

Nicolet Middle School

101 East Nicolet Street • Banning CA, 92220 • (951) 922-0280 • Grades 6-8

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<http://nicolet.banning.k12.ca.us>



2014-15 School Accountability Report Card Published During the 2015-16 School Year

Banning Unified School District

161 W. Williams Street
Banning CA, 92220
(951) 922-0200
www.banning.k12.ca.us

District Governing Board

Alex Cassadas
Jan Spann
Kerri Mariner
Alfredo Andrade
Martha Bederio

District Administration

Mr. Robert Guillen
Superintendent

Felicia Adkins

Director Educational Services

Mr. Robert Guillen

Chief Human Resources Officer

Barbara Wolford

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Director of Information technology

Cathy Bagnara

Director of Fiscal Services

Sandra Khodadadi

Coordinator of Human Resources

Christina Hoff

Supervisor of Fiscal Services

Estella Patel

Coordinator of Testing and Accountability

School Description

Nicolet Middle School is a grade six through eight middle school. It was established for the 1995-96 school year. It is on the site where Banning High School formerly was located, so we have our own gymnasium, tennis courts, softball field, and football stadium. We currently have about 910 students. Classrooms are a combination of permanent and portable structures.

Our mission is to empower and inspire our students to apply the knowledge, skills, and attitudes necessary to advocate for themselves, to meaningfully interact with others, to be active physically, and become balanced, creative, responsibly informed, contributing citizens of a diverse world.

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 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 at (951) 922-0280 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	335
Grade 7	303
Grade 8	332
Total Enrollment	970

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.9
American Indian or Alaska Native	2.7
Asian	5.3
Filipino	0.8
Hispanic or Latino	65.8
Native Hawaiian or Pacific Islander	0.4
White	14
Two or More Races	1.1
Socioeconomically Disadvantaged	88.7
English Learners	15.3
Students with Disabilities	9.1
Foster Youth	1.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Nicolet Middle School	13-14	14-15	15-16
With Full Credential	41	42.5	46
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Banning Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Nicolet Middle School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.8	2.2
Districtwide		
All Schools	95.2	4.8
High-Poverty Schools	95.2	4.8
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Instructional Materials (School Year 2015-16)

Banning Unified School District held a Public Hearing on September 26, 2015 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart displays data collected in September 2015, regarding textbooks in use during the 2015-16 school year.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Banning and Cabazon which contain numerous computer workstations.

Computer Resources

Each classroom at Nicolet Middle School contains at least one computer. There are two additional computer labs. All computer resources within the computer labs and classrooms are connected to the Internet. Computer skills and concepts are integrated through the standard curriculum to prepare students for technological growth and opportunities. Student and staff receive computer assisted instruction on a regular schedule.

Textbooks and Instructional Materials Year and month in which data were collected: 9/11/2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt - 2010 Reading Intervention - SRA McGraw Hill - 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Grade 8-Geometry Holt California 2008 Grade 7 and 8-California Mathematics McGraw Hill - 2015 Grade 6 Math 6 California Math Common Core Edition (2014) Course 1 Volume 1, Course 2 Volume 2, Spanish 1 and 2 Course 1 Interactive Guide for English Learners Mathematics Concepts Classroom Manipulative Kit Algebra Mathematics Concepts Classroom Manipulative Kit Measurement Probability, Statistics Mathematics Concepts Classroom Manipulative Kit Geometry TE-California Common Core Edition 6th grade Course 1 TE-California Math Common Core Course 1 Assessment Masters TE-California Math Common Core Edition 6th grade Course 1- Volume 2 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson - 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Prentice Hall - History Social Science World History Ancient Civilizations (2006-2012) Houghton Mifflin Historia Y Ciencias Sociales Historia Universal Civilizaciones Antiguas 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: 9/11/2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	The Stage and the school: 1997 Theatre Art in Action 1999 Exploring theatre 2005 Journalism today 2005
Science Laboratory Equipment	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Nicolet Middle School provides a safe, clean environment for students, staff, and volunteers. Built in 1938, Nicolet Middle School is situated on 23.82 acres. The school buildings span 85,501 square feet, consisting of 29 permanent classrooms, 20 relocatable classrooms, a library, two computer labs, a cafeteria, and an auditorium. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information is current as of September 2015.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. The district maintenance staff has indicated that over 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. Nicolet Middle School has four full-time custodians on duty. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, designed to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating electrical systems, interior or exterior painting, and floor systems. In 2015-16, the district allocated \$175,425 for the deferred maintenance program, which represents 0.05% of the district's general fund budget. The school does not have deferred maintenance projects scheduled for the 2015-16 year.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 03, 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Weights and equipment are not properly racked and stored.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 03, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	17	27	44
Math	13	20	33

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	60	62	43	38	42	36	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	36
All Student at the School	43
Male	44
Female	45
Black or African American	56
American Indian or Alaska Native	--
Asian	44
Filipino	--
Hispanic or Latino	40
Native Hawaiian or Pacific	--
White	55
Two or More Races	--
Socioeconomically Disadvantaged	23
English Learners	0
Students with Disabilities	36
Foster Youth	--

* 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	347	320	92.2	55	25	14	2
	7	304	277	91.1	64	21	11	3
	8	331	311	94.0	49	30	17	3
Male	6		160	46.1	67	20	9	1
	7		153	50.3	72	19	7	2
	8		145	43.8	56	28	12	2
Female	6		160	46.1	44	31	20	3
	7		124	40.8	54	24	16	5
	8		166	50.2	43	31	22	3
Black or African American	6		28	8.1	54	39	4	0
	7		32	10.5	63	25	13	0
	8		25	7.6	32	44	24	0
American Indian or Alaska Native	6		10	2.9	--	--	--	--
	7		10	3.3	--	--	--	--
	8		5	1.5	--	--	--	--
Asian	6		21	6.1	57	29	14	0
	7		13	4.3	46	38	8	8
	8		18	5.4	11	50	33	6
Filipino	6		2	0.6	--	--	--	--
	7		2	0.7	--	--	--	--
	8		4	1.2	--	--	--	--
Hispanic or Latino	6		212	61.1	56	24	17	1
	7		168	55.3	67	18	11	4
	8		212	64.0	54	27	16	2
Native Hawaiian or Pacific Islander	6		3	0.9	--	--	--	--
	8		1	0.3	--	--	--	--
White	6		38	11.0	50	24	16	5
	7		49	16.1	59	22	12	4
	8		41	12.4	54	24	15	5
Two or More Races	6		6	1.7	--	--	--	--
	7		3	1.0	--	--	--	--
	8		4	1.2	--	--	--	--
Socioeconomically Disadvantaged	6		180	51.9	61	23	11	2
	7		158	52.0	74	13	10	2
	8		170	51.4	57	27	15	1

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	6		38	11.0	87	11	0	0
	7		44	14.5	98	2	0	0
	8		30	9.1	93	7	0	0
Students with Disabilities	6		32	9.2	88	3	0	0
	7		20	6.6	90	5	0	5
	8		18	5.4	83	17	0	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	347	320	92.2	49	30	13	5
	7	304	278	91.4	62	26	8	4
	8	331	314	94.9	65	23	6	4
Male	6		160	46.1	58	22	9	6
	7		154	50.7	71	21	3	3
	8		146	44.1	69	19	8	3
Female	6		160	46.1	40	38	16	5
	7		124	40.8	49	31	15	4
	8		168	50.8	62	27	5	4
Black or African American	6		28	8.1	43	29	18	4
	7		32	10.5	69	22	9	0
	8		27	8.2	59	22	11	4
American Indian or Alaska Native	6		10	2.9	--	--	--	--
	7		10	3.3	--	--	--	--
	8		5	1.5	--	--	--	--
Asian	6		21	6.1	57	33	10	0
	7		13	4.3	46	46	0	8
	8		18	5.4	44	39	6	11
Filipino	6		2	0.6	--	--	--	--
	7		2	0.7	--	--	--	--
	8		4	1.2	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	6		212	61.1	50	29	13	5
	7		168	55.3	65	23	9	3
	8		212	64.0	68	22	6	2
Native Hawaiian or Pacific Islander	6		3	0.9	--	--	--	--
	8		1	0.3	--	--	--	--
White	6		38	11.0	39	32	18	8
	7		50	16.4	50	34	6	6
	8		42	12.7	67	24	7	2
Two or More Races	6		6	1.7	--	--	--	--
	7		3	1.0	--	--	--	--
	8		4	1.2	--	--	--	--
Socioeconomically Disadvantaged	6		180	51.9	54	31	11	3
	7		159	52.3	69	23	5	2
	8		172	52.0	70	21	5	2
English Learners	6		38	11.0	82	13	3	0
	7		44	14.5	98	2	0	0
	8		30	9.1	90	7	3	0
Students with Disabilities	6		31	8.9	90	0	3	0
	7		20	6.6	85	5	5	0
	8		18	5.4	100	0	0	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Parent involvement activities include School Site Council; Parent liaison Laura Muniz, and English Learner Advisory Council (ELAC), Chaired by parents. Parents are encouraged to attend Back To School Night in the Fall, Open House in the Spring, a variety of sporting events, fine arts performances, and District Parent Advisory Committee (DPAC) meetings, school board meetings, monthly award assemblies, chaperoning events, Illuminate Parent Portal, and the School Messenger system.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Maintaining a safe and secure learning environment is a priority of Nicolet Middle School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis throughout the school year and earthquake drills are held once a semester.

Monitoring of school grounds is performed by assigned staff before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and the dress code policy. Nicolet Middle School reviews the plan annually in the fall and updates it as needed.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	17.01	17.86	10.58
Expulsions Rate	0.00	0.18	0.09
District	2012-13	2013-14	2014-15
Suspensions Rate	10.19	8.51	4.18
Expulsions Rate	0.00	0.12	0.02
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	5	
Percent of Schools Currently in Program Improvement	71.4	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	25	19	18	11	18	31	9	17	15	8		
Math	27	19	19	6	23	24	11	11	15	8	1	
Science	32	25	22		3	14	11	22	14	9		
SS	30	22	20	3	9	16	8	20	17	11		

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.60
Resource Specialist	5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	450

* 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.

Professional Development provided for Teachers

Staff development within the district addresses individual needs of teachers and broader school concerns through cooperative in-service programs. Staff development at the site level is centered around teaching of the Common Core ELA and Math curriculum, our new student information system called Illuminate, Accelerated Reading, and intervention computer program called Classworks, and Positive Behavior Intervention and Support (PBIS). The training also includes the Next Generation of Science Standards (NGSS) HIV/AIDS, Common Core in Social Studies by UC Irvine, AVID Summer Institute, and Growth Mindset. At the site level, professional development is done in group meetings held before school starts in the Fall thorough out the school year, as needed, but especially during the Wednesday staff meetings, PLC meetings, departmental meetings and site leadership meetings. RCOE has been providing PD by sending an instructor in math and in ELA, once a month.

The methods are:

At NMS Professional Development is acquired through attendance to offsite conference & Work Shops (when applicable), RCOE Academic Coaches (monthly), and Staff/Professional Development Meetings (monthly).

Teachers are provided with the following support:

RCOE Academic Coaches

PD Staff Meetings

Administrative Observation and Feedback,

Release Time for collaboration,

Department, Grade Level and House Support

Two Experienced teachers as Intervention teachers

Many times, teacher professional development starts at administrative meetings where teacher needs are discussed.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,625	\$40,379
Mid-Range Teacher Salary	\$65,633	\$62,323
Highest Teacher Salary	\$84,654	\$81,127
Average Principal Salary (ES)	\$92,969	\$99,192
Average Principal Salary (MS)	\$105,467	\$91,287
Average Principal Salary (HS)	\$122,000	\$112,088
Superintendent Salary	\$175,049	\$159,821
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	6%

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

Types of Services Funded

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, the county, and the state. 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).

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	1398.58	1,298.52	100.05	62904.26
District	♦	♦	6532.84	\$66,779
State	♦	♦	\$5,348	\$65,267
Percent Difference: School Site/District			-98.5	-2.1
Percent Difference: School Site/ State			-98.3	-0.4

* Cells with ♦ do not require data.

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.