

Lemon Crest Elementary School

12463 Lemon Crest Dr. • Lakeside, CA 92040 • (619) 390-2527 • Grades K-5

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<http://www.lsusd.net/Domain/495>

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



Lakeside Union School District

12335 Woodside Ave.
Lakeside, CA 92040
(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

District Governing Board

Keith Hildreth
Gelia Cook
Twila Godley
Kevin Howe
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District Administration

Dr. David Lorden
Superintendent
Andy Johnsen

Assistant Superintendent of Education

Erin Garcia

Assistant Superintendent of Business

School Description

Lemon Crest School was established in 1991 in Lakeside California. Lemon Crest Elementary School provides a full academic program for grades K-5 general education students and special education students.

Lemon Crest Elementary School is dedicated to providing all students with a rigorous curriculum with emphasis in the Arts and Science in a safe, supportive and disciplined environment. We are also dedicated to providing for the academic and social emotional needs of all students. Lemon Crest has established Professional Learning Communities in order to expand and enhance staff development and collaboration. Lemon Crest staff meets for 90 minutes per week in collaborative groups to discuss student academic performance and how to ensure each student is receiving the instruction they need to be successful. We have implemented three research based intervention programs to meet the diverse needs of our students. English Learners and at-risk students in grades K-4 use Imagine Learning English in our computer lab during Universal Access time. At-risk students in Kindergarten through 3rd grade are utilizing web based computer programs including Imagine Learning English, Head Sprouts, Accelerated Reader and RAZ Kids in our computer/intervention lab. In addition these at risk students receive intensive small group instruction and intervention in conjunction with computer assisted learning. At-risk students in grades 4 and 5 are enjoying tremendous results using READ 180 and System 44, which are research-based curricula designed to increase student achievement in reading, written instruction, and vocabulary. Furthermore, Lemon Crest proudly launched a 2-way Spanish/English Dual Immersion program this school year. We currently have a Kindergarten Dual Immersion class, and will add a class each school year until we have a complete Kindergarten - 5th grade program.

To meet the social emotional needs of our students, we enthusiastically participate in the Positive Behavioral Interventions and Supports (PBIS) program. The underlying theme of PBIS is teaching behavioral expectations in the same manner as any core curriculum subject. Through PBIS, Lemon Crest will focus four behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, we will focus on the preferred behaviors. Lemon Crest will follow the following expectations: Lemon Crest Lions ROAR - Respect, On Task, Always Safe, and Responsible. Lemon Crest also has an active Peace Leader's program, where students are trained in conflict resolution skills and work with their peers to settle disputes on the playground. We also have an active Student Council. Lemon Crest also has an anti-bully club that helps promote anti-bully messages throughout campus. The students of Lemon Crest School also receive mental health services through access to our School Counselor who runs small group instruction for at risk students on social skills, conflict resolution and other skills necessary for school success. At Risk and Title 1 students in grades 2-5 also have access to the Lakeside Union School District's Connection Coordinator for 21st Century Skills development in a small group setting.

Lemon Crest Mission Statement: Lakeside Union School District dedicates itself to providing a nurturing and challenging environment that is committed to each individual student's education and development. The Lemon Crest Elementary School mission is to enhance student achievement by providing a safe, nurturing environment where children thrive and reach their full potential. We accomplish this with our Lemon Crest Lion's P.R.I.D.E.: (P) Partnership; (R) Respect; (I) Individuality; (D) Discovery; and (E) Encouragement.

Our vision: 1) At Lemon Crest we strive to raise our students' level of academic achievement, 2) We will continue to partner with our community emphasizing respect, kindness, and responsibility, 3) Our learning community will be literacy rich, technology enhanced, and standards-driven, 4) We will prepare all our students for success in life.

Mutual commitment to a quality educational program will ensure the best learning for our students. This agreement is a promise that school staff, students, and parents will work together for student success.

THE SCHOOL PROMISE:

We know the importance of a successful school experience for every student. Therefore, the staff promises to carry out the following responsibilities to the best of our ability:

- We will teach grade level skills and concepts using effective teaching methods.
- We will strive to address the individual needs of all students.
- We will communicate frequently with parents regarding student progress.
- We will provide a safe, positive, and healthy learning environment for our 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 (619) 390-2527 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	81
Grade 1	93
Grade 2	111
Grade 3	97
Grade 4	96
Grade 5	111
Total Enrollment	589

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	1
Asian	1.7
Filipino	0.7
Hispanic or Latino	32.9
Native Hawaiian or Pacific Islander	1.2
White	53.3
Two or More Races	6.3
Socioeconomically Disadvantaged	62.5
English Learners	13.1
Students with Disabilities	16.8
Foster Youth	1.5

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			
Lemon Crest Elementary School	13-14	14-15	15-16
With Full Credential	30.5	29.5	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lakeside Union School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lemon Crest 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	99.9	0.1
High-Poverty Schools	99.8	0.2
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)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials Year and month in which data were collected: 12/01/15	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Reading: Wonders, McGraw-Hill; adopted in 2013</p> <p>Reach (Special Ed), SRA/McGraw-Hill; adopted in 2005</p> <p>High Point (EL), Hampton Brown; adopted in 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Everyday Mathamatics, McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Discovery Works (K-3), Houghton Mifflin; adopted in 2002</p> <p>Science California (4-5), Houghton Mifflin; adopted in 2007</p> <p>Science and Technology for Children, Carolina Biological</p> <p>Full Option Science System, Delta Education</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History Social Science for California, Scott Foresman; adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

All sites are well maintained and undergo maintenance on a regular basis. An online system of work orders has been implemented to assist in maintenance requests. Sites are painted and carpeted on a regular basis. All sites have completed modernization construction over the past several years. During modernization all walls, roofs, floors, plumbing, and electrical have been updated to reflect current demands, including technology upgrades. Rest rooms and fire alarms systems were updated, along with heating and cooling systems upgraded to ensure energy efficient use. Sites are cleaned daily and any graffiti removed immediately by custodial staff. Quarterly Community Safety Meetings are held with representatives from the sites, PTA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites.

Our school scored 100% on the most recent facilities inspection which translates to an "exemplary" level for the repair status.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

INSPECTORS AND ADVISORS: This report was completed in January, 2015 by Todd Owens.

The most recent facilities inspection occurred in January, 2015.

ADDITIONAL INSPECTORS: There were no other inspectors used in the completion of this form.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January, 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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	27	46	44
Math	20	32	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	64	64	51	69	71	68	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	24.50	20.80	26.40

* 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	68
All Student at the School	51
Male	53
Female	50
Black or African American	--
Hispanic or Latino	31
Native Hawaiian or Pacific Islander	--
White	67
Two or More Races	--
Socioeconomically Disadvantaged	31
English Learners	27
Students with Disabilities	41
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	99	91	91.9	54	24	13	9
	4	104	98	94.2	51	24	18	5
	5	114	98	86.0	42	22	24	11
Male	3		47	47.5	64	15	13	9
	4		55	52.9	56	25	13	5
	5		50	43.9	48	14	32	6
Female	3		44	44.4	43	34	14	9
	4		43	41.3	44	23	26	5
	5		48	42.1	35	31	17	17
Black or African American	3		2	2.0	--	--	--	--
	4		2	1.9	--	--	--	--
	5		3	2.6	--	--	--	--

**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
American Indian or Alaska Native	3		1	1.0	--	--	--	--
	4		1	1.0	--	--	--	--
Asian	4		1	1.0	--	--	--	--
Filipino	3		1	1.0	--	--	--	--
Hispanic or Latino	3		28	28.3	64	25	11	0
	4		35	33.7	60	23	14	0
	5		35	30.7	54	26	20	0
Native Hawaiian or Pacific Islander	3		1	1.0	--	--	--	--
	4		1	1.0	--	--	--	--
	5		1	0.9	--	--	--	--
White	3		52	52.5	44	27	15	13
	4		51	49.0	45	27	24	4
	5		52	45.6	37	21	23	19
Two or More Races	3		6	6.1	--	--	--	--
	4		7	6.7	--	--	--	--
	5		7	6.1	--	--	--	--
Socioeconomically Disadvantaged	3		51	51.5	57	27	12	4
	4		56	53.8	61	16	18	5
	5		54	47.4	44	30	19	7
English Learners	3		5	5.1	--	--	--	--
	4		13	12.5	85	8	0	0
	5		11	9.6	73	27	0	0
Students with Disabilities	3		7	7.1	--	--	--	--
	4		15	14.4	73	20	7	0
	5		16	14.0	75	6	13	6
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	99	90	90.9	36	43	16	6
	4	104	97	93.3	40	43	16	0
Male	3		46	46.5	41	35	15	9
	4		55	52.9	47	33	20	0
Female	3		44	44.4	30	52	16	2
	4		42	40.4	31	57	12	0
Black or African American	3		2	2.0	--	--	--	--
	4		2	1.9	--	--	--	--
American Indian or Alaska Native	3		1	1.0	--	--	--	--
	4		1	1.0	--	--	--	--
Asian	4		1	1.0	--	--	--	--
Filipino	3		1	1.0	--	--	--	--
Hispanic or Latino	3		27	27.3	41	30	30	0
	4		34	32.7	59	35	6	0
Native Hawaiian or Pacific Islander	3		1	1.0	--	--	--	--
	4		1	1.0	--	--	--	--
White	3		52	52.5	27	54	10	10
	4		51	49.0	29	49	22	0
Two or More Races	3		6	6.1	--	--	--	--
	4		7	6.7	--	--	--	--
Socioeconomically Disadvantaged	3		50	50.5	36	48	16	0
	4		56	53.8	54	38	9	0
English Learners	3		5	5.1	--	--	--	--
	4		12	11.5	75	25	0	0
Students with Disabilities	3		6	6.1	--	--	--	--
	4		15	14.4	67	27	7	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

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

Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit our school and become actively involved. Parents are offered a variety of opportunities to become partners with us in the education of their children. Parents elect representatives to serve on the School Site Council, the English Language Acquisition Committee, and PTA. We have a very dedicated group of volunteers and are most grateful for their long hours and tireless efforts put forth on behalf of our staff to support student achievement. Lemon Crest is a School SMARTS participant. School Smarts is a research-based program that helps parents help their children succeed in school. The program includes a seven-session Parent Academy with a comprehensive curriculum that fosters parent engagement in education. It encourages parents to promote a complete, high-quality education that includes the arts.

The Lemon Crest PTA is an active and dedicated organization that includes parents, teachers, administrators, and students. It encourages its members to participate in school-sponsored activities, fostering a strong school, home, and community bond. Opportunities for families to connect with the school include Military Appreciation Day/Night, Family Science Night, Family Literacy Night, Grandparents Day, Halloween Carnival, Winter Fest, and Spring Fling. In addition, Lemon Crest is the home of the annual Festival of the Arts. Festival of the Arts is a district-wide student art showcase featuring art work from students throughout the Lakeside Union School District. The Festival of the Arts also includes a student performance night that brings performers and their parents to Lemon Crest School for live music and dance.

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

Lemon Crest School has a complete Safety Plan that covers all areas pertinent to our students and staff. The Lemon Crest Safety Plan is updated and reviewed in the fall of every school year. Staff members are prepared and qualified in areas of CPR, first aid, conflict resolution, and counseling. The staff is knowledgeable and has participated with students in duck and cover, fire, and lockdown drills held regularly. The principal, secretary, and custodian have recently participated in emergency preparation training that has led to additional evacuation drills for other scenarios including gas-line rupture and fuel-truck spill. Through the efforts of all staff and maintenance, our school site is safe and clean and provides adequate environmentally suitable spaces for students and staff. Standardized, colored emergency flip charts are posted in each room. The complete Safety Plan is on file in the school office.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.13	2.61	2.40
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.47	2.57	1.69
Expulsions Rate	0.08	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	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2013-2014
Year in Program Improvement	Year 4	Year 1
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	50.0	

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	20	21	24	2	1		4	4	4			
1	24	24	24				4	5	3			
2	24	24	24				5	4	4			
3	21	24	24	1			4	4	4			
4	30	25	28		1		4	3	3			
5	29	30	25			1	3	4	4			
Other			11			2						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.25
Psychologist	1.0
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	1.5
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
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

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,683	\$42,723
Mid-Range Teacher Salary	\$66,486	\$65,936
Highest Teacher Salary	\$99,623	\$84,545
Average Principal Salary (ES)	\$109,021	\$106,864
Average Principal Salary (MS)	\$119,657	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$176,300	\$159,133
Percent of District Budget		
Teacher Salaries	42%	40%
Administrative Salaries	6%	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	5,099	165	4,934	78,824
District	♦	♦	6,486	\$67,835
State	♦	♦	\$5,348	\$69,086
Percent Difference: School Site/District			-23.9	16.2
Percent Difference: School Site/ State			-7.7	14.1

* Cells with ♦ do not require data.

Types of Services Funded

Our expenditures include funds for general education, special education, and specially funded projects but do not include facilities costs or deferred maintenance. We receive funding for Title I and Title III programs. Approximately three-fourths of our revenues go toward the salaries of teachers, specialists, auxiliary personnel, books, supplies, and equipment.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages.

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.