



Hunt Elementary School

907 R Street • Newman • 209-862-1020 • Grades K-5

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Newman-Crows Landing Unified School District

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School Description

Hunt Elementary is located in Newman, California, on the west side of Stanislaus County in Northern California. In its seventeenth year, Hunt Elementary is one of four, kindergarten through fifth grade, elementary schools in the Newman-Crows Landing Unified School District. The student enrollment at Hunt Elementary consists of 267 Transitional Kindergarten through Fifth grade students. In 2013 Hunt opened enrollment for transitional kindergarten students. The composition of our school includes thirteen General Education classes, one Resource class and one Intervention class. The demographics of our student body consists of 80.5% Socioeconomic Disadvantaged, 42.8% English Language Learners, and 10.4% Students with Disabilities.

The campus at Hunt Elementary maintains a central office area, a library, and a multipurpose room which is used as our main cafeteria. In addition, we have a room designated to hold our Professional Learning Communities (PLC's) meetings, Individual Educational Plan (IEP's), Student Study Team (SST), and training. Currently, due to the pandemic, in order to follow safety protocols, IEP, SST, 504, PLC meetings and trainings are held virtually. Hunt Elementary has an Intervention classroom which houses the school-wide Intervention program. The intervention program services every student in grades K-5. Due to the pandemic, intervention classes are held in the virtual online setting. The interventions available to students are based on student need. Hunt Elementary maintains a STEAM lab on site, which is available as a flexible learning space for students and teachers for STEAM activities, during traditional years. Technology is integrated across the curriculum at Hunt Elementary. In the current 2020-2021 school year, technology is used with both distance learning and with the hybrid models. Every student from TK through grade 5 is issued a technological device, with the device being used for online learning and distance learning. We have several digital platforms available to students to support students with learning. We have a digital library available for students, and also provide students the opportunity to read and take Accelerated Reading (AR) tests in the virtual setting. Classroom Physical Education (P.E.) time, is conducted in class with the hybrid models and with the current pandemic, it is also offered by the classroom teacher in the virtual setting through a variety of platforms. Students at Hunt Elementary receive one session of P.E. through our district P.E. staff which focuses on physical fitness, wellness and nutrition.

Along with a rigorous instructional program, Hunt Elementary creates a welcoming, thriving community for all students. We fully implement the Common Core State Standards, to educate our students. In the current year of the Pandemic, the priority standards have been a focus to support students in their progress. The standards define what all students are expected to learn at each grade level. Intervention programs are provided to offer support as well as enrichment to students while technology is integrated into the instruction at all levels. Hunt Elementary has a PBIS program that offers social emotional learning supports as well as a counselor on-site to provide counseling services and assistance with behavioral interventions. In addition, Hunt Elementary has a behavioral health clinician through a grant with the county. With the current year of the pandemic, the school site counselor and behavioral health clinician have offered ongoing social emotional supports to students as well as the school community. Hunt maintains a character trait program which reinforces the core values that students need to become successful global learners of the 21st century.

Hunt teachers, staff and administration uphold a collective efficacy as they work together to ensure that the California State Standards are implemented, differentiating instruction to meet the diverse needs of all learners. We continue to work collaboratively to implement the standards by creating and implementing skill-specific lessons, and using cutting-edge materials and assessments to monitor student progress. Our staff focuses on ensuring that a climate of professional learning is maintained, as well as climate which upholds the belief that all students can learn. With high expectations, along with best instructional practices, students at Hunt Elementary are ensured a learning experience that is rich in relationships yet full of rigor and relevance.

Hunt Elementary School vision is that all Hunt learners are critical thinkers who are respectful, responsible, and caring individuals who are prepared to become tomorrow's leaders. This mission of Hunt is that through a joy of learning and a safe, caring environment, Hunt Elementary strives to offer a rigorous and relevant learning experience based on relationships which empower all students to become life-long learners. The core values of Hunt Elementary are: Teamwork, integrity, grit, educational excellence, relationships and success for all.

Through the site vision, mission and core values, Hunt Elementary acknowledges and embraces the many cultural and ethnic similarities and differences of its students and staff, and encourages the contributions of all constituents towards a common goal of educational excellence. At Hunt Elementary, students, staff, families and community unite to achieve the common goal of academic success. Through rigor, relevance and relationships, the education at Hunt Elementary provides a learning experience which empowers and inspires all students to become successful lifelong learners.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	55
Grade 1	56
Grade 2	49
Grade 3	42
Grade 4	37
Grade 5	44
Total Enrollment	283

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
Asian	0.7
Hispanic or Latino	82
White	14.1
Two or More Races	1.4
Socioeconomically Disadvantaged	79.2
English Learners	42.8
Students with Disabilities	8.1
Homeless	1.1

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 for Hunt Elementary	18-19	19-20	20-21
With Full Credential	12	14	13
Without Full Credential	5	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Newman-Crows	18-19	19-20	20-21
With Full Credential	◆	◆	142
Without Full Credential	◆	◆	12
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Hunt Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

Hunt Elementary School has district-adopted textbooks and materials in English Language Arts, Math, Social Studies and Science.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Universe 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Engage NY Math/August 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-2: Foss Science/2007 3-5: Houghton Mifflin California Science/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Social Studies: Harcourt School Publishers: Studies Weekly, Reflections/2019 The textbooks listed are from most recent adoption: Yes 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)

Hunt Elementary School provides a safe, clean environment for students, staff and volunteers. A plant manager and night custodian ensure that classrooms, restrooms and campus grounds are kept clean and safe.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/18/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	#4 Leaking drinking faucet. #15 Door squeaks loud when opening and closing.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Recommendation to replace baseboard. #4 Dusty 45 degree slope walls above bleachers.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating		

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	Good	

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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	28	N/A	40	N/A	50	N/A
Math	29	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	9	N/A	14	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Parents have several opportunities to participate in the education of their child at Hunt Elementary. Parents and Hunt community members are welcome and encouraged to attend the various activities and clubs that are planned throughout the year. In the current year, in order to follow safety protocols with Covid-19, activities are held virtually or through celebratory drive-through settings. The Hunt Parent-Teacher Committee, Hunt Elementary School Site Council, English Language Advisory Committee and the District English Language Advisory Council offer parents, community and stakeholders options for involvement. During the pandemic we continue to encourage parents to virtually attend school parent meetings, back to school nights, parent-teacher conferences and other activities. Hunt Elementary hosts Second Cup of Coffee events virtually once a month to support families with distance and hybrid learning. Hunt Elementary maintains an updated website which parents can access to keep informed on events or school news. We use multiple methods of communication that include but not limited to, school messengers, flyers, ClassDojo digital platform for communication, school calendars, up-to-date-websites, as well as virtual classrooms with google classroom.

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 (School Year 2020-2021)

Hunt Elementary has a Safe School Plan which is reviewed and developed by a special committee comprised of administration, certificated staff, classified staff, and parents. The committee meets as necessary to review the appropriateness of the plan. The Hunt School Safety Plan was last reviewed on October 22, 2020. Several stakeholders have reviewed the plan, including the School Site Safety Team, faculty and the English Language Advisory Committee members. The Safe School Plan is approved by the School Site Council and the School Board annually.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.8	1.5	5.4	6.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.77	4.45	
Expulsions	0.0	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	283

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

*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 Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	22	1	2		22	1	2		18		3	
1	18	2			25		2		28		2	
2	21	1	1		20	2			25	2		
3	28		2		19	2			21		2	
4	29		2		24		2		19	2		
5	29		2		20	2	1		22		2	
Other**	10	1										

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

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	99	95	3

Teachers have been provided opportunities for professional development throughout the year. The focus in the current year with the pandemic, has been on preparing teachers to teach with distance learning and in hybrid settings. We have focused on training which supports teachers in teaching the priority standards virtually. We have offered professional development in the area of building relationships, with a focus on social emotional learning, with the understanding that this time of the pandemic has been challenging for students as well as families. The social emotional learning emphasis, and emphasis on building relationships, has prompted the school community to connect with families within the virtual settings. Professional development time was given to teachers to focus on distance learning plans at the beginning of the year, and to work on their virtual classrooms as well as the application of the various platforms available to students. Teachers have been given time to collaborate with their colleagues during collaborations, within professional developments and within PLC settings. The District has a technology coach available to support both student and teachers with technology. In addition, there is a learning director on site, available to support teachers in ELA, English Language Development, and Math. Professional developments on a myriad of topics for distance learning or online learning have supported teachers in creating a learning experience which is both relevant and rigorous for students. Throughout the year, there are Effective Teacher workshop classes available which offer a new theme each month. Themes vary from classroom management within virtual settings, to supporting families with distance learning, to reading instruction and using student data to drive instruction. Tech it Up Tuesday Classes are offered once a month to help support staff with new technologies. We will continue to provide professional development in coming years as we continue to support teachers with teaching the standards.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,605	\$47,145
Mid-Range Teacher Salary	\$78,215	\$74,952
Highest Teacher Salary	\$97,518	\$96,092
Average Principal Salary (ES)	\$108,306	\$116,716
Average Principal Salary (MS)	\$117,397	\$120,813
Average Principal Salary (HS)	\$129,150	\$131,905
Superintendent Salary	\$204,409	\$192,565

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30.0	31.0
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/.

Types of Services Funded

In previous years, Hunt Elementary School has provided students the opportunity to attend the Afterschool Program (ASP). In traditional years, the ASP program has provided support to students with homework and academics. In non-pandemic years, Music has also been offered to all students as part of ASP. In traditional years, Hunt has also offered GATE opportunities for students that excel. In order to follow the safety guidelines with COVID, and state and county orders, according to our tier, Gate, the ASP music program and After School Program have been halted and will resume when safe and when conditions with the pandemic allow.

Hunt provides students with general and special education services, resource support to students with disabilities, academic and social intervention to all students when needed. During the pandemic, support is given in the virtual setting.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,590.53	\$2,260.55	\$7,329.97	\$83,507.31
District	N/A	N/A	\$12,835.52	\$73,122
State	N/A	N/A	\$7,750	\$75,706

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	193.1	13.3
School Site/ State	195.8	9.8

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