# Inyokern Elementary School

**6601 Locust Ave. P.O. Box 1597 • Inyokern CA, 93527 • (760) 499-1683 • Grades K-5**
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## 2017-18 School Accountability Report Card
### Published During the 2018-19 School Year

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**Sierra Sands Unified School District**
113 Felspar
Ridgecrest CA, 93555
(760) 499-1600
ssusd.org

**District Governing Board**

Kurt Rockwell, President

Michael Scott, Vice President

Amy Castillo Covert, Member

William Farris, Member

Timothy Johnson, Member

**District Administration**

Ernest M. Bell, Jr.
**Superintendent**

David Ostash
**Assistant Superintendent, Human Resources**

Pamela Smith
**Assistant Superintendent, Business Services**

Michelle Savko
**Assistant Superintendent, Curriculum and Instruction**

Elaine Littleton
**Executive Director of SELPA**

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## School Description

Inyokern Elementary School is an integral part of the high-desert community of Inyokern, California. The school was established in 1913, and the first permanent buildings were erected in 1935. At that time, the principal lived in a house on the school grounds.

We have grown to be an award-winning school that truly serves the students in our small desert community. One way that we achieve excellence is by offering a wealth of year-round educational opportunities for students from 3 to 11 years of age. Inyokern State Preschool, located on campus, is the only preschool in our community and provides an excellent preschool education to qualifying students. The preschool is licensed for 20 students and is offered in the morning each weekday. Our elementary school educates students from Transitional Kndergarten through fifth grade.

Our success with elementary school students has been validated by awards we have received. We are a No Child Left Behind Blue Ribbon School, a California Distinguished School, Gold Ribbon Award, and a Title I Academic Achievement Award School. Through the After School Education and Safety (ASES) Grant from the State of California, we offer a free after school program to elementary school students. Parents can enroll their students in this wonderful program to receive homework assistance, tutoring, STEAM activities, and standards-based enrichment activities until 6 p.m. each school day.

Mike Kennedy, PRINCIPAL

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2017-18 Student Enrollment by Grade Level | |
|---|---|
| **Grade Level** | **Number of Students** |
| **Kindergarten** | 33 |
| **Grade 1** | 39 |
| **Grade 2** | 36 |
| **Grade 3** | 30 |
| **Grade 4** | 43 |
| **Grade 5** | 27 |
| **Total Enrollment** | 208 |

| 2017-18 Student Enrollment by Group | |
|---|---|
| **Group** | **Percent of Total Enrollment** |
| **Black or African American** | 1.4 |
| **American Indian or Alaska Native** | 5.8 |
| **Asian** | 0.5 |
| **Filipino** | 1.4 |
| **Hispanic or Latino** | 22.6 |
| **Native Hawaiian or Pacific Islander** | 0.0 |
| **White** | 66.8 |
| **Socioeconomically Disadvantaged** | 82.7 |
| **English Learners** | 4.8 |
| **Students with Disabilities** | 11.1 |
| **Foster Youth** | 1.0 |

## 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 | | | |
|---|---|---|---|
| **Inyokern Elementary School** | **16-17** | **17-18** | **18-19** |
| **With Full Credential** | 8 | 9 | 7 |
| **Without Full Credential** | 1 | 1 | 3 |
| **Teaching Outside Subject Area of Competence** | 0 | 0 | 0 |
| **Sierra Sands Unified School District** | **16-17** | **17-18** | **18-19** |
| **With Full Credential** | ♦ | ♦ | 204 |
| **Without Full Credential** | ♦ | ♦ | 43 |
| **Teaching Outside Subject Area of Competence** | ♦ | ♦ | 19 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|---|---|---|---|
| **Inyokern Elementary School** | **16-17** | **17-18** | **18-19** |
| **Teachers of English Learners** | 0 | 0 | 0 |
| **Total Teacher Misassignments** | 0 | 0 | 0 |
| **Vacant Teacher Positions** | 0 | 0 | 0 |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

| Textbooks and Instructional Materials<br>Year and month in which data were collected: April 2016 | |
| --- | --- |
| **Core Curriculum Area** | **Textbooks and Instructional Materials/Year of Adoption** |
| **Reading/Language Arts** | Benchmark Advance (2017)<br>Adopted in 2017<br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |
| **Mathematics** | Go Math! Houghton Mifflin- 2015<br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |
| **Science** | California Science (2008)<br>Adopted in 2007<br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |
| **History-Social Science** | History-Social Science for California (2006)<br>Adopted in 2006<br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |
| **Health** | Health and Fitness<br>Adopted in 2007<br><br><br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |
| **Visual and Performing Arts** | California Spotlight on Music<br>Adopted in 2007<br><br>SRA Art Connections<br>Adopted in 2007<br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |

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

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

Inyokern School began by moving three one-room schoolhouses to our current site 100 years ago. The first permanent buildings were erected in 1935. Inyokern Elementary has completed its modernization process that updated the entire facility. The focus of the modernization was to add extra classrooms, increase the size of our school library; and upgrade the classrooms, office, cafeteria, and playgrounds.

We have a playground for our primary grades and a separate playground for the intermediate grades. Both playgrounds have age appropriate equipment and balls for student use.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**Library**

Our library is staffed with a part-time library specialist and part-time computer specialist – both jobs are filled by the same person so there is continuity for students. She provides standards-based instructional activities and book checkout for all classes. The library is open to all students during the school day and remains open 45 minutes after school to allow parents and individual students the opportunity to check out books, do research, or take Accelerated Reader quizzes.

Each week classes spend scheduled library time in our media center.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2018 | | |
|---|---|---|
| **System Inspected** | **Repair Status** | **Repair Needed and Action Taken or Planned** |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | No apparent problems. |
| **Interior:** Interior Surfaces | Poor | Portable Classroom 15: Roof leaks near bathrooms, stains on ceiling tiles, North wall sinks not draining, problem is under concrete slab. Classroom 4: Carpet is tearing next to tile and East wall. Classroom 5: Carpet is tearing in front of sink. Classroom 9: Drinking fountain needs to be adjusted. Classroom 10: Entry carpet is lifting due to water leak, leak is in exterior West wall. Classroom 11: Tackable surface near door is ripped. Classroom 12: Three tackable surfaces torn. Portable Classroom 14: Water stains near AC vent, seam cove base coming off East wall. Library: Two carpet seams spread apart but stuck down. Office: Few water stains on two Tbar panels in nurse's office. Cafeteria: Cabinets could use paint. |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | No apparent problems. |
| **Electrical:** Electrical | Good | No apparent problems. |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | Classroom 9: Drinking fountain needs to be adjusted. |
| **Safety:** Fire Safety, Hazardous Materials | Good | No apparent problems. |
| **Structural:** Structural Damage, Roofs | Good | Classroom 13: Water stains on NE ceiling. Portable Classroom 15: Roof leaks near bathrooms, stains on ceiling tiles, North wall sinks not draining, problem is under concrete slab. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | No apparent problems. |
| **Overall Rating** | | |

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2018 | | |
|---|---|---|
| **System Inspected** | **Repair Status** | **Repair Needed and Action Taken or Planned** |
| | **Good** | Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation. |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2017-18 CAASPP Results for All Students | | | | | |
|---|---|---|---|---|---|
| **Subject** | **Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)** | | | | |
| | **School** | | **District** | | **State** |
| | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| ELA | 49.0 | 37.0 | 50.0 | 48.0 | 48.0 | 50.0 |
| Math | 28.0 | 25.0 | 33.0 | 32.0 | 37.0 | 38.0 |

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|---|---|---|---|---|---|
| **Subject** | **Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)** | | | | | |
| | **School** | | **District** | | **State** | |
| | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | **4 of 6** | **5 of 6** | **6 of 6** |
| 5 | 17.9 | 14.3 | 25.0 |

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

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|---|---|---|---|
| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Met or Exceeded** |
| **All Students** | 96 | 95 | 98.96 | 36.84 |
| **Male** | 40 | 40 | 100.00 | 17.50 |
| **Female** | 56 | 55 | 98.21 | 50.91 |
| **Black or African American** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 18 | 18 | 100.00 | 38.89 |
| **White** | 64 | 63 | 98.44 | 39.68 |
| **Two or More Races** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 81 | 81 | 100.00 | 32.10 |
| **English Learners** | -- | -- | -- | -- |
| **Students with Disabilities** | 18 | 18 | 100.00 | 11.11 |
| **Foster Youth** | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| School Year 2017-18 CAASPP Assessment Results - Mathematics<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|---|---|---|---|
| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Met or Exceeded** |
| **All Students** | 96 | 95 | 98.96 | 25.26 |
| **Male** | 40 | 40 | 100 | 15 |
| **Female** | 56 | 55 | 98.21 | 32.73 |
| **Black or African American** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 18 | 18 | 100 | 22.22 |
| **White** | 64 | 63 | 98.44 | 26.98 |
| **Two or More Races** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 81 | 81 | 100 | 22.22 |
| **English Learners** | -- | -- | -- | -- |
| **Students with Disabilities** | 18 | 18 | 100 | 16.67 |
| **Foster Youth** | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)
Our SSC gives input about school concerns and approves our annual budget and plan. The PTO is also a vital part of our school. It assists with our PBIS and PeaceBuilders program by running a student store where students can redeem PeaceBuilder reward tokens. Our PTO also financially supports field trips, assemblies, and special class projects. Our PTO received an Honorable Mention for the 2016 Parent Group of the Year from PTO Today. New members are always welcome to join our PTO.

Parents enthusiastically support such activities as our back-to-school ice cream social, the fall carnival, pride days, track and field day, reinforcing activities for students showing strong characters, as well as family nights. We update our parent-involvement policy annually. Parents are welcome to volunteer in our classrooms, on field trips, as coaches, and in the library. The contact person for parent involvement is our principal, Mike Kennedy, who can be reached at (760) 499-1683.

### 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
We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. A copy is kept in the office for anyone in the community who wants review it. The plan is shared with all staff. We practice general safety, fire, earthquake, lockdown, and evacuation drills regularly. Emergency equipment is supplemented as needed.

Students report that they feel safe at school. Staff members monitor students before, immediately after, and during the school day. They also monitor bus loading and assist students at the gate and crosswalk. Visitors are expected to sign in at the office and wear a visitor's badge during their stay.

| Suspensions and Expulsions | | | |
|---|---|---|---|
| **School** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 0.5 | 2.5 | 6.1 |
| **Expulsions Rate** | 0.0 | 0.4 | 0.0 |
| **District** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 5.9 | 5.8 | 6.6 |
| **Expulsions Rate** | 0.3 | 0.2 | 0.2 |
| **State** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 3.7 | 3.7 | 3.5 |
| **Expulsions Rate** | 0.1 | 0.1 | 0.1 |

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| Academic Counselors and Other Support Staff at this School | |
|---|---|
| **Number of Full-Time Equivalent (FTE)** | |
| **Academic Counselor** | 0.0 |
| **Counselor (Social/Behavioral or Career Development)** | 1.0 |
| **Library Media Teacher (Librarian)** | 0.0 |
| **Library Media Services Staff (Paraprofessional)** | 0.625 |
| **Psychologist** | 0.0 |
| **Social Worker** | 0.0 |
| **Nurse** | 0.0 |
| **Speech/Language/Hearing Specialist** | 0.4 |
| **Resource Specialist (non-teaching)** | 1.0 |
| **Other** | 3.07 |
| **Average Number of Students per Staff Member** | |
| **Academic Counselor** | 0 |

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

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade** | **Average Class Size** | | | **Number of Classrooms\*** | | | | | | | | |
| | | | | **1-20** | | | **21-32** | | | **33+** | | |
| | **2015-16** | **2016-17** | **2017-18** | **2015-16** | **2016-17** | **2017-18** | **2015-16** | **2016-17** | **2017-18** | **2015-16** | **2016-17** | **2017-18** |
| **K** | 19 | 23 | 23 | 1 | | | 1 | 2 | 2 | | | |
| **1** | 24 | 27 | 26 | | | | 1 | 1 | 1 | | | |
| **2** | 21 | 21 | 24 | 1 | | | 1 | 1 | 1 | | | |
| **3** | 26 | 22 | 23 | | | | 1 | 2 | 1 | | | |
| **4** | 34 | 27 | 31 | | | | | 1 | 1 | 1 | | 1 |
| **5** | 20 | 33 | 27 | 1 | | | | | 1 | | 1 | |

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

## Professional Development provided for Teachers

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2016-17, 2017-18, and 2018-19 school years. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based up on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual work day, individual instructional coaching, and after school workshops.

| FY 2016-17 Teacher and Administrative Salaries | | |
|---|---|---|
| **Category** | **District Amount** | **State Average for Districts In Same Category** |
| **Beginning Teacher Salary** | $39,301 | $45,681 |
| **Mid-Range Teacher Salary** | $64,076 | $70,601 |
| **Highest Teacher Salary** | $87,196 | $89,337 |
| **Average Principal Salary (ES)** | $100,910 | $110,053 |
| **Average Principal Salary (MS)** | $105,610 | $115,224 |
| **Average Principal Salary (HS)** | $117,016 | $124,876 |
| **Superintendent Salary** | $158,000 | $182,466 |
| **Percent of District Budget** | | |
| **Teacher Salaries** | 32.0 | 33.0 |
| **Administrative Salaries** | 5.0 | 6.0 |

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

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|---|---|---|---|---|
| **Level** | **Expenditures Per Pupil** | | | **Average Teacher Salary** |
| | **Total** | **Restricted** | **Unrestricted** | |
| **School Site** | 7244.25 | 1155.90 | 6088.35 | 61944.72 |
| **District** | ◆ | ◆ | 5632.22 | $64,523 |
| **State** | ◆ | ◆ | $7,125 | $71,392 |
| **Percent Difference: School Site/District** | | | 7.8 | -4.1 |
| **Percent Difference: School Site/ State** | | | -61.9 | -14.2 |

\*   Cells with ◆ do not require data.

**The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.**

## Types of Services Funded

A combination of federal Title I and grant funds pay for our project teacher, computer aide, and counselor. Our project teacher works with small groups of at-risk students and is an integral part of our Targeted Assistance Groups (SMART Time), which are offered Monday through Thursday every week. Our computer aide teaches weekly computer classes for each class, and she also offers small-group targeted intervention classes using highly effective computer programs. Our counselor offers social skills groups, teaches Second Step, and offers crisis intervention to students in special circumstances. Our Title I funds are used to purchase effective research-based supplemental classroom material and computer software.

Our hardworking PTO sponsors fundraisers as well as our fall festival. It asks staff members for a wish list and fulfills as many wishes as possible. The PTO has funded assemblies, field trips, and the purchase of school improvement items.

Each year Kiwanis sponsors a walk-a-thon, and a portion of the money is given back to the classrooms.

## 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.