



Pinacate Middle School

1990 South A Street • Perris, CA 92570 • (951) 943-6441 • Grades 7-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Perris Union High School District

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District Governing Board

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**Assistant Superintendent
Business Services**

Dr. Marilyn Saucedo
**Assistant Superintendent
Educational Services**

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School Description

At Pinacate Middle school, we strive to ensure academic excellence as well as exemplary citizenship from all students. Our commitment to excellence in these areas is furthered by our participation in our Positive Behavior Intervention System and Project Lead the Way which nurtures all aspects of a learner and encourages students to work toward becoming well-rounded, contributing members of society. Academic growth is monitored throughout the school year using multiple forms of assessment to ensure standards mastery. Teachers maintain contact with parents and students using Google Classroom, Infinite Campus portal, Progress Reports and student agendas to ensure that all students are successful. Pinacate students are also involved in a variety of clubs and activities including cheer, dance team, AVID, ASB, Robotics Club, Publications, drama, sports, band, Makerspace club, visual arts and more. We continued to focus on the implementation of Common Core State Standards and identifying and utilizing best practices to support reading comprehension, writing, and vocabulary development.

Thank you for reading the annual School Accountability Report Card for Pinacate Middle School. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. At Pinacate, we have made a commitment “To be college and career ready, be your best, every student every day” in order to provide an outstanding educational program for our students.

Rebecca Brown
Principal

Vision and Mission Statements

Vision

The vision of Pinacate Middle School is to prepare and support all students to be their BEST to become college and career ready and productive, contributing members in a competitive, global society.

Mission

Pinacate Middle School will inspire and support college and career readiness and the personal success of every student every day, by providing a safe, positive learning environment, effective instruction, targeted intervention, and active parental involvement.

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	593
Grade 8	590
Total Enrollment	1,183

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.8
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0.5
Hispanic or Latino	86.3
Native Hawaiian or Pacific Islander	0.3
White	2.6
Two or More Races	1
Socioeconomically Disadvantaged	96.5
English Learners	39.2
Students with Disabilities	10.1
Foster Youth	1.2

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			
Pinacate Middle School	14-15	15-16	16-17
With Full Credential	49	50	54
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Perris Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	505
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Pinacate Middle School	14-15	15-16	16-17
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

2015-16 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	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
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 2016-17)

All textbooks used in the core curriculum at Pinacate Middle School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 21, 2016, the Perris Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 5:11-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 21, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Language Arts 7-- Literature: Reading & Language 7 (Pearson, 2010) Language Arts 8-- Literature: Reading & Language 8 (Pearson, 2010) Reality Central 7--Reality Central: Readings in the Real World 7 (Pearson, 2010) Reality Central 8--Reality Central: Readings in the Real World 8 (Pearson, 2010) English 3D - Course B - Volume 1 (Houghton Mifflin Harcourt, 2016) English 3D - Course B - Volume 2 (Houghton Mifflin Harcourt, 2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Math 7--Pre-Algebra Mathematics Course 2 (Holt, 2008) Math 8--Pre-Algebra Mathematics Course 2 (Holt, 2008) Holt, Algebra 1 & 2 (2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Science 7--Life Science (Holt, 2007) Science 8--Physical Science (Holt, 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	World History 7--World History: Medieval to Early Modern Times (Holt, 2006) US History 8--United States History: Independence to 1914 (Holt, 2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Intro to Spanish--En Espanol! 1 (McDougal Littell, 2004) 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)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Pinacate Middle School's original facilities were built in 1986; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three evening custodians are assigned to Pinacate Middle School.

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Restroom cleaning
- Kitchen

The principal communicates with custodial staff daily concerning maintenance and school safety issues including:

- Cafeteria setup/cleanup
- Lunch area setup/cleanup
- Restroom cleaning
- Administration offices and staff lounge

Deferred Maintenance

Pinacate Middle School participates in the State School Deferred Maintenance Program, which provides funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and the removal, repair, and installation of flooring systems.

Ongoing facilities maintenance includes plumbing, electrical and HVAC repairs.

Facilities Inspection

The district's maintenance department inspects Pinacate Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Pinacate Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on 10/4/2016. During fiscal year 2016-17, all restrooms were fully functional and available for student use at the time of the school inspection.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/4/2016				
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			
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] 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	26	25	42	37	44	48
Math	15	12	19	17	34	36

* 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	602	565	93.9	34.0
Male	291	274	94.2	35.8
Female	311	291	93.6	32.3
Black or African American	47	43	91.5	30.2
Hispanic or Latino	524	496	94.7	33.9
White	15	12	80.0	41.7
Socioeconomically Disadvantaged	568	535	94.2	33.3
English Learners	176	160	90.9	8.1
Students with Disabilities	58	50	86.2	24.0

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	35	39	34	44	41	36	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.8	15	22.2

* 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 2015-16 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 Met or Exceeded
All Students	7	604	589	97.5	21.3
	8	597	578	96.8	28.8
Male	7	313	304	97.1	14.5
	8	286	275	96.2	21.3
Female	7	291	285	97.9	28.4
	8	311	303	97.4	35.5
Black or African American	7	44	43	97.7	16.3
	8	47	43	91.5	16.7
Hispanic or Latino	7	515	504	97.9	21.4
	8	519	506	97.5	30.0
White	7	23	20	87.0	30.0
	8	15	15	100.0	20.0
Socioeconomically Disadvantaged	7	580	568	97.9	21.0
	8	564	548	97.2	28.5
English Learners	7	235	228	97.0	3.1
	8	173	166	96.0	1.8
Students with Disabilities	7	73	71	97.3	4.3
	8	57	52	91.2	1.9

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded
All Students	7	604	588	97.3	12.4
	8	604	588	97.3	12.4
Male	7	313	304	97.1	9.2
	8	313	304	97.1	9.2
Female	7	291	284	97.6	15.9
	8	291	284	97.6	15.9
Black or African American	7	44	43	97.7	9.5
	8	44	43	97.7	9.5

School Year 2015-16 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 Met or Exceeded
Hispanic or Latino	7	515	504	97.9	12.5
	8	515	504	97.9	12.5
White	7	23	19	82.6	10.5
	8	23	19	82.6	10.5
Socioeconomically Disadvantaged	7	580	567	97.8	12.0
	8	580	567	97.8	12.0
English Learners	7	235	229	97.5	1.3
	8	235	229	97.5	1.3
Students with Disabilities	7	73	71	97.3	1.4
	8	73	71	97.3	1.4

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through automated telephone messages, flyers, the school marquee, the school website, and a monthly calendar. Contact Gracie Farahzad, Community Liaison at (951) 943-6441 ext. 40117 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Assemblies
- Classroom Bulletin Boards
- College Corners
- Campus Beautification
- Prepare Facilities for Special Events

Committees:

- English Learner Advisory Council (ELAC)
- School Safety Committee
- School Site Council (SSC)
- African American Parent Advisory Council (AAPAC)
- Parent Teacher Student Association (PTSA)

School Activities and Meetings for Parents:

- Coffee with the Principal (2nd Friday of the month, 9am)
- Puma Spirit Day
- Back to School Night
- Chromebook Information Meetings
- A.V.I.D. Parent Informational Meetings
- National Junior Honor Society
- Open House

- Puma Pride Rallies
- Visual and Performing Arts Nights
- Science Night
- 7th Grade Parent Orientation
- 8th Grade Awards Ceremony
- Athletic Competition
- ESL Classes
- Citizenship Classes
- Parent Conferences Each Semester

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

The Comprehensive School Site Safety Plan was developed for Pinacate Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in March 2016 and October 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	11.9	7.0	15.3
Expulsions Rate	0.2	0.0	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	8.1	7.4	8.4
Expulsions Rate	0.5	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	80.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	0
Resource Specialist	7
Other	0
Average Number of Students per Staff Member	
Academic Counselor	580

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	29	31	31	10	3	3	17	21	21	27	23	23
Mathematics	31	31	31	4	6	6	21	20	20	25	28	28
Science	34	34	34				6	6	6	21	24	24
Social Science	35	34	34				1	6	6	25	25	25

* 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

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Pinacate Middle School supports ongoing professional growth throughout the year on early release days each week. Teachers meet in both grade level and department level teams to conduct data analysis and identify areas of need.

Pinacate Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

During the 2015-16 school year Pinacate Middle School held Professional Development devoted to:

- AVID instructional strategies included focus note taking
- Use of Technology for instructional strategies and lesson delivery
- EADMS Test Creation and Data Collection
- Access to Common Core Standards
- SBAC Administration
- Positive Behavior and Intervention Support
- School Safety Procedures (Hour Zero) & Keenan Safe Schools Training
- Step up to Writing
- Read 180
- English 3-D
- WICOR strategies

Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2015-2016 school year, Pinacate Middle School's teachers attended the following events hosted by the Perris Union High School District:

- Explicit-Research Based Instructional Strategies Training
- English Reading Writing Curriculum (ERWC)
- Critical Reading Strategies
- Positive Behavior Support Intervention
- New Generation Science Standards
- AVID strategies (e.g. Focused Note-taking; Philosophical Chairs, etc.)
- Writing Instruction - Step up to Writing

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,636	\$46,184
Mid-Range Teacher Salary	\$76,139	\$75,179
Highest Teacher Salary	\$94,797	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$120,736	\$124,243
Average Principal Salary (HS)	\$135,321	\$137,939
Superintendent Salary	\$210,682	\$217,637
Percent of District Budget		
Teacher Salaries	35%	35%
Administrative Salaries	6%	5%

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

Types of Services Funded

Available funding for programs and services that support student access & success include:

- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF)
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco Use Prevention Education (TUPE)
- Perkins

Programs and services available to students:

- Advancement via Individual Determination (AVID)
- Before & After School tutoring
- Class size reduction (CSR) for English Language Learners
- Co-Curricular and Extra curricular activities for students that increase school climate and connectedness
- Dual Enrollment
- Gifted & Talented Education (GATE)
- Student Leadership
- Summer School

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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10184	2470	7714	69385
District	♦	♦	8134	\$77,543
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-5.2	-10.5
Percent Difference: School Site/ State			35.9	-10.8

* Cells with ♦ do not require data.