



Toro Canyon Middle School

86150 Avenue 66 • Thermal, CA 92274 • 760-397-2244 • Grades 7-8

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Coachella Valley Unified School District

87-225 Church Street
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School Profile

Toro Canyon Middle School provides instruction for students in grades 7-8. During the 2017-18 school year, a total of 1,094 students were enrolled. The school's enrollment for 2017-18 was comprised of 75.54% free and reduced price meal students, 14.81% students with disabilities, and 39.76% English Learners, and consisted of the following number of students per grade level:

- Seventh Grade – 551
- Eighth Grade – 543

School Vision

To become the most efficient, effective, and innovative educational institution of communication, collaboration, critical thinking and creativity by way of project-challenge and passion-based learning.

School Mission

The mission of Toro Canyon Middle School is to provide an opportunity for every student to master grade-level skills as measured and determined by state standards regardless of previous academic performance, family background, socioeconomic status, race, or gender. It is our purpose to educate all students during the core and after-school instructional programs to high levels of academic performance, while fostering positive growth in social/emotional behaviors and attitudes. The entire staff pledges to these student outcomes.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	551
Grade 8	543
Total Enrollment	1,094

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.8
Asian	0.1
Filipino	0.0
Hispanic or Latino	98.5
Native Hawaiian or Pacific Islander	0.0
White	0.4
Socioeconomically Disadvantaged	96.8
English Learners	41.0
Students with Disabilities	15.1
Foster Youth	0.1

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			
Toro Canyon Middle School	16-17	17-18	18-19
With Full Credential	47	50	51
Without Full Credential	3	1	0
Teaching Outside Subject Area of Competence	0	0	0
Coachella Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	811
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Toro Canyon Middle School	16-17	17-18	18-19
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 2018-19)

All textbooks used in the core curriculum at Toro Canyon Middle School are 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 adoption cycle for core content materials (English/language arts, math, science, and social science).

On September 20, 2018, the Coachella Valley 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 No. 2019-13 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, (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, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

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 2018-19 school year, Coachella Valley 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: September 20, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017 Houghton Mifflin Harcourt: Collections Program 2016 HMH System 44 Secondary 2016 HMH: Read 180 Stage B Universal 2017 Pearson: Side by Side (Newcomers) 2017 HMH English 3D (Progressing ELs and LTELs) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014 McGraw-Hill: CA Middle School Math Course 2 & 3 2014 McGraw-Hill: Accelerated Math 2015 Pearson Integrated Math Level 1, 2, 3 2014 McGraw-Hill: ALEKS The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2007 CPO Science (Life and Physical) 2007 CPO Science (Life and Physical) (Spanish) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2007 Holt: World History, Medieval to Early Modern Times 2007 Holt: World History (Spanish Student Edition) 2007 Holt: U.S History, Independence to 1914 2007 Holt: U.S History (Spanish Student Edition) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2005 MacMillan McGraw-Hill: Health and Wellness 2005 MacMillan: Salud y bienestar The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Toro Canyon Middle School's original facilities were built in 2004; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, two security guards inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. The principal communicates with custodial staff daily concerning maintenance and school safety issues. One day custodian and two evening custodians are assigned to Toro Canyon Middle School.

The day custodian is responsible for:

- Cafeteria Cleanup/Setup
- General Maintenance
- Restrooms
- Special Events Preparations/Setup
- Emergency Cleaning
- Ordering Supplies

Restrooms are checked a minimum of twice a day for cleanliness and subsequently cleaned as needed.

The evening custodians are responsible for:

- Classrooms
- Restrooms
- Office Areas
- Gym
- Locker Rooms

2018-19 Campus Improvements in Progress:

- Installation of solar panels

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 10/4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	M311: warm room
Interior: Interior Surfaces	Good	M1 102: two tears in the carpet and some stains M4 107: one missing and one stained ceiling tile M9 105: 2 stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	M1 119: one stain on carpet M1 Core: stained countertop MG Boys RR: Bugs in light covers
Electrical: Electrical	Good	M1 116: a few bulbs out M2 107: a few bulbs out M7 Girls RR 106: 2 lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Boys Locker RR: 2 automatic faucets off, peeling paint from hand dryer M1 Core: one faucet and one bubbler off M2 Core: bubbler is off M5 Core: bubbler is off M7 Boys Lockers: drinking fountain needs adjustment M7 Boys RR: plugged urinal

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		M7 Girls RR lockers: 2 auto faucets off MG Girls RR: 3 auto faucets off MS Core: Bubbler is off
Safety: Fire Safety, Hazardous Materials	Good	Admin: fire panel in trouble Boys Locker RR: 2 automatic faucets off, peeling paint from hand dryer M7 Girls Locker 105: peeling paint from ceiling
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	MS Core: Bubbler is off
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	18.0	21.0	25.0	28.0	48.0	50.0
Math	14.0	16.0	16.0	19.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	26.2	18.8	17.5

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

**School Year 2017-18 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	1089	1064	97.70	21.39
Male	596	578	96.98	17.88
Female	493	486	98.58	25.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	1073	1048	97.67	21.32
White	--	--	--	--
Socioeconomically Disadvantaged	1060	1038	97.92	20.48
English Learners	804	783	97.39	11.01
Students with Disabilities	150	144	96.00	0.70
Students Receiving Migrant Education Services	162	159	98.15	13.84
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 2017-18 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	1,088	1,060	97.43	15.81
Male	595	580	97.48	15.2
Female	493	480	97.36	16.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	1,072	1,044	97.39	15.67
White	--	--	--	--
Socioeconomically Disadvantaged	1,059	1,034	97.64	15.15
English Learners	804	782	97.26	8.08
Students with Disabilities	150	142	94.67	0.7
Students Receiving Migrant Education Services	162	158	97.53	13.38
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through ConnectEd, flyers, and the school website. Contact the parent liaison at (760) 397-2244 for more information on how to become involved in your child's learning environment.

Committees

- School Site Council
- FIAT (Family Involvement Action Team)
- AVID* Parent Group
- English Learner Advisory Council
- Migrant Parent Advisory Council

School Activities

- Academic Awards Ceremonies
- Promotion Ceremony
- ASB Activities
- Back to School Night
- Community Clean Up Days
- Math Night
- Memorial Day Celebration
- Parent Conferences
- Parenting Classes
- Parent Education Workshops
- Science Night

*Advancement via Individual Determination

**Gifted and Talented Education

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 Comprehensive School Safety Plan was developed for Toro Canyon Middle 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 safety plan was reviewed and updated in August 2018, and discussed with school staff in August 2018.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	13.5	10.4	13.0
Expulsions Rate	0.4	0.1	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	4.8	5.5	5.2
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	550

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	23.0	22.0	22.0	25	27	27	30	49	44			
Mathematics	25.0	22.0	23.0	11	20	22	45	39	43			
Science	27.0	27.0	26.0	4	5	8	42	40	36			
Social Science	26.0	26.0	25.0	7	7	14	35	34	31			

* 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

All training and curriculum development at Coachella Valley Unified School District revolves around the California State Standards and Frameworks and Common Core State Standards. The district's Educational Services Division works closely with school administrators, teachers, and the superintendent to identify staff training needs based upon review of student performance data results, monthly site leadership collaboration efforts, and principal input.

Staff members refine teaching skills and concepts through participation in conferences and workshops throughout the year. Training activities typically relate to the teacher's area of expertise and covers innovative strategies and techniques to improve student achievement and the quality of classroom instruction. Teachers may participate in district-sponsored seminars presented by district personnel, outside consultants, and lead teachers.

2016-17 District-Sponsored Professional Development:

- Acuity Training (3-6)
- All Things iPad! Reaching All Learners
- AVID Path to Schoolwide Trainings
- AVID Summer Institute
- Best Practices Relating to the New ELA/ELD Standards and Frameworks
- Biliteracy Units of Study
- Common Core State Standards Implementation Using Units of Study
- EADMS Training for Assessment Implementation and Data Analysis

2017-18 District-Sponsored Professional Development:

- Acuity Training (3-6)
- CAASPP Summative and Interim Assessment Block (IAB) training
- AVID Path to Schoolwide Trainings
- AVID Summer Institute
- Best Practices Relating to the ELA/ELD Standards and Frameworks
- Biliteracy Units of Study
- Common Core State Standards Implementation

* Professional Development provided to sites on as needed basis by ELD, ELA, Math and Technology Teachers on Special Assignment (TOSAs)

- EADMS Training for Assessment Implementation and Data Analysis

* Read 180 & Math 180 implementation and data analysis training

* Lexia and RAPID implementation and Data Analysis

2018-19 District-Sponsored Professional Development:

- CAASPP Summative and Interim Assessment Block (IAB) training
- AVID Path to Schoolwide Trainings
- AVID Summer Institute
- Best Practices Relating to the ELA/ELD Standards and Frameworks
- Biliteracy Units of Study
- Common Core State Standards Implementation

* Professional Development provided to sites on as needed basis by ELD, ELA, Math and Technology Teachers on Special Assignment (TOSAs)

- EADMS Training for Assessment Implementation and Data Analysis

* Read 180 & Math 180 implementation and data analysis training

* Lexia and RAPID implementation and Data Analysis

* Writing professional development provided by Riverside County Office of Education (RCOE)

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Beginning Teacher Support and Assessment (BTSA) program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The Peer Assistance and Review (PAR) program is available to veteran teachers who need to improve instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable veteran teachers, referred to as "coaches", are paired with teachers referred to the PAR program to provide individualized guidance, support, and training.

Classified staff receive job-related training from qualified district personnel and consultants. Special education aides received specialized training from district office personnel. Long-term substitute teachers are invited to attend designated training sessions.

Site-Based Training

Toro Canyon Middle School works with the Coachella Valley Unified School District to focus on specific areas of study to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. Through collaborative efforts of school and district representatives, specific areas for professional training are identified to complement and support districtwide training.

Staff training concentrations for the 2016-17 school year were identified by a team of teachers who identified training needs based upon input and feedback from teaching staff. Teacher training took place after school on the first and third early release Wednesdays of the month. Professional development activities focused on:

- AVID
- Best Practices
- ELPAC
- Data Analysis
- EL Instructional Strategies
- Essential Standards
- Improving Student Attendance
- Instructional Rounds
- Collections ELA Curriculum
- PBIS
- PLC
- RCOE Writing Training
- Safe School Plan
- Special Education Training
- Strategies for SBAC Testing
- Technology Training

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,995	\$49,512
Mid-Range Teacher Salary	\$80,602	\$77,880
Highest Teacher Salary	\$103,586	\$96,387
Average Principal Salary (ES)	\$125,213	\$123,139
Average Principal Salary (MS)	\$119,564	\$129,919
Average Principal Salary (HS)	\$146,655	\$140,111
Superintendent Salary	\$250,000	\$238,324
Percent of District Budget		
Teacher Salaries	34.0	36.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education
- Career Technical Education Incentive Grant
- Carl D. Perkins Career and Technical Education
- College Readiness Block Grant
- ESEA: Title II, Part A Teacher Quality
- ESEA: Title III, Immigrant Education Program
- ESEA: Title III, English Learners Student Program
- Indian Education
- Governor's CTE Initiative: California Partnership Academies
- Head Start
- Learning Communities for School Success
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB: Title I Part A, Basic Grants
- NCLB: Title I Part C, Migrant Education Regular Program
- NCLB: Title I, Migrant Education Summer Program
- Partnership Academies Program
- Special Ed: IDEA Basic Local Assistance
- Special Ed: IDEA Preschool Grant, Part B, Sec 619
- Special Ed: IDEA Preschool Local Entitlement
- Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
- Supporting Inclusive Practices
- Special Ed: Mental Health Services
- Special Ed: Project Workability
- Special Ed: Low Incidence Equipment
- State Lottery

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	12,858	4,001	8,857	76,763
District	◆	◆	9,472	\$83,349
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-6.7	-8.2
Percent Difference: School Site/ State			21.7	-3.7

* Cells with ◆ 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.