Cahuilla Elementary School

833 E. Mesquite Avenue • Palm Springs, CA 92262-0119 • (760) 416-8161 • Grades K-5
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Palm Springs Unified School District

980 East Tahquitz Canyon Way
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**Assistant Superintendent,
Educational Services**

Tony Signoret, Ed.D
**Assistant Superintendent,
Human Resources**

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

School Description

Mission Statement:
At Cahuilla Elementary we believe all students can learn; therefore, we are committed to high expectations for all students, staff, and families.

Vision- Personnel:
In our school, staff will utilize scheduled planning time to respectfully collaborate and discuss ideas to improve the teaching process, planning time will be used to guide the implementation of curriculum which will directly impact student achievement, teachers will analyze student data, share effective research-based teaching strategies, and conscientiously implement the agreed upon action plan. Finally, staff will share common goals for student behavior and academic success.

Vision- School Climate:
In order to advance our shared vision of an exemplary school, we will work collaboratively and treat each other with respect so we can achieve a safe, clean, and positive learning environment. We will promote school unity and pride to be a school where staff and students want to be, and implement a conflict-management model and recognition for good behavior throughout all grade levels.

Vision- Parents/Community:
In our exemplary school, we will increase community and parental involvement. We will implement a volunteer program, provide donations, facilitate community relations, and generate school resources. Parents are valued as an integral part of our school community.

Cahuilla Elementary School is located in Palm Springs, California. Cahuilla serves approximately 540 students in grades (TK) kindergarten through fifth. At Cahuilla 70% of the students are Hispanic, 14% are White, 8% are African American, and 5% Filipino/Asian, and 1% American Indian/Alaskan Native. This is an approximate 2% increase in representation of students with other ethnic backgrounds.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at 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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	96
Grade 1	86
Grade 2	79
Grade 3	101
Grade 4	86
Grade 5	90
Total Enrollment	538

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8
American Indian or Alaska Native	0.4
Asian	0.2
Filipino	4.3
Hispanic or Latino	70.6
Native Hawaiian or Pacific Islander	0
White	13.6
Two or More Races	3
Socioeconomically Disadvantaged	85.9
English Learners	43.9
Students with Disabilities	11.5
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Cahuilla Elementary School	15-16	16-17	17-18
With Full Credential	29	25	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Palm Springs Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	1047
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	33

Teacher Misassignments and Vacant Teacher Positions at this School			
Cahuilla Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

All textbooks and other instructional materials are in good condition and each child has access to them. All of the textbooks are the most recent state-approved versions. We adopted California Treasures Reading. California Science in 2007-2008; Reflections in 2006-2007; enVision Math in 2008-2009. The selection process is done at the district level. Teachers have the opportunity to be on a textbook committee to help with the selection process.

Every student is given a set of textbooks to use at school. 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: 9/12/17	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Wonders Macmillan/McGraw Hill 2017-2018
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Mathematics	enVision Math-Pearson 2008-2009
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Science	California Science-Harcourt 2007-2008
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections-Harcourt 2006-2007
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A
	The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school facility holds 31 classrooms, library, computer lab, multipurpose room, administration which houses speech and language, psychology, and counseling services.

The Palm Springs Unified School District employs one full time custodian for the daytime and one full time custodian for the evening. The custodians keep the school facility clean and safe. Each week, the principal meets with the day custodian to review the facility for maintenance and any upcoming activities needing custodial services.

Students are kept safe at all times on the school campus. The classroom teachers walk their students to the appropriate area at all times including recess and lunch. The students are supervised before school by yard supervisors. In addition, the students are supervised in the lunchroom and there are several teachers on duty after school to ensure their safety. All teachers on duty are easily identified by wearing a bright green safety vest.

The facilities at Cahuilla Elementary support teaching and student learning. All of the classrooms are spacious and well lit. There is only one bell at the beginning and at the end of the day with no bells occurring during the school day so as not to disrupt the learning process.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/6/2017				
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			Work order on file in M&O office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/6/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	43	33	37	39	48	48
Math	33	30	23	25	36	37

* 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 Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	45	22	44	41	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	14	34.9	40.7

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	96	93	96.9	21.5
Male	56	55	98.2	29.1
Female	40	38	95.0	10.5
Hispanic or Latino	65	62	95.4	19.4
White	17	17	100.0	29.4
Socioeconomically Disadvantaged	85	82	96.5	19.5
English Learners	36	35	97.2	11.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	273	269	98.53	33.09
Male	144	143	99.31	32.87
Female	129	126	97.67	33.33
Black or African American	23	23	100	13.04
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	17	17	100	76.47
Hispanic or Latino	176	174	98.86	27.59
White	44	43	97.73	48.84
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	231	228	98.7	28.95
English Learners	119	117	98.32	23.93
Students with Disabilities	37	34	91.89	20.59
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	273	269	98.53	30.11
Male	144	143	99.31	31.47
Female	129	126	97.67	28.57
Black or African American	23	23	100	17.39
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	17	17	100	82.35
Hispanic or Latino	176	174	98.86	25.29
White	44	43	97.73	39.53
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	231	228	98.7	27.63
English Learners	119	117	98.32	30.77
Students with Disabilities	37	34	91.89	44.12
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
At Cahuilla Elementary, 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 Cahuilla's parent involvement policy by: providing translation for parents at all parent meetings and for all written correspondence. Cahuilla also meets the federal and state requirements for access for persons with disabilities. In addition all parents are invited to become members of the Parent Teacher Organization which provides opportunities for them to support our students through: volunteering in the classrooms, library, picture day, student store, book fairs, field trips, annual carnival, and fundraisers. The PTO also hosts a parents and pastries annual event to encourage parents to get involved with the PTO as well as enjoy breakfast with their child at school. Also, we have a program called Watch D.O.G.S. (Dads of Great Students) that allows fathers to dedicate one day of service to the school a year.

Annually, Palm Springs Unified School District and Cahuilla host a Back to School Night in the fall to visit classrooms and learn about grade level standards as well as celebrate the work that students have produced. Throughout the year Cahuilla teachers organize family nights including Family Reading Night and Science Night. In addition, we we are very proud of our arts program, with two productions throughout the year, our Talent Show and Winter Musical are always favorites with the students and parents.

At Cahuilla Elementary, parents have the opportunity to participate in traditional parent teacher conferences during the designated times of the school year. In addition, SSC meets on a monthly basis to support families and students. Parents and/or teachers are able to call conferences at any time either party feel necessary.

Parents are encouraged to be a part of the following committees: School Site Council and English Language Advisory Council. The parents on these committees play a pivotal role in assisting the school in the development of the school plan, allocation of resources, its implementation, and the annual review of the school plan. The parents on the school site council also help the staff to develop the school's parent involvement policy which is distributed to all parents at the beginning of each school year. In addition, they help identify staff education needs around valuing and supporting parent education.

Cahuilla is a Title I school which requires the development of a compact that is approved by the staff and parents. A copy of this compact is kept in the office. In addition, Cahuilla spends 1% of our Title I dollars on parent involvement including: bilingual aides for translation at parent education meetings, refreshments at parent education meetings, as well as any childcare costs for these meetings.

PTO Contact Person Name: PJ Davis-Lewallen Contact Person Phone Number: 760-416-8161

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Cahuilla Elementary is dedicated to ensuring a safe campus and building a true sense of community within the school. This will be achieved by following our safe school plan and building community through activities such as: , grade level team meetings, Family Nights, Partnership with PS Rotary Club, Parent Teacher Organization activities, awards assemblies, theatre arts productions, and regular parent conferences. Our safety committee meets twice yearly to debrief evacuation drills which are held monthly. We also have a committee which performs a school vulnerability assessment of the entire campus. In addition, our staff wears safety vests during recess, lunch, and after school duty, which make them highly visible while supervising students. Additional drills are conducted when recent events warrant an emphasis of a particular aspect of school safety.

The school wide discipline plan will reflect the expectation that all students adhere to the Self-Manager expectations, and is aligned to the Pillars of Character. The school community will be treated with fairness and respect. Students will be given Caught Being Good Tickets for treating others respectfully and fairly. Students who earn Self-Manager status earn additional recess time as a reward for making good choices.

The staff at Cahuilla makes every effort to keep students safe on school grounds before, during, and after the school day. The school day begins at 8:40 a.m. and dismisses at 3:30 p.m. Students are allowed on campus beginning at 8:05 a.m. for breakfast and the playground opens at 8:20 at which time supervision is provided. All staff members supervise all students at the bus loading zone and the student pick up zone at the end of the school day. All gates to the school are locked during the school day. Any volunteer must first sign a volunteer form, are screened through the Megan's Law web site, meet with the principal, and are fingerprinted if volunteering more than 4 hours. Visitors are required to report to the office to sign in before being allowed on campus. All visitors must wear a visitor badge when visiting the school campus. In addition, Cahuilla added the Raptor Visitor Management system that scans the ID's of all visitors to a national registry of sex offenders. Volunteers who wish to contribute services in an on-going manner, must have a face-to-face meeting with the principal before beginning their service.

Internal emergency procedures are in place and will be adhered to in the event of a catastrophic disaster. Monthly fire and disaster drills take place to ensure all students and staff is prepared for a safe evacuation in the event of an emergency. Finally, a multi-tiered Crisis Response plan is in place as well.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.1	0.9	1.7
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	5.6	6.0	5.5
Expulsions Rate	0.4	0.5	0.3
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		18
Percent of Schools Currently in Program Improvement		69.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	0
Nurse	0.20

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)											
	Average Class Size			**Number of Classrooms***							
Grade				**1-20**			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	20	24	24	2			3	4	4			
1	27	26	20			3	3	3	1			
2	21	25	24	1			3	4	3			
3	21	19	22	2	2	1	2	3	4			
4	28	28	34				3	3				2
5	27	25	27		1	1	3	3	2			1
Other	10	9	6	2	2	1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Teachers, paraprofessionals, volunteers, SSC, and administrators have several opportunities to participate in professional development.

Teachers, paraprofessionals, and administration have received professional development in the areas of Professional Learning Communities, data analysis, standards based instruction, Character Counts, Professional Learning Communities, Write from the Beginning, and effective research based teaching strategies, which include small group instruction, designated and integrated EL support, direct instruction, Specifically Designed Academic Instructing in English, and Write from the Beginning/Thinking Maps. We are also directly working with a trainer from RCOE on effective math strategies. These areas of focus for professional development were chosen based on research and analysis of student assessment data. Regular bi-monthly staff meetings are dedicated to professional development and grade level meetings focus on classroom instruction and implementation of the district-adopted curriculum. Teachers also meet bi-monthly to analyze data and plan instruction. Any teachers experiencing difficulty or in need of improvement receive assistance from the reading coach, instructional strategy coach, and administration. Support includes modeling and demonstration of lessons, in-class coaching, team teaching, and classroom observations with feedback.

SSC members received training at the first SSC meeting of the year. This includes: the role of the SSC and the bylaws for operating as a SSC.
ELAC members received training at the first ELAC meeting of the year. This includes, the role of ELAC and the bylaws for operating as an ELAC.

Volunteers receive training at the volunteer welcome back meeting at the beginning of the year and additional training as needed is provided by teachers

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,618	$47,808
Mid-Range Teacher Salary	$72,472	$73,555
Highest Teacher Salary	$100,635	$95,850
Average Principal Salary (ES)	$127,691	$120,448
Average Principal Salary (MS)	$131,180	$125,592
Average Principal Salary (HS)	$148,859	$138,175
Superintendent Salary	$237,571	$264,457
Percent of District Budget		
Teacher Salaries	35%	35%
Administrative Salaries	5%	5%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$10,911	$2,819	$8,092	$82,950
District	♦	♦	$9,347	$80,689
State	♦	♦	$6,574	$79,228
Percent Difference: School Site/District			-13.4	2.8
Percent Difference: School Site/ State			23.1	4.7

*   Cells with ♦ do not require data.

Types of Services Funded

Programs and supplemental services are provided by Palm Springs Unified School District and Cahuilla to enable students to master standards. Centralized district funds are used for professional development, supplemental educational services, services to homeless students, Program Improvement Services, and Title I program services, curriculum and instructional support, local testing services, ELL services, standards and assessment support, and accounting services.

Homeless students' needs are met through free breakfast and lunch, free uniforms and shoes, counseling, and a community aide to connect parents of homeless students with free or low cost services in the community.

Cahuilla's categorical funds are used to provide professional development, parent involvement and education training, bilingual instructional aides supporting English Language Learners, substitute costs associated with Student Success Team meetings, and data analysis team meetings both focused on creating action plans to support underachieving students in mastering standards while using technology. Also, funds are used to ensure Cahuilla students have access to technology as a daily part of their learning environment. In addition, underachieving students are supported through categorical funds by purchasing supplemental standards-based instructional materials for intervention classes within the school day and providing after school intervention classes.

Funds are utilized to ensure a Tiered approach to instruction. All students receive a Tier I approach including an RTI model referred to as Core Support. Students demonstrating a need for additional support receive it in a Tier II reading program as well--Read Live and Read Naturally GATE. Students in Grade 4 and 5 also receive Tier II support in Mathematics provided by their homeroom teacher.

Cahuilla also provides categorical funds to support enrichment for Gifted and Talented Education students through purchasing supplemental instructional materials as well as providing enrichment classes after school. Specials Education students are supported through categorical funding by providing teacher training, instructional materials, and intervention classes after school.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.