instructional and academic support in the classroom.

LCCF funds are used to pay for technology, classified instructional staff, intervention programs, supplemental materials for core academics and enrichment activities.

Resource Specialist Program

- Intervention instruction by the RSP teacher takes place in the classroom
- Tier II intervention for selected students

Migrant Program is available to 3rd - 5th grade students providing additional help in reading/language arts. The Migrant Program also offers four hours of additional instructional activity per week to kindergarten, first and second grade students focusing on language arts skills. Ready to Start (RTS) preschool children receive services in their homes to prepare children socially and academically. Migrant students receive services with an emphasis on language arts, civic and cultural education.

Afterschool Success Program

- Homework Club
- Supervised sports and enrichment activities

All students have a fair, equal and significant opportunity to obtain a high quality education and read at a minimum proficiency level on the state academic content standards adopted by the State Board of Education. Intervention and supplemental materials are provided to the students that are disadvantaged socioeconomically or educationally so they can become proficient in the state standard for their grade level. Below are the resources provided at Horizon to help students achieve academic proficiency.

- Read 180 Intensive Reading Intervention Program (emphasis on 4th and 5th grades). The program is taught by a credentialed teacher and an assistant. This program is held during school hours to provide intensive reading intervention for students who are two or more years below grade level.
- Reading Intervention Program.
- English Language Development Instruction (grades K-5, taught by credentialed classroom teachers)
- Additional support is provided by bilingual assistants within the day.
- Bilingual Assistant (administers English Language Proficiency Assessment for California (ELPAC)) and along with teachers, monitors the academic progress of English Learners and redesignated English Learners).
- Supplemental instructional materials for English Learners.

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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,323.39	\$1,443.31	\$5,880.08	\$73,214.87
District	◆	◆	\$6,989.89	\$72,936
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-17.2	0.4
Percent Difference: School Site/ State			-65.0	-10.0

* 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.