



Herbert Hoover Elementary School

408 East Santa Clara Ave. • Santa Ana, CA 92706-2957 • (714) 564-2100 • Grades

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<http://www.sausd.us/hoover>

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



Santa Ana Unified School District

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School Description

Herbert Hoover Elementary School (Hoover Elementary) is located on 408 E. Santa Clara Avenue, between Santiago and Spurgeon Street.

School Mission:

It is the mission of Hoover Elementary to build a community of lifelong learners who will strive to achieve their highest academic potential in a safe environment using a rigorous curriculum, based on the Common Core State Standards. All Hoover staff, parents, and community members pursue and explore every resource available to meet the intellectual, physical, and emotional needs of all students so that they become successful, productive, and contributing members of the community.

School Vision:

Our vision is to maximize student achievement to:

- Demonstrate the knowledge, skills, and values necessary to become independent learners and productive citizens
- Provide access to an equitable and inclusive learning environment in a high quality standards-based curriculum
- Monitor individual student progress and provide extra support to students as soon as it is needed
- Using instructional time effectively in reading and math to maximize effective instruction to meet the Common State Standards
- Devoting funds to support professional development on best instructional practices
- Involve parents and the community to help students meet the Common State Standards
- Modeling and expecting responsible, cooperative, and respectful behavior and holding students accountable for their actions
- Provide a healthy, safe, and secure environment that supports teaching and learning

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	77
Grade 1	47
Grade 2	62
Grade 3	60
Grade 4	71
Grade 5	79
Total Enrollment	396

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.3
Asian	1.3
Filipino	0.0
Hispanic or Latino	97.5
Native Hawaiian or Pacific Islander	0.0
White	0.8
Socioeconomically Disadvantaged	90.2
English Learners	64.6
Students with Disabilities	19.9
Foster Youth	0.5

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			
Herbert Hoover Elementary School	16-17	17-18	18-19
With Full Credential	33	33	17
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			
Herbert Hoover Elementary	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
Mathematics		
2017	Houghton-Mifflin, <i>Expressions</i>	K-5
Language Arts		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
Science(s)		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
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: 6/5/2018		
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	
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/5/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	PLAYGROUND: Rubber mat softfall has holes wo: 23617
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

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.

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	26.0	33.0	31.0	32.0	48.0	50.0
Math	27.0	29.0	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 total number of students who met or exceeded the standard on the Smarter

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	26.2	9.5	2.4

* 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	205	203	99.02	33.00
Male	109	108	99.08	37.04
Female	96	95	98.96	28.42
Asian	--	--	--	--
Hispanic or Latino	200	198	99.00	33.84
White	--	--	--	--
Socioeconomically Disadvantaged	183	182	99.45	34.07
English Learners	171	169	98.83	34.91
Students with Disabilities	41	40	97.56	22.50
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	205	204	99.51	28.92
Male	109	109	100	34.86
Female	96	95	98.96	22.11
Asian	--	--	--	--
Hispanic or Latino	200	199	99.5	29.15
White	--	--	--	--
Socioeconomically Disadvantaged	183	182	99.45	30.22
English Learners	171	170	99.42	30
Students with Disabilities	41	40	97.56	17.5
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)

Parents are encouraged to get involved in Hoover Elementary School's learning community by volunteering their time, attending school events, and sharing in the decision-making process. The school welcomes assistance in the classroom, library and/or media center, and on special days. Hoover 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
- Coffee with the Principal
- Monthly Parent Meetings offered in the mornings and evenings
- Parent Classes: Parenting, Nutrition
- Student performances
- Music/choir and/or theater performances
- Hoover Movie Night
- Jog-A-Thon
- Promotion activities
- Monthly student recognition assemblies, monthly writing awards breakfast, and trimester awards assemblies

Parents are kept informed and updated of their child's progress in all curricular areas through:

- Progress Reports
- Report Cards
- ELPAC and CAASPP test results
- Individual district assessment results (DIBELS, MAP, Benchmark Advance Interim Assessments, ADEPT, Renaissance STAR)
- Individual phone calls
- SST meetings
- Parent-teacher conferences

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
- English Language Advisory Council

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
- Bilingual monthly newsletters
- Bilingual flyers
- Bilingual letters

Parents seeking more information about becoming an active member in the school community may contact the school at (714) 564-2100.

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	1.4	1.8	1.2
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)	1.0
Psychologist	0.60
Social Worker	0
Nurse	0.20
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
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
K	31	23	29		1		2	2	3			
1	30	28	29				2	2	1			
2	17	30	31	1			2	2	2			
3	29	33	29				3	1	2		1	
4	28	29	33				2	2	1			1
5	29	29	26				3	3	3			
Other	11	11	11	1	1	2						

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

Professional Development provided for Teachers

All curriculum and instructional improvement activities at Hoover Elementary School are aligned to the California Common Core State Standards. Staff development concentrations are selected and identified based upon student assessment results, teacher input, state content standards, and professional development surveys. Teachers and support staff attend staff development sessions after school, on release days, Saturdays, and summer professional development days.

All staff development activities at Hoover are focused on increasing student achievement. During the 2016-17 school year, staff training topics at Hoover included: California Common Core State Standards, Positive Behavioral Interventions and Expectations, MAP assessments in a growth mindset module with data chats, Google Apps For Education (GAFE), Canvas, and 21st Century Learning Skills (Collaboration, Communication, Creativity, and Critical Thinking). The principal reviewed previous District Theoretical Frameworks such as Academic Language Modules, Text Complexity, Collaborative Academic Conversations, and Making Meaning Through Writing. In addition, there were staff developments in ELD using the new California English Language Development Standards and four ELD Modules. Throughout the year teachers were provided learning opportunities in one hour long Staff Development meetings covering state testing (CASSPP and CELDT), MAP assessment administration, technology areas such as new document camera training, Smart Board Training, new computer training, and new software.

During the 2017-18 school year, staff training topics at Hoover included: Safety Training, compliance items (child abuse mandated reporting, sexual harassment), California Common Core State Standards, implementation of our new Math Expressions program, Positive Behavioral Interventions and Expectations, inclusive practices, data chats, DIBELS score analysis to drive instruction (TK-3), and 21st Century Learning Skills (Collaboration, Communication, Creativity, and Critical Thinking). Based on state and district assessment results, Hoover's focus was reading and writing. Teachers met individually with the principal to evaluate MAP assessment results in both reading and math, compare them to CASSPP scores (grades 4-5), and review DIBELS scores (grades K-3) to inform instruction. Our TEC support teacher reviewed previous District Theoretical Frameworks such as Academic Language Modules, Text Complexity, and Collaborative Academic Conversations, with a special focus on Making Meaning Through Writing. In addition, she provided staff developments in ELD using the new California English Language Development Standards and four ELD Modules. Throughout the year teachers were provided learning opportunities in one hour long Staff Development meetings which included the use of specific LEXIA lessons and utilizing LEXIA skills reports to inform instruction. Teachers were also provided release days to collaborate, analyze data, and identify areas of need. In addition, our teachers all attended the district-sponsored Math Expressions trainings during the summer and release days.

During the 2018-19 school year, our school sponsored 2 days of staff development. Staff training topics at Hoover this year include: Safety Training, active shooter response, compliance items (child abuse mandated reporting, sexual harassment), California Common Core State Standards, implementation of our new reading Benchmark program, Positive Behavioral Interventions and Expectations, data chats, and utilizing advanced LEXIA reports to inform instruction. Based on CAASPP, MAP, and DIBELS results, Hoover's instructional focus continues to be reading and writing, but this year an emphasis will also be placed on mathematics to ensure SBAC performance. Teachers will meet individually with the principal to evaluate MAP assessment results in both reading and math, compare them to CASSPP scores (grades 4-5), and review DIBELS scores (grades K-3) to inform instruction. Throughout the year teachers are provided learning opportunities in one hour long Staff Development meetings which include state testing administration training (CASSPP and ELPAC), MAP assessment administration, technology areas as needed, GATE identification and referral, Illuminate training by the Research and Evaluation department, maximizing the use of our software, and health training and seizure response. During collaboration meetings and on release days, teachers will analyze student data to inform instruction. In addition, our teachers will all complete the district-sponsored Benchmark trainings and Irvine Math Project trainings during the summer and release days.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. During the last three years, district training opportunities focused on the following:

- Positive Behavioral Intervention System and Expectations
- Common Core State Standards
- Math Instruction - Math Expressions and Irvine Math Project
- Reading Instruction - Benchmark Reading
- Gifted and Talented Education
- Working with Parents and Students on Career and College Readiness
- Special Education
- Making Meaning Through Writing
- Cognitive Guided Instruction (Math - CGI)
- Data Analysis and Using Data to Drive Instruction
- MAP Assessments in Reading and Math

All of Hoover's teachers are fully credentialed. New teachers to the district 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.

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 provided by SAUSD or sponsored by the Orange County Office of Education, as well as courses offered by community colleges and universities. Classified support staff may receive additional job-related training from 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/.

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	8434	2562	5871	94615
District	◆	◆	\$6,836	\$91,640
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-15.2	3.2
Percent Difference: School Site/ State			-65.2	15.8

* 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.