



# Corky McMillin Elementary School

1201 Santa Cora Avenue • Chula Vista, CA 91913 • (619) 397-0103 • Grades K-6

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Chula Vista Elementary School District

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#### District Governing Board

Leslie Ray Bunker  
Armando Farias  
Laurie K. Humphrey  
Eduardo Reyes, Ed.D.  
Francisco Tamayo

#### District Administration

Francisco Escobedo, Ed.D.

##### **Superintendent**

Jeffrey Thiel

##### **Assistant Superintendent, Human Resources Services and Support**

Oscar Esquivel

##### **Assistant Superintendent, Business Services and Support**

Matthew Tessier, Ed.D.

##### **Assistant Superintendent, Innovation and Instruction Services and Support**

### School Description

#### Description

McMillin School opened in September, 2001. It is comprised of 5 main classroom buildings, 4 portable classrooms, Library/Media Center, an auditorium/cafeteria complex, an outdoor lunch court, a YMCA childcare center and an administration/health facility. The Library Media Center has been redesigned into a space where students and faculty can meet and learn. We have 16 resource rooms that provide space for our Resource Specialist Program (RSP), Speech Therapist, Limited English Proficient aide, Psychologist, and our counselor with the Military Family Liaison Counseling Program.

At McMillin Elementary School, our students are engaged and active thinkers able to communicate, innovate, collaborate, and problem-solve. McMillin has a culture of thinking, one that empowers students to want to learn more and to take ownership of their learning. Teachers and students have the expectation and mindset, that one gets smarter through one's effort, and where challenge and mistakes are embraced as learning opportunities. Group's collective thinking, as well as each individual's thinking, is valued, visible, and actively promoted as part of the regular day-to-day experiences. Students, parents, and teachers work collaboratively to ensure ALL student, including English Language Learners, students with disabilities, and designated target groups, understand where they are, where they are going next, and show measurable growth on the learning progression which is based on CCSS. Learning Progressions will: (1) Communicate expectation to students and to teachers. (2) Locate current levels of work and identify next steps, (3) Feedback is given around this learning progressions to cause learning and to serve each learner.

#### Vision and Values

McMillin School believes each child develops as a whole person, academically, socially, emotionally and physically. Student-based decision-making will be used to develop collaboration and meaningful involvement among all stakeholders. This will promote goodwill and pride in the McMillin School community.

## 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	167
Grade 1	116
Grade 2	103
Grade 3	102
Grade 4	115
Grade 5	120
Grade 6	122
<b>Total Enrollment</b>	<b>845</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	0.1
Asian	6.3
Filipino	18.2
Hispanic or Latino	50.3
Native Hawaiian or Pacific Islander	0.6
White	14.7
Two or More Races	3.7
Socioeconomically Disadvantaged	25.3
English Learners	19.8
Students with Disabilities	8.9
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			
Corky McMillin Elementary School	15-16	16-17	17-18
With Full Credential	34	35	36
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	NA	0
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Corky McMillin Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high-quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance and Benchmark Adelante. Benchmark Universe is the online component. Adopted in 2017.  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt K-6, Go Math! in English and Spanish. Adopted in 2015-16.  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

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

Classroom space at McMillin Elementary School is adequate to support our school's current enrollment. We serve 830 students with 32 full-time classroom teachers, 4 special education teachers, one on-site district resource teacher, and 4 Visual and Performing arts teachers. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs basic cleaning operations daily and works to maintain safe and clean school grounds.

School staff provides supervision before classes. Safety Patrol members assist parents in the drop-off and pick-up zone.

Anyone entering campus after 8:15 AM must enter through the front office. They must then sign in and wear a visitor badge while on campus.

Safety Patrol crossing guards are posted in front of the school at the crosswalk to assist students who are crossing Santa Cora Avenue. Students and parents are encouraged through written and verbal communication to cross Santa Cora Avenue at this point.

At the 2:45 PM dismissal time, teachers walk students to the back blacktop area where waiting parents and supervising adults receive the students.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/20/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			607 CR: carpet stained; 1 lamp out 608 CR: vents dirty; fountain high
<b>Interior:</b> Interior Surfaces	X			505 CR: vents dirty 506 CR: vents dirty 507 CR: vents dirty
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X		405 Psych: carpet at sink stained 500 Communications: full of stuff 500 Electrical: (5) dirty 500 Electrical: dirty 505 CR: vents dirty 506 CR: vents dirty 507 CR: vents dirty 601 CR: vents dirty 604 CR: vent dirty; No pressure on faucet 605 CR: vents dirty 606 CR: carpet spotted; floor dirty 607 CR: carpet stained 608 CR: vents dirty; fountain high 700 Work Room: stain on carpet 800 Work Room: vent dirty 801 CR: vents dirty; fountain high 803 CR: vents dirty 804 CR: carpet spotted 805 CR: vents dirty 808 CR: vents dirty; 4 lamps out; fountain high Child Care: carpet stained and dirty Health Office: carpet spots Lounge: carpet stained and spotted MP: carpet stained and dirty
<b>Electrical:</b> Electrical	X			600 custodian room: light doesn't come on 600 electrical: electrical panels blocked 600 Girls RR: hand dryer not working 800 Girls RR: hand dryer not working 806 CR: aerator on faucet leaks; high pressure on faucet 807 CR: fountain high 808 CR: vents dirty; 4 lamps out; fountain high

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/20/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			604 CR: vent dirty; No pressure on faucet 608 CR: vents dirty; fountain high 801 CR: vents dirty; fountain high 802 CR: fountain high 803 CR: vents dirty 806 CR: aerator on faucet leaks; high pressure on faucet 807 CR: fountain high 808 CR: vents dirty; 4 lamps out; fountain high
<b>Safety:</b> Fire Safety, Hazardous Materials	X			600 Tech Office next to 604: doorway blocked 602 CR: 1 lamp out; at sink - transition piece for flooring and carpet separated 700 Work Room: 1 gallon of bleach MP: carpet stained and dirty; fire extinguisher at right side of stage blocked Stage: 4 lamps out; wheelchair lift blocked - has a cart with projector in it and a stack of paper boxes in front of it; stair pathway blocked near Stage Electrical
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			805 CR: vents dirty
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		
				Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	72	70	62	62	48	48
Math	61	59	48	49	36	37

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

CAASPP 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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	79	88	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21	32.8	21.8

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	118	112	94.9	87.5
Male	62	58	93.6	91.4
Female	56	54	96.4	83.3
Filipino	23	22	95.7	100.0
Hispanic or Latino	59	55	93.2	81.8
White	20	19	95.0	94.7
Socioeconomically Disadvantaged	30	27	90.0	81.5
English Learners	14	13	92.9	46.2
Students with Disabilities	12	11	91.7	81.8

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 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	470	464	98.72	70.26
Male	244	241	98.77	67.63
Female	226	223	98.67	73.09
Black or African American	22	22	100	68.18
Asian	24	24	100	87.5
Filipino	80	79	98.75	87.34
Hispanic or Latino	237	234	98.73	57.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	78	97.5	79.49
Two or More Races	23	23	100	95.65
Socioeconomically Disadvantaged	130	129	99.23	51.94
English Learners	119	117	98.32	58.12
Students with Disabilities	46	44	95.65	31.82

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 2016-17 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	470	465	98.94	58.92
Male	244	242	99.18	59.5
Female	226	223	98.67	58.3
Black or African American	22	22	100	50
Asian	24	24	100	87.5
Filipino	80	80	100	81.25
Hispanic or Latino	237	234	98.73	45.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	78	97.5	65.38
Two or More Races	23	23	100	73.91
Socioeconomically Disadvantaged	130	129	99.23	41.86
English Learners	119	117	98.32	47.01
Students with Disabilities	47	45	95.74	26.67

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Contact person: Principal Cynthia Orr

Contact Person Phone Number: (619) 397-0103

Our school community believes that there is a high correlation between parent involvement and successful student achievement. McMillin School actively promotes parent and community involvement in our educational programs, school activities, daily classes and community promotional events.

McMillin School has five on-going parent involvement committees to foster and build more interaction between the home and school. The committees include the Parent Teacher Association (PTA), School Site Council (SSC), the English Language Advisory Committee (ELAC), Multicultural Family Association (MFA), a Military Parent Group, School Safty Committee. In addition, we have regular parent meetings and parent nights on a variety of topics such as reading at home with your child, behavior interventions, gifted and talented education, Internet security, and other school-related information. Parents have many opportunities to be involved as volunteers at McMillin.

Parents and the public are encouraged to contact the school or staff via the school's web page – <http://schools.cvesd.org/schools/mcmillin/>

### 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

At McMillin School, student safety and well-being is promoted by activities including bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, Peace Patrol, and School Safety Patrol. Established procedures are in place at our school to handle disasters such as fire, earthquakes, bomb threats and/or dangerous intruders. Disaster preparedness drills are conducted on a routine basis and we continue to improve upon our strategies to handle such emergencies.

Students are not allowed to leave the school building and the grounds with anyone other than their parent or guardian, or a designated adult who is listed on the student's emergency card. Students leaving campus during school hours must be checked out by a parent-authorized adult through the Health Office. Parents and designees will be asked to wait in the office while school personnel call the child to the office. Unfamiliar individuals will be required to show a picture identification to office personnel before the child can be released. We have an active safety committee comprised of parents and school personnel to discuss parent concerns about school safety. In addition, several members of the staff have been trained in nonviolent crisis intervention.

The Safety Plan for the 2017-18 school year was approved by SSC on October 27, 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.1	0.2	0.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	n/a
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.6
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	0.8
Resource Specialist	1
Other	
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	24	21		1	2	6	5	6			
1	22	24	23				5	4	5			
2	23	21	26				5	5	4			
3	25	24	20			4	5	5	1			
4	28	31	29				4	4	4			
5	31	29	30				4	4	4			
6	30	28	31				5	5	4			

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Professional Development provided for Teachers

Staff participates in District professional development opportunities in the area of Math, Language Arts and the implementation of Common Core State Standards. In addition to our classroom teachers, McMillin has four Visual and Performance Art teachers that provide instruction in the areas of art, dance, music, and physical fitness. While these teachers are providing instruction in these areas, classroom teachers are given the opportunity to collaborate and review instructional practices, as well as receive professional development in identified areas of need.

Staff Development for 2017-2018: McMillin will use a 6-8 week Professional Learning Cycle targeting our work on conferencing in a workshop model of instruction to ensure that students take ownership of their own learning by goal setting based on formative assessments, success criteria, and feedback measured by student's growth on a learning progression of standards in reading. (1) Students will understand their goals and where/how they go next in their learning. (2) Students will be able to communicate their learning goals in reading and writing and move these goals to habits that they will continue to practice. (3) Students will be able to use the feedback from teachers and peers to improve their understanding in reading.

Staff development for 2015-16: Teacher training focused on Teacher College Reading and Writing system, the Gradual Release of Responsibility instructional strategy model, the Imagine Learning program for English Language Development, and the implementation of Common Core-aligned strategies. Professional Development for the 2016-17 school year focused on readers workshop, Student-teacher relationships, Restorative Practices, SIPPS strategies, analyzing data and student work, and the implementation of Common Core-aligned strategies.

Staff Development for 2015-16: We had received professional development in the areas of writing workshop, inquiry approach to math and science, 8 Mathematical Practices for the Common Core, Guided Reading, book clubs, and Writing Across the Curriculum.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
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

Students needing intervention are enrolled in the extended school program to work on reading and math standards based on student needs. College and high school students also support students with reading foundational skills.

We continue to expand our collection of classroom library books to give students the opportunity for more practice. To meet the needs of our GATE students, we offer a variety extended day classroom program.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,155.90	\$2,155.33	\$7,000.56	\$78,381.00
District	♦	♦	\$166,094,33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-5.4	12.3
Percent Difference: School Site/ State			16.5	7.4

\* Cells with ♦ do not require data.