



# Julius Corsini Elementary School

68-750 Hacienda Dr. • Desert Hot Springs, CA 92240- 6551 • 760-251-7260 • Grades K-5

Elizabeth Ramirez, Principal

eramirez@psusd.us

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



### Palm Springs Unified School District

980 East Tahquitz Canyon Way  
Palm Springs, CA 92262  
(760) 416-6000  
www.psusd.us

#### District Governing Board

Karen Cornett, Member  
Shari Stewart, President  
Richard Clapp, Member  
John Gerardi, Clerk  
James Williamson, Member

#### District Administration

Christine J. Anderson, Ed. D  
**Superintendent**  
Mauricio Arellano  
**Assistant Superintendent,  
Human Resources**

Mike Swize, Ed. D.  
**Assistant Superintendent,  
Educational Services**

Brian J. Murray, Ed.D.  
**Assistant Superintendent,  
Business Services**

### Julius Corsini Elementary's Vision Statement:

Julius Corsini Elementary supports a respectful, inclusive and engaging environment where academic achievement and positive social interactions foster confidence, responsibility, and student success. Julius Corsini Elementary School is in Desert Hot Springs, a community located in the northwest corner of the Coachella Valley, in southern California. The contemporary two-story classroom buildings at Julius Corsini Elementary School currently serve approximately four hundred and eighty students in First through Fifth Grade. The Kindergarten complex of two classrooms and separate playground houses 60 students.

All classrooms have LCD projectors, document cameras, and access to wireless internet. A wide range of programs and websites are available for student use including Lexia Core 5, Ticket to Read, Storia, Study Island, Raz Kids, Starfall, and United Streaming. In addition to a student desktop lab, Julius Corsini has 1:1 Chromebooks in grades 3-5, and 1:1 Android tablets in grades 1-2 and are at a 2:1 ratio in grades TK and Kindergarten. Currently, all teachers have a personal laptop, iPad, and have participated in training to use the various technology tools and programs available at Julius Corsini School.

The adoption of Common Core State Standards in 2012 lead to full implementation at Julius Corsini in 2013-14. The associated SBAC exam was given to grades 3rd-5th Its pilot year in June of 2015. Initial results from the SBAC ELA exam indicate that students in 3rd grade fall below the district averages by approximately 16% and 4% in Math. Firth Grade ELA SBAC results indicate that student also fell below the district average by 5% and 8% on the Mathematics SBAC exam. Teachers and administration are working with district support opportunities to adjust our approach to meet the SBAC goals.

Desert Hot Springs has a population of 25,000. With the building of the new Boys and Girls Club, community Health and Resource Center, Desert Hot Springs reflects an increase in population and property value in the local community. The local Desert Hot Springs Women's Club, Washington Mutual Bank and the Mission Springs Water District are community organizations and businesses that support the academic goals of Julius Corsini School.

Julius Corsini Elementary is a Title I school site. All students are monitored regularly to ensure that their needs in reading and mathematics are being met through classroom practices. Teachers use the Student Study Team to help identify students needing additional support, resources, which may include Special Day Classes, Resource Specialist and Speech and Language services. The Gifted and Talented Program is available to identified students. The English Language Learners receive full instruction in English. Five bilingual aides support structured English immersion in a sheltered classroom environment with the curriculum and presentation designed for children who are learning the language.

## 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 760-251-7260 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	79
Grade 1	93
Grade 2	79
Grade 3	89
Grade 4	84
Grade 5	64
<b>Total Enrollment</b>	<b>488</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.8
American Indian or Alaska Native	0.2
Asian	0.8
Filipino	0.4
Hispanic or Latino	76.2
Native Hawaiian or Pacific Islander	0.6
White	10.5
Two or More Races	1.4
Socioeconomically Disadvantaged	96.3
English Learners	47.3
Students with Disabilities	10
Foster Youth	0.6

## 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			
Julius Corsini Elementary School	13-14	14-15	15-16
<b>With Full Credential</b>	20	23	24
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Palm Springs Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	1024
<b>Without Full Credential</b>	♦	♦	11
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	39

Teacher Misassignments and Vacant Teacher Positions at this School			
Julius Corsini Elementary School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	99.3	0.7
<b>High-Poverty Schools</b>	99.3	0.7
<b>Low-Poverty Schools</b>	0.0	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)

Treasures English Language Arts Materials is the district-wide adopted materials are being used in Grades K-5.

Additional fluency materials are available for all reading levels. Scott Foresman Early Literacy Intervention and Guided Reading are currently being used for interventions. New workbooks are provided annually.

enVision Math was adopted for the 2008-2009 school year. New workbooks are provided annually. Math manipulatives and technology components were purchased for every classroom to support the math program.

All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student including English Learners have access to their own textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: September 8, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Macmillan/McGraw Hill 2009/2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson/enVision Math 2008/2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt/California Science 2007/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt/Reflections 2006/2007 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)

Julius Corsini School sits on a hillside overlooking the magnificent Santa Rosa Mountains and Coachella Valley. Julius Corsini Elementary School has undergone reconstruction in a three-phase plan. Fourteen new classrooms were ready for occupancy at the start of the 2002 - 2003 school year, with an additional sixteen classrooms ready in 2003 - 2004. A new wing housing eight new classrooms was completed for the 2006-2007 school year. The final phase of the new media center was completed in January 2009. Corsini Elementary School was established in 1984 when twenty-one buildings were relocated from a site in Palm Springs to their current location to address the need for a new school in Desert Hot Springs. A state preschool and Head Start program are also located on the campus. Most recently, new playground equipment was installed on all three playgrounds in May of 2013.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/12/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Work Orders on file in M&O Office
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		Work Orders on file in M&O Office
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Work Orders on file in M&O Office
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work Order on file in M&O Office
<b>Overall Rating</b>	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	20	32	44
Math	15	20	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	27	35	38	50	50	44	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	24.20	15.20	6.10

\* 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	44
All Student at the School	38
Male	36
Female	40
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	25
Native Hawaiian or Pacific	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	7
Students with Disabilities	33
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	90	86	95.6	59	31	7	2
	4	88	84	95.5	51	24	17	8
	5	71	62	87.3	58	15	24	3
Male	3		53	58.9	57	32	8	4
	4		46	52.3	57	22	13	9
	5		35	49.3	66	9	20	6
Female	3		33	36.7	64	30	6	0
	4		38	43.2	45	26	21	8
	5		27	38.0	48	22	30	0

**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
Black or African American	3		4	4.4	--	--	--	--
	4		10	11.4	--	--	--	--
	5		4	5.6	--	--	--	--
Asian	3		1	1.1	--	--	--	--
	5		1	1.4	--	--	--	--
Filipino	5		1	1.4	--	--	--	--
Hispanic or Latino	3		67	74.4	66	28	6	0
	4		63	71.6	52	25	13	10
	5		47	66.2	68	17	11	4
Native Hawaiian or Pacific Islander	5		1	1.4	--	--	--	--
White	3		11	12.2	36	45	9	9
	4		10	11.4	--	--	--	--
	5		6	8.5	--	--	--	--
Two or More Races	3		3	3.3	--	--	--	--
	4		1	1.1	--	--	--	--
	5		2	2.8	--	--	--	--
Socioeconomically Disadvantaged	3		83	92.2	60	31	6	2
	4		82	93.2	52	24	15	9
	5		59	83.1	59	15	22	3
English Learners	3		46	51.1	74	22	4	0
	4		42	47.7	57	29	12	2
	5		26	36.6	77	19	4	0
Students with Disabilities	3		4	4.4	--	--	--	--
	4		9	10.2	--	--	--	--
	5		9	12.7	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.1	--	--	--	--
	4		4	4.5	--	--	--	--
	5		2	2.8	--	--	--	--
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	90	86	95.6	56	23	15	6
	4	88	85	96.6	60	27	9	4
	5	71	63	88.7	68	22	8	2
Male	3		53	58.9	49	23	21	8
	4		46	52.3	59	24	15	2
	5		35	49.3	69	23	9	0
Female	3		33	36.7	67	24	6	3
	4		39	44.3	62	31	3	5
	5		28	39.4	68	21	7	4
Black or African American	3		4	4.4	--	--	--	--
	4		10	11.4	--	--	--	--
	5		4	5.6	--	--	--	--
Asian	3		1	1.1	--	--	--	--
	5		1	1.4	--	--	--	--
Filipino	5		1	1.4	--	--	--	--
Hispanic or Latino	3		67	74.4	58	25	12	4
	4		64	72.7	63	27	8	3
	5		48	67.6	75	17	6	2
Native Hawaiian or Pacific Islander	5		1	1.4	--	--	--	--
White	3		11	12.2	45	27	18	9
	4		10	11.4	--	--	--	--
	5		6	8.5	--	--	--	--
Two or More Races	3		3	3.3	--	--	--	--
	4		1	1.1	--	--	--	--
	5		2	2.8	--	--	--	--
Socioeconomically Disadvantaged	3		83	92.2	58	22	14	6
	4		82	93.2	62	24	10	4
	5		59	83.1	69	22	8	0
English Learners	3		46	51.1	63	28	7	2
	4		42	47.7	74	24	2	0
	5		26	36.6	85	12	4	0
Students with Disabilities	3		4	4.4	--	--	--	--
	4		9	10.2	--	--	--	--
	5		9	12.7	--	--	--	--

**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
Students Receiving Migrant Education Services	3		1	1.1	--	--	--	--
	4		4	4.5	--	--	--	--
	5		2	2.8	--	--	--	--
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

Parent involvement is a high priority at Julius Corsini. For children to be successful in school, parent participation is essential. Many opportunities to become involved are provided throughout the school year. Parent Teacher Association (PTA)

Provides communication opportunities between parents and teachers regarding student and classroom needs. Raising funds, social events, and philanthropic projects.

#### School Site Council (SSC)

Parents and staff elect council members.

An opportunity for the school community to come together to chart the schools path to improvement.

#### English Language Advisory Committee (ELAC)

Parents of English Language Learners elect members to this advisory panel. Staff selects a teacher representative.

Issues related to the academic performance and needs of the English Language Learners are addressed.

SSC has voted to include ELAC as part of their committee.

#### Family Nights (Literacy, Math, Science).

Families participate in special curricular activities such as Make-It-Take-It Nights and Science Night.

Tuesday Morning Parent Workshops: Hosted by the site counselor and community liaison, These workshops focus on supporting your child's education and your strength as a parent.

Back to School Night is held before school starts. It is a great opportunity to welcome new and returning families.

Teachers meet parents and students to review grade level standards and expectations.

Parent Conferences are provided twice a year and appointments are scheduled by classroom teachers.

Bilingual translators are available.

#### Technology and Media

Library book check out and Internet access is available for parents.

At Julius Corsini Elementary School we provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school and the development of Julius Corsini Elementary

Translators provided for schools events. This will include, but is not limited to, handbooks, report cards, newsletters, school communications, etc. Home visits and telephone calls will be made with the assistance of a translator. Providing information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. Providing Back to School Night before the start of the school year, evening parent conferences, and parent education nights. Parents are also encouraged to volunteer on campus and participate in PTA.

Interested in Volunteering?

Contact Person Name: Elizabeth Ramirez Contact Person Phone Number: (760)251-7260

**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**

Safety of students and staff is a primary concern of Julius Corsini Elementary School. The school complies with laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted regularly throughout the school year.

The Comprehensive School Safety Plan was developed by the School Safety Committee in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and suspension and expulsion policies. The School Safety Committee evaluates the plan annually and updates the plan as needed. An updated copy is available to the public at the school and District offices.

Date School Safety Plan last reviewed: November 2014.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	4.19	1.82	2.04
Expulsions Rate	0.00	0.17	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	6.94	5.92	5.64
Expulsions Rate	0.46	0.33	0.36
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
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
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	2011-2012	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	18	
Percent of Schools Currently in Program Improvement	69.2	



**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	27	32	17			3	3	3	2			
1	28	28	23				3	3	4			
2	30	30	25				3	2	3			
3	29	32	21			1	2	3	3	1		
4	29	31	27				2	2	3			
5	26	24	23		1	1	3	2	2			
Other	7	15		4	2			1				

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.20
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
Other	
<b>Average Number of Students per Staff Member</b>	
Academic Counselor	

\* 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**

Academic success for all students at Julius Corsini Elementary School is the ultimate goal for every member of the learning community. To support this goal, each month a minimum of six hours per month each certificated employ is offered training in Common Core planning and assessment, reading methodologies and strategies, writing, and discipline. Beyond these six hours, the District also offers staff development in newly adopted curricula, technology, early literacy skills, and new teacher in-service training. Many teachers are also pursuing a master degree through local university programs or post-graduate work.

**FY 2013-14 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,791	\$43,165
Mid-Range Teacher Salary	\$65,423	\$68,574
Highest Teacher Salary	\$90,847	\$89,146
Average Principal Salary (ES)	\$119,924	\$111,129
Average Principal Salary (MS)	\$119,400	\$116,569
Average Principal Salary (HS)	\$137,564	\$127,448
Superintendent Salary	\$210,585	\$234,382
<b>Percent of District Budget</b>		
Teacher Salaries	31%	38%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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	\$9,281	\$2,867	\$6,414	\$70,849
District	♦	♦	\$6,996.03	\$73,970
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-8.3	-4.2
Percent Difference: School Site/ State			19.9	-2.9

\* Cells with ♦ do not require data.

## **Types of Services Funded**

Title I

- \*Parent Education Nights
- \*CORE Support Reading Intervention
- \*Intervention Teacher
- \*Bilingual Instructional Aide
- \*Teacher Collaboration
- \*Community Liaison
- \*Instructional Materials including Technology
- \*Staff Development
- Economic Impact Aide and School Improvement
- \*Instructional Materials including Technology
- English Language Acquisition Program
- \*Materials to support vocabulary and oral language development
- \*Bilingual Instructional Aides
- \*Academic Coach to support ELL's

## **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.