Acacia Middle School

1200 East Acacia Ave. • Hemet, CA 92543 • (951) 765-1620 • Grades 6-8
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2018-19 School Accountability Report Card
Published During the 2019-20 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

Dr. Christi Barrett
Superintendent

Mr. Darrin Watters
Deputy Superintendent
Business Services

Dr. Derek Jindra
Assistant Superintendent
Human Resources

Ms.. Tracy Chambers
Assistant Superintendent
Educational Services

Dr. Karen Valdes
Assistant Superintendent
Student Services

Acacia Middle School's Mission Statement

The mission of Acacia Middle School is to challenge students with a rigorous educational program in a middle school setting that meets their unique needs. Acacia encourages respect for self and others, fosters personal responsibility and accountability, and promotes pride in our school, community, and country. We will challenge, we will motivate, and we will expect success.

Principal's Message

Acacia Middle School is an exciting place to attend school. We have a remarkable staff that is dedicated to educating students and providing a safe learning environment for all. Our students understand that we are "Positive, Respectful Individuals Dedicated to Excellence" (Cougar P.R.I.D.E.). At Acacia Middle School, we will provide the essential components to a quality school program. A rigorous academic curriculum is in place to meet the needs of all levels of students and enhance achievement. Acacia offers supplemental assistance programs to provide help to students that are working below grade level. In addition, we offer a variety of extracurricular activities to meet the vast interests of our student body and highly encourage all students to become involved. As Principal of Acacia Middle School, I look forward to building a successful learning community with positive relationships among students, parents, and staff.

School Profile

Acacia Middle School currently serves sixth, seventh, and eighth grade students. Acacia Middle School is one of twenty-nine schools in the Hemet Unified School District with traditions dating back to 1882. Acacia Middle School has an ethnically diverse student body and is served by a dedicated staff. Staff, students and parents comment on the positive changes that are taking place in our school. Acacia Middle School is located in downtown Hemet, a city of approximately 63,780 at the foot of the San Jacinto Mountains 90 miles southeast of Los Angeles, 80 miles northeast of San Diego, and 40 miles from Palm Springs.

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	269
Grade 7	279
Grade 8	263
Total Enrollment	811

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	11.3
American Indian or Alaska Native	0.4
Asian	1
Filipino	0.9
Hispanic or Latino	65.8
White	16
Two or More Races	4.6
Socioeconomically Disadvantaged	95.6
English Learners	14.8
Students with Disabilities	19.7
Foster Youth	1.4
Homeless	4.8

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 Acacia Middle School	17-18	18-19	19-20
With Full Credential	36	32	32
Without Full Credential	4	6	6
Teaching Outside Subject Area of Competence	7	8	0

Teacher Credentials for Hemet Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	1057
Without Full Credential	♦	♦	35
Teaching Outside Subject Area of Competence	♦	♦	5

Teacher Misassignments and Vacant Teacher Positions at Acacia 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)

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 9/3/2019 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 3, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Collections - Houghton Mifflin Harcourt April 2019 English 3D - Houghton Mifflin Harcourt June 2014 Read 180/System 44 - Scholastic, Inc. July 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Big Ideas - Cengage Learning June 2018 Algebra 1 - Houghton Mifflin Harcourt June 2018 **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 **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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Decisions for Health - Holt, Rinehart & Winston July 2005 **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)

Acacia Middle School facility promotes an environment where both teaching and learning take place. Every classroom has adequate space and all the materials needed to ensure student success. They are clean and orderly. Specialized classrooms at Acacia include the library and media center, four computerized skills labs, six mobile labs, as well as choral and band rooms. The SAFE/ZONE After School Program provides additional academic support and enrichment in an extending learning program format that utilizes our facilities as well. Acacia Middle School's construction/remodeling was completed in 2015.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/2/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Boys Locker: Missing cover on light fixture, webs along ceiling, exhaust vents dirty, return vents dirty Classroom 608: Electrical Cord our of protector, 1 loose ceiling tile Girls Locker: Dirty exhaust vent in rr, missing cover on light fixture Gym: 3 light bulbs, webs along entrances, return vents dirty MPR: 1 dirty return vent, webs in corners of room, 2 light fixtures out (low impact)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Boys Locker: Missing cover on light fixture, webs along ceiling, exhaust vents dirty, return vents dirty Gym: 3 light bulbs, webs along entrances, return vents dirty
Electrical: Electrical	Fair	Boys Locker: Missing cover on light fixture, webs along ceiling, exhaust vents dirty, return vents dirty Classroom 125: Missing wallplates (2) Classroom 503: Junction boxes looses from raceways Classroom 608: Electrical Cord our of protector, 1 loose ceiling tile Classroom 702: Light fixture lens loose Girls Locker: Dirty exhaust vent in rr, missing cover on light fixture
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Classroom 212: Extinguisher undercharged Classroom 601: Extinguisher undercharged
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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

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	26	28	36	37	50	50
Math	12	10	22	22	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	23.2	22.1	24.0

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	815	798	97.91	27.69
Male	441	430	97.51	21.40
Female	374	368	98.40	35.05
Black or African American	96	95	98.96	18.95
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	532	519	97.56	27.75
White	127	126	99.21	34.92
Two or More Races	43	41	95.35	19.51
Socioeconomically Disadvantaged	780	764	97.95	26.96
English Learners	230	224	97.39	18.75
Students with Disabilities	150	143	95.33	9.79
Foster Youth	18	17	94.44	29.41
Homeless	52	52	100.00	0.00

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	815	801	98.28	9.99
Male	441	432	97.96	9.26
Female	374	369	98.66	10.84
Black or African American	96	94	97.92	5.32
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	532	523	98.31	9.56
White	127	126	99.21	15.08
Two or More Races	43	41	95.35	4.88
Socioeconomically Disadvantaged	780	767	98.33	9.39
English Learners	230	228	99.13	6.58
Students with Disabilities	150	142	94.67	0.70
Foster Youth	18	17	94.44	5.88
Homeless	52	52	100.00	0.00

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)
Parent involvement opportunities are available to all parents at all schools. These offerings are available in both English and Spanish. These opportunities include School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Acacia Town Hall meetings, Parent Nights, and volunteer opportunities. Hemet Unified School District also has a Parent Resource center offering parenting and workforce-readiness classes as well as multiple resources to assist families.

We encourage and invite all parents to be active in their child's education. The site addresses three different areas of need through the comprehensive school plan. For more information, contact any one of the administrative team listed below at (951) 765-1620.
• Kari Sanchez, Principal
• Angie James, Assistant Principal
• Joseph Romero, Assistant Principal

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

(1) Assessment of the current status of school crime committed on school campuses and at school-related functions.

(2) Includes strategies and programs that provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

   (A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

   (B) Disaster procedures, routine, and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.).

   (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

   (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

   (E) A discrimination and harassment policy is consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

   (F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibit pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

   (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

   (H) A safe and orderly environment conducive to learning at the school.

   (I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.

   (J) School site council or school safety planning committee, develops and updates the comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other school site councils or school safety planning committees.

   (K) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

   (L) As comprehensive school safety plans are reviewed and updated and includes policies and procedures aimed at the prevention of bullying.

   (M) The comprehensive school safety plan, written and updated by the school site council or school safety planning committee on (2/28/2019) and was submitted to the District for approval pursuant to subdivision (a) of Section 32288 on (2/28/2019).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	20.7	17.1	12.3
Expulsions Rate	1.8	1.2	0.8

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.0	6.4	4.9
Expulsions Rate	0.6	0.3	0.4

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*	405.5

* 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

* 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 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	16	13		19	16	11	3	24	11	5	8
Mathematics	16	5	2		25	6	9	5	25	8	7	6
Science	28	4	9	5	27	4	7	7	34	3		12
Social Science	27	5	9	5	25	5	11	4	27	4	7	8

* 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	2	2	2

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 support seven elementary site-based Instructional Coaches and eight secondary Math Coaches, located at designated schools across the district. A new teacher academy is offered for all new HUSD teachers during the summer, and all elementary classroom teachers participated in ongoing training which supports ELA and Math standards, and our secondary ELA teachers also participated in training for the newly adopted secondary ELA curriculum (Collections). Additional training and support are offered to Special Education Teachers, Science and History/Social Studies teachers.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,636	$48,612
Mid-Range Teacher Salary	$77,713	$74,676
Highest Teacher Salary	$104,786	$99,791
Average Principal Salary (ES)	$127,240	$125,830
Average Principal Salary (MS)	$129,756	$131,167
Average Principal Salary (HS)	$143,241	$144,822
Superintendent Salary	$223,000	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	34%
Administrative Salaries	6%	5%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$8,617	$2,441	$6,176	$75,902
District	N/A	N/A	$6,871	$82,190.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-10.7	-8.0
School Site/ State	-19.5	-8.2

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.

Types of Services Funded

Restricted funds are used to operate the SAFE after school program services students in grades one through eight from the time the dismissal bell rings until 6:00 PM. The SAFE program also funds after school interventions targeting students who are scoring below proficiency on grade level standards. Other restricted funds provide additional counseling staff and staff/materials for intervention for low performing students   Base /unrestricted revenue support professional development, technology, counselors, supplemental EL, math and reading support as well as athletics, music, STEAM and AVID programs.

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.