



# Bowling Green Charter School

4211 Turnbridge Drive (McCoy Academy)/6807 Franklin Blvd. (Chacon Academy) • Sacramento, CA 95823 •  
916.433.5426 (McCoy Academy)/916.433.7321 (Chacon Academy) • Grades K-6  
Susan Gibson (McCoy Academy)/Sylvia Silva-Torres (Chacon Academy), Principal  
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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



**Bowling Green Charter**  
5735 47th Avenue  
Sacramento, CA 95824  
(916) 643-7400  
www.scusd.edu

### District Governing Board

Jay Hansen President, Area 1  
Jessie Ryan, 1st VP, Area 7  
Darrel Woo 2nd VP, Area 6  
Ellen Cochrane, Area 2  
Christina Pritchett, Area 3  
Michael Minnick, Area 4  
Mai Vang, Area 5  
Sara Nguyen, Student Member

### District Administration

Jorge Aguilar  
**Superintendent**  
Lisa Allen  
**Deputy Superintendent**  
Chad Sweitzer  
**Instructional Assistant  
Superintendent**  
Tu Moua-Carroz  
**Instructional Assistant  
Superintendent**  
Olga L. Simms  
**Instructional Assistant  
Superintendent**  
Mary Hardin Young  
**Instructional Assistant  
Superintendent**

### School Description

The mission is proficiency for all children.

Enrollment at our charter school totaled 825 students for the 2016-17 school year. Bowling Green offers two small learning communities: Chacon Language & Science Academy and The McCoy Academy of Excellence. BG shall admit all students who wish to attend Bowling Green Elementary and who submit a timely application, unless BG receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random drawing process. Enrollment preferences will meet all legal requirements, and will be described in the section "Who Shall Be Educated," below. Except as required by Education Code Section 47605(d)(2), admission to BG shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d) (2) (B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of BG in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]

Returning students must complete a reservation form annually to indicate their intent to return.

Bowling Green has been a charter school since 1993. The school's charter governs the school. The Ken McCoy Academy for Excellence focus is on Looping with students in grades 1 - 6 staying with the same teacher for two years and the Chacon Language and Science Academy with a Spanish Immersion program.

Both learning communities focus on the development of a balanced rigorous curriculum and the development of social character. The social skills curriculum includes teaching students how to resolve conflict, how to employ Social Emotional Learning character strengths, and how to believe that if you work hard you can get smarter. We believe that smart is something you become, not something you have when you are born. Teachers support students by providing them a safe learning environment. Students are expected to meet Common Core State Standards at all grade levels. The Brain Compatible approach takes into consideration different learning styles. Students are moved from knowledge to higher order thinking by having them prove and disprove their responses providing evidence of their thinking process.

## 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	115
Grade 1	132
Grade 2	113
Grade 3	121
Grade 4	109
Grade 5	109
Grade 6	125
<b>Total Enrollment</b>	<b>824</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	14.6
American Indian or Alaska Native	0
Asian	12
Filipino	0.2
Hispanic or Latino	67.4
Native Hawaiian or Pacific Islander	1.9
White	2.4
Two or More Races	1.5
Socioeconomically Disadvantaged	89.3
English Learners	51.7
Students with Disabilities	12
Foster Youth	1.2

## 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			
Bowling Green Charter School	15-16	16-17	17-18
With Full Credential	25	22	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Bowling Green Charter	15-16	16-17	17-18
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	79
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
Bowling Green Charter School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	0	0

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

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

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 21 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 19 portables. During the 2004 and 2005 modernization, renovations and upgrades were made in the following areas: health and safety, 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: 10/4/16

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>	Work orders made for all deficiencies & repairs made.
	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>	28	30	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>	26	25	39	39	48	48
<b>Math</b>	22	24	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>	16.8	21.8	6.9

\* 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	129	128	99.2	29.7
Male	62	61	98.4	39.3
Female	67	67	100.0	20.9
Black or African American	17	17	100.0	35.3
Asian	23	23	100.0	39.1
Hispanic or Latino	84	83	98.8	25.3
Socioeconomically Disadvantaged	106	105	99.1	28.6
English Learners	64	63	98.4	19.1
Students with Disabilities	13	13	100.0	46.2

\* 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	457	449	98.25	24.72
Male	227	224	98.68	20.98
Female	230	225	97.83	28.44
Black or African American	69	67	97.1	26.87
Asian	49	48	97.96	35.42
Hispanic or Latino	311	307	98.71	22.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	423	417	98.58	24.22
English Learners	270	266	98.52	21.8
Students with Disabilities	84	81	96.43	8.64
Students Receiving Migrant Education Services	--	--	--	--
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	457	452	98.91	24.39
Male	227	224	98.68	26.79
Female	230	228	99.13	22.03
Black or African American	69	67	97.1	26.87
Asian	49	49	100	36.73
Hispanic or Latino	311	309	99.36	21.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100	45.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	423	419	99.05	23.63
English Learners	270	269	99.63	20.15
Students with Disabilities	84	81	96.43	8.64
Students Receiving Migrant Education Services	--	--	--	--
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)

Parents are an integral part of the school community. Parents are encouraged to be involved through various venues. Parents have an opportunity to participate as a member of the following committees: Steering Committee / School Site Council (SSC), English Learners Advisory Committee (ELAC), Safety Committee, Chacon PTA and the site parent groups. Parents involved in the SSC and ELAC evaluate data, review the school budget, and make recommendations about the school plan. In addition parents are encouraged to volunteer in class, go on field trips with their child's class, and participate in special events such as literacy night, book fair, field day and many other school functions.

For more information, contact: Susan Gibson, Principal McCoy Academy at (916) 433-5426 (McCoy) Sylvia Silva-Torres, Principal Chacon Academy at (916) 433-7321

#### 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	0.8	1.2	1.0
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	In PI
First Year of Program Improvement	2006-2007	2008-2009
Year in Program Improvement	Year 5	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)	.00
Library Media Services Staff (Paraprofessional)	0.750
Psychologist	0.0000
Social Worker	1.2000
Nurse	0.0000
Speech/Language/Hearing Specialist	1.0
Resource Specialist	2.0
Other	4.2
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	29	22	20		2	3	7	1	7	1	1	
1	31	25	25				4	8	5	1	1	
2	27	21	38		4		2	1	5			1
3	45	20	19	2	5	2	4	2	4	1	1	
4	30	23	28		4		6	1	4			
5	32	22	32		4		7	2	4	1	3	1
6	22	23	87	3	1	2	5	1	2		2	3
Other	25	25					3	3				

\* 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

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
- Enrichment programs
- Access to technology
- Parent Education/Family Nights
- Student Support Centers
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Gifted and Talented Education (GATE)
- Professional Development
- 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.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9,024	1,780	7,244	72,358
District	♦	♦	\$5,744	\$70,343
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			26.1	2.9
Percent Difference: School Site/ State			10.2	-8.7

\* Cells with ♦ do not require data.