



Norman Liddell Elementary School

5455 W. Alluvial • Fresno, CA 93722 • (559) 276-3176 • Grades K-6

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Central Unified School District

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School Description

Norman Liddell Elementary School is currently the fifth newest K-6 school in Central Unified School District. Liddell serves approximately 700 students. It is located within the northwest city limits of Fresno. Liddell Elementary School has an attendance area of approximately 1 square mile and lies mainly in a suburban setting. Student attendance is stable.

The Liddell Lions have a proud tradition of excellence. Our students, parents, staff, and community work collaboratively to provide an effective and efficient educational setting for students to thrive. A variety of exemplary curricular and co-curricular opportunities are available for Liddell students. The dedicated staff creates a positive learning environment that fosters a commitment to academic and emotional growth for our students.

School Mission Statement:

"Liddell Elementary School is dedicated to building an effective team of educators, parents, and community to provide exemplary programs that will empower students to realize their full potential. In essence, devotion to life-long learning will prepare students for productive citizenship in a changing world."

Liddell Elementary School students are routinely successful in academic, co-curricular and athletic endeavors. Liddell students place high in academic competitions such as Science Fair, History Day, Young Authors' Faire and Spelling Bee. The involvement of classroom teachers as athletic coaches has produced an expectation of excellence in not only the competition but in citizenship and personal accountability of the athletes. Liddell has a Robotics team and theater opportunities.

The Liddell community of parents is highly involved in their child's education. This involvement includes volunteering in classes, fundraising, assistance at home with learning activities and being an advocate for their child's needs. The Liddell staff not only welcomes the parents in these roles but encourages the involvement. Parents are viewed by the teaching and administrative staff as valuable assets.

Liddell Elementary School has an active Parent Faculty Club. They raise funds throughout the year to support various programs and needs at the school. During the 2014-15 school year they funded teacher grants, continued to support technology.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	128
Grade 1	94
Grade 2	102
Grade 3	85
Grade 4	93
Grade 5	98
Grade 6	98
Total Enrollment	698

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.7
American Indian or Alaska Native	0.1
Asian	15.9
Filipino	1.3
Hispanic or Latino	35.8
Native Hawaiian or Pacific Islander	0.7
White	33.8
Two or More Races	2.6
Socioeconomically Disadvantaged	51
English Learners	13.9
Students with Disabilities	6
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Norman Liddell Elementary School	14-15	15-16	16-17
With Full Credential	27	31	33
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	737
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Norman Liddell Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin Adopted 2008-2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Scott Foresman: Science California Adopted 2007-2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Liddell sits on 10 acres and 58,101 square feet. It contains 35 classrooms at 33,884 sq ft, and 17 restrooms at 1,735 sq ft. The oldest main building was built in 1996. Liddell's janitorial staff consists of a day time custodian from 7:00 am-4:00 pm, and two night custodians from 3:30 pm-12:00 am. Students arrive at school through the front doors, and depart from these doors. Visitors are directed to check-in through the office. Visitors wear passes during their visit to Liddell School. Staff closely monitor students while they are on campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Stained ceiling tiles are being replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Plant in corner of staff lounge is staining the carpet with the run off water (plant need to be removed)
Electrical: Electrical		X		Lighting ballast is on order to be replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountain leak has been repaired.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials			X	Plug in air fresheners need to be removed. Plug in candle warmers need to be removed. Boxes in Campus Connection are stacked above 6'. Improperly stored cleaning supplies. Aerosols present.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	41	47	31	39	44	48
Math	33	38	22	26	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	65	66	63	48	41	41	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.6	30.9	29.9

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	99	96	97.0	62.5
Male	49	48	98.0	56.3
Female	50	48	96.0	68.8
Black or African American	13	13	100.0	53.9
Asian	13	13	100.0	46.2
Hispanic or Latino	30	27	90.0	48.2
White	39	39	100.0	76.9
Socioeconomically Disadvantaged	48	46	95.8	47.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	86	84	97.7	35.7
	4	92	88	95.7	43.2
	5	97	95	97.9	54.7
	6	103	99	96.1	53.5
Male	3	45	44	97.8	25.0
	4	45	44	97.8	47.7
	5	49	47	95.9	40.4
	6	58	55	94.8	47.3
Female	3	41	40	97.6	47.5
	4	47	44	93.6	38.6
	5	48	48	100.0	68.8
	6	45	44	97.8	61.4
Black or African American	4	11	10	90.9	20.0
	5	13	13	100.0	46.1
Asian	3	18	18	100.0	27.8
	4	11	11	100.0	54.5
	5	13	13	100.0	46.1
	6	14	14	100.0	78.6
Hispanic or Latino	3	33	31	93.9	32.3
	4	35	34	97.1	44.1
	5	28	26	92.9	42.3
	6	28	28	100.0	39.3

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	22	22	100.0	54.5
	4	31	29	93.5	41.4
	5	39	39	100.0	64.1
	6	48	45	93.8	60.0
Socioeconomically Disadvantaged	3	45	44	97.8	18.2
	4	44	42	95.5	28.6
	5	46	45	97.8	33.3
	6	48	45	93.8	33.3
English Learners	3	11	11	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	86	84	97.7	33.3
	4	92	88	95.7	45.5
	5	97	96	99.0	34.4
	6	103	99	96.1	40.4
Male	3	45	44	97.8	31.8
	4	45	44	97.8	54.5
	5	49	48	98.0	35.4
	6	58	55	94.8	38.2
Female	3	41	40	97.6	35.0
	4	47	44	93.6	36.4
	5	48	48	100.0	33.3
	6	45	44	97.8	43.2
Black or African American	4	11	10	90.9	20.0
	5	13	13	100.0	23.1
Asian	3	18	18	100.0	38.9
	4	11	11	100.0	54.5
	5	13	13	100.0	38.5
	6	14	14	100.0	57.1

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	33	31	93.9	29.0
	4	35	34	97.1	47.1
	5	28	27	96.4	22.2
	6	28	28	100.0	35.7
White	3	22	22	100.0	45.5
	4	31	29	93.5	41.4
	5	39	39	100.0	43.6
	6	48	45	93.8	40.0
Socioeconomically Disadvantaged	3	45	44	97.8	13.6
	4	44	42	95.5	35.7
	5	46	46	100.0	15.2
	6	48	45	93.8	31.1
English Learners	3	11	11	100.0	18.2

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

The outstanding support of Liddell parents has contributed to the school's many accomplishments. Students have enjoyed the benefits of a supportive school community. Parents have a variety of opportunities to be involved at Liddell School. Translation and interpretation services are provided.

- *Parent Faculty Club
- *Classroom Assistance
- *School Site Council
- *English Language Advisory Council
- *Superintendent's Advisory Committee
- *Athletics
- *Back-to-School Night
- *Open House
- *Book Fairs
- *Red Ribbon Week
- *Yard Duty Assistance
- *Student Clubs
- *Student Performances
- *Field Trip chaperones
- *Pastries with Parents
- *Library Volunteer
- *Office Support
- *School Carnival
- *Holiday Joy
- *Performing Arts
- *Science Fair
- *Robotic

*Valley PBS Workshops
Family Stem Nights
Liddell Showcase

Contact Person Name: Charlene Graham
Contact Person Phone Number: (559) 276-3176

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Liddell Emergency Response Plan was prepared in compliance with Central Unified School District Governing Board Policy and California Administrative Code, Title 5, California Education Section 560, which requires all public schools, kindergarten through community college, to have written emergency response plans which will be reviewed at least annually by the local governing board. This plan was developed and approved in cooperation with state, county, city, and district civil emergency response staff. Cooperation with these agencies is essential in times of an emergency. This plan is devoted to the welfare and safety of the students of Liddell Elementary School during school hours. It includes a procedure whereby the school could be used, under disaster conditions, as a community resource for the care of people. The major objectives of emergency response procedures are to save lives and protect property in the event of a disaster. This plan was developed with these objectives in mind. The plan was last revised in September, 2016 and reviewed with the School Site Council. The staff last reviewed it in October 2016 and will be reviewed again with staff December 2016 with monthly safety training during staff PD.

The School Site Council reviewed the plan in September, 2016. The plan includes staff assignments, contingency scenarios, drill guidelines and evacuation locations. Through the course of the year, we practice the drop and cover drills, earthquake and monthly fire drills. We have practice drills during class, recess, PE and after school. Once a year a drill will include implementing Plan B, communication through radios and the use of Remind app.

An aspect of the school safety includes identifying areas of growth. As an example, we changed our red signs to orange due to our school color being red and a phone tree in case of a substitute in a grade level. Our blacktop was replaced/repared to address major cracks in the blacktop that interfere with safe play on the basketball courts and presents a strong concern for injury during competitive play. Surveillance cameras have been installed at the site.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.7	1.4	1.5
Expulsions Rate	0.3	0.0	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	6.0	5.6	7.4
Expulsions Rate	0.5	0.3	0.4
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		91.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.60
Social Worker	0.00
Nurse	0.60

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	0.60
Resource Specialist	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	680

* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	27	30	27				4	4	4			
1	31	30	29				3	3	3			
2	30	30	28				3	3	4			
3	30	28	28				3	3	3			
4	32	29	31				2	3	3	1		
5	34	34	33						3	3	3	
6	30	33	33				4	1	1		2	2

Professional Development provided for Teachers

2014-2015

17 minimum days on site (approximately 37 hours)
1 grade level District collaborative training (8 hours)

2015-2016

1 grade level District Collaborative
17 Site PD on Minimum days

2016-2017

1- District Math inservice
17 Site PD on Minimum days

In addition to the time above, every effort is made to protect 120 - 210 minutes weekly of grade level planning where all grade level partners are available to collaborate. This is done by intentionally assigned yard duty before school as a grade level team and minimizing IEPs/SSTs/504s to 1 per week per grade level (provides a minimum of 120 minutes weekly) and also utilizes the time available on teacher controlled minimum days (90 minutes twice monthly minimum).

Weekly grade level PLCs (40 minutes per week)

Teachers have attended ELPD, EL Writing, Kagan, and Google conferences.

Based on a review of DATA from 2015-16, classroom observations and teacher surveys, staff development is being focused on the following:

- implementation of Guided Reading in all K-2 classrooms and Tier 1 and 2 in class supports/strategies for grades 1-6.
- implementation of instructional strategies consistent with the intended outcomes embedded in the Common Core standards and 21 Century Learning outcomes,
- EL strategies

Teachers will also continue to train for the following:

- GATE Certification
- Effective strategies/Tier 1 and 2 supports
- English Learner Professional Development
- Math teaching strategies/reteaching, small group
- Academic Vocabulary
- Reading strategies and instructional organization/guided reading/small group instruction
- Technology usage

- PLC process w/data analysis, effective teaching strategies, data collection
- Learning Outcomes/Success Criteria
- Effective Feedback
- VAPA, STEM lessons

Professional Development is being provided in the following formats:

- Site-based staff development sessions
- Coaching support for planning, modeling, co-teaching and observation with feedback
- County and District training for specific topics (ELPD, Math, etc)
- Google summit/technology conferences/trainings

Following training, teachers are monitored by site administration and supported through coaching by the Instructional Support Coach and grade level partners.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,763	\$44,958
Mid-Range Teacher Salary	\$61,731	\$70,581
Highest Teacher Salary	\$81,368	\$91,469
Average Principal Salary (ES)	\$97,728	\$113,994
Average Principal Salary (MS)	\$102,715	\$120,075
Average Principal Salary (HS)	\$109,802	\$130,249
Superintendent Salary	\$201,759	\$218,315
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	5%	5%

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

Types of Services Funded

Local Control Funding Formula funding provides support and services for English Language Learners and at-risk students.

- During the 2015-16 school year, funds were used to provide a certificated teacher to work in small groups with the English Learners who were considered long-term (more than 4 years in the US but not fluent in English)
- ELA tutoring was provided during school sessions 5 days per week for students in first through 3rd grades. Certificated Teachers provided intervention with IA support.
- Teachers were provide release time to plan for instruction, differentiation and assessment.
- Materials and supplies were provided over and above what was available through general school funding. These included: assessment kits, library books, art supplies, physical activity equipment, technology replacement equipment, technology supplies (ink, etc), service contracts for ST Math, Lexia, PBIS data collection and other materials as requested.

Gifted and Talented Education Program (GATE) provides challenging instruction to gifted and talented students to meet their advanced needs.

Summer school is available for at-risk students.

The Special Education Department provides additional funding for identified students according to their specific needs.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,402.16	\$8.32	\$4,393.83	\$74,794.63
District	♦	♦	\$7,062.53	\$69,536.60
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-37.8	7.6
Percent Difference: School Site/ State			-22.6	0.8

* Cells with ♦ do not require data.