Idyllwild School

PO Box 97 (26700 State Highway 243) • Idyllwild, CA 92549 • (951) 659-0750 • Grades K-8
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Hemet Unified School District
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District Governing Board

Ms. Stacey Bailey

Mr. Rob Davis

Mrs. Megan Haley

Mr. Gene Hikel

Mr. Vic Scavarda

Mr. Patrick Searl

Mr. Ross Valenzuela

District Administration

Ms. Christi Barrett
Superintendent

Mr. Darrin Watters
**Deputy Superintendent
Business Services**

Mr. Darel Hansen
**Assistant Superintendent
Human Resources**

Mrs. Tracy Chambers
**Assistant Superintendent
Educational Services**

Dr. Karen Valdes
**Assistant Superintendent
Student Services**

School Description

Mission Statement
The reason our school exists is to provide children with a well balanced education to have the skills and abilities to achieve their dreams as successful contributing members of society.

About This School
Idyllwild has been designated a California Distinguished School by the State Department of Education three times since the year 2000 and has been designated a High Performing T-1 School in 2012, 2013 & 2014. The staff is highly dedicated and committed to the belief that all students can learn. The School Site Council provides direction and success to make Idyllwild a safe and nurturing environment for all children. The PTA advocates for students, teachers, and actively supports the instructional standards-based program.

Teachers, principal and parents are committed to:
- Focus on learning,
- Support and implement research-based educational practices,
- Share and use relevant data in a timely manner to differentiate instruction so that all students learn,
- Collaborate across and within grade levels and subject matter to achieve our goals,
- Implement common educational standards, benchmarks and assessments that provide for in depth learning,
- Be effective team members sharing decision making and leadership roles,
- Be respectful towards all members of the learning community and practice open, diplomatic, honest communication,
- Consistently implement a clearly stated school -wide discipline plan using PBIS strategies that is communicated to all members and that honors the integrity of students,
- Be actively involved and have a vested interest in our children's' education

Idyllwild School is an AVID school and is presently in its third year of the AVID program. Our exemplary staff works in tandem with the support and positive leadership of the community it serves. The business community of Idyllwild supports the school with over 4,000 hours of volunteer time, and financial donations. They recognize the achievements of students and take a very active role as volunteers in classrooms. The community is proud of the school and the work that the staff does to encourage children to grow into competent and caring adults.

You will learn much about Idyllwild School in the following pages of statistics and numbers. However, what cannot be encapsulated so easily is our staff's commitment to providing opportunities for every child to have a well rounded education including art, music, instrumental music, theatre, and a comprehensive sports and PE program. Our school staff enjoys the pleasure of teamwork, the joy and laughter expressed by students and the creative spirit that is nurtured in each of the children who attends Idyllwild School.

Idyllwild School is located 110 miles southeast of Los Angeles, 105 miles northeast of San Diego and 40 miles from Palm Springs. Our school is one of 32 schools in the Hemet Unified School District. The enrollment is approximately 325 students in grades K-8 and is located in a small resort-oriented town at the 6,000-foot elevation in the San Jacinto Mountains.

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**
Kindergarten	33
Grade 1	34
Grade 2	26
Grade 3	32
Grade 4	35
Grade 5	46
Grade 6	36
Grade 7	38
Grade 8	45
Total Enrollment	325

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.2
American Indian or Alaska Native	0.6
Asian	1.5
Filipino	0.0
Hispanic or Latino	35.7
Native Hawaiian or Pacific Islander	0.3
White	57.2
Socioeconomically Disadvantaged	62.5
English Learners	10.5
Students with Disabilities	11.1
Foster Youth	2.2

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			
Idyllwild School	**16-17**	**17-18**	**18-19**
With Full Credential	21	20	21
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	3	3	3
Hemet Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	1098
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	118

Teacher Misassignments and Vacant Teacher Positions at this School			
Idyllwild 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)

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, including English learners, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or 60605.8." This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9/4/18 that each pupil in the district, including English learners, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Textbooks and Instructional Materials Year and month in which data were collected: September 4, 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	English Now! V 2.0 - LitConn, Inc. Dec. 2006 English 3D - Houghton Mifflin Harcourt June 2014 Benchmark Ready to Advance - Benchmark April 2018 Benchmark Advance - Benchmark April 2018 Benchmark Steps to Advance - Benchmark April 2018 Holt Literature & Lang Arts - Harcourt Brace May 2002 Read 180/System 44 - Scholastic, Inc. July 2015 Imagine Learning English - Imagine Learning 2014 Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) - Developmental Studies Center May 2013 Compass Learning - Odyssey June 2011 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Eureka Math - Great Minds June 2017 Big Ideas - Cengage Learning June 2018 Algebra 1 - Houghton Mifflin Harcourt June 2018 Compass Learning - Odyssey June 2011 MIND ST Math Program - MIND Research Institute October 2011 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Earth Science - Holt, Rinehart & Winston March 2001 Life Science - Holt, Rinehart & Winston March 2001 Physical Science - Holt, Rinehart & Winston March 2001 Harcourt Science California Edition - Harcourt Brace March 2001 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	History Alive! The Ancient World - Teachers' Curriculum Institute June 2007 History Alive! The Medieval World and Beyond - Teachers' Curriculum Institute June 2007 History Alive! The United States Through Industrialism - Teachers' Curriculum Institute June 2007 History-Social Science for California - Pearson, Scott-Foresman June 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Textbooks and Instructional Materials Year and month in which data were collected: September 4, 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Health	Decisions for Health - Holt, Rinehart & Winston July 2005 Harcourt Health & Fitness - Harcourt, Inc. July 2005 **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)

Idyllwild School first opened its doors in 1927, but has gone through a dramatic face lift and modernization. The new gymnasium, improved playground areas, drainage system and classroom buildings provide increased access to a pleasant and safe learning environment. Idyllwild School has wifi access to the Internet for whole class instruction and for every student using technology. Every classroom has adequate space, internet access and a wireless router and all the materials needed to ensure student success. Every student at Idyllwild School has been assigned a Google Chrome Book providing a 1-1 ratio. The school campus is secured with perimeter fencing.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/3/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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	67.0	62.0	36.0	36.0	48.0	50.0
Math	55.0	48.0	23.0	22.0	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**
5	29.5	22.7	11.4
7	22.5	22.5	30.0

* 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	233	229	98.28	61.57
Male	119	118	99.16	50.85
Female	114	111	97.37	72.97
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	81	78	96.30	44.87
White	135	134	99.26	72.39
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	146	142	97.26	52.11
English Learners	35	32	91.43	28.13
Students with Disabilities	30	29	96.67	10.34
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	233	232	99.57	47.84
Male	119	118	99.16	46.61
Female	114	114	100	49.12
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	81	81	100	29.63
White	135	134	99.26	58.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	146	145	99.32	40
English Learners	35	35	100	22.86
Students with Disabilities	30	29	96.67	10.34
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)
Parent involvement opportunities are available to all parents at all schools. These offerings are available in both English and Spanish. These opportunities include, Parent Project® (secondary), Parent Project Jr.® (elementary), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parent Engagement Leadership Institute (PELI), and a district-wide PTA/ELAC community event, named, "Hemet Posada," and the District Curriculum Council.

Idyllwild School addresses the six areas of parent involvement through their comprehensive school plan. Parent and community involvement are a vital part of our school plan as our volunteers log over 4000 hours collectively each year. Idyllwild School's parent involvement committees and organiziation are the following: School Site Council, English Language Advisory Committee,Idyllwild Booster Club, PTA, SMARTS, Grantmakers Club and Idyllwild School's Scholarship Committee. For more information, contact the site Principal, Matthew Kraemer at (951) 659-0755

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

Idyllwild's School Safety Plan was reviewed and approved at Idyllwild's School Site Council (SSC) meeting on February 16, 2018. Each year we discuss incidents of school crime committed on campus which was extremely minimal last year, with only one incident of a drug related violation. Parent, school faculty and a student representative were in attendance at the SSC meeting on February 16, 2018. All procedures related to the following areas are in Idyllwild School's Safety Plan: Child abuse reporting procedures, disaster procedures, routines, & emergency drills, procedures to notify teachers of dangerous students, discrimination and harassment policy, school-wide dress code, safe ingress & egress procedures for both students & staff, and school rules and expectations related to student behavior. One of the main goals of the plan is to maintain a positive and safe school environment by providing staff development pertaining to bully prevention and instituting procedures to report bullying on campus. The School Safety Plan is reviewed and modified each year by the school safety committee and by Idylliwild's School Site Counsel.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.8	2.8	1.4
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.3	7.0	6.4
Expulsions Rate	0.3	0.6	0.3
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	0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.2
Social Worker	0
Nurse	0.33
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	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 (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**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**
K	26	25	23				2	2	2			
1			21						1			
2	23	24	26				2	2	1			
3	22	19	21	1	2		1		1			
4	29	22	23			1	1	2	1			
5	28	18	23		2		2		2			
6	19	22	20	6	4	8	3	5				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

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs and initiatives. The training provided by the Professional Development Academy allows teachers, administrators, and paraprofessionals to become highly skilled at providing quality leadership, instruction, and support to the district's students.

The primary focus of the Professional Development Academy is supporting instruction of California State Standards and the new curriculum adoptions that have taken place during the past few years. The district's Educational Services Department, including Teachers On Special Assignment (TOSA), provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the TOSAs provide a variety of district and site-based trainings based on data, principal feedback and, teacher survey results.

The PDA also supports new teachers through our Center for Teacher Innovation (CTI) Induction Program, which provides intensive coaching and support in the inquiry process. Additionally, the TOSAs now support the ten site-based Instructional Coaches, located at designated elementary and middle schools across the district. A new teacher academy is offered for all new the HUSD teachers during the summer, and all elementary classroom teachers participated in training in the new ELA adoption (Benchmark Advanced), and our secondary Math teachers also participated in training for the newly adopted secondary math curriculum.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$50,620	$47,903
Mid-Range Teacher Salary	$76,184	$74,481
Highest Teacher Salary	$102,723	$98,269
Average Principal Salary (ES)	$125,540	$123,495
Average Principal Salary (MS)	$133,205	$129,482
Average Principal Salary (HS)	$142,286	$142,414
Superintendent Salary	$223,000	$271,429
Percent of District Budget		
Teacher Salaries	35.0	35.0
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/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	10,191	1,547	8,643	79,016
District	♦	♦	6,311	$80,837
State	♦	♦	$7,125	$80,764
Percent Difference: School Site/District			31.2	-2.3
Percent Difference: School Site/ State			19.3	-2.2

* 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.

Types of Services Funded

The SAFE after school program services students in grades one through eight from the time the dismissal bell rings until 6:00 PM. There are approximately 85 students enrolled in the program. The program is financed through State funds (Prop-49). The SAFE program also funds after school interventions targeting students who are scoring below proficiency on grade level standards.

Other programs being funded: Outdoor Environmental Education, Elementary Counselors, ST Math, Compass Learning, Imagine Learning, Reading Learning Dynamics, Music Programs, Athletic Programs, English 3D, Reading 180/System 44, AVID

OTHER PROGRAMS
To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

LCAP Supplemental Initiatives -- $291,923
Site Supplemental -- $6,740
LCAP - AVID -- $11,408
Site Lottery -- $10,716
Title I -- $38,605
ASES-After School Program -- $50,532

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.