



# Ramon S. Tafoya Elementary

720 Homestead Way • Woodland, CA 95776 • (530) 662-4324 • Grades K-6

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Woodland Joint Unified School District

435 Sixth Street  
Woodland, CA 95695-4109  
(530) 662-0201  
www.wjusd.org

#### District Governing Board

Morgan Childers, President

Jake Whitaker, Vice President

Teresa Guerrero, Clerk

Deborah Bautista Zavala

Debbie Decker

Karen Rosenkilde-Bayne

Rogelio Villagrana

#### District Administration

Thomas Pritchard  
**Superintendent**

Elodia Ortega-Lampkin  
**Associate Superintendent  
Educational Services**

Lewis Wiley, Jr.  
**Associate Superintendent  
Business Services**

Leanee Medina Estrada  
**Assistant Superintendent  
Human Resource Services**

### School Description

Tafoya is a member of the No Excuses Network of schools. We share research-based strategies that have been proven to help students succeed.

Our goal is to prepare all students for whatever educational opportunities they encounter.

We are Tafoya Hawks.

We are college-bound!

### MISSION STATEMENT

It is the mission of Tafoya Elementary School to educate each student by:

- Working collaboratively to provide a high quality, articulated, standards-based instructional program
- Ensuring that each student is proficient in reading, math, writing, the use of technology and critical thinking skills.
- Developing students' ability to work collaboratively, independently and in groups
- Establishing a safe, caring, inclusive school environment
- Providing support systems that neutralize challenges so that all students will succeed
- Developing home-school connections in support of student learning and involving parents in school decision-making
- Using data to evaluate/improve school programs and to inform instruction

### VISION STATEMENT

At Tafoya Elementary, everyone takes responsibility to help meet the needs of our students. We do this by working together to promote a love of learning, as we ensure that each student grows academically and socially. We hold high expectations for student achievement and a firm belief that all students will be prepared for a future of their choice.

Our school community is committed to providing our Tafoya scholars with a well-rounded instructional program that prepares students for middle school and lays the foundation for success in college and the career of their choice. Students, staff, parents, and community members maintain a positive, respectful learning environment that promotes perseverance and responsibility, while empowering students to achieve.

### SCHOOL PROFILE

The city of Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of over 56,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive high schools and an alternative high school served approximately 9,782 students in the 2018-2019 school year. During the 2018-2019 school year, 796 students were enrolled at Tafoya Elementary in grades kindergarten through six.

## 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	75
Grade 2	100
Grade 3	122
Grade 4	141
Grade 5	142
Grade 6	113
<b>Total Enrollment</b>	<b>796</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.9
Asian	12.9
Filipino	1.5
Hispanic or Latino	59.9
Native Hawaiian or Pacific Islander	1.4
White	18.1
Two or More Races	2.5
Socioeconomically Disadvantaged	64.2
English Learners	27.6
Students with Disabilities	11.2
Foster Youth	1
Homeless	2.9

## 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 for Ramon S. Tafoya	17-18	18-19	19-20
With Full Credential	35	34	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Woodland Joint	17-18	18-19	19-20
With Full Credential	◆	◆	413
Without Full Credential	◆	◆	9
Teaching Outside Subject Area of Competence	◆	◆	1

### Teacher Misassignments and Vacant Teacher Positions at Ramon S. Tafoya Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	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 2019-20)

Woodland Joint Unified School District held a Public Hearing on September 26, 2019 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2019, regarding textbooks in use during the 2019-2020 school year.

#### Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
Mathematics	<p>Houghton Mifflin Harcourt –Math Expressions Adopted 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
Science	<p>Pearson Scott Foresman Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
History-Social Science	<p>Prentice Hall Adopted 2006</p> <p>Scott Foresman Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>

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

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

Tafoya Elementary School, originally constructed in 1999, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 34 classrooms, one library, one computer lab, one multipurpose room, one staff room, and two playgrounds. Facility information is current as of September 18, 2019.

##### Cleaning Process

The Principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment.

##### Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 9/18/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Tafoya N2: 2: (D) Ventilation units are obstructed, intake is. 7: (D) Lighting fixture or bulbs are not working or missing Work Order 38665
<b>Interior:</b> Interior Surfaces	Good	Tafoya K-3: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) Lighting fixture or bulbs are not working or missing Work Order 38662
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	Ramon J4: 7: (D) Lighting fixture or bulbs are not working or missing Tafoya K-2: 7: (D) Lighting fixture or bulbs are not working or missing 11: (D) Materials labeled "keep out of reach of children" are within reach of children, bottles are not labeled. Tafoya K-3: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) Lighting fixture or bulbs are not working or missing Tafoya M1: 7: (D) Lighting fixture or bulbs are not working or missing Tafoya M3: 7: (D) Lighting fixture or bulbs are not working or missing Tafoya N2: 2: (D) Ventilation units are obstructed, intake is. 7: (D) Lighting fixture or bulbs are not working or missing Tafoya Room F2: 7: (D) Improper usage of surge protectors or daisy chain of surge protectors, microwave plugged into surge protector. Work Orders 38656, 38661, 38662, 38663, 38664, 38665, and 38666
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Ramon E-3: 11: (D) Materials labeled "keep out of reach of children" are within reach of children Ramon K1: 11: (D) Materials labeled "keep out of reach of children" are within reach of children. Ramon Multipurpose Room: 11: (D) Paint in peeling, chipping or cracking on door frames. Tafoya D2: 11: (D) Scented wax unit in classroom, indoor air quality hazard. Tafoya J-3: 11: (D) Paint in peeling, chipping or cracking on front door. Tafoya K-2: 7: (D) Lighting fixture or bulbs are not working or missing 11: (D) Materials labeled "keep out of reach of children" are within reach of children, bottles are not labeled. Work Orders 38655, 38657, 38658, 38659, 38660, and 38661
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	42	41	40	43	50	50
Math	32	28	29	28	38	39

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

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	19.0	12.7	2.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	526	519	98.67	41.43
Male	276	272	98.55	38.60
Female	250	247	98.80	44.53
Black or African American	16	16	100.00	18.75
American Indian or Alaska Native	--	--	--	--
Asian	73	73	100.00	47.95
Filipino	--	--	--	--
Hispanic or Latino	309	303	98.06	36.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	87	100.00	52.87
Two or More Races	16	16	100.00	43.75
Socioeconomically Disadvantaged	345	341	98.84	33.72
English Learners	236	231	97.88	36.36
Students with Disabilities	72	72	100.00	8.33
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	11	9	81.82	18.18

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 2018-19 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	527	525	99.62	28.00
Male	277	275	99.28	29.82
Female	250	250	100.00	26.00
Black or African American	16	16	100.00	12.50
American Indian or Alaska Native	--	--	--	--
Asian	73	73	100.00	30.14
Filipino	--	--	--	--
Hispanic or Latino	309	308	99.68	22.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	88	88	100.00	40.91
Two or More Races	16	16	100.00	43.75
Socioeconomically Disadvantaged	345	345	100.00	20.29
English Learners	236	236	100.00	20.76
Students with Disabilities	72	72	100.00	2.78
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	11	11	100.00	0.00

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 2019-20)

At Tafoya, we know that a quality education requires a team approach. We invite parents to be an active part of their child's academic, behavioral and social/emotional growth. Parents and teachers communicate on an on-going basis via phone, email, text, and a variety of apps so parents can receive timely information about their child's progress. Formal conferences are held twice a year for teachers to review student assessment data and their progress toward meeting the standards. We are proud to offer many opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, at-home preparation, sixth-grade promotion, field trip chaperones, fundraising, Hawk assemblies, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council membership. Tafoya Elementary School also has partnerships with Woodland Community College, UC Davis tutors, and local businesses. Our Tafoya Parent Involvement team partners with PTA to provide a variety of ways for families to be involved in their child's education including Family Nights, movie nights and parent workshops. Parents are surveyed regarding needs and topics for parent information nights. A part-time parent liaison provides resources and information to parents and is actively involved in promoting communication between school and home.

#### Contact Information

Parents who wish to participate in Ramon S. Tafoya Elementary School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 666-4324, communicate with their child's classroom teacher or visit our website at [www.tafoya.wjUSD.org](http://www.tafoya.wjUSD.org). In addition they may contact the PTA president via the PTA website. The school district website, ([www.wjUSD.org](http://www.wjUSD.org)), provides a variety of resources for parents, students and community members. Parents may also link to our school website from the district website. Parents are also encouraged to participate in community forums at the district level and are able to attend Community and Family Engagement (CAFE).



**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 of students is the top priority of the Tafoya school staff. Students are supervised throughout the day by teachers, noon duty supervisors, classified staff, and administrators. There is a designated area for student drop-off and pickup at the school. Visitors to the school must check in at the office and wear a visitor's badge while on campus. All staff will re-direct any adult not wearing a visitor sticker to the office.

Ramon S. Tafoya Elementary School's Site Safety Plan is reviewed and discussed each year by the School Site Council, which consists of administrators, teachers, classified staff, and parents and is approved the following fall. Safety in general and procedures specifically are discussed at every staff meeting. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. The WJUSD staff identify areas of need and create the most effective safety procedures and systems possible. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including monthly fire evacuations and disaster drills, which are held three times a year. Additionally, our site will participate in active shooter training (ALICE) this year. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.8	1.6	3.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.3	6.0	5.7
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	3980.0

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.625
Psychologist	1.0
Social Worker	0
Nurse	.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	3.0

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		5		21	1	4		22	1	4	
1	23		5		23		5		22		3	
2	25		5		29		4		25		4	
3	27		5		27		5		24		5	
4	32		3		27		5		28		5	
5	32		4		33		1	2	28		5	
6	29		4		32		3	1	28		4	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:

- Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
- UC Davis Math Project: Focus on Conceptual Understanding, TK-12
- Ethnic Studies with the Acosta Group, Preschool-12
- UC Davis History Project: Understanding the History/Social Science Framework, TK-12
- Restorative Practices, TK-12
- Innovator Cohort: Google certification classes for teachers
- Universal Design for Learning (7-12)
- English Learner Shadowing (7-12)

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,236	\$49,084
Mid-Range Teacher Salary	\$64,833	\$76,091
Highest Teacher Salary	\$91,792	\$95,728
Average Principal Salary (ES)	\$107,223	\$118,990
Average Principal Salary (MS)	\$112,421	\$125,674
Average Principal Salary (HS)	\$124,016	\$137,589
Superintendent Salary	\$224,180	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	35%
Administrative Salaries	5%	6%

\* 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**

Woodland Joint Unified School District spent an average of \$9,537 to educate each student (based on 2017-18 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2018-2019 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies

**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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,577	\$780	\$4,798	\$72,503
District	N/A	N/A	\$7,609	\$69,150.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-45.3	-0.8
School Site/ State	-33.5	-12.6

Note: Cells with N/A values 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.