



# William W. Orr Elementary School

12130 South Jersey Ave • Norwalk, CA 90650 • (562) 868-7988 • Grades K-5

Rebecca Casillas, Principal

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<http://williamorr.llcsd.net/>

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

### Little Lake City School District

10515 South Pioneer Blvd.  
Santa Fe Springs, CA 90670  
562.868.8241  
[www.llcsd.net](http://www.llcsd.net)

#### District Governing Board

George Buchanan- President  
Dora Sandoval- Vice President  
Hilda Zamora- Clerk  
Janet Rock - Member  
Richard Martinez- Member

#### District Administration

William Crean, Ed.D.  
**Superintendent**  
Sonya Cuellar  
**Assistant Superintendent,  
Personnel Services**  
Manuel Correa  
**Assistant Superintendent, Business  
Services**  
Maria A. Soto  
**Assistant Superintendent,  
Educational Services**  
Monica Johnson  
**Director, Educational Services**  
Tony Valelncia  
**Director, Special Education and  
Pupil Services**  
Heidi McDonald  
**Director, Nutrition Services**  
Brent Griffen  
**Director, Maintenance and  
Operations**  
Khrystyne Tat  
**Director, Fiscal Services**

### School Description

#### Principal's Message

Welcome to William Orr Elementary School's annual School Accountability Report Card. On behalf of the William Orr staff, it gives me pleasure to share information with our parents and community about our school's instructional programs, academic achievement, materials, and facilities.

William Orr Elementary is located in Norwalk and has approximately 395 students attending transitional kindergarten through fifth grade. Most of our students will continue their education at Lakeside Middle School, also a part of Little Lake City School District. We are a community school, relying on parent, community, and local business support to ensure our students receive a top notch education and support services. Parent involvement is a priority at Orr as evidenced in our numerous opportunities for parents, including our Parent Teacher Association (PTA), School Site Council (SSC), English Learners Advisory Committee (ELAC), and many other school events. Based on a 2016-2017 parent survey, 97% of our parents were satisfied with William Orr.

William Orr Elementary is committed to the belief that every student will learn. The mission of William Orr Elementary School as a learning community, in partnership with families, is to develop all children into responsible, academically prepared citizens through the efforts of a skilled staff implementing a rigorous curriculum, rich in the diversity of a constantly changing world. We strive to provide a positive learning environment that supports high expectations for student achievement and behavior. A balanced educational program is implemented, which recognizes the need for growth in academic, social, physical, and technological skills. At William Orr, we use evidence based teaching strategies to improve the reading, writing, and math skills of all students.

William Orr has been recognized numerous times both at the state and national level for academic excellence. In 2010, Orr was the first school within the Little Lake City School District to be recognized as a National Blue Ribbon School. Moreover, William Orr was also recognized in 2010 as a California Distinguished School and a Title 1 Achieving School. We have also been recognized as a California Business for Education Excellence Star School seven times (2009, 2010, 2012, 2013, 2014, 2015, and 2016). Lastly, William Orr was named a 2016 Gold Ribbon School and a Title I Academic Achieving School. It is with great pride that Orr has accepted these recognitions and has continued to improve student achievement.

In our longstanding tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment annually in hopes that together we will continue to improve our effectiveness in educating our students and preparing them to become productive citizens.

Rebecca Casillas, 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	81
Grade 1	58
Grade 2	52
Grade 3	63
Grade 4	55
Grade 5	73
<b>Total Enrollment</b>	<b>382</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.8
Asian	1.8
Filipino	0.5
Hispanic or Latino	87.7
Native Hawaiian or Pacific Islander	0.3
White	4.7
Two or More Races	1.6
Socioeconomically Disadvantaged	76.7
English Learners	22.8
Students with Disabilities	11.3
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
William W. Orr Elementary School	15-16	16-17	17-18
With Full Credential	17	16	17
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Little Lake City School District	15-16	16-17	17-18
With Full Credential	♦	♦	191
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
William W. Orr Elementary	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)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Language Arts Adopted in 2003-2004 School Year  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Go Math K - 8 Adopted 2013-20014 School Year  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman California Science Adopted in 2007-2008 School Year  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt - CA Edition History Social Studies Adopted in 2006-2007 School Year  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Health	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Visual and Performing Arts	Students receive instruction in the VAPA Standards but we do not use an adopted text. The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 100

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

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

William Orr Elementary School has 22 regular classrooms, 4 portable classrooms, a multipurpose room, a library, and an administration building. The main campus was constructed in 1955. Additions were constructed in 2000. Our facilities are in good working condition and accommodate our student population. Our office building was completely restored following a fire. Outdoor lighting and wireless internet was placed throughout campus.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 12-27-17

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Multiple restrooms were reconditioned to be ADA compliant.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Trees that were safety hazards were removed over Winter Break. New fencing was installed next to Library to provide extra protection for children.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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

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
<b>Science</b>	82	63	67	63	56	54

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.

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
<b>ELA</b>	61	54	55	54	48	48
<b>Math</b>	39	41	36	39	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	18.1	12.5	33.3

\* 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	58	56	96.6	62.5
Male	31	30	96.8	73.3
Female	27	26	96.3	50.0
Hispanic or Latino	49	48	98.0	62.5
Socioeconomically Disadvantaged	43	42	97.7	59.5
English Learners	12	12	100.0	41.7

\* 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 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	195	190	97.44	53.68
Male	100	95	95	50.53
Female	95	95	100	56.84
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	175	172	98.29	53.49
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	152	150	98.68	52
English Learners	57	56	98.25	44.64
Students with Disabilities	18	17	94.44	29.41
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 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	195	191	97.95	40.84
Male	100	96	96	39.58
Female	95	95	100	42.11
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	175	173	98.86	39.88
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	152	151	99.34	39.07
English Learners	57	57	100	36.84
Students with Disabilities	18	17	94.44	17.65
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of the education programs at William Orr Elementary School and we are always looking to increase parent participation.

Our 2016-2017 parent survey results demonstrate the community's satisfaction with William Orr Elementary. When asked if parents felt welcomed by staff when visiting the school, 98% of parents agreed. In regards to communication, 94% of parents felt adequately informed about their child's progress, and 92% reported good school-parent communication.

We have many ways you can get involved at William Orr.

1. Become a PTA member. PTA is responsible for many wonderful student programs at Orr. Some examples include our Art Masters program, transportation for field trips, our Spring Carnival, book fairs, and 5th grade end of the year activities to name just a few. We are always looking for parents to join our PTA Board, chair a committee, or simply come and volunteer at some of our many events. Meetings are held monthly and are open to the public, so come and join in!
2. Other important parent groups are our School Site Council (SSC) and English Learners Advisory Committee (ELAC). These groups are comprised of school staff and parents. We meet as one unit a minimum of five times during the year to discuss important school policies and procedures as well as our Single Plan for Student Achievement. All members are nominated and elected for a two year term, however, our meetings are always open to the public.
3. We offer different parent and community events throughout the year in an effort to educate our parents in ways that will help to increase student achievement and well being as well as to foster a positive relationship with our community. The topics/themes of these events change yearly depending on the needs of our community and students. Flyers and telephone notifications are sent home in advance to publicize these events. These events are made possible through Supplemental Concentration LCAP funds.

4. In conjunction with PTA, we also host a Coffee Club each month. This is a chance for parents to come and volunteer their time to help teachers prepare materials (i.e. stapling, cutting, etc.) for the classroom. It is also a chance for the community to get to know each other and for PTA to share upcoming events and news. As a sign of appreciation, snacks are provided by the school staff. Flyers are sent home in advance to publicize these dates.

For more information about getting involved in any of our programs at our school, please contact the school office at (562) 868-7988.

**State Priority: School Climate**

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

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

**School Safety Plan**

The principal, teachers, and supervisory staff monitor the school grounds before, during, and after school. We follow a closed campus policy at all times which requires all visitors to enter through the office, sign in, and obtain a visitor’s pass before entering the campus. We have monthly fire drills as well as earthquake and lock down drills throughout the year.

We revise our School Safety Plan annually; it was last updated August 2017. The plan includes procedures for emergencies, entering and exiting the school, child-abuse reporting, sexual harassment policy, dress code, and school discipline. William Orr implements Positive Behavioral Interventions and Supports (PBIS) to reinforce student behavior and reduce school suspensions. School and community resources, such as our elementary counselor, Turning Point trainees, and a partnership with The Whole Child, allow us to support students emotionally and socially. Based on our 2016-2017 parent survey, 91% of parents agreed that the school-wide discipline policy was effective and 99% of parents acknowledged that the school provides a safe environment for students. Moreover, 92% of fifth grade students taking our Healthy Kids Survey reported that they feel safe at school.

Our School Safety Plan also includes information regarding our anti-bullying program. All school staff, both certificated and classified, have been trained in our "No Bully" program and students have been taught the definition of bullying, the difference between bullying and conflict, and strategies to stop bullying. William Orr's "No Bully" program includes four levels with the goal being to stop bullying at the lowest level of our program. At the first level, all staff and students have been trained to prevent and interrupt any instances of bullying that are observed. The second level includes a staff member checking in with the target and notifying a trained Solution Coach and the principal. In the third level, a Solution Team may be convened and/or progressive discipline may be implemented. Lastly, an Empathy Building Action Plan may be developed and implemented. Our anti-bullying program is included in detail on our school's website, [williamorr.ilcsd.net](http://williamorr.ilcsd.net).

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.2
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.5	0.5
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	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	6	
Percent of Schools Currently in Program Improvement	66.7	

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

<b>Academic Counselor</b>	
<b>Counselor (Social/Behavioral or Career Development)</b>	0.5
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	0.4
<b>Psychologist</b>	0.4
<b>Social Worker</b>	
<b>Nurse</b>	0.1
<b>Speech/Language/Hearing Specialist</b>	0.5
<b>Resource Specialist</b>	1.0
<b>Other</b>	.43

**Average Number of Students per Staff Member**

<b>Academic Counselor</b>	
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\* 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
<b>K</b>	25	26	20			1	3	4	4			
<b>1</b>	26	16	24		1		2	1	1			
<b>2</b>	28	23	18			1	2	2	2			
<b>3</b>	29	19	24		1		2	2	3			
<b>4</b>	31	29	18			1	2	3	1			
<b>5</b>	25	20	24	1	1	1	1	2	2	1		1
<b>Other</b>	6			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**

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. With the transition to the new California State Standards, much emphasis has been made to augment our current teaching strategies. Grade level teams met over the course of the school year to collaborate on English Language Arts and Math units of study, pacing guides, and assessments that would support student achievement and prepare students for the SBAC. Necessary supplementary materials and resources were identified and purchased to support the units of study. District coaches and TOSAs are available to provide assistance and support for teachers in the areas of math, science, and technology. In addition to multiple opportunities of professional development offered by the district, teachers also attended TK/K Institute, California Mathematics Conference, continuous PBIS trainings, and an ELD Conference offered by Kate Kinsella. Newly acquired knowledge and teaching strategies are shared with staff at the school site. All of these services, teacher planning time, supplementary materials, and professional development opportunities, are made possible through Supplemental Concentration LCAP funds. In addition, every elementary teacher received three days of training on Next Generation Science Standards through UCLA Science Project.



FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$47,034
Mid-Range Teacher Salary	\$75,004	\$73,126
Highest Teacher Salary	\$96,596	\$91,838
Average Principal Salary (ES)	\$104,496	\$116,119
Average Principal Salary (MS)	\$108,276	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$196,198	\$178,388
Percent of District Budget		
Teacher Salaries	37%	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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Little Lake provides additional services for students using federal funds such as Title I and Title III and LCAP funds. All schools hire additional interventionists to provide differentiated instruction in English Language Arts (ELA) and Math for a portion of the day. Title I funds are used to provide additional support for students by hiring additional Interventionist to provide differentiated instruction in ELA and mathematics. Title III is used to support Long Term English Learners via AVID Excel Program. LCAP Funds are used to supplement services for English Learners, SED students, Homeless and Foster students.

### 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	10,011	2,598	7,413	74,312
District	♦	♦	7,740	\$76,172
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-4.2	-2.4
Percent Difference: School Site/ State			12.8	0.2

\* Cells with ♦ do not require data.