



Shivela Middle School

24515 Lincoln Ave. • Murrieta, CA 92562 • (951) 696-1406 • Grades 6-8

Mike Marble, Principal

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<http://www.murrieta.k12.ca.us/site/default.aspx?DomainID=1075>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Murrieta Valley Unified School District

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District Governing Board

Ken Dickson
Paul Diffley
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District Administration

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Superintendent
Mary Walters
**Assistant Superintendent of
Educational Services**
Bill Olien
**Assistant Superintendent of
Maintenance**
Darren Daniel
**Assistant Superintendent of
Human Resources**
Stacy Coleman
**Assistant Superintendent of
Business Services**

School Description

Shivela Middle School, named a California Gold Ribbon School for 2017, serves students in grades six through eight. Our mission is to work in partnership with parents, teachers, administration, and the community to prepare our students for the future by developing the lifelong commitment to learning that is necessary for their success in our global society. There is a strong emphasis on campus toward student learning. We have an engaging culture in which students are encouraged to get involved. Shivela's core tenants are to live the Panther Life (Learning, Integrity, Friendship and Excellence).

Shivela Middle School is in the process of becoming a STEM (Science, Technology, Engineering, and Math) school and we continue to increase our offerings of STEM related electives. We offer many acceleration and intervention classes throughout the school day to support student learning. Our teachers spend a great deal of time collaborating and analyzing data to identify key practices to support student learning.

Shivela Middle School was approved as a Common Sense Digital Citizenship Certified School, an honor that recognizes our efforts in teaching digital literacy and citizenship to our students and engaging the entire school community in this important discussion.

Mike Marble, Principal

Highlights & Achievements:

- In the third year of the California Assessment of Student Performance and Progress (CASSPP) assessments 57% of students in grades 6 – 8 met or exceeded standards in English Language arts, and 49% of students in grades 6 – 8 met or exceeded standards in Math. Our scores were in the top 15% in the county, with our greatest strength being in seventh and eighth grade mathematics.
- We have added additional intervention and acceleration classes to support all students.
- Shivela's AVID program (Advancement Via Individual Determination) continues to grow.
- We have recently offered zero period courses to increase student learning opportunities. Courses include Advanced Mathematics, Computer Coding, a 6th grade STEM course, Physical Education, Athletic PE and Fitness PE.
- Shivela is in the process of becoming a STEM school. Teachers are being trained and STEM electives include a 6th grade STEM course, one period of Computer Coding, six periods of a computer-based class title "Transitions", six periods of Robotics and six periods of Digital Photography.
- Student leadership opportunities include ASB, Senate, Video Production, WEB, and Yearbook. Eighteen percent of the students at Shivela are involved in a leadership class.
- Students are encouraged to get involved and there are more than twenty clubs offered.
- There is a strong emphasis on the arts with award-winning programs in Band, Choir and Strings.
- The Shivela intramural program has more than tripled in participation over the past three years. Shivela students brought home three of the district's eight intramural championships last year.

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
Grade 6	466
Grade 7	476
Grade 8	483
Total Enrollment	1,425

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.5
Asian	4.3
Filipino	3.4
Hispanic or Latino	43.0
Native Hawaiian or Pacific Islander	0.2
White	36.1
Socioeconomically Disadvantaged	48.4
English Learners	5.1
Students with Disabilities	19.4
Foster Youth	0.3

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			
Shivela Middle School	16-17	17-18	18-19
With Full Credential	53	54	50
Without Full Credential	2	1	2
Teaching Outside Subject Area of Competence	2	0	4
Murrieta Valley Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	922
Without Full Credential	◆	◆	27
Teaching Outside Subject Area of Competence	◆	◆	50

Teacher Misassignments and Vacant Teacher Positions at this School			
Shivela Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	2	4	0
Vacant Teacher Positions	0.5	0.5	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)

All textbooks used in MVUSD are aligned with the State of California's standards and curriculum frameworks, they are field tested with students, and reviewed by administrators, teachers and parents before being adopted by the Board of Education.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature {Ca} Timeless Voices, Timeless Themes Copper Level (Prentice Hall) Grade 6 Adopted 2002 Literature {Ca} Timeless Voices, Timeless Themes Bronze Level (Prentice Hall) Grade 7 Adopted 2002 Literature {Ca} Timeless Voices, Timeless Themes Silver Level (Prentice Hall) Grade 8 Adopted 2002 READ 180 Universal Stage B (Houghton Mifflin) Grades 6-8 2018 System 44 (Scholastic) Grades 6-8 Adopted 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Big Ideas Math {Ca} Course 1 (Houghton Mifflin) Grade 6 Adopted 2015 Big Ideas Math {Ca} Course 2 (Houghton Mifflin) Grade 7 Adopted 2015 Big Ideas Math {Ca} Course 3 (Houghton Mifflin) Grade 8 Adopted 2015 Algebra 1 {Ca} (Pearson) Adopted 2008 Advanced Mathematics I (mathematics vision project) Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Focus on Earth Science {Ca} (CPO Science) Grade 6 Adopted 2007 Focus on Life Science {Ca} (CPO Science) Grade 7 Adopted 2007 Focus on Physical Science {Ca} (CPO Science) Grade 8 Adopted 2007 Concepts and Challenges Earth Science (Globe Fearon) Grade 6 Adopted 2007 Concepts and Challenges Life Science (Globe Fearon) Grade 7 Adopted 2007 Concepts and Challenges Physical Science (Globe Fearon) Grade 8 Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	World History: Ancient Civilizations {Ca} (McDougal Littell) Grade 6 Adopted 2006 World History: Medieval and Early Modern Times {Ca} (McDougal Littell) Grade 7 Adopted 2006 America: History of Our Nation Independence Through 1914 {Ca} (Pearson) Grade 8 Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	En Espanol 1 (McDougal Littell) 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)

Shivela Middle School opened in 1990. The school has 58 classrooms, a multipurpose room, two computer labs, a library, a kitchen, a covered lunch area, library, cafeteria, administrative offices, a gymnasium, athletic fields, and a track. We have ample space for the number of students enrolled at the school. The district provides upkeep, maintenance, and cleaning of district schools. Schools and rest rooms are cleaned daily, and the principal works with the custodial staff to ensure a clean and safe school. District maintenance staff maintains landscaping on a regular weekly schedule.

Corrective and preventative maintenance is scheduled on a routine basis to keep the school in good repair and working order. Work order requests assigned through a computerized work order system ensure that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: June 20, 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	Good	No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No apparent problems.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.
Structural: Structural Damage, Roofs	Good	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No apparent problems.
Overall Rating	Exemplary	

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	54.0	57.0	61.0	60.0	48.0	50.0
Math	48.0	49.0	46.0	48.0	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
7	15.2	21.8	36.7

* 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	1438	1414	98.33	56.85
Male	733	722	98.50	51.18
Female	705	692	98.16	62.75
Black or African American	87	85	97.70	50.59
American Indian or Alaska Native	--	--	--	--
Asian	60	59	98.33	69.49
Filipino	44	44	100.00	72.73
Hispanic or Latino	616	609	98.86	51.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	511	499	97.65	60.48
Two or More Races	106	104	98.11	59.22
Socioeconomically Disadvantaged	721	709	98.34	49.65
English Learners	150	148	98.67	39.86
Students with Disabilities	279	266	95.34	20.15
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
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,434	1,402	97.77	49.39
Male	730	717	98.22	49.01
Female	704	685	97.3	49.78
Black or African American	87	86	98.85	30.49
American Indian or Alaska Native	--	--	--	--
Asian	60	60	100	66.67
Filipino	44	44	100	68.18
Hispanic or Latino	613	604	98.53	43.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	510	493	96.67	56.17
Two or More Races	106	103	97.17	49.02
Socioeconomically Disadvantaged	717	698	97.35	40.96
English Learners	150	148	98.67	34.25
Students with Disabilities	277	259	93.5	12.81
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)

Murrieta Valley Unified School District is committed to collaborating with parents and providing opportunities for engagement. Parents are invited to attend Back-to-School Night in the fall, Shivela Showcase in the spring, and parent-teacher conferences in October. They are also invited to monthly Coffee or Appetizers with the Principal meetings, parent training nights on current parent student topics and school climate meetings.

Parent and community involvement are encouraged through the Parent Teacher Student Association (PTSA), Watch DOGS (Dads of Great Students), School Climate Committees and the School Site Council (SSC). The PTSA is actively involved in Red Ribbon Week, Reflections, assemblies, book fairs, activities to enhance school and community spirit, and reward and incentive programs. The SSC, which includes three parents, three students, and three staff members, helps us provide a quality education program for all of our students.

The Watch DOGS program involves fathers and other adult male relatives on our campus. Watch DOGS take part in an orientation and then volunteer for a full or partial day on campus. During the day, they are involved in supervision, classroom academic support, and many other activities. This program has brought a positive male presence to our campus on a regular basis.

Lastly, there are several parent focused groups through the district which are open to all parents. Some of these committees are; the African-American Parent Advisory Group (AAPAC), Latino Parent Advisory Council (LPAC), District English Language Advisory Committee (DELAC), Special Education Parent Advisory Committee (SEPAC) and Measure BB Oversight Committee. Each group is comprised of dedicated parents who are steadfast in promoting strategic efforts to support student learning and college/career readiness. In 2018, the AAPAC and LPAC hosted a the second annual 'Step Up to Success' parent event. This event focused on providing information about educational mandates and supports such as; A-G requirements, behavioral/social supports, college financial aid, and educational technology to improve student achievement. Each AAPAC, LPAC, DELAC and SEPAC meetings are regularly scheduled, noticed in advanced, provide childcare and interactive opportunities for parents to provide feedback.

The contact person for parent involvement is Principal Mike Marble.

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 safety is a high priority at our school. Campus supervisors, administrators, counselors, and a School Resource Officer are on campus daily to monitor the campus, supervise the students, and ensure a safe learning environment. Our computerized calling system, Blackboard Connect, is used to call all families immediately in an emergency. The district holds monthly safety meetings and our School Site Council works on our Safety Plan throughout the year. We have adopted a Comprehensive School Safety Plan. The plan is presented to all staff and parents, and we hold student assemblies to address safety issues.

Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, and other illegal activities. They also help administrators with discipline issues and help in the investigation of any crimes that occur on campus during the school day or after school hours, making our school safer and more secure. Shively is a closed campus that is fully fenced. Visitors must go through the school office for permission to be on campus. We utilize the Raptor Visitor Management System to screen parent volunteers before they enter to ensure all volunteers are screened against California's Megan's Law database as well as all 50 states' sex offender databases.

Trained canines provide unannounced canine searches of the campus for drugs, alcohol, and weapons. To prepare for emergencies, evacuation drills are conducted regularly throughout the school year, and our school actively participates in the statewide Great Shakeout. After each drill, we assess effectiveness and implement new procedures as needed. In addition, our school has an Emergency and Disaster Preparedness Plan, which specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster and aligns with the federal NIMS emergency system.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.1	4.1	5.3
Expulsions Rate	0.0	0.1	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.5	1.7
Expulsions Rate	0.0	0.0	0.0
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	3.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	6.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	475

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	22.0	21.0	24.0	19	21	18	21	23	9	7	5	16
Mathematics	26.0	24.0	23.0	14	14	18	19	23	22	11	6	6
Science	28.0	26.0	26.0	7	12	12	12	12	14	16	13	11
Social Science	28.0	28.0	30.0	7	5	4	15	16	12	11	11	13

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

All teachers in the MVUSD school district participate in ongoing professional development as a part of the district’s commitment to continuous learning.

New teachers are provided support and the opportunity to clear their credential through the district’s Teacher Induction Program, which takes them through a rigorous and reflective learning process with the help of a mentor teacher. All teachers who are new to the district also receive three days of training to learn about key focus areas, as well as district expectations and procedures.

All teachers take part in monthly staff meetings that are used for training, community building, and communication. Regular Early Release and Late Start days provide teachers with time for Professional Learning Communities (PLC). This learning time is designed by teachers and focused on supporting all students in meeting the state standards. Staff development days are held three times throughout the school year. The design of these days may be facilitated by the site or district and involves training on district-wide focus areas. The district also provides training in the new standards to all teachers, both by grade level and by subject. These occur during the school year (release days) or in the summer. Individual schools also fund professional conferences for teachers based on current areas of focus.

The district also provides a foundational training entitled, Elements of Effective Instruction. The program is made up of fourteen modules, including topics such as classroom environments, student engagement, designing instruction, and digital learning experiences along with topics for special education teachers. These modules, along with follow up sessions, are repeated throughout the school year and summer and are available to all teachers, in both online and in-person capacities. The district has also added a digital, gamified approach to learning through a program entitled Alludo.

Staff development is provided in the form of community teams for those teachers taking part in or leading the implementation of intervention programs, such as Read 180/System 44, and TTM math. These regular meetings provide teachers with a deeper understanding about issues related to the programs and to intervention, as well as a forum for collaboration, reflection, and goal setting.

Staff development in 2018 – 2019 will focus on the following priorities: instructional shifts aligned with state standards for math, ELA, and NGSS; supporting English Learners through integrated and designated support; differentiation to meet the needs of all learners; equity and equitable practices; PLC’s; and social emotional support for students.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,620	\$47,903
Mid-Range Teacher Salary	\$77,198	\$74,481
Highest Teacher Salary	\$108,426	\$98,269
Average Principal Salary (ES)	\$124,964	\$123,495
Average Principal Salary (MS)	\$128,840	\$129,482
Average Principal Salary (HS)	\$140,555	\$142,414
Superintendent Salary	\$226,161	\$271,429
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	5.0	5.0

* 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	6704	1434	5269	92175
District	◆	◆	7309	\$85,797
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-32.4	7.2
Percent Difference: School Site/ State			-29.9	13.2

* 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

The district provides a wide array of programs to meet the needs of our diverse student body. This includes programs to identify and support students and their families through times of crisis and stress. A health technician, nurse, and psychologist are also available to meet with students.

Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief and loss, and they provide support to military-connected students. They also provide individual responsive services, interventions and referrals on an as needed basis.

Homework clubs, before- and after school tutoring programs, and extended learning opportunities during the summer break provide additional support for students who need assistance with basic curriculum.

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.