



Montevideo Elementary School

13000 Broadmoor Dr. • San Ramon, CA 94583 • (925) 479-6100 • Grades K-5

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



San Ramon Valley Unified School District

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District Governing Board

Ken Mintz, Board President
Rachel Hurd, Board Vice President
Greg Marvel, Board Clerk
Mark Jewett, Board Member
Susanna Ordway, Board Member

District Administration

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Superintendent
Toni Taylor
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Educational Services**
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**Assistant Superintendent,
Human Resources**
Gregory Medici
**Chief Business Officer
Business Office**
Gary Black
**Assistant Superintendent,
Facilities & Operations**

Principal's Message

Welcome to Montevideo Elementary. It is our vision to build a community of learners who are eager and excited to learn, grow and think critically. We do our best to create a welcoming environment, where parents want to partner with us, to provide their students the very best education possible.

Here at Montevideo we firmly believe:

Every child deserves a free and top quality education.

ALL students can learn when learning is relevant.

The Common Core Standards provide equity, opportunity, access to higher level thinking and a rigorous education for all.

Character development and rigorous academics are equally important in preparing our students for secondary school, college and the workforce.

Students flourish when education includes art, music, science and social science.

Parent participation is key to student success.

Education leads to advancement and provides choices for all students.

I look forward to a productive and collaborative year with staff, parents and students.

Mission Statement

At Montevideo School we are committed to providing success for all students:

- A safe and nurturing learning environment, with respect and encouragement for individual differences and opportunities to learn the skills necessary to become caring and responsible global citizens.
- Academic excellence in a rigorous standards-based curriculum, differentiated according to student need.
- Success for each child, through collaboration between home and school.
- Opportunities for each child to discover a love of learning based on their own intellectual, artistic, and athletic skills and interests.

School Profile

Montevideo is located in a cheerful suburban neighborhood of San Ramon where families and local businesses support their schools. Attached to the beautifully kept enclosed campus is a large sprawling community park with a baseball diamond and grassy field used for soccer and other sporting practices and organized games. The location provides a perfect setting for the 655 Montevideo Transitional Kindergarteners through fifth graders. Our campus has 26 classrooms plus a few portables and another large portable building, which houses Kids Country, our onsite after and before school care program. Montevideo also has a multipurpose room, library, science lab, garden, computer lab and several smaller rooms used for small group instruction.

At Montevideo Elementary School every child is provided this fantastic physical space for learning, but more importantly, they are also provided with a metaphorical canvas to explore their individual passions and interests in a safe and nurturing environment. It is our goal to deliver rigorous curriculum, which allows for individual acceleration and encourages creativity and critical thinking. We believe strongly that every child will achieve success through great collaboration amongst our teachers, staff, the principal, students and their families.

Montevideo's demographic is comprised of great diversity with several distinct ethnicities including South and East Asian, Hispanic, African American, African, Caucasian, Pacific Islander and Native American students. Many of our students are learning English as a second or even third language. Our students and families speak over 15 different home and school languages. This cultural diversity amongst our students makes our learning community all the richer and provides students the opportunity to learn from each other about different cultures and ideas. We also strongly believe in the need for differentiated learning and Response to Intervention to meet the needs of every unique student on our campus. We provide various interventions and programs to meet the needs of our students including GATE, Special Education, reading, math, English Language Learner Intervention and Social Emotional groups and counseling to support individual student learning.

The staff at Montevideo is committed to providing a holistic approach to student learning, which includes Common Core Standards based curriculum. Every classroom offers a balanced literacy language arts program, which includes Columbia's Readers and Writer's Workshop, Fountas and Pinell word work and spelling program and/or Words Their Way word work and spelling. All teachers use guided reading in their classrooms to meet the needs of their diverse learners. They also supplement their Language Arts blocks with GLAD- Guided Language Acquisition Design, and other various methods and materials to enhance the learning environment. Our teachers are also immersed in the Silicon Valley Math Initiative, Marcey Cook strategies, Making Math Real, Singapore Math and other problem solving-based methodologies to enhance the current adopted math curriculum. In addition to our rigorous and balanced ELA and Math curriculum, Art, Science, Social Studies and Music are integrated daily. We also implement culturally relevant teaching strategies in order to make all subject matter engaging and relevant to all students.

It is obvious from the moment you step onto our campus that the school culture is one of positivity. From our Mustang Motto: C.A.R.E. (Cooperation, Accountability, Respect, Empathy), Sanford Harmony social-emotional curriculum and staff work with mindfulness, anyone can feel the joy of teaching and learning from the minute you walk onto the campus. We welcome anyone to join us at the home of the Mustangs.

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	141
Grade 1	105
Grade 2	106
Grade 3	101
Grade 4	102
Grade 5	98
Total Enrollment	653

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.0
Asian	50.5
Filipino	3.2
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	0.5
White	23.7
Socioeconomically Disadvantaged	6.6
English Learners	17.8
Students with Disabilities	4.7
Foster Youth	0.3

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			
Montevideo Elementary School	16-17	17-18	18-19
With Full Credential	35	34	33
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
San Ramon Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1525
Without Full Credential	♦	♦	56
Teaching Outside Subject Area of Competence	♦	♦	18

Teacher Misassignments and Vacant Teacher Positions at this School			
Montevideo 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	0.296

* 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 are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; Science for grades K-12 in 2008, and Mathematics for K-12 in 2016.

Each time textbooks are adopted, professional development is offered on units of study and strategies in using the materials. All textbooks and materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school. Science will be the next subject up for adoption, currently scheduled for spring/summer 2019. History-Social Science materials are on track to be adopted the following year.

Textbooks and Instructional Materials Year and month in which data were collected: October 4, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	N2Y.com – Adopted 2015 Heinemann, Reading and Writing Units of Study - Adopted 2015 Phonics Lessons, Wilson Foundations, Words Their Way, Word Study Lessons – Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Great Minds, Eureka Math/EngageNY – Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan / McGraw Hill - Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman - Adopted 2007 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)

Montevideo is a neighborhood school. It is built in a pod format with open courtyards and covered walkways. Capacity is 650 students in 25 self-contained classrooms, as well as a library, special-education classrooms and offices, a science lab, a computer lab, a Multi-Purpose Room with stage and kitchen, administrative offices, and an on-site, privately run daycare facility (Kids' Country). The school was rebuilt in 1988 replacing the portable school that had operated for eleven years. With the support of Measure D, we were able to build our last classroom to meet class-size reduction needs. The City of San Ramon has developed and maintains our playing fields as a City park, and the school district provides playground apparatus. The school and the community share this area. A new Kindergarten playground was constructed in 2003. In addition, the governing board approved replacement of 2 HVAC units at Montevideo. Technology updates (e.g., audio systems, document cameras and LCD projectors in all classrooms) are ongoing.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 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	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	76.0	77.0	81.0	82.0	48.0	50.0
Math	72.0	72.0	77.0	77.0	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	10.9	31.7	52.5

* 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	307	302	98.37	77.15
Male	157	155	98.73	77.42
Female	150	147	98.00	76.87
Black or African American	--	--	--	--
Asian	147	145	98.64	86.90
Filipino	--	--	--	--
Hispanic or Latino	41	40	97.56	60.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	79	77	97.47	67.53
Two or More Races	29	29	100.00	75.86
Socioeconomically Disadvantaged	27	26	96.30	65.38
English Learners	78	78	100.00	78.21
Students with Disabilities	20	20	100.00	20.00
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	307	303	98.7	71.95
Male	157	156	99.36	77.56
Female	150	147	98	65.99
Black or African American	--	--	--	--
Asian	147	145	98.64	87.59
Filipino	--	--	--	--
Hispanic or Latino	41	41	100	46.34
Native Hawaiian or Pacific Islander	--	--	--	--
White	79	77	97.47	63.64
Two or More Races	29	29	100	62.07
Socioeconomically Disadvantaged	27	27	100	40.74
English Learners	78	78	100	76.92
Students with Disabilities	20	20	100	10
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)

Parent participation is vital to our school. Parents are encouraged to work with us as partners in educating their children. As a result, our parents are extremely supportive with their time and resources. Our PTA coordinates over 10,000 hours of volunteer service annually, and each PTA activity has the overwhelming support of the Montevideo families and staff. From the Montevideo Back to School Night and School Carnival in the fall, to the Pizza, Bingo and Movie Nights held several times a year, our PTA is committed to building a sense of community within the school. To that end, the PTA educates parents on issues affecting their students and organizes enriching, supportive student programs. PTA fund-raising monies are used primarily to fund school activities, Breakfast Book Clubs, Run Club, positive behavior supports and incentives, and assemblies for the students.

Parents also donate generously to the Montevideo Education Fund (MEF), administered by the School Site Council, which funds our library-media coordinator, our technology instruction, additional reading and math instruction, as well as part-time instructional aides. A fabulous auction gala and other fundraisers are provided each year under the sponsorship of the Montevideo Education Foundation. Parents often volunteer in classrooms and help with playground and lunchroom supervision. Local businesses and the City of San Ramon also provide volunteers and funding to enhance the educational programs at Montevideo.

We also partner with parents to help facilitate our art docent program, where parents and teachers collaborate to provide in-depth art history lessons and techniques.

For additional information about organized opportunities for parent involvement at Montevideo Elementary, please contact Principal Katie Witt at (925) 479-6100.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Montevideo Elementary School office at (925) 479-6100.

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 at Montevideo is a high priority. School Climate Survey data indicate that parents, students and staff view Montevideo as a safe, effective, drug-free school environment. This does not happen by chance. It is the product of concerned parents, educators, administrators and community members working together for the good of students. We have numerous programs and partnerships in place to help make our school even safer. A Comprehensive Emergency Plan, as part of the School Safety Plan, assure well-practiced strategies for dealing with emergencies. These plans are updated yearly, and safety measures are drilled regularly. The 2018-19 Comprehensive School Safety Plan and Emergency Plan was last updated and approved by the School Site Council in Spring 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.0	0.6	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.5	1.4
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	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	00
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.4
Social Worker	000
Nurse	.7
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	.8
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	24	22	24		3		5	3	6			
1	24	22	24		2		4	8	4			
2	24	26	23				4	8	5			
3	26	25	25				4	8	4			
4	29	31	30				4	6	3			
5	28	28	28				4	8	4			

* 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 San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development for all staff. Our high quality professional development program is focused on Common Core State Standards (CCSS) as well as balanced literacy and instructional strategies. In 2012-13, we established district-wide K-12 Task Forces in English language arts, mathematics, and other content areas along with targeted professional development offerings. We hold affiliation status with Columbia University Teachers College Reading and Writing Project and the Silicon Valley Math Initiative. Both organizations are highly respected and have strong ties to the development and implementation of the CCSS and professional learning offerings.

These learning experiences are supported with on-site coaching provided by a team of instructional coaches who work and train together. The coaches received certification as Common Core trainers through the Leadership and Learning Center. They provide one-to-one coaching, team and grade level coaching, whole school professional development, in addition to targeted cross-grade level, cross-discipline professional development sessions. These trainings connect to every aspect of school practice: relevant and rigorous curriculum, intentional instructional practices, formative assessment for learning, and lesson design.

In addition, every SRVUSD teacher is provided an opportunity to participate in a coach-led cohort to study instructional strategies in a small group setting. These cohorts are both semester-long and yearlong and are focused on topics that run the gamut from Interactive Lecture to Reading Workshop for Innovators to Problem Solving Strategies. There are dozens of cohorts running simultaneously.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSA). Our summer intensive trainings along with on-going staff development days and release day trainings deeply align with the needs of our individual schools and our Framework for Excellence: Supporting Students and their Learning; Supporting Staff and their Work.

Under the leadership and guidance of site administrators, such communities of practices afford our staff the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,677	\$47,903
Mid-Range Teacher Salary	\$75,058	\$74,481
Highest Teacher Salary	\$93,506	\$98,269
Average Principal Salary (ES)	\$128,470	\$123,495
Average Principal Salary (MS)	\$132,205	\$129,482
Average Principal Salary (HS)	\$143,795	\$142,414
Superintendent Salary	\$309,664	\$271,429
Percent of District Budget		
Teacher Salaries	37.0	35.0
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

Gifted and Talented Education (GATE)
 Instructional Materials Realignment
 Teacher Credentialing Block Grant (BTSA)
 Professional Development Block Grant
 School and Library Improvement Program Block Grant (SIP)
 Supplemental Hourly Program
 NCLB: Title II Teacher Quality & Principal Training
 Title III-Immigrant Education
 Title III-Limited English
 Lottery Instructional Materials
 Special Education IDEA Grants and Preschool Grants
 Special Education IDEA Pre K Staff Development
 VEA (Secondary Vocational Ed.)
 Personnel Staff Development
 Special Education and Special Education Infant
 Transportation Home/School
 Transportation Special Education (if required)

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	6921.32	1354.68	5566.64	79420.25
District	◆	◆	5,589	\$74,794
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-0.4	6.0
Percent Difference: School Site/ State			-24.6	-1.7

* 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.