



Castlemont Elementary School

3040 E. Payne Avenue • Campbell CA, 95008 • (408) 364-4233 • Grades K-5

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



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District Governing Board

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Michael L. Snyder
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District Administration

Dr. Eric Andrew
Superintendent
James Crawford
**Deputy Superintendent,
Administrative Services**
Dr. Shelly Viramontez
**Associate Superintendent, Human
Resources**
Whitney Holton
**Assistant Superintendent,
Instructional Services**

School Description

COMMUNITY: Located in the West portion of Santa Clara County, Campbell Union School District serves more than 7,600 students from the communities of Campbell, San Jose, Saratoga, Santa Clara, Monte Sereno and Los Gatos.

Castlemont is school of nearly 750 preschool through 5th grade students. Our partnerships with those communities and their families are among our greatest strengths. We are a school community with high expectations as students, educators, parents, and the community work together towards a common goal to actively support all students in achieving his or her personal best. Parents are part of the decision-making process through involvement in a very active Castlemont Home and School Club, our bilingual Advisory Committee, the School Site Council and our program review process.

Mission Statement:

Castlemont School, in an educational partnership with the community, is dedicated to teaching children to become caring, competent, responsible citizens in a rapidly changing world. We will provide a nurturing environment, promote respect for uniqueness of self and others, and emphasize a solid academic foundation.

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 (408) 364-4233 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	127
Grade 1	115
Grade 2	130
Grade 3	132
Grade 4	125
Grade 5	95
Total Enrollment	724

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5
American Indian or Alaska Native	0.3
Asian	7.6
Filipino	4.6
Hispanic or Latino	52.6
Native Hawaiian or Pacific Islander	1
White	20.7
Two or More Races	5.1
Socioeconomically Disadvantaged	54.6
English Learners	35.6
Students with Disabilities	7.2
Foster Youth	0.4

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			
Castlemont Elementary School	13-14	14-15	15-16
With Full Credential	30	30	29
Without Full Credential	2	1	1
Teaching Outside Subject Area of Competence	0	0	0
Castlemont Elementary School	13-14	14-15	15-16
With Full Credential	♦	♦	327
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Castlemont Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
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	100.0	0.0
Districtwide		
All Schools	98.7	1.3
High-Poverty Schools	97.8	2.3
Low-Poverty Schools	100.0	0.0

* 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)

Quality and Currency of Textbooks and Other Instructional Materials

District Curriculum committees select the majority of textbooks and other instructional materials with representatives from every school and grade level. Purchase of textbooks follows the State adoption cycle. All textbooks series are recommended by the State and are purchased with State Instructional Materials money. Every student has a current textbook in the basic subject areas and every classroom has calculators, dictionaries, maps/globes, and math manipulatives.

Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Senate Bill 70 (Chapter 7 of the Statutes of 2011) extended that suspension until the 2015-16 school year. For more information go to the California Department of Education website at <http://www.cde.ca.gov/ci/> District teachers are piloting textbooks and materials aligned with Common Core standards. Recommendation and Board adoption is anticipated in the 2015-16 school year.

Textbooks and Instructional Materials Year and month in which data were collected: 2010	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK: Opening the World of Learning (OWL); K-5: Houghton Mifflin Reading: Medallion Edition (upgrade adopted 2010); Expeditionary Learning (Transition Curriculum) K-2 Pilot: Amplify/Core Knowledge The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-5: Houghton Mifflin California Mathematics (adopted 2010) K-8 Pilot/Transition Curriculum: Common Core Eureka Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades K-3: Scott Foresman: California Science (adopted 2008) Grades 4-5: Houghton Mifflin California Science (adopted 2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades K-3: Scott Foresman: History-Social Science for California (adopted 2006) Grades 4-5: Houghton Mifflin: History- Social Science for California (adopted 2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	n/a The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health education materials are available through HealthTeacher.com for use with students in every grade in school and at home. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Art Connections; SRA - McGraw Hill Art residency through partnership with Montalvo Art Center - 2nd graders The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	n/a Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Castlemont School, originally constructed in 1964, is comprised of 36 classrooms (including portables), a library, computer lab, staff lounge, cafeteria/multipurpose room, 1 large Grades 1-5 playground, 1 kindergarten playground, and a Campbell Care facility and preschool. Our school has had numerous improvements in the past three years, thanks to the Measure G school bond, including a new multi-use/cafeteria building, new library, new central courtyard, new roof, solar panels, and window replacement. All buildings have been painted. All play structures were replaced and playgrounds renovated. All underground electrical, plumbing, sewer and other utilities were replaced, and a new parking lot and landscaping were installed.

Cleaning Process:

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. Administrators work daily with the school's custodial staff to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A preventative maintenance program is administered by the Facility Maintenance Department staff, with heavy maintenance functions occurring during vacation periods. Additionally, Campbell Union School District administers a scheduled landscape and building maintenance program to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/8/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Service on mechanical system in progress
Interior: Interior Surfaces		X		carpet replacement - summer 2015
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		on-going maintenance
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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	44	48	44
Math	45	42	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	74	71	53	75	69	66	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
5	19.10	11.70	12.80

* 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	66
All Student at the School	53
Male	62
Female	47
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	35
Native Hawaiian or Pacific	--
White	85
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	16
Students with Disabilities	37
Students Receiving Migrant Education Services	--
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	3	136	133	97.8	23	23	31	23
	4	127	123	96.9	35	27	16	22
	5	97	93	95.9	44	19	20	16
Male	3		68	50.0	28	22	26	24
	4		66	52.0	45	26	8	21
	5		43	44.3	51	14	23	12
Female	3		65	47.8	18	25	35	22
	4		57	44.9	23	28	26	23
	5		50	51.5	38	24	18	20
Black or African American	3		11	8.1	27	27	18	27
	4		7	5.5	--	--	--	--
	5		4	4.1	--	--	--	--
American Indian or Alaska Native	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		2	2.1	--	--	--	--

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
Asian	3		14	10.3	7	29	43	21
	4		12	9.4	8	8	33	50
	5		9	9.3	--	--	--	--
Filipino	3		8	5.9	--	--	--	--
	4		3	2.4	--	--	--	--
	5		6	6.2	--	--	--	--
Hispanic or Latino	3		57	41.9	39	25	26	11
	4		70	55.1	47	29	14	10
	5		49	50.5	51	24	18	6
Native Hawaiian or Pacific Islander	3		--	--	--	--	--	--
	4		1	0.8	--	--	--	--
	5		2	2.1	--	--	--	--
White	3		33	24.3	9	18	33	39
	4		25	19.7	28	24	12	36
	5		19	19.6	37	21	16	26
Two or More Races	3		9	6.6	--	--	--	--
	4		5	3.9	--	--	--	--
	5		--	--	--	--	--	--
Socioeconomically Disadvantaged	3		63	46.3	38	27	29	6
	4		68	53.5	49	31	13	7
	5		49	50.5	53	20	16	10
English Learners	3		27	19.9	56	41	0	4
	4		35	27.6	69	23	6	3
	5		20	20.6	90	10	0	0
Students with Disabilities	3		10	7.4	--	--	--	--
	4		11	8.7	100	0	0	0
	5		19	19.6	100	0	0	0
Students Receiving Migrant Education Services	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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	3	136	135	99.3	20	19	27	34
	4	127	126	99.2	30	33	23	13
	5	97	93	95.9	38	27	15	20
Male	3		70	51.5	20	20	21	39
	4		68	53.5	38	29	19	13
	5		43	44.3	49	14	19	19
Female	3		65	47.8	20	18	32	29
	4		58	45.7	21	38	28	14
	5		50	51.5	28	38	12	22
Black or African American	3		11	8.1	18	36	36	9
	4		8	6.3	--	--	--	--
	5		4	4.1	--	--	--	--
American Indian or Alaska Native	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		2	2.1	--	--	--	--
Asian	3		14	10.3	0	0	43	57
	4		13	10.2	0	23	31	46
	5		9	9.3	--	--	--	--
Filipino	3		9	6.6	--	--	--	--
	4		3	2.4	--	--	--	--
	5		6	6.2	--	--	--	--
Hispanic or Latino	3		58	42.6	34	28	26	12
	4		71	55.9	37	38	23	3
	5		49	50.5	49	31	12	8
Native Hawaiian or Pacific Islander	3		--	--	--	--	--	--
	4		1	0.8	--	--	--	--
	5		2	2.1	--	--	--	--
White	3		33	24.3	6	9	18	67
	4		25	19.7	24	28	24	24
	5		19	19.6	26	21	16	37
Two or More Races	3		9	6.6	--	--	--	--
	4		5	3.9	--	--	--	--
	5		--	--	--	--	--	--
Socioeconomically Disadvantaged	3		64	47.1	33	23	31	13
	4		70	55.1	40	40	17	3
	5		49	50.5	49	29	12	10

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
English Learners	3		28	20.6	50	25	18	7
	4		37	29.1	49	41	11	0
	5		20	20.6	80	15	5	0
Students with Disabilities	3		10	7.4	--	--	--	--
	4		11	8.7	82	18	0	0
	5		19	19.6	84	16	0	0
Students Receiving Migrant Education Services	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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

Castlemont Elementary has a very proactive and involved parent community represented through the Home School Club (HSC). The organization works with the teacher and administration to support special events and day-to-day programs for the students. Each year the Home School Club (HSC) has several major fund raisers that help pay for field trips, assemblies, Playworks, and materials for the school/students to name a few.

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 School Safety plan for the 2014-15 and 2015-16 school years was updated and reviewed with staff 4/1/15. It was approved 4/20/15.

The Comprehensive School Safety Plan is developed and reviewed with participation from staff, the school site council and local law enforcement representatives at the beginning of every school year. The plan includes information about our strategies and programs that provide and maintain a high level of school safety, including, but not limited to: ICS- Incident Command system for schools during a crisis, including adaptations for pupils with disabilities; Earthquake, Fire and Lockdown emergency procedures and drills; Procedures for safe ingress and egress of pupils, parents, and employees from school site, including access to the school campus; Suspension and Expulsion policies and procedures; policy prohibiting discrimination, harassment, hate crimes, intimidation, and bullying; Child Abuse Reporting procedures; and School Discipline policies and procedures.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	2.20	1.66	1.54
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.34	2.03	2.01
Expulsions Rate	0.04	0.06	0.02
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	N/A	Yes

2015-16 Federal Intervention Program

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		60.0

Average Class Size and Class Size Distribution (Elementary)

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	23	23	22				5	6	6			
1	21	22	23	1			5	6	5			
2	23	26	22				6	5	6			
3	24	21	22		1		5	5	6			
4	30	27	31		1		4	4	4			
5	24	22	24	1	1	1	3	3	3			
Other	12			1								

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.2
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.55
Psychologist	0.4
Social Worker	0
Nurse	0.35
Speech/Language/Hearing Specialist	0.8
Resource Specialist	0.8
Other	0.04
Average Number of Students per Staff Member	
Academic Counselor	747

* 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

Campbell Union School District's work year calendar allocated, three full-day Professional Development days in the 2013-2014 school year, four in 2014-15, and three are planned for 2015-16. The District provides professional development for all credentialed and non-credentialed staff. Classified staff members who work directly with students are trained in the same focal areas as the teachers.

PRIMARY AREAS OF FOCUS FOR STAFF DEVELOPMENT:

The primary areas of focus for staff development in all CUSD schools is training to support the implementation of the Common Core State Standards. The focus is on understanding the instructional shifts associated with Common Core standards, the content standards themselves and the Eight Mathematical Practices. Carefully examining student data takes place at regularly scheduled collaboration meetings where teachers discuss specific learning needs and develop intervention plans for targeted students. The professional development offered supports teachers in learning best practices for meeting the needs of all learners through a variety of Common Core aligned assessments. Professional Development is also offered in the area of STEAM and 21st Century Learning strategies.

METHODS OF PD:

We use many different models for delivery of professional development. Our teachers are given release days to attend sessions or conferences. Sometimes teachers are paid a stipend to do professional development on a weekend or during the summer. We offer after school sessions throughout the entire school year, and we take into consideration staff requests for both content and timing of the professional development.

HOW TEACHERS ARE SUPPORTED:

We have extensive coaching in our district, both through our site Common Core Coaches and through our district math, literacy and STEAM Coaches. All of our coaches follow coaching cycles to ensure that teachers are regularly examining student data to align instructional practices that maximize student learning. Grade Level Leader meetings and district job-alike meetings happen regularly to support teachers in planned collaboration time where best strategies can be shared across the district. Collaboration time is also planned at each school site so that teachers and administrators can do the work of a professional learning community. Administrators conduct regular classroom visitations to offer support and feedback for teachers so that they can continually improve their practice.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,784	\$43,091
Mid-Range Teacher Salary	\$74,529	\$70,247
Highest Teacher Salary	\$89,529	\$89,152
Average Principal Salary (ES)	\$117,531	\$112,492
Average Principal Salary (MS)	\$122,702	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$215,297	\$192,072
Percent of District Budget		
Teacher Salaries	36%	41%
Administrative Salaries	7%	6%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4908.98	59.04	4849.94	71283.55
District	♦	♦	4860.87	\$71,973
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-0.2	0.7
Percent Difference: School Site/ State			3.4	0.7

* Cells with ♦ do not require data.

Types of Services Funded

In 2014-15, District funding through the Local Control Funding Formula (LCFF) included a Base Grant, a Supplemental allocation, and a Concentration allocation. The Base Grant funded the services that we provide to all students, such as Common Core instructional materials, Equity coaches, AVID Training at middle schools, technology improvements and the Positive Behavior Intervention and Supports (PBIS) system. The Supplemental and Concentration allocations support targeted services to students who are designated as Low income, English Learners, and/or Foster Youth.

State and federal funding also supported the following special programs.

- Title I, Part A: Basic Grant
- Title II, Part A: Improving Teacher Quality
- Title III, Part A: Limited English Proficiency (LEP)
- State Preschool
- State Child Care
- Federal Free/Reduced meals
- Title I, Part A: Basic Grant
- Title II, Part A: Improving Teacher Quality
- Title III, Part A: Limited English Proficiency (LEP)
- State Preschool
- State Child Care
- Federal Free/Reduced meals

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.