



Donlon Elementary School

4150 Dorman Road • Pleasanton, CA 94588 • PH: (925) 426-4221 FAX: (925) 426-5423 • Grades K-5
Sebastian Bull, Principal
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<http://donlon.pleasantonusd.net>

2014-15 School Accountability Report Card Published During the 2015-16 School Year

Pleasanton Unified School District

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**Assistant Superintendent,
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Principal's Message

Welcome to the Donlon Elementary School website where you will find pertinent information regarding our school and upcoming events. As the principal of Donlon, I have the privilege of introducing you to our school where we continue to maintain a high tradition of excellence.

We are committed to preparing all of our students to lead happy, healthy, and productive lives. Our goal is to have all students strive to become informed citizens who are prepared to participate in a culturally diverse society. Our school's priority is to provide a safe learning environment where students are supported academically, emotionally, socially, and physically to reach their full potential.

At Donlon, we strive to provide students with a safe learning environment where they are supported and challenged academically. Our very dedicated and high qualified staff uses our strong standards-based curriculum combined with effective instructional strategies to meet the needs of our diverse student population. We use continuous assessment and data to inform our instruction and develop learning goals for our students. The school-wide use of the Lifeskills program provides members of our school community with the tools to create a sense of community in which there is a standard of excellence in all interactions that take place. As a school we are also implementing a transition to the PBIS program (Positive Behavior and Intervention System) which takes a lot from the Lifeskills program and develops a systematic approach to monitoring behavior. We also tie in our city and district wide adopted Community of Character Traits: Responsibility, Compassion, Self-Discipline, Honesty, Respect, and Integrity across the curriculum.

Parent and community involvement play an integral role in the success of Donlon. Our Parent Teacher Association (PTA) works closely with staff to support and enrich our school programs. We also work directly with outside community groups in providing our students with links to real life experiences. At Donlon, we are proud of the commitment by our students, staff, families, and community members in making Donlon a place where children thrive and are given multiple opportunities for success.

Sincerely,

Sebastian Bull

Mission Statement

The Donlon community seeks to foster a strong partnership between home and school, creating a positive and challenging environment that meets the individual needs of all students as they meet or exceed rigorous state standards. We are dedicated to promoting integrity, honesty, self-discipline, responsibility, respect, and compassion.

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 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 at PH: (925) 426-4221 FAX: (925) 426-5423 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	125
Grade 2	127
Grade 3	140
Grade 4	135
Grade 5	134
Total Enrollment	778

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
Asian	40
Filipino	1.9
Hispanic or Latino	6.8
Native Hawaiian or Pacific Islander	0.3
White	39.5
Two or More Races	10.2
Socioeconomically Disadvantaged	4.9
English Learners	9.9
Students with Disabilities	9.5

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

Donlon Elementary School	13-14	14-15	15-16
With Full Credential	36	38	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Pleasanton Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	653
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Donlon Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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	96.8	3.2
Districtwide		
All Schools	99.1	0.9
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	99.1	0.9

* 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 2015-16)

All textbooks used in the core curriculum at Donlon Elementary School are currently being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, November 18, 2014, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2014-2015.08 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2003 Houghton Mifflin, California Reading The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2015 Eureka Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2007 Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2006 Scott Foresman, Addison Wesley 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)

The district's maintenance department inspects Donlon Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Donlon Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on December 22, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

The following projects were completed in the last 12 months.

- Added fencing to the south side of playground.
- Added gate on the north side of playground area to keep the campus secure.
- New emergency container purchased and installed on the south side of campus.
- Modifications to the parking lot for student safety.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 22, 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	69	80	44
Math	72	72	33

* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	83	89	88	87	88	86	59	60	56

* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.20	39.40	15.20

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	88
Male	93
Female	81
Black or African American	--
Asian	94
Filipino	--
Hispanic or Latino	--

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
White	82
Two or More Races	87
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	144	140	97.2	6	21	27	46
	4	132	127	96.2	13	18	28	40
	5	136	129	94.9	11	22	34	33
Male	3		68	47.2	9	21	22	49
	4		69	52.3	19	23	28	30
	5		64	47.1	11	23	33	33
Female	3		72	50.0	4	21	32	43
	4		58	43.9	7	12	29	52
	5		65	47.8	11	22	35	32
Black or African American	4		3	2.3	--	--	--	--
	5		3	2.2	--	--	--	--
Asian	3		62	43.1	5	13	27	55
	4		54	40.9	7	17	20	56
	5		50	36.8	8	14	34	44
Filipino	3		6	4.2	--	--	--	--
	4		1	0.8	--	--	--	--
	5		3	2.2	--	--	--	--
Hispanic or Latino	3		10	6.9	--	--	--	--
	4		3	2.3	--	--	--	--
	5		9	6.6	--	--	--	--
White	3		51	35.4	10	27	20	43
	4		54	40.9	20	17	33	30
	5		47	34.6	13	30	32	26

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	3		11	7.6	9	18	55	18
	4		12	9.1	8	25	33	33
	5		17	12.5	12	29	29	29
Socioeconomically Disadvantaged	3		4	2.8	--	--	--	--
	4		5	3.8	--	--	--	--
	5		8	5.9	--	--	--	--
English Learners	3		6	4.2	--	--	--	--
	4		6	4.5	--	--	--	--
	5		5	3.7	--	--	--	--
Students with Disabilities	3		14	9.7	21	50	14	14
	4		10	7.6	--	--	--	--
	5		11	8.1	36	45	18	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	144	140	97.2	6	19	39	36
	4	132	129	97.7	5	18	37	40
	5	136	129	94.9	9	26	23	42
Male	3		68	47.2	4	18	40	38
	4		71	53.8	4	20	38	37
	5		64	47.1	3	25	23	48
Female	3		72	50.0	8	19	39	33
	4		58	43.9	5	16	36	43
	5		65	47.8	14	28	23	35
Black or African American	4		3	2.3	--	--	--	--
	5		3	2.2	--	--	--	--
Asian	3		62	43.1	3	10	35	52
	4		55	41.7	5	5	29	60
	5		50	36.8	2	22	16	60

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3		6	4.2	--	--	--	--
	4		1	0.8	--	--	--	--
	5		3	2.2	--	--	--	--
Hispanic or Latino	3		10	6.9	--	--	--	--
	4		3	2.3	--	--	--	--
	5		9	6.6	--	--	--	--
White	3		51	35.4	10	22	39	29
	4		55	41.7	5	27	47	18
	5		47	34.6	11	26	32	32
Two or More Races	3		11	7.6	9	27	55	9
	4		12	9.1	0	17	33	50
	5		17	12.5	12	29	18	41
Socioeconomically Disadvantaged	3		4	2.8	--	--	--	--
	4		6	4.5	--	--	--	--
	5		8	5.9	--	--	--	--
English Learners	3		6	4.2	--	--	--	--
	4		6	4.5	--	--	--	--
	5		5	3.7	--	--	--	--
Students with Disabilities	3		14	9.7	14	50	14	21
	4		11	8.3	18	45	27	9
	5		11	8.1	27	55	18	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school marquee, the school website, Parent Involvement Nights, eConnection, teacher email, PTA biweekly newsletter, and PTA Facebook page. Contact Becka Schnell at (925) 426-4220, for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Chaperone Field Trips
- Classroom Helper
- Special Event Helper
- Committees
- Parent Teacher Association
- School Site Council (SSC)
- Special Needs Committee (SNC)
- English Learner Advisory Council (ELAC)

School Activities

- Back to School Night
- Open House
- Fundraisers
- Ice Cream Social
- Science Fair
- Book Fair
- School Carnival
- Movie Nights
- Fun Run
- Red Ribbon Week
- Parent Night Out
- International Fair
- Meet & Greet Event
- Restaurant Nights
- Read-A-Thon
- Holiday Gift Store
- Disco Bingo Night
- Soccer Tournaments
- Spirit Days
- Spelling Bee
- Music Performances
- D.A.R.E Graduation Ceremony
- Flag Salutes
- Parent Involvement Nights

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The Comprehensive School Site Safety Plan was developed for Donlon Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in November 2014.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.27	0.82	0.60
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.09	2.16	1.74
Expulsions Rate	0.03	0.07	0.03
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		100.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
Grade	2012-13	2013-14	2014-15	1-20			21-32			33+		
				2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	43	29	24	1		1		4	4	2		
1	30	22	25		1		5	3	4			
2	29	29	25				4	5	5			
3	29	25	27		1	1	5	4	4		1	1
4	33	30	33				2	4		2		4
5	29	29	33	1	1				1	4	4	3
Other		10	11		1	1						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.8
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	2.4
Resource Specialist	1
Other	0.50
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Professional Development provided for Teachers

All training and curriculum development activities at Donlon Elementary School revolve around the Common Core State Standards. During the 2014-15 school year, Donlon Elementary School held staff development devoted to:

- Differentiated Instruction
- Addressing the Achievement Gap
- Special Learning Disorders
- EQUITY Training
- Common Core State Standards
- Data Analysis, Assessment, & Strategies
- Curriculum Training (Writing and Reading Workshop)
- Instructional Strategies for Engagement & Higher Level Questioning

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Donlon Elementary School supports ongoing professional growth throughout the year on minimum days and Wednesday morning collaboration sessions. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2014-15 school year, Donlon Elementary School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Growing Readers in the 21st Century
- Supporting Students Through the SIP Process
- Lucy Calkins - Informational Writing and Reading Workshop
- Teachers College training for Pleasanton teachers
- Common Core State Standards
- Setting Measurable Goals for Struggling Readers
- Pearson Online Learning Exchange (OLE)
- Getting Started with Google Sites
- Technical Writing for Science Class
- Greater Good Summer Institute for Educators
- Learning Circles Seminar Series
- CHSSP (California History/Social Studies Project)
- Google in Education California Summit
- Report Card Training
- Making Math Visual
- Universal Design for Learning (UDL) and the Common Core Standards
- IntegreatED Conference - Improving Education with Technology
- SuperSchool Science Seminars
- PBIS Training

Donlon Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,202	\$43,062
Mid-Range Teacher Salary	\$81,560	\$67,927
Highest Teacher Salary	\$99,990	\$87,811
Average Principal Salary (ES)	\$126,795	\$110,136
Average Principal Salary (MS)	\$136,504	\$115,946
Average Principal Salary (HS)	\$140,916	\$124,865
Superintendent Salary	\$223,844	\$211,869
Percent of District Budget		
Teacher Salaries	49%	39%
Administrative Salaries	6%	5%

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

Types of Services Funded

FY14-15
In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- State Lottery: Instructional Materials
- Common Core State Standards
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Special Education
- Title I
- Title II
- Title III
- Vocational Programs

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, the county, and the state. 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,135	\$347	\$4,788	\$87,203
District	♦	♦	\$5,126	\$85,593
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			-6.6	1.9
Percent Difference: School Site/ State			-10.5	21.9

* Cells with ♦ do not require data.