



Main Avenue School

1400 Main Avenue • Sacramento, CA 95838 • (916) 929-9559 • Grades K-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Robla Elementary School District

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District Governing Board

Dennis Boyd, President
Ken Barnes, Vice President
Kim Howard, Clerk
Craig DeLuz
Nuvia Cardona

District Administration

Ruben Reyes
Superintendent
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Nichol Sullivan
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Cindi Lyon
Director, State and Federal Programs
Laura Lystrup
Director, Special Education and Preschool
Gail Hunt
Director, Curriculum and Assessment

School Description

Main Avenue School is part of the Robla School District, which consists of five elementary schools and one preschool program, serving over 2,000 students. The district is located within the City of Sacramento, northeast of the central city. The Robla School District was originally established as the Oak Grove School District in the early 1890s. The district's name was changed to Robla School District in 1916. Robla is a derivative of the Spanish word "roble" which means "cluster of British Oak trees." During the past school year, Main Avenue School served 373 students in grades kindergarten through sixth on a traditional schedule.

Principal's Message: It is the mission of Main Avenue School to provide students with effective instruction, high quality curriculum, and a positive and safe atmosphere where students may achieve at their highest potential. The Main Avenue School staff and community will continue to look closely at achievement data and evaluate its instructional program. Main Avenue School provides an ideal environment for students to reach their highest academic potential. The school's instructional focus is on a strong, academic curriculum and good citizenship at all grade levels. The staff strives to provide students with an enriched, diverse curriculum, where many cultural celebrations are observed. In addition, we will continue to focus on the following important ideas:

- The Main Avenue staff greatly values the role each student's family plans in his/her education. Through regular and meaningful communication between home and school, students receive the support necessary to make significant gains each year. Providing parents with regular reports about their child's progress is a high priority for all teachers.
- Teachers use the common core standards as a template for planning and instruction. The common core standards also provide teachers with a resource for making important decisions about each student's instructional program and help teachers focus on year-end goals appropriate for all students.
- Instructional resources must be closely aligned to each grade level's standards. The Robla School District's adopted curriculum materials are an important tool for planning effective lessons. Materials have been adopted in English Language Arts, Mathematics, English Language Development, Social Science and Science. Regular assessments which are part of these programs as well as other assessments also inform instructional planning.
- Interventions are sometimes needed to provide a student with support to help close the gap between where they are currently functioning and proficiency with all grade level standards. The Main Avenue School staff is committed to developing and implementing effective interventions to meet the specific needs of each individual student at our school. Such interventions may be provided during the school day as well as outside of regular school hours in order to extend learning time. These interventions are designed to supplement the core curriculum.

District Vision Statement: Every student reaches their potential in a growth-minded environment rich in challenging practices and reflective learning for all.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	45
Grade 1	50
Grade 2	48
Grade 3	49
Grade 4	55
Grade 5	65
Grade 6	56
Total Enrollment	368

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	14.9
American Indian or Alaska Native	2.2
Asian	18.8
Filipino	2.2
Hispanic or Latino	43.5
Native Hawaiian or Pacific Islander	1.4
White	12.2
Two or More Races	4.6
Socioeconomically Disadvantaged	93.2
English Learners	29.9
Students with Disabilities	11.4
Foster Youth	0

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			
Main Avenue School	15-16	16-17	17-18
With Full Credential	18	22	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Robla Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	124
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Main Avenue School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Robla Elementary School District held a public hearing on September 7, 2017, and determined that each school within the district had 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. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: 2017 September	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades TK-5: Scott Foresman/2006; Grade 6: Prentice Hall/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Main Avenue School was originally constructed in 1958 and has since undergone complete modernization. The campus is currently comprised of 20 classrooms including portables, a library, one staff lounge, a cafeteria/multipurpose room, one playground and the school office. The chart displays the results of the most recent school facilities inspection.

Cleaning Process: Main Avenue School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with the two full-time custodians to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair: A scheduled maintenance program is administered by Main Avenue School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 2017 December				
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	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	25	26	30	30	48	48
Math	26	24	26	25	36	37

* 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	61	59	96.7	33.9
Male	32	30	93.8	33.3
Female	29	29	100.0	34.5
Black or African American	13	11	84.6	27.3
Hispanic or Latino	30	30	100.0	33.3
Socioeconomically Disadvantaged	53	52	98.1	34.6
English Learners	17	17	100.0	11.8
Students with Disabilities	11	11	100.0	27.3

* 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	11	34	48	38	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.2	28.1	9.4

* 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 2016-17 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	229	224	97.82	25.89
Male	113	110	97.35	19.09
Female	116	114	98.28	32.46
Black or African American	41	40	97.56	22.5
American Indian or Alaska Native	--	--	--	--
Asian	39	39	100	33.33
Filipino	--	--	--	--
Hispanic or Latino	102	99	97.06	24.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	19	95	31.58
Two or More Races	14	14	100	21.43
Socioeconomically Disadvantaged	212	207	97.64	23.19
English Learners	77	77	100	27.27
Students with Disabilities	33	32	96.97	3.13

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 2016-17 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	229	228	99.56	23.68
Male	113	113	100	20.35
Female	116	115	99.14	26.96
Black or African American	41	40	97.56	15
American Indian or Alaska Native	--	--	--	--
Asian	39	39	100	30.77
Filipino	--	--	--	--
Hispanic or Latino	102	102	100	20.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100	35
Two or More Races	14	14	100	21.43
Socioeconomically Disadvantaged	212	211	99.53	22.75
English Learners	77	77	100	24.68
Students with Disabilities	33	33	100	3.03

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Main Avenue School parents have many choices when it comes to involvement in their child's education. A variety of family events are held throughout the school year. These events are held in the evening, and the entire family is invited to come and participate together. These events encourage families to learn side-by-side and are designed to provide ideas for how families can interact and learn at home. Parents may become involved in decision-making at Main Avenue School by becoming a member of the Parent Teacher Club, School Site Council or English Learner Advisory Council. Both groups advise the principal in the ongoing improvement of the learning programs at the school. Parents may also help in their child's classroom, prepare materials, help supervise games at recess and supervise on field trips. If you would like more information in becoming involved at your child's school please contact Sarah Neuhaus, Principal, at (916) 929-9559.

Main Avenue School seeks community support for all special events. Local businesses often provide financial assistance and/or donate goods and supplies. Corporations have also provided grants to programs and activities at Main Avenue School. The following organizations support our school to enhance student learning and promote healthy habits: United Way, Health Education Council, Sacramento County Department of Health and Human Services, Papa Murphy's, Roundtable Pizza, In-N-Out Burger, Cattlemen's, Walmart, Safeway, and Sam's Club. The Robla Education Foundation provides regular assistance at Main Avenue School in a variety of ways. Our school benefits directly from their fundraising efforts, and they have provided numerous grants to teachers who are planning special activities for their class.

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

Main Avenue School strives to maintain a safe, healthy, nurturing and orderly campus that encourages positive attitudes in students and staff. Supervision is provided to ensure the safety of each student before school, during breaks and lunch. Supervision is a responsibility shared among playground supervisors, parents, teachers, and the administration. All visitors to Main Avenue School must sign in at the office and wear a visitor's pass at all times.

The School Site Safety Plan is revised annually by the Safety Committee; results are reviewed immediately with all staff, both certificated and classified. Key elements of the plan focus on emergency drills which are held on a regular basis; fire drills are held once a month, earthquake drills are held twice a year, and lockdown drills are scheduled once each year.

Building relationships with our students and their families is a high priority at Main Avenue School. When students feel connected to their school, their classmates and the staff, they strive to work together cooperatively and everyone can focus on the business of learning. To help guide students, Main Avenue has three school-wide expectations: Respectful, Responsible and Safe. We are in our third year of Implementing Positive Behavior Intervention and Support (PBIS). PBIS continues to guide staff and students in growing a safe community of learners. These expectations and discipline policy are sent home at the beginning of the year or when new students enroll. If a student's behavior begins to disrupt his/her learning or the learning of others, teachers support students through consistent rewards and consequences. An office disciplinary referral (ODR) form is issued to students who have difficulty following school expectations. The ODR is sent home for parents to sign and discuss with their child. More specific behavior plans may be developed if needed. In all cases, the student's family is closely involved in the process. The table displays the suspensions and expulsions figures for the school, district and state. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	5.8	4.8	4.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.1	4.2	4.7
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	5	
Percent of Schools Currently in Program Improvement	100	

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)	0.1
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.40
Social Worker	0.20
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	25	23	24				2	2	2			
1	25	22	21				2	2	2			
2	25	23	24				2	2	2			
3	25	22	22				2	2	2			
4	31	29	30				1	2	2	1		
5	19	27	28	1			1	2	2			
6	29	29	18			1	1	1	1			
Other		8			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

The Professional Development in the Robla School District is a differentiated approach for teachers. Just as students in our classroom have different skill levels, our teachers have different needs in order to successfully implement the Common Core State Standards. With this in mind, the district established the following Professional Development strands all focused on CCSS:

- English Language Arts
- English Language Development
- Writing
- Mathematics
- Supporting Student Social-Emotional Development

Teachers consult with their principal and selected a strand for the upcoming school year. New teachers hired during summer months worked with their principal to select the appropriate strand as well. A differentiated approach such as this increases teacher support and recognizes individual needs.

Experts in each area were identified and were asked to develop a training plan. These experts facilitate each session, working closely with teachers to ensure that the focus of their work is tailored to the needs of the group. All strands include these focus areas:

- Common Core State Standards
- Technology Integration
- Rigor
- Active Student Engagement
- Sharing effective classroom approaches

Local Control Funding Formula funds have also been allocated to allow teachers to attend Professional Development activities outside of the Robla School District. Professional Educational Organizations, Educational Associations, and the Sacramento County Office of Education all offer a variety of opportunities for teachers to deepen their knowledge with CCSS. Teachers consult with their strand facilitators and their principals in order to identify those opportunities which meet their individual needs. The expectation is that those teachers who do attend out-of-district trainings will share their new knowledge with their colleagues at regular school site staff meetings.

Other optional Professional Development are offered each school year. These sessions are advertised throughout the Robla School District, and teachers choose to attend if they have a need or interest. Sessions focus on the following topics:

- Mathematics
- Writing
- Technology

In addition, teachers at each school site are given the opportunity to meet regularly with their grade level partners and specialist teachers to examine student benchmark assessment data, plan Common Core lessons, share resources and coordinate interventions for students who need them. These meetings are held after school during weeks when no general staff meeting is held.

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year. Teachers are evaluated on their performance of district adopted criteria. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes:

- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,418	\$47,034
Mid-Range Teacher Salary	\$71,110	\$73,126
Highest Teacher Salary	\$86,085	\$91,838
Average Principal Salary (ES)	\$107,466	\$116,119
Average Principal Salary (MS)		\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$134,000	\$178,388
Percent of District Budget		
Teacher Salaries	41%	37%
Administrative Salaries	5%	6%

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

Types of Services Funded

English Learner (EL) students receive instruction in English Language Development (ELD) for thirty minutes each day. Classroom instruction is supported by Spanish, Hmong, and Russian bilingual instructional aides. Special needs students are identified early and appropriate interventions are utilized by classroom teachers and school staff. Students who still exhibit difficulties are referred to the Student Study Team for consideration, which could include special education, counseling, and other alternative educational approaches. The school's Resource Specialist Program (RSP) provides educational options based on Individualized Educational Plan (IEP) that outline specific learning goals and objectives. Speech and Language therapy is provided by district specialists. In order to extend student learning, the library is open for Bilingual Homework Club and the Start Program supports students with academics, nutrition, and recreational activities after school. Freedom Schools from the Roberts Family Development Center prepare students for academic growth and confidence throughout the summer.

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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,656	\$1,197.70	\$6,180.66	70,621
District	♦	♦	\$5,865.21	69,580
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			5.4	1.5
Percent Difference: School Site/ State			-6.0	-4.8

* Cells with ♦ do not require data.