

# Alice Birney Public Waldorf EK-8 School

6251 13th Street • Sacramento, CA 95831 • 916.395-4510 • Grades K-8

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



### Sacramento City Unified School District

5735 47th Avenue  
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#### District Governing Board

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Superintendent

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Instructional Assistant  
Superintendent

Olga L. Simms

Instructional Assistant  
Superintendent

Mary Hardin Young

Instructional Assistant  
Superintendent

### School Description

The mission at Alice Birney Public Waldorf EK-8 School is to accept children with honor and respect, educate them with love and prepare them for lives of freedom and responsibility. Children of all capabilities will learn and develop their strengths, master their weaknesses and exit Alice Birney prepared to excel in all subject areas as they apply to the high school of their choice. By graduation, students are expected to be proficient in core academic areas as well as visual and performing arts as demonstrated in their culminating 8th grade projects. Alice Birney students will be prepared and motivated to continue as life-long learners.

Alice Birney Public Waldorf EK-8 School offers a unique educational environment using an innovative teaching approach that seeks to build a balance in students' capacities of intellect, imagination, and will. This balance is achieved through stimulating academic studies, challenging activities in the arts and the development of physical and practical skills. As part of this experiential curriculum, Alice Birney offers hands on specialty programs that include Eurythmy/Movement, Spanish, Strings, Handwork, Gardening, Woodworking, Athletics, and Multi-Cultural Folk Dance. Alice Birney students are diverse and are supported by an involved and committed parent community who volunteer to sponsor school field trips, seasonal festivals and celebrations.

Alice Birney Public Waldorf EK-8 School has a rigorous academic program that fully integrates the arts. The artistic work brings joy and depth daily to student learning.

The dedicated teachers at Alice Birney hold public school credentials and have training in Waldorf methods. Teachers loop with their students from grades 1-8, whenever possible.

## 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	80
Grade 1	53
Grade 2	62
Grade 3	62
Grade 4	59
Grade 5	62
Grade 6	60
Grade 7	58
Grade 8	58
<b>Total Enrollment</b>	<b>554</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	0.5
Asian	2.5
Filipino	0.2
Hispanic or Latino	23.3
Native Hawaiian or Pacific Islander	0.2
White	58.5
Two or More Races	8.7
Socioeconomically Disadvantaged	28.5
English Learners	3.2
Students with Disabilities	19.5
Foster Youth	0.2

## 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			
Alice Birney Public Waldorf EK-8 School	15-16	16-17	17-18
<b>With Full Credential</b>	21	24	24
<b>Without Full Credential</b>	1	3	0
<b>Teaching Outside Subject Area of Competence</b>	0	1	0
Sacramento City Unified School District			
15-16	16-17	17-18	
<b>With Full Credential</b>	♦	♦	1628
<b>Without Full Credential</b>	♦	♦	79
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
Alice Birney Public Waldorf EK-8	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	1	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)

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Open Court Reading, SRA Arts Reading/Language 2002  Percent of students lacking their own assigned textbook: 0%
Mathematics	enVisionMATH California Common Core 2015-Pearson-K-6th Mathematics 2014  Percent of students lacking their own assigned textbook: 0%
Science	California Science, McMillian McGraw-Hill Science 2008  Percent of students lacking their own assigned textbook: 0%
History-Social Science	California Vistas, McMillian McGraw-Hill History/Social Science 2007  Percent of students lacking their own assigned textbook: 0%
Foreign Language	Moving Into English, Harcourt English Language Development 2004  Percent of students lacking their own assigned textbook: 0%
Health	Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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

The main campus was built in 1957. This school has 16 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 11 portables. During the 2005 modernization, renovations and upgrades were made in the following areas: site interior, exterior, plumbing,, roofing and miscellaneous upgrades.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the 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 that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: September 21, 2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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

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
<b>Science</b>	34	49	47	47	60	56

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.

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
<b>ELA</b>	49	48	39	39	48	48
<b>Math</b>	31	23	30	31	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	18	24.6	42.6
<b>7</b>	33.9	23.2	30.4

\* 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	115	110	95.7	49.1
Male	56	53	94.6	58.5
Female	59	57	96.6	40.4
Black or African American	11	11	100.0	27.3
Hispanic or Latino	21	20	95.2	50.0
White	67	64	95.5	54.7
Socioeconomically Disadvantaged	38	38	100.0	36.8
Students with Disabilities	20	18	90.0	38.9

\* 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	353	327	92.63	48.01
Male	167	153	91.62	43.14
Female	186	174	93.55	52.3
Black or African American	28	26	92.86	23.08
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	72.73
Filipino	--	--	--	--
Hispanic or Latino	79	75	94.94	46.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	206	187	90.78	51.34
Two or More Races	24	23	95.83	43.48
Socioeconomically Disadvantaged	94	88	93.62	39.77
English Learners	19	19	100	47.37
Students with Disabilities	86	72	83.72	36.11
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 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	353	327	92.63	22.63
Male	167	155	92.81	23.87
Female	186	172	92.47	21.51
Black or African American	28	27	96.43	0
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	18.18
Filipino	--	--	--	--
Hispanic or Latino	79	74	93.67	20.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	206	187	90.78	26.74
Two or More Races	24	23	95.83	26.09
Socioeconomically Disadvantaged	94	87	92.55	12.64
English Learners	19	19	100	31.58
Students with Disabilities	86	74	86.05	12.16
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 schoolsite.

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

Parent participation is strongly encouraged and is necessary to the successful education of all children at Alice Birney. It is well known that when parents are involved with their child's school, the child has a better school experience and outcome. In addition, an important aspect of Waldorf education is that children learn through imitation of the nurturing adults around them. When children see parents and teachers working together in the classroom, the gardens, and at school meetings and festivals, children learn directly the values of group cooperation, dedication, problem-solving and hard work. In addition to providing this healthy example to our children, parent participation is integral to various aspects of the school curriculum including handwork, gardening, cooking, and woodworking. Parent participation is necessary in order to envision, develop and maintain a naturally beautiful environment for the children, both in and out of the classroom. Parent involvement also provides opportunities to increase understanding of the Waldorf curriculum.

Parents are encouraged to become an active member of the Parent/Teacher Organization called the Guild, and other Parent Advisory Committees such as the School Site Council. These are wonderful opportunities to get to know other Alice Birney families and enjoy the camaraderie of working together for a common purpose.

There are numerous opportunities for parent involvement including:

- Parent /Teacher Guild
- School Site Council/Safe School Committee
- Classroom and Office Volunteering
- Fundraising
- Monthly/Bi-monthly Parent Education Meetings
- Gardening
- Festivals (Harvest, Winter Faire, Earth and Vine, Whole World Festival)
- Parent Speaker Series Evenings

For more information, contact Alice Birney at (916) 395-4510

**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**

Sacramento City Unified School District  
Comprehensive Safe School Plan 2017-2018

Section 1..... Crisis Communication Flow

Section 2.....Site Level Emergency Procedures:

- (a) Lockdown Response
- (b) Fire
- (c) Bomb Threat, ATF Bomb Threat Checklist
- (d) Active Shooter
- (e) Chemical Accident
- (f) Severe Weather / Loss of Power (City of Sacramento)

Section 3.....Earthquake Emergency Procedures

Section 4..... Site Level Use of Schools as a Community Shelter \*\*

Section 5.....District Policies Related to Safety and Missing Student Protocol:

- (a) Board Policy 5021: Custodial & Parent Rights
- (b) Mandated Child Abuse Reporting
- (c) Suicide Risk Assessment
- (d) Missing Student Protocol

Section 6.....Bullying Policies and Procedures

Section 7.....Dangerous Student Notification / Email Notifications Made by IT Dept.

Section 8.....Wellness Plan

Section 9.....District Handbook

\*\* To be determined by The American Red Cross and the Office of Emergency Services

Section 10.....Component I: Social Climate

Component II: Physical Climate/Campus

Section 11.....Site Level Incident Command System (ICS) roles and ICS Team

Section 12..... Site Level Communication Procedures

Section 12 (a).....Emergency Phone Tree

Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on Campus

Section 14.....Site Level Safe Ingress & Egress Procedures and Route Maps

Section 15.....Site Level Family Reunification Plans

Section 15 (a)..... Reunification Logs

Section 16.....(Confidential) Site Level Provisions for Students/Staff  
With Special Needs

Section 16 (a).....Site Evacuation for Persons With Special Needs

Section 17.....School Site Safety Committee Member List and Approval of CSSP

Section 18.....Staff / School Handbook

Section 19.....Site Map (Please Label Rooms)

Section 20.....OPTIONAL-Additional Site-Specific Safety Information

The Comprehensive Safe School Plans for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the 2017 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

### Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	1.2	0.0	2.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	6.1	5.8	6.3
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		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		52
Percent of Schools Currently in Program Improvement		73.2

### Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0000
Counselor (Social/Behavioral or Career Development)	0.0000
Library Media Teacher (Librarian)	0.0000
Library Media Services Staff (Paraprofessional)	0.0000
Psychologist	0.0000
Social Worker	0.0000
Nurse	0.0000
Speech/Language/Hearing Specialist	1.0000
Resource Specialist	2.0000
Other	0.0000
Average Number of Students per Staff Member	
Academic Counselor	0.0

\* 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	20	11	19	4	2	4	4	4	4			
1	31	30	30				4	2	4			
2	31	32	32				4	2	4			
3	30	30	31				4	2	4			
4	29	32	32				4	2	4			
5	31	31	32				4	2	4			
6	29	31	31				4	2	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

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college career and life, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on the ELA and math Common Core State Standards, the Next Generation Science Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.



These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are complemented with the required collaborative time built into the school day on Thursdays, which is designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,170	\$47,808
Mid-Range Teacher Salary	\$56,736	\$73,555
Highest Teacher Salary	\$93,113	\$95,850
Average Principal Salary (ES)	\$109,332	\$120,448
Average Principal Salary (MS)	\$111,735	\$125,592
Average Principal Salary (HS)	\$128,526	\$138,175
Superintendent Salary	\$290,000	\$264,457
Percent of District Budget		
Teacher Salaries	29%	35%
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

Alice Birney offers special education services, including speech & language, school psychologist and adaptive P.E. as needed. English language learners are provided additional instruction to support their general education. Teachers make periodic home visits.

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school. Services throughout the district include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books in mathematics, reading/language arts and ELD
- Extended Day/Year/ Summer school
- Enrichment programs
- Access to technology
- AVID/MESA Programs
- Parent Education/Family Nights
- Social Services (Healthy Start)
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5638	311	5,327	74,064
District	♦	♦	\$5,744	\$70,343
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-7.3	5.3
Percent Difference: School Site/ State			-19.0	-6.5

\* Cells with ♦ do not require data.

**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.