Dorothy McElhinney Middle School

35125 Briggs Road • Murrieta, CA 92563 • (951) 304-1885 • Grades 6-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Murrieta Valley Unified School District
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Assistant Superintendent of Educational Services

School Description

Dorothy McElhinney Middle School (DMMS) serves students in grades six through eight. Students attend an academically challenging six-subject school day. The curriculum focuses on the core areas of language arts, math, social studies, and science. Regular classes, advanced classes in the core subjects, and intervention classes to improve basic skills are enhanced by PE and exploratory courses. All courses are designed to improve our students' opportunities for success in high school and beyond.

DMMS strives to develop each student's skills to meet life's challenges with honesty, integrity, courage, and the desire to reach for intellectual and personal excellence for the betterment of the community, the nation, and the world. Dorothy McElhinney Middle School also focuses on the arts. We provide singular experiences in each of the arts (music, theater, computer art, visual art, and dance), and as much as possible we incorporate the arts in the core subjects to support learning in the regular curriculum. Our arts teachers have created programs that inspire students to think creatively and build self-esteem.

Tom Patane, Principal

Highlights & Achievements

- In 2018-19 California Assessment of Student Performance and Progress (CASSPP) assessments our school continues to be one of the highest-scoring middle schools in Riverside County. 69% of our students met or exceeded standards in language arts, and 56% of our students met or exceeded standards in math.
- We offer intramural athletic competitions in several sports which helps motivate students and creates a high level of school spirit. 30% of our students participated in intramurals.
- We offer four different leadership classes for students - ASB, Senate, Renaissance, and WEB (Where Everyone Belongs). Between all these classes, we have 185 student leaders, or 13% of our student population.
- As a school with an arts focus, we strive to meet the needs of our students academically and creatively. Over the years we have expanded opportunities for students to enroll in advanced elective classes in the 7th and 8th grade. These classes include Advanced Dance, Advanced Drama, Advanced Choir, Advanced Computers, and Advanced Band. Teachers build classes based on student auditions and portfolios. Throughout the school year the students in the advanced electives participated in several competitive events in our local community.
- DMMS is a designated 2017 California Gold Ribbon School

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	462
Grade 7	498
Grade 8	494
Total Enrollment	1,454

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	0.3
Asian	5
Filipino	6
Hispanic or Latino	33.7
Native Hawaiian or Pacific Islander	1.2
White	38.6
Two or More Races	8.2
Socioeconomically Disadvantaged	29.8
English Learners	3.2
Students with Disabilities	15.6
Foster Youth	0.6
Homeless	0.9

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 Dorothy McElhinney	17-18	18-19	19-20
With Full Credential	53	55	59
Without Full Credential	2	3	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Murrieta Valley	17-18	18-19	19-20
With Full Credential	♦	♦	919
Without Full Credential	♦	♦	13
Teaching Outside Subject Area of Competence	♦	♦	41

Teacher Misassignments and Vacant Teacher Positions at Dorothy McElhinney Middle School

Indicator	17-18	18-19	19-20
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 2019-20)

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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	myPerspectives Grade 6 (Pearson) Adopted 2019 myPerspectives Grade 7 (Pearson) Adopted 2019 Literature {Ca} Timeless Voices, Timeless Themes Silver Level (Prentice Hall) Grade 8 Adopted 2003 READ 180 Universal Stage B (Houghton Mifflin) Grades 6-8 2018 System 44 (Scholastic) Grades 6-8 Adopted 2010 English 3D Course B (Houghton Mifflin) Adopted 2019 **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 enVision Integrated Mathematics I (Pearson) Adopted 2019 **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:** No **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:** No **Percent of students lacking their own assigned textbook:** 0
Foreign Language	En Espanol 1, Spanish 1 (McDougal Littell) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Essential Elements for Guitar Guitar 1 and 2 **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)

Dorothy McElhinney Middle School opened in 2009 on 31 acres adjacent to Lisa J. Mails Elementary. The school has 63 classrooms, a multipurpose room, a gym, a computer lab, a library, a kitchen, and administrative offices. We have ample space for the number of students enrolled at the school. The district provides upkeep, maintenance, cleaning and landscaping. Corrective and preventative maintenance is scheduled on a routine basis to keep the school in good repair and in 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 18, 2019

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	Minor repairs completed under work order system
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	Minor repairs completed under work order system
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No apparent problems.
Safety: Fire Safety, Hazardous Materials	Good	Minor repairs completed under work order system
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

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	66	69	60	64	50	50
Math	55	56	48	52	38	39

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 Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	18.8	29.4	31.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	1457	1446	99.25	68.74
Male	700	695	99.29	60.14
Female	757	751	99.21	76.70
Black or African American	97	97	100.00	54.64
American Indian or Alaska Native	--	--	--	--
Asian	74	74	100.00	72.97
Filipino	82	82	100.00	84.15
Hispanic or Latino	497	493	99.20	63.08
Native Hawaiian or Pacific Islander	16	16	100.00	62.50
White	555	549	98.92	72.86
Two or More Races	125	124	99.20	72.58
Socioeconomically Disadvantaged	447	443	99.11	58.24
English Learners	112	112	100.00	47.32
Students with Disabilities	224	219	97.77	30.59
Foster Youth	--	--	--	--
Homeless	19	19	100.00	0.00

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 2018-19 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	1458	1444	99.04	56.44
Male	701	695	99.14	55.54
Female	757	749	98.94	57.28
Black or African American	97	96	98.97	36.46
American Indian or Alaska Native	--	--	--	--
Asian	74	74	100.00	64.86
Filipino	82	82	100.00	75.61
Hispanic or Latino	498	493	99.00	47.87
Native Hawaiian or Pacific Islander	16	16	100.00	25.00
White	555	548	98.74	62.59
Two or More Races	125	124	99.20	65.32
Socioeconomically Disadvantaged	448	443	98.88	44.70
English Learners	112	112	100.00	37.50
Students with Disabilities	224	219	97.77	18.72
Foster Youth	--	--	--	--
Homeless	19	19	100.00	0.00

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 2019-20)
Murrieta Valley Unified School District is committed to collaborating with parents and providing opportunities for engagement. Parents are welcome at school, and the school staff sincerely appreciates their support and participation. Parents are invited to attend Back-to-School Night in the fall, Open House in the spring, parent-teacher conferences in October, and several Coffee with the Principal meetings. Active at DMMS are the Parent Teacher Student Association (PTSA) and School Site Council (SSC). The PTSA is actively involved in Red Ribbon Week, assemblies, and activities to enhance school spirit. The SSC helps to provide a quality education program for all of students. There is also a current Watch DOGS program (Dads of Great Students) which encourages fathers and father figures to volunteer for a day in their child's classroom and in a supervisory role throughout the day on campus. The contact person for parent involvement is Assistant Principal Jared Rogers, and he can be reached at 951.304-1885.

MVUSD continues to be deliberate in its efforts to engage parents of diverse backgrounds and to obtain feedback regarding each student's academic journey, emotional supports and engagement within their school site. MVUSD parents are invaluable partners. At the district level, there are many opportunities for parents' involvement in groups such as; Action Team Partnership (ATP), African American Parent Advisory Council (AAPAC), Latino Parent Advisory Council (LPAC), District English Learner Advisory Council (DELAC) and Special Education Parent Advisory Council (SEPAC). Additionally, our school sites offer a variety of student and parent groups including: School Site Council (SSC), English Learner Advisory Council (ELAC), principal/student advisory groups, Coffee with the Principal, PTA/PTSA/PTO and staff leadership teams.

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, and counselors are on campus daily to monitor the campus, supervise the students, and ensure a safe learning environment. Our computerized calling system, Aeries Communication, is used to immediately call, email, text, and app alert all families in an emergency. A School Resource Officer from Riverside County Sheriff's Department is available as needed to assist with the investigation of any crimes that may occur on campus during the school day or after school hours, making our school safer and more secure.

The district holds monthly safety meetings. We have adopted a Comprehensive School Safety Plan is revised each year and reviewed by the School Site Council, staff and parents. We hold student assemblies to address safety issues at the start of the school year and again with eighth grade during second semester. To prepare for emergencies, we conduct evacuation drills regularly throughout the school year.

The school has an Emergency and Disaster Preparedness Plan which specifies procedures for dealing with fire, flood, earthquakes, lockdowns, hazardous materials, disaster recovery organization, and student accountability following a disaster, and it aligns with the federal NIMS emergency system.

Dorothy McElhinney 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.

Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, and other illegal activities.

The district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.6	2.6	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.7	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	692.4

* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.8
Other	1.0

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
6	28	18	57	12	27	22	49	26	29	15	50	18
Other**												

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	25	14	16	9	26	10	18	10	26	11	23	8
Mathematics	23	15	21	3	25	11	24	4	25	11	24	5
Science	28	3	26	2	29	3	21	9	9	3		
Social Science	27	6	16	9	29	3	18	10	29	3	21	8

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3

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 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.

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. 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 2019 – 2020 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; PLCs; and social emotional support for students. Lastly, the district has created: Data, Standards, Learning, and Instruction Specialist (DSLIs) at all secondary school sites. The DSLIs are unique to each school site and develop site specific professional development for teachers in the areas on math, language arts and science.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,086	$48,612
Mid-Range Teacher Salary	$77,970	$74,676
Highest Teacher Salary	$109,510	$99,791
Average Principal Salary (ES)	$125,285	$125,830
Average Principal Salary (MS)	$133,343	$131,167
Average Principal Salary (HS)	$145,509	$144,822
Superintendent Salary	$240,000	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	42%	34%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$6,139	$1,015	$5,125	$90,059
District	N/A	N/A	$,7627	$87,542.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-39.2	2.8
School Site/ State	-37.7	8.9

Note: Cells with N/A values 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.

The district provides a full-time counselors to our school to support social-emotional and academic success. Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief, and loss and provide support to military-connected students. They also provide individual responsive services, interventions and referrals on an as-needed basis (e.g. BreakThrough).

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.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	3.65
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.