

Holtville Middle School

800 Beale Ave. • Holtville, CA 92250 • 760-356-2811 • Grades 6-8

Mr. Mario Garcia, Principal

magarcia@husd.net

www.husd.net



2014-15 School Accountability Report Card Published During the 2015-16 School Year



Holtville Unified School District

621 East Sixth Street
Holtville, CA 92250
760-356-2974
www.husd.net

District Governing Board

Ben Abatti, Jr., President

Matt Hester, Clerk

John Hawk

Kevin Grizzle

Jared Garewal

Jonathan Gil, Student Representative

District Administration

Celso Ruiz

Superintendent

John Paul Wells

**Assistant Superintendent/Chief
Business Official**

Samantha Williams

**Director of Projects and Special
Services**

Mitchell Drye

Director of Technology

School Description

Located 120 miles east of San Diego, 225 miles southeast of Los Angeles, 40 miles west of the California/Arizona border and 20 miles northeast of Mexicali, Baja California, Mexico. Holtville Middle School is in a rural, agricultural area and serves approximately 300 students. The mission of Holtville Middle School is to create a safe academic environment, which ensures learning to the highest standards, instills responsibility, self-worth, respect, and a strong work ethic in all students.

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 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 at 760-356-2811 or the district office.

2014-15 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 91 |
| Grade 7 | 94 |
| Grade 8 | 104 |
| Total Enrollment | 289 |

2014-15 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Asian | 0.3 |
| Hispanic or Latino | 93.1 |
| White | 5.5 |
| Two or More Races | 1 |
| Socioeconomically Disadvantaged | 79.2 |
| English Learners | 33.9 |
| Students with Disabilities | 10.4 |
| Foster Youth | 0.7 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

| Holtville Middle School | 13-14 | 14-15 | 15-16 |
|---|-------|-------|-------|
| With Full Credential | 8 | 8 | 12 |
| Without Full Credential | 3 | 4 | 2 |
| Teaching Outside Subject Area of Competence | 0 | 1 | 0 |
| Holtville Unified School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | 77 |
| Without Full Credential | ♦ | ♦ | 8 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 2 |

Teacher Misassignments and Vacant Teacher Positions at this School

| Holtville Middle School | 13-14 | 14-15 | 15-16 |
|-------------------------------------|----------|----------|----------|
| Teachers of English Learners | 0 | 0 | 1 |
| Total Teacher Misassignments | 0 | 0 | 1 |
| Vacant Teacher Positions | 0 | 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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects
Core Academic Classes Taught by Highly Qualified Teachers

| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
|-----------------------------|-------------------------------------|---|
| This School | 92.7 | 7.3 |
| Districtwide | | |
| All Schools | 89.5 | 10.6 |
| High-Poverty Schools | 94.8 | 5.2 |
| Low-Poverty Schools | 41.7 | 58.3 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

At the end of the year, replacement textbooks are ordered on an as needed basis. All students have textbooks for their classes and all teachers have the instructional materials that are needed.

| Textbooks and Instructional Materials Year and month in which data were collected: December 2015 | |
|---|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | McDougal/Littell, 2002 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Great Minds - Eureka Math, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Prentice Hall, 2001 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | Holt, Rinehart & Winston, 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Situated on 20.4 acres, Holtville Middle School was originally constructed in the 1960's. The campus is comprised of 20 classrooms, a cafeteria, an office building, two athletic fields, a gymnasium, a library, and a computer lab. All damages caused by the 2009 earthquake have been repaired. In addition, the quad area was updated with a concrete floor, picnic tables, trees and a grassy area for students to study, visit, relax, and enjoy their time between classes. The facility is constantly inspected by the maintenance and custodial staff and by site and district administration. The facility strongly supports teaching and learning through its ample classroom and recreational space.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2015 | | | | |
|--|---------------|------|------|--|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | None Needed |
| Interior: Interior Surfaces | | X | | The north wall in room B1 was repainted. Stained ceiling tiles were replaced and/or painted in several classrooms and offices. Light covers were replaced in the library and C8. A ceramic tile was replaced in the boys restroom. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | None Needed |
| Electrical: Electrical | X | | | None Needed |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | None Needed |
| Safety: Fire Safety, Hazardous Materials | X | | | None Needed |
| Structural: Structural Damage, Roofs | X | | | None Needed |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | None Needed |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | 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], Science California Standards Tests); and
- The percentage of pupils 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

| 2014-15 CAASPP Results for All Students | | | |
|---|--|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 48 | 40 | 44 |
| Math | 37 | 29 | 33 |

* 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.

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 47 | 66 | 38 | 44 | 49 | 39 | 59 | 60 | 56 |

* Results are for grades 5, 8, and 10. 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.

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 7 | 18.20 | 17.20 | 32.30 |

* 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.

| 2014-15 CAASPP Results by Student Group | |
|---|---|
| Group | Percent of Students Scoring at Proficient or Advanced |
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 39 |
| All Student at the School | 38 |
| Male | 39 |
| Female | 38 |
| Hispanic or Latino | 39 |
| White | 45 |
| Two or More Races | -- |
| English Learners | 8 |
| Students with Disabilities | 29 |
| Students Receiving Migrant Education Services | 23 |
| Foster Youth | -- |

* 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|--------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 6 | 92 | 90 | 97.8 | 27 | 39 | 27 | 8 |
| | 7 | 100 | 99 | 99.0 | 24 | 28 | 40 | 7 |
| | 8 | 101 | 100 | 99.0 | 9 | 30 | 44 | 17 |
| Male | 6 | | 49 | 53.3 | 35 | 37 | 24 | 4 |
| | 7 | | 48 | 48.0 | 29 | 23 | 38 | 10 |
| | 8 | | 49 | 48.5 | 16 | 39 | 33 | 12 |
| Female | 6 | | 41 | 44.6 | 17 | 41 | 29 | 12 |
| | 7 | | 51 | 51.0 | 20 | 33 | 43 | 4 |
| | 8 | | 51 | 50.5 | 2 | 22 | 55 | 22 |
| Asian | 7 | | 1 | 1.0 | -- | -- | -- | -- |
| Hispanic or Latino | 6 | | 87 | 94.6 | 26 | 39 | 26 | 8 |
| | 7 | | 95 | 95.0 | 25 | 28 | 40 | 6 |
| | 8 | | 87 | 86.1 | 10 | 31 | 41 | 17 |

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| White | 6 | | 2 | 2.2 | -- | -- | -- | -- |
| | 7 | | 3 | 3.0 | -- | -- | -- | -- |
| | 8 | | 11 | 10.9 | 0 | 27 | 55 | 18 |
| Two or More Races | 6 | | 1 | 1.1 | -- | -- | -- | -- |
| | 8 | | 2 | 2.0 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 6 | | 73 | 79.3 | 26 | 41 | 27 | 5 |
| | 7 | | 84 | 84.0 | 25 | 27 | 42 | 6 |
| | 8 | | 72 | 71.3 | 11 | 35 | 43 | 11 |
| English Learners | 6 | | 37 | 40.2 | 46 | 41 | 14 | 0 |
| | 7 | | 34 | 34.0 | 50 | 35 | 15 | 0 |
| | 8 | | 28 | 27.7 | 25 | 54 | 18 | 4 |
| Students with Disabilities | 6 | | 12 | 13.0 | 75 | 25 | 0 | 0 |
| | 7 | | 11 | 11.0 | 82 | 18 | 0 | 0 |
| | 8 | | 5 | 5.0 | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 6 | | 20 | 21.7 | 25 | 55 | 20 | 0 |
| | 7 | | 19 | 19.0 | 26 | 26 | 42 | 5 |
| | 8 | | 18 | 17.8 | 0 | 44 | 44 | 11 |
| Foster Youth | 6 | | -- | -- | -- | -- | -- | -- |
| | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 6 | 92 | 91 | 98.9 | 41 | 25 | 24 | 10 |
| | 7 | 100 | 99 | 99.0 | 33 | 34 | 28 | 4 |
| | 8 | 101 | 100 | 99.0 | 28 | 29 | 18 | 25 |
| Male | 6 | | 50 | 54.3 | 42 | 30 | 22 | 6 |
| | 7 | | 48 | 48.0 | 35 | 29 | 27 | 8 |
| | 8 | | 49 | 48.5 | 33 | 31 | 14 | 22 |
| Female | 6 | | 41 | 44.6 | 39 | 20 | 27 | 15 |
| | 7 | | 51 | 51.0 | 31 | 39 | 29 | 0 |
| | 8 | | 51 | 50.5 | 24 | 27 | 22 | 27 |

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Asian | 7 | | 1 | 1.0 | -- | -- | -- | -- |
| Hispanic or Latino | 6 | | 88 | 95.7 | 41 | 26 | 23 | 10 |
| | 7 | | 95 | 95.0 | 34 | 34 | 29 | 3 |
| | 8 | | 87 | 86.1 | 26 | 29 | 20 | 25 |
| White | 6 | | 2 | 2.2 | -- | -- | -- | -- |
| | 7 | | 3 | 3.0 | -- | -- | -- | -- |
| | 8 | | 11 | 10.9 | 27 | 36 | 9 | 27 |
| Two or More Races | 6 | | 1 | 1.1 | -- | -- | -- | -- |
| | 8 | | 2 | 2.0 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 6 | | 74 | 80.4 | 45 | 26 | 20 | 9 |
| | 7 | | 84 | 84.0 | 33 | 35 | 30 | 2 |
| | 8 | | 72 | 71.3 | 35 | 29 | 17 | 19 |
| English Learners | 6 | | 38 | 41.3 | 63 | 26 | 8 | 3 |
| | 7 | | 34 | 34.0 | 59 | 26 | 15 | 0 |
| | 8 | | 28 | 27.7 | 61 | 21 | 11 | 7 |
| Students with Disabilities | 6 | | 12 | 13.0 | 92 | 0 | 8 | 0 |
| | 7 | | 11 | 11.0 | 82 | 9 | 9 | 0 |
| | 8 | | 5 | 5.0 | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 6 | | 21 | 22.8 | 48 | 33 | 10 | 10 |
| | 7 | | 19 | 19.0 | 37 | 21 | 42 | 0 |
| | 8 | | 18 | 17.8 | 17 | 44 | 11 | 28 |
| Foster Youth | 6 | | -- | -- | -- | -- | -- | -- |
| | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Holtville Middle School offers many opportunities for parent and community involvement. Parents and community members are encouraged to participate in and be members of the School Site Council and the English Learner Advisory Council. They are welcomed and encouraged to be volunteers for events, assist with fund raising activities, and be chaperones for various school events. The parents and the community are very supportive of the educational program at Holtville Middle School.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern of Holtville Middle School. To safeguard the well-being of students and staff a comprehensive School Site Safety Plan was most recently updated in September 2012. It was discussed with the entire faculty and support staff at the beginning of school in September and again at the end of the semester in January. Procedures for what to do in case of an earthquake, fire, or a lockdown are practiced at the site on a quarterly basis. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before and after school, during lunch and at breaks. Supervision is a responsibility shared among teachers and school administration.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 4.36 | 3.81 | 1.64 |
| Expulsions Rate | 0.00 | 0.00 | 0.00 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 2.45 | 1.98 | 2.74 |
| Expulsions Rate | 0.12 | 0.00 | 0.00 |
| State | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07 | 4.36 | 3.80 |
| Expulsions Rate | 0.13 | 0.10 | 0.09 |

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.

| 2014-15 Adequate Yearly Progress Overall and by Criteria | | | |
|--|--------|----------|-------|
| AYP Criteria | School | District | State |
| English Language Arts | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Made AYP Overall | Yes | Yes | Yes |
| Met Attendance Rate | Yes | Yes | Yes |
| Met Graduation Rate | N/A | Yes | Yes |

| 2015-16 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2003-2004 | 2011-2012 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 4 | |
| Percent of Schools Currently in Program Improvement | 66.7 | |

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| Subject | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English | 21 | 20 | 20 | 7 | 7 | 7 | 4 | 3 | 3 | 1 | 1 | 1 |
| Math | 22 | 22 | 22 | 4 | 4 | 4 | 4 | 3 | 5 | 1 | 2 | |
| Science | 25 | 24 | 25 | 2 | 2 | 3 | 4 | 4 | 3 | 2 | 2 | 2 |
| SS | 25 | 23 | 25 | 2 | 3 | 3 | 4 | 3 | 3 | 2 | 2 | 2 |

* 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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

| | |
|---|----|
| Academic Counselor | .6 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | 0 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist | 1 |
| Other | 0 |

Average Number of Students per Staff Member

| | |
|--------------------|-----|
| Academic Counselor | 295 |
|--------------------|-----|

* 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.

Professional Development provided for Teachers

Professional development is an on-going process in the Holtville Unified School District. Staff members participate in conferences and workshops throughout the school year. The District provides early release Wednesdays in order to provide all staff with training in areas of need, curriculum development and alignment with the California Standards. The District has increased the number of days designated as staff development in order to keep pace with the changing state requirements and the implementation of the Common Core State Standards (CCSS). The focus has been on aligning the curriculum to the Common Core State Standards. Teachers are given release time to work with colleagues in order to look at student data and make changes, as needed, to their lessons in order to prepare all students to meet or exceed state proficiency levels. The focus of professional development continues to be in the areas of mathematics, English Language Arts, and ELL improvement. Administrators work closely with other district administrators as well as with the Imperial County Office of Education. Teachers are provided feedback from administration and an on-site teacher resource coach.

FY 2013-14 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$45,343 | \$38,953 |
| Mid-Range Teacher Salary | \$66,882 | \$57,103 |
| Highest Teacher Salary | \$85,226 | \$74,127 |
| Average Principal Salary (ES) | \$84,672 | \$90,225 |
| Average Principal Salary (MS) | \$100,739 | \$98,146 |
| Average Principal Salary (HS) | \$124,000 | \$97,758 |
| Superintendent Salary | \$130,694 | \$117,803 |
| Percent of District Budget | | |
| Teacher Salaries | 42% | 34% |
| Administrative Salaries | 7% | 7% |

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

Types of Services Funded

Holtville Unified School District funds many programs for our K-12 students. It has a very active Migrant Education Program, which allows students to receive extra tutoring, trips to colleges, and participation in activities such as debate teams. We have an adult education program which offers citizenship and English classes. In order to provide options for parents and students, we have a 9-12 comprehensive high school, a 6-8 middle school, a K-8 school, and a K-5 elementary school. In addition, we offer an alternative/continuation high school and a newly opened Freedom Academy, which is a school of choice. We offer many extra-curricular activities such as clubs and sports for our students. We have a College Begins in Kindergarten program during the summer for elementary school students in addition to the ASES after school programs at the middle school and Finley Elementary School. Finley Elementary also offers a Dual Immersion Program (English/Spanish). Pine School and Finley Elementary also have a G.A.T.E. - Honors program for enrichment. The high school offers before and after school tutoring for all students. We are able to provide field trips for our students that are tied to the curriculum. We have a full transportation department that transports students to and from school as well as our athletes to and from activities. We have a full time nurse for the students as well as two nurse's aides to provide for the health of our students. We are continually looking at the best uses for all funds to meet the needs of our students.

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, the county, and the state. 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|------------|--------------|------------------------|
| | Total | Restricted | Unrestricted | |
| School Site | \$8,086.57 | \$2,698.38 | \$5,388.18 | \$63,146.00 |
| District | ♦ | ♦ | \$6,130.91 | \$67,441 |
| State | ♦ | ♦ | \$5,348 | \$59,460 |
| Percent Difference: School Site/District | | | -12.11% | -0.49% |
| Percent Difference: School Site/ State | | | -1.22% | 0.40% |

* Cells with ♦ do not require data.