



# George Washington Carver Elementary School

1401 West Santa Ana Blvd. • Santa Ana, CA 92703-3708 • (714) 564-2000 • Grades

Kimberly Ahvari, Principal  
kimberly.kempa@sausd.us  
<http://www.sausd.us/carver>

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



### Santa Ana Unified School District

1601 East Chestnut Avenue  
Santa Ana, CA 92701-6322  
714-558-5501  
[www.sausd.us](http://www.sausd.us)

#### District Governing Board

Valerie Amezcua – Board President

Rigo Rodriguez, Ph.D. Vice –  
President

Alfonso Alvarez, Ed.D. – Clerk

John Palacio – Member

#### District Administration

Stefanie P. Phillips, Ed.D.  
Superintendent

Alfonso Jimenez, Ed.D.  
Deputy Superintendent,  
Educational Services

Thomas A. Stekol, Ed.D.  
Deputy Superintendent,  
Administrative Services

Mark A. McKinney  
Associate Superintendent, Human  
Resources

Daniel Allen, Ed.D.  
Assistant Superintendent, K-12  
Teaching and Learning

Mayra Helguera, Ed.D.  
Assistant Superintendent, Special  
Education/SELPA

Sonia R. Llamas, Ed.D., L.C.S.W.  
Assistant Superintendent, K-12  
School Performance and Culture

Manoj Roychowdhury  
Assistant Superintendent, Business  
Services

Orin Williams  
Assistant Superintendent, Facilities  
& Governmental Relations

### School Description

George Washington Carver Elementary School (Carver Elementary) is located at the corner of West Santa Ana Boulevard and North Pacific Avenue. Carver Elementary opened in 1991 as a K-5 elementary school. In 1998, the school became a K-2 school and in July 1999, it was expanded an additional grade level to a TK-3 elementary school. Students attend Romero-Cruz Elementary, located on the Spurgeon Intermediate Campus, for their fourth and fifth grade terms. In 2019-2020, Carver will expand its grade levels to TK-4th Grade, and in 2020-2021 to TK-5th Grade.

The school's instructional program is structured around Common Core state standards and district approved curriculum. Teachers use Benchmark Advance for English language arts and Math Expressions for mathematics. All English learners participate in a 60-minute period of instruction in English Language Development (ELD) - 30 minutes of which are directly interwoven within the language arts teaching block and 30 minutes at their designated ELD level. To assist with the individual growth of our students, Carver is one of the first elementary schools to implement 1:1 technology in every classroom. These devices assist teachers with blended learning and aid in personalized learning and small group instruction. As a school, we continue to focus on the individual growth of each student; taking every student at their own level and growing from there. Students who are not proficient in English Language Arts, Math, or English Language Development receive support during the school day, as well as before and after school. In addition, we believe that extracurricular activities in Visual and Performing arts are an essential component of teaching the whole child and developing a love for school. Every student on our campus receives weekly music instruction from a credentialed music teacher, as well as art instruction, and opportunities for on and off site music, theater and drama. .

Carver Elementary is a welcoming and committed learning environment where all students are motivated to continue growing and learning. Our core values of respect, responsibility and safety are embedded into every school day. Teachers work collaboratively and have necessary resources to offer a clean and safe environment. Competent and caring staff welcome parent involvement. There is evidence of mutual trust and respect between district, community and school that all stakeholders' input is valued as an integral part of decision making. We offer our students and community a kindergarten readiness pre-school, after-school program, parenting classes, Zumba, onsite counseling and community worker, as well as before and after school tutoring services to assist in the overall development of their well-being. Carver has a licensed nurse one day a week that works collaboratively with our LVN who is on site three days per week.

District Profile Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 49,300 students in grades K-12, residing in the city of Santa Ana. As of 2017-18, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 80% enrolled in the Free or Reduced Price Meal program, 39% qualifying for English language learner support, and approximately 13% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools, and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 20 schools have received the Golden Bell Award since 1990. Each of Santa Ana Unified School District's staff members, parent, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

## 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	128
Grade 1	117
Grade 2	108
Grade 3	112
<b>Total Enrollment</b>	<b>465</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.0
Hispanic or Latino	98.9
Native Hawaiian or Pacific Islander	0.0
White	0.9
Socioeconomically Disadvantaged	93.3
English Learners	66.0
Students with Disabilities	13.5
Foster Youth	0.9

## 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			
George Washington Carver Elementary School	16-17	17-18	18-19
With Full Credential	24	24	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	1986
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	11

Teacher Misassignments and Vacant Teacher Positions at this School			
George Washington Carver	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)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On October 9, 2018, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 18/19-3253 which certifies as required by Education Code §60119 that for the 2018-2019 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year Adopted	Elementary School Textbook Publisher	Grades
<b>Mathematics</b>		
2017	Houghton-Mifflin, <i>Expressions</i>	K-5
<b>Language Arts</b>		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
<b>Spanish Language Arts</b>		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
<b>Science(s)</b>		
2008	MacMillan/ McGraw Hill California Science	K-5
<b>Social Science</b>		
2007	Scotts Foresman	K-5

### School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian and principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 7/6/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/6/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	RESTROOM BY PARKING LOT: Boys restroom has a loose faucet and one is missing knob: WO 23605 ROOM K-2: Toilet seat needs to be replaced: WO 23605
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	OUTSIDE PLAYGROUND: Holes on rubber mat softfall wo: 23608 ROOM 24: Small crack on window: WO 23342
<b>Overall Rating</b>	<b>Good</b>	

## 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	21.0	31.0	31.0	32.0	48.0	50.0
Math	35.0	37.0	25.0	26.0	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

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	109	109	100.00	31.19
Male	65	65	100.00	24.62
Female	44	44	100.00	40.91
Asian	--	--	--	--
Hispanic or Latino	107	107	100.00	29.91
White	--	--	--	--
Socioeconomically Disadvantaged	105	105	100.00	29.52
English Learners	81	81	100.00	25.93
Students with Disabilities	20	20	100.00	5.00
Students Receiving Migrant Education Services	--	--	--	--

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.

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

**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	109	109	100	36.7
Male	65	65	100	32.31
Female	44	44	100	43.18
Asian	--	--	--	--
Hispanic or Latino	107	107	100	35.51
White	--	--	--	--
Socioeconomically Disadvantaged	105	105	100	36.19
English Learners	81	81	100	34.57
Students with Disabilities	20	20	100	5
Students Receiving Migrant Education Services	--	--	--	--

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 involvement is encouraged at Carver Elementary School. We promote a learning community by welcoming volunteering, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, and library and/or media center on special days. Parents are always invited to help chaperon field trips. Carver Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

- Back to School Night
- Open House
- Student performances
- Fundraisers/yard sales/carnival/jog-a-thon
- Volunteer Tea
- Music and/or theater performances
- Sports events/Field Days
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Grade level focus parent meetings
- Monthly General Parent Meetings

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council (SSC)
- English Language Advisory Council (ELAC)
- Parent Teacher Organization (PTO)

\* District English Language Advisory Council (DELAC)

\* District Advisory Council (DAC)

Parents seeking more information about becoming an active member in the school community may contact the principal at (714) 564-2000.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- Blackboard Automated Phone Messaging System
- School web site
- Public Service Channel 31
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners

**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 Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the district office to fulfill Senate Bill 187 requirements. The school’s most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each School Safety Plan is forwarded to the District Office for review annually.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.3	0.2	0.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.0	3.1	3.1
Expulsions Rate	0.1	0.1	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)	.75
Psychologist	.5
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

\* 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
<b>K</b>	25	23	26	2	2	1	5	5	4			
<b>1</b>	28	29	28				5	4	4			
<b>2</b>	28	28	26				6	5	4			
<b>3</b>	27	24	28				6	6	4			
<b>Other</b>	5		7	1		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**

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the Common Core State Standards and Frameworks. Staff development concentrations are selected and identified based upon student assessment results, teacher input, CCSS, and professional development surveys.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. For the 2018-2019 school year, our school sponsored two days of staff development to open our school year, which included topics of school safety and curriculum and development. Staff and collaboration meetings are scheduled for every Wednesday from 1:15-2:15. Staff meeting topics Positive Behavior Intervention Systems, Common Core Standards, Playworks, Curriculum and Development, and school safety.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. In the summer of 2018, all teachers attended Benchmark Advance reading training and will receive three additional trainings throughout the year. Additional trainings take place throughout the school year, after school, and during the summer. These activities generally focus on curriculum, teaching strategies, and methodologies. During the 2017-18 school year, district training opportunities focused on the following:

- Positive Behavior Intervention Systems
- Gifted and Talented Education
- Working with Parents
- Individual Education Plan training for Special Education
- Data Analysis and Using Data to Drive Instruction
- Common Core
- Thinking Maps
- Collaborative Conversations
- Benchmark Assessments in Language Arts and Math
- Math Expressions Training

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the TIPS Induction Program is available on [www.sausdtips.org](http://www.sausdtips.org).

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.



FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,826	\$47,903
Mid-Range Teacher Salary	\$86,779	\$74,481
Highest Teacher Salary	\$110,107	\$98,269
Average Principal Salary (ES)	\$129,866	\$123,495
Average Principal Salary (MS)	\$131,985	\$129,482
Average Principal Salary (HS)	\$147,384	\$142,414
Superintendent Salary	\$327,000	\$271,429
Percent of District Budget		
Teacher Salaries	36.0	35.0
Administrative Salaries	4.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

- 21st Century ASSETS
- After School Education and Safety (ASES) (Proposition 49)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Head Start
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB: Title I, School Improvement Grant QEIA
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Supplementary Prgs-Specialized Secondary
- Title I, II, and III

### 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	7671	1576	6095	94913
District	♦	♦	\$6,836	\$91,640
State	♦	♦	\$7,125	\$80,764
Percent Difference: School Site/District			-11.5	3.5
Percent Difference: School Site/ State			-61.8	16.1

\* 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.