



# Woodland Park Middle School

1270 Rock Springs Dr • San Marcos, CA, 92069 • 760.290.2457 • Grades 6-8

Josh Way, Principal

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<https://woodlandparkmiddle.smusd.org/>

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

### **San Marcos Unified School District**

255 Pico Ave., Ste. 250  
San Marcos  
(760) 752-1299  
[www.smusd.org](http://www.smusd.org)

#### **District Governing Board**

Stacy Carlson, President

Janet McClean, Vice President

Victor Graham, Clerk

Pam Lindamood, Member

Sydney Kerr, Member

#### **District Administration**

Dr. Carmen Garcia  
**Superintendent**

Gina Bishop  
**Assistant Superintendent  
Instructional Services**

Tiffany Campbell  
**Assistant Superintendent  
Equity & Secondary Schools**

Henry H. Voros  
**Assistant Superintendent  
Human Resources**

Mark Schiel  
**Assistant Superintendent  
Business Services**

### **School Description**

The community of Woodland Park Middle School believe middle school is an extremely important time for the social-emotional and academic development of students. It's essential that as a school, we provide a nurturing environment where students feel safe and supported. To achieve this, we feel that schools and parents should work together to provide students the skills necessary to be successful in high school and beyond. The Woodland Park staff is excited for a new vision for student learning:

"WPMS is committed to building a community cultivating leadership, compassion, and perseverance. We believe all students are scholars who will meet or exceed grade-level proficiencies- prepared for high school and beyond."

"All students will meet or exceed grade-level proficiencies"- This is the foundation for everything that we do as a school. This galvanizes our commitment to prepare every student for high school and beyond by propelling them towards or beyond grade level expectations. Students all come to school at different proficiency levels and unique skill sets. Here at WPMS we commit to setting up every student for success.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	471
Grade 7	477
Grade 8	433
<b>Total Enrollment</b>	<b>1,381</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.7
Asian	6.3
Filipino	3.3
Hispanic or Latino	50.4
Native Hawaiian or Pacific Islander	0.8
White	35.7
Socioeconomically Disadvantaged	46.7
English Learners	8.8
Students with Disabilities	14.8
Foster Youth	0.1
Homeless	1.4

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Woodland Park Middle	17-18	18-19	19-20
With Full Credential	57	57.6	54
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for San Marcos Unified	17-18	18-19	19-20
With Full Credential	◆	◆	948
Without Full Credential	◆	◆	6
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at Woodland Park Middle School

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

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Reading and Writing: Language Arts classes embody a rich blend of literature and informational text in which students are challenged to build their reading, writing, listening and speaking skills. The curriculum is based on the California Common Core Standards for English Language Arts and Literacy in History/Social Studies, and Technical Subjects (2010) that outlines a progression of expectations for what students should know and can do. Instruction guides students in comprehending text to determine central ideas and arguments, as well as uncovering the craft and structure within text. Students collaborate and share their ideas in conversation and through writing. As students' experience texts of increasing complexity, they build their capacity for college and career readiness.

Math: Students experience mathematics linked across grade levels and aligned to the State's content standards and framework finalized in 2013. Students develop foundational conceptual understanding along with procedural skills and fluency as they apply mathematics to solve real world inspired problems. Mathematics takes on greater relevance as students learn to think through their problem solving, share their thinking and examine the thinking of others. A sequence of courses beginning in 6th grade offers students opportunity to stretch their mathematical skills through high school.

Science: SMUSD has transitioned to the Next Generation Science Standards for California Public Schools adopted in September 2013, and continues to are incorporate the California Common Core State Standards in Literacy for Sciences that focus heavily on aspects of reading, writing and research. SMUSD has adopted the preferred integrated model for grades six through eight, using a phenomena-based approached to instruction. In grade six guiding concept from the California Science Framework is "systems within organisms and between them are adapted to Earth's climate systems." Students focus on the interaction between living systems and their physical environment and use physical science to explain processes within each of these systems. The guiding concept in grade seven builds on students' understanding of systems from grade six: "Natural processes and human activities cause energy to flow and matter to cycle through Earth's systems." Students track the cycling of matter and energy in chemical systems, food webs, the water cycle, and the rock cycle. Near the end of the year, students examine how human activities alter these systems. Integrated grade eight builds on the ideas of stability and change introduced at the end of grade seven with the guiding concept: "The processes that change Earth's systems at different spatial scales today also caused changes in the past." Students explain different episodes of mass extinction and species diversification during the first three instructional segments and then move to present-day changes at the end of the year. The course begins with students analyzing data about the diversity of species over the last 500 million years, which reveals evidence of several mass extinction events

Social Studies: Students build their understanding of the human story through historical analysis, a focus on geography and historical interpretation. Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. SMUSD teachers are incorporating the California History Social Studies Framework adopted in 2016 and the California Common Core State Standards in Literacy for History/Social Sciences that focus heavily on aspects of reading, writing and research.

## Textbooks and Instructional Materials

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Springboard 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Big Ideas MATH: Course 1 (6th Grade) Course 2 (7th Grade) Course 2 Accelerated Course 3 (8th Grade) Algebra 1 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Focus on Earth, Physical, and Life Science <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	World History & US History <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Foreign Language	Springboard <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

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

### School Facility Conditions and Planned Improvements

Woodland Park Middle School opened its doors in 1997. The campus has state-of-the-art facilities for its approximately 1,380 students including 13 buildings, 57 classrooms (including nine relocatable), a multipurpose room, a library, a gym, a fitness center and an administration building. Recently, the front office area, band room, and Performing Arts Center (PAC) have been updated and remodeled. In 2014 we added additional shade structures in our outdoor eating area.

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/8/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Boys Lockers sewer stoppage exists; Work order placed to Maintenance & Operations Department for repairs.
<b>Interior:</b> Interior Surfaces	Fair	6 rooms ceiling tiles are stained; 4 rooms ceiling tiles missing, damaged or loose; 1 room walls have damage from cracks, tears, holes or water damages; 1 room floor tiles are missing damaged, or loose; 1 room ceilings have damage from cracks, tears, holes, or water damage; 1 room carpeting damaged or stained; Work order placed to Maintenance & Operations Department for repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	3 rooms cluttered classroom or storeroom; Work order placed to Maintenance & Operations Department for repairs.
<b>Electrical:</b> Electrical	Fair	11 rooms lighting fixture or bulbs are not working or missing; 2 rooms lighting covers are missing, damaged, or loose; Work order placed to Maintenance & Operations Department for repairs.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	2 rooms sink/fountain is not working; 3 rooms sink/fountain fixture is loose. Work order placed to Maintenance & Operations Department for repairs.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	4 rooms fire extinguisher is missing; 10 rooms Plug in air fresheners are found in classroom. Work order placed to Maintenance & Operations Department for repairs.
<b>Structural:</b> Structural Damage, Roofs	Good	1 room structural damage. Work order placed to Maintenance & Operations Department for repairs.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	2 rooms screens are damaged or missing; tennis courts signs of water drainage problems including standing water on hardscape areas; Work order placed to Maintenance & Operations Department for repairs.
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

#### Grades Three through Eight and Grade Eleven

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	58	63	65	67	50	50
Math	43	44	51	52	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

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

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

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

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

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

Grade Level	4 of 6	5 of 6	6 of 6
7	17.5	22.9	29.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	1365	1344	98.46	62.87
Male	729	720	98.77	58.61
Female	636	624	98.11	67.79
Black or African American	35	35	100.00	65.71
American Indian or Alaska Native	--	--	--	--
Asian	84	80	95.24	88.75
Filipino	44	44	100.00	77.27
Hispanic or Latino	698	693	99.28	51.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	486	475	97.74	73.89
Socioeconomically Disadvantaged	669	662	98.95	47.28
English Learners	307	307	100.00	29.32
Students with Disabilities	197	183	92.89	20.77
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	17	16	94.12	5.88

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

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1366	1344	98.39	44.49
Male	730	720	98.63	44.31
Female	636	624	98.11	44.71
Black or African American	35	35	100.00	34.29
American Indian or Alaska Native	--	--	--	--
Asian	84	81	96.43	87.65
Filipino	44	44	100.00	65.91
Hispanic or Latino	698	692	99.14	30.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	487	475	97.54	56.00
Socioeconomically Disadvantaged	669	661	98.80	27.23
English Learners	307	306	99.67	16.34
Students with Disabilities	197	182	92.39	8.24
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	17	16	94.12	5.88

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

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

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

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019-20)

Parents at Woodland Park Middle School can get involved by joining our Parent Teacher Organization, School Site Council, Band Boosters, or the site English Learner Advisory Committee (ELAC). Woodland Park Middle School offers parent trainings through the Counseling Department. Parent Presentation topics include- Use of Google Classroom, Counseling Social Emotional Curriculum, Drug and Tobacco Trends, Healthy Choices, Restorative Practices and are offered in both English and Spanish. WPMS also partners up with Student Support Services at the district offices to provide additional trainings and presentations to parents at schools throughout the district.

#### 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

WPMS reviews, updates, and approves the annual School Safety Plan every Fall. The administration works with the faculty, district office, and School Site Council to review, update, and implement the School Safety Plan each Fall. In 2019, it was approved by the School Site Council on September 30th, 2019. The 2019/20 overarching Safety Plan Goals are:

Goal 1: Woodland Park students will have opportunities to participate in extra-curricular lunch time activities promoting school spirit and student collaboration. Woodland Park will continue the successful WEB mentor program. This mentor program will assign ten 6th grade students to an 8th grade mentor.

Goal 2: Woodland Park will decrease its suspensions by 20% for the 2019-20 school year. In addition, WPMS will ensure that all classrooms will be a safe place for all students and staff. Student discipline will better reflect the demographics of the school.

Goal 3: Woodland Park will increase access and traffic flow on and around the campus, while maintaining the safety and security of the school and students.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.6	4.8	3.8
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.8	1.5
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	1:673

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	0.50
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	2.0

\* 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 (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	25	14	10	18	32	4	3	22	33	4	1	23
Mathematics	19	12	1	5	32	3	6	19	34	4		23
Science	30	5	5	22	33	1	6	20	36		3	22
Social Science	30	5	8	19	33		12	15	34	1	3	22

\* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	48	63	62

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "hiring and retaining only the best educators and investing in their success."
- "providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous 2 year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the Essential Elements of Instruction (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well.

In the 2018-19 school year, at the secondary level, the district focused professional learning on the continued implementation of state academic standards in English language arts, English development, mathematics, science, and history. Attention was placed on the integration of common formative and summative assessments in English language arts and math within the instructional cycle. ELA teachers were offered additional support to deepen their understanding of newly adopted instructional materials and how to appropriately use these resources to support student learning. Science teachers were given time to delve deeply into NGSS, aligning and/or creating course outlines and units to the requirements of the new standards. The use of technology within the educational setting to support the implementation of standards and student learning has required on-going professional development for teachers to confidently and effectively use these tools.

Various means of professional learning were offered: face-to-face workshops during the regular workday, during school breaks, and after school as well as online sessions available for staff to access during times that best work with their schedule. Principals provided staff development during regularly scheduled staff meetings throughout the year. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

Teachers continued to engage in professional development each week as they worked collaboratively during their structured teacher collaboration time (early release Wednesdays for elementary/middle school staff and late start Tuesdays for high school staff). This provided teachers the opportunity to share best practices to meet students' needs. Teachers on Special Assignment (TOSAs) provided professional development and worked with teachers in their classrooms modeling strategies, planning collaboratively, and providing support.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,663	\$48,612
Mid-Range Teacher Salary	\$79,323	\$74,676
Highest Teacher Salary	\$100,274	\$99,791
Average Principal Salary (ES)	\$126,286	\$125,830
Average Principal Salary (MS)	\$133,521	\$131,167
Average Principal Salary (HS)	\$145,758	\$144,822
Superintendent Salary	\$240,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	34%
Administrative Salaries	5%	5%

\* 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

Gifted and Talented Education (GATE)  
 LCAP Supplemental  
 ASES-After School Program

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7594	2122	5472	83639
District	N/A	N/A	7831	81887
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-35.5	2.1
School Site/ State		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.