



Rio Norte Junior High School

28771 Rio Norte Drive • Santa Clarita, CA 91354 • (661) 295-3700 • Grades 7-8

Vince Ferry, Principal

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<http://www.rionortejuniorhigh.org/>

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



William S. Hart Union High School District

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District Governing Board

Robert P. Hall

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Carson Batholomew, Student Board
Member

District Administration

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Superintendent

Michael Vierra

Assistant Superintendent, Human
Resources

Mike Kuhlman

Assistant Superintendent,
Educational Services

Mission

The Rio Norte Junior High School community is dedicated to providing a safe, flexible, positive, and nurturing learning environment, in which all its members have the opportunity to experience a sense of belonging and personal growth, and all students have the opportunity to develop academic excellence.

Vision

Rio Norte Junior High School is committed to:

- providing the tools, technology, environment, and motivation to facilitate high academic achievement and the essential skills required to be successful in our society
- teaching students respect and tolerance through school and community by providing suitable role models and opportunities for students to interact positively with one another
- providing a supportive and caring atmosphere for all members of the Rio Norte community and for our unique groups of students in transition
- developing small, creative learning environments which encourage intellectual, social, physical, and emotional growth fostering an environment in which expectations of continuous improvement permeate the school
- flexible scheduling to meet rigorous academic standards
- cultivating an atmosphere where the voice of each member of the Rio Norte Community is heard, acknowledged, and respected

Principal's Message:

Rio Norte Junior High School is a student-centered community that focuses on respect and tolerance among faculty, staff, students, and parents. To promote a safe environment, we include programs such as Safe School Ambassadors, Drug Free Youth in Town (DFYIT) and Text-a-Tip.

Our students and staff value student achievement. Staff members provide academic intervention to help students succeed during the school day, via our Advisory/Intervention model. After school Intervention programs are also available to students in need of additional, in-depth instruction. Each quarter, we celebrate students with a grade point average of 3.0 and above via an Academic Awards Assembly. In addition, we hold monthly Student of the Month Lunches, sponsored by our PTSA, which honor students selected by their teachers for growth in their academics, or meeting the criteria of one of the six pillars of Character Counts (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship).

Each semester, the administrative team meets with students in small groups to discuss issues of safety and character. Recently, we worked with students on a simple motto of Work Hard and Be Kind. Students looked at various scenarios including social media misuse, academic integrity, and bullying. Students constructed their own action plan on how to respond in cases such as these, and maintain a campus where all students work hard toward academic success and are kind to one another.

Rio Norte continues to have the lowest suspension and expulsion rates in the district, and this rate is significantly lower than that of the state of California. This is due to a two-prong approach to maintaining excellent student behavior. Administrators are visible during brunch, lunch, and in the classroom. The Administrative Team follows a classroom walk-through schedule that guarantees each classroom is visited at least once per week. We believe our visibility helps us make connections with students, while also allowing us to be proactive with student behavior. In addition, the collaboration of counselors and administrators when working with students has helped to reduce student behavior issues, especially repeat behaviors. The team has focused on keeping students in the classroom, emphasizing the importance of their education, while providing other means of correction activities during unstructured time to help students learn from choices they have made. As a result, in a parent survey sent home, nearly 100% of parents reported that both they, and their students, felt Rio Norte Junior High School was a safe place for learning.

Our staff utilizes student performance data to set and assess progress in school wide goals. This year, our staff is focused on three goals that align to the district's Local Control and Accountability Plan:

- LCAP Goal: Narrow the Achievement Gap between Subgroups**
 Data showed a significant gap between the achievement of male students and female students on campus. In addition, there were several gaps in smaller subgroups based on ethnicity. The students that were underachieving in these subgroups were also represented by, and included in, the larger subgroup of male students. In the 2015-2016 school year, the percentage of males earning at least one D or F will decrease by 3% as measured by comparison of Quarter grades in 2015-16 to 2016-17.
- LCAP Goal: Increase College and Career Readiness**
 Data showed that while many students were being exposed to college and career readiness tools, such as Naviance, it was not consistent school wide. In the 2016-2017 school year, 90% of students will complete at least two Naviance activities by June 2017.
- LCAP Goal: Implementation of the California Common Core State Standards**
 In the 2014-15 and 2015-16 school years, interdisciplinary teams developed, proctored, and assessed literacy performance tasks. As a result, students were well prepared for the end of the year, state assessment (CAASPP). Our students out-performed each school in the district in English Language Arts and Literacy, and the percentage of students who met or exceeded the standard far surpassed the performance of students state-wide. To continue this focus, and begin including a focus on the Mathematics Practice Standards, our staff set a in this area. In the Spring of 2016-2017, 50% of students will demonstrate mastery of using evidence, including data, to develop an argument in an argumentative writing task for a school wide Performance Task.

Data is regularly reviewed and team and departmental action plans are assessed and revised. Our staff is committed to continuous improvement based on student achievement data, and attend professional development to further their ability to meet, and even exceed, these goals for student achievement. Our leadership team consists of the Team Leader from each interdisciplinary team, the department chairs, all administrators, one counselor, the librarian, ASB Director, Instructional Coach, and Head Custodian. This leadership team meets monthly to analyze student achievement data, and utilizes it as a basis for discussion and decision-making. In addition, the same student achievement data is presented to the School Site Council at quarterly meetings.

Our motto, Charting a New Course of Excellence, appropriately summarizes the commitment of our school to ensure the optimum development of all members of the Rio Community.

Vince Ferry, Principal

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
Grade 7	663
Grade 8	605
Total Enrollment	1,268

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0
Asian	14.7
Filipino	7.5
Hispanic or Latino	20.1
Native Hawaiian or Pacific Islander	0
White	46.1
Two or More Races	7.2
Socioeconomically Disadvantaged	5.4
English Learners	2.5
Students with Disabilities	6.5
Foster Youth	0.4

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			
Rio Norte Junior High School	14-15	15-16	16-17
With Full Credential	48	53	52
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Rio Norte Junior High School	14-15	15-16	16-17
Teachers of English Learners	1	1	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	87.4	12.6
Districtwide		
All Schools	68.2	31.9
High-Poverty Schools	50.2	49.8
Low-Poverty Schools	85.9	14.1

* 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)

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grade 7 - Collections - Houghton Mifflin Adopted 2016 Grade 8 - Collections - Houghton Mifflin Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Math 7 - Glencoe Math Course 2 - Glencoe McGraw-Hill Adopted 2014 Math 7 - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014 Math 8 - Glencoe Math Course 3 - Glencoe McGraw-Hill Adopted 2014 Algebra - Hart Interactive Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: December 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Grade 7 - Focus on Life Science - Prentice Hall Adopted 2006 Grade 8 - Focus on Physical Science - Prentice Hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006 Grade 8 - America: History of our Nation - Prentice Hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Grade 8 - Spanish 1 – Descubre' 1 – Vista Higher Learning Adopted 2015 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)

Rio Norte is in its 13th year of operation. Visitors to our campus often comment that the school still looks brand-new. The school has 40 classrooms, nine portable classrooms, one main computer lab, an Internet research lab with 24 computers, seven smaller computer labs that are part of the core to regular classrooms, a library, a gym, locker rooms, a multipurpose room, and a staff room.

Rio Norte is a clean, well-landscaped school that is visually welcoming and functional. Any malfunctions or needed repairs are quickly handled by a responsive maintenance department at the district level.

Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner. As of 12/19/16 there are currently 29 work requests in process.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/16/16

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

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	77	76	62	67	44	48
Math	59	56	43	47	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	88	86		77	75	69	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
7	16.3	19.4	57

* 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	14			

* 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	7	663	651	98.2	75.1
	8	609	588	96.5	76.2
Male	7	314	308	98.1	67.5
	8	291	279	95.9	71.3
Female	7	349	343	98.3	81.9
	8	318	309	97.2	80.6

**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
Black or African American	7	30	30	100.0	73.3
	8	27	26	96.3	69.2
Asian	7	87	85	97.7	91.8
	8	100	98	98.0	89.8
Filipino	7	46	46	100.0	89.1
	8	49	47	95.9	89.4
Hispanic or Latino	7	126	124	98.4	66.7
	8	131	128	97.7	61.7
White	7	322	314	97.5	73.3
	8	263	250	95.1	77.6
Two or More Races	7	52	52	100.0	67.3
	8	39	39	100.0	69.2
Socioeconomically Disadvantaged	7	47	47	100.0	68.1
	8	66	63	95.5	52.4
English Learners	7	12	11	91.7	45.5
	8	22	21	95.5	19.1
Students with Disabilities	7	89	85	95.5	34.1
	8	87	81	93.1	21.0

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	7	662	649	98.0	50.9
	8	662	649	98.0	50.9
Male	7	314	307	97.8	52.1
	8	314	307	97.8	52.1
Female	7	348	342	98.3	49.7
	8	348	342	98.3	49.7
Black or African American	7	30	30	100.0	26.7
	8	30	30	100.0	26.7

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
Asian	7	87	85	97.7	81.2
	8	87	85	97.7	81.2
Filipino	7	46	46	100.0	76.1
	8	46	46	100.0	76.1
Hispanic or Latino	7	125	123	98.4	31.7
	8	125	123	98.4	31.7
White	7	322	313	97.2	48.9
	8	322	313	97.2	48.9
Two or More Races	7	52	52	100.0	50.0
	8	52	52	100.0	50.0
Socioeconomically Disadvantaged	7	47	47	100.0	46.8
	8	47	47	100.0	46.8
English Learners	7	12	11	91.7	18.2
	8	12	11	91.7	18.2
Students with Disabilities	7	89	85	95.5	16.5
	8	89	85	95.5	16.5

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)

Rio Norte PTSA

President, Kelly Scully

familyofscullys@yahoo.com

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

Rio Norte Junior High School has a comprehensive School Safety Plan that includes procedures in the following areas: Child Abuse Reporting, Emergency Disasters, Suspensions and Expulsions, Notification to Teachers of Dangerous Students, Safe Ingress and Egress and Hate Crime Reporting. It also includes policies for Sexual Harassment Prevention, Dress Code, and School Discipline.

Staff and students are provided the opportunity to practice the procedures in the case of a Fire or Earthquake Annually. We also participate in two versions of a "High Alert" Drill. In the first drill, advisory classrooms are provided points of discussion, via an all-call by the principal. Students and staff consider options for hiding, fleeing, or fighting back, should they need to. In the second drill, we imitate a high alert situation while students are at brunch or lunch. Students are asked to find shelter quickly, and to secure their location.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.4	0.2
Expulsions Rate	0.8	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	1.5	1.2
Expulsions Rate	0.1	0.1	0.1
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		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	430

* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
English	46	54	54	11	8	8				14	13	13
Mathematics	46	53	53	7			2			16	2	2
Science	54	60	60	7	6	6				14	13	13
Social Science	54	59	59	7	6	6	1			13	13	13

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Professional Development for this school year, as well as the past three school years, has focused on the implementation of the Common Core State Standards, while improving their teaching practice.

In 2013-14, our staff focused on strategies essential to increasing literacy in the classroom. We utilized the book, the Core Six as our foundation and supplemented with additional research-based resources as necessary. In 2014-15, our staff focused on strategies that would increase literacy skills, as well as increase the depth of knowledge. Teachers attended two workshop series, one each semester. Each series consisted of three one-hour sessions designed to provide in-depth knowledge on the skill. The workshops offered were Assessments, Homework, Motivation and Engagement, Questions and Discussions, and Technology in the Classroom. In 2015-16, our staff has followed the same model, but with workshops provided that align to our school

wide goals: Assessments, Creating Structured Movement in the Classroom, Critical Thinking, Finding and Citing Evidence, Online Resources, Writing Structures for all Content Areas. In addition, our professional development team is utilized the Lesson Study process to increase their knowledge of differentiation, as this will be a focus for professional development in upcoming years.

This year, our staff participated in two of the following four workshops: Differentiation, Flipping the Classroom, Structured Movement, and Online Resources. These topics have been presented previously, however this year the focus was on implementation of the strategies, with an optional Lesson Study for staff to participate in provided for each workshop. First semester, over 50% of the staff participated in the Lesson Study with colleagues of various departments. Second semester, teachers will attend the workshops with staff members from their department and have the opportunity to participate in a departmental lesson study.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,577	\$46,184
Mid-Range Teacher Salary	\$70,840	\$75,179
Highest Teacher Salary	\$92,178	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$129,725	\$124,243
Average Principal Salary (HS)	\$143,879	\$137,939
Superintendent Salary	\$234,700	\$217,637
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,653	\$2,763	\$6,890	\$74,394
District	◆	◆	\$6,839	\$75,163
State	◆	◆	\$5,677	\$77,824
Percent Difference: School Site/District			0.7	-1.0
Percent Difference: School Site/ State			21.4	-4.4

* Cells with ◆ do not require data.

Types of Services Funded

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses.

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.