



# Teague Elementary School

4725 N. Polk Ave. • Fresno, CA 93722 • (559) 276-5260 • Grades K-6

Dr. Brian Clark, Principal

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Central Unified School District

4605 North Polk Ave.

Fresno, CA 93722

(559) 274-4700

[www.centralunified.org](http://www.centralunified.org)

### District Governing Board

Mr. Jason R. Paul, Area 1

Mr. Yesenia Z. Carrillo, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

Mr. Richard A. Solis, Area 5

Mrs. Terry Cox, Area 6

Mr. Naindeep Singh Chann, Area 7

### District Administration

Andrew G. Alvarado

**Superintendent**

Mrs. Ketti Davis

**Assistant Superintendent,  
Educational Services**

Mr. Jack Kelejian

**Assistant Superintendent, Human  
Resources**

Mr. Steve McClain

**Assistant Superintendent, Chief  
Business Officer**

Mr. David Paliughi

**Administrator, Special Education &  
Support Service**

Mr. Paul Birrell

**Director, 7-12 & Adult Education**

Dr. Tami Boatright

**Director, K-8 Education**

### School Description

Teague Elementary School is a diverse learning environment that is student-centered and community-driven. Our school belongs to the community and all stakeholders work collaboratively to provide the optimal academic environment by cultivating a welcoming environment in which student success, academic and social, is at the forefront of all school objectives. Teague is nestled in West Fresno and is truly a community hub in which many of our families reside in very close proximity to the school. Following the "Central Way", Teague places great importance in meeting students, "where they are" academically. This is something that the staff works diligently towards. Our mission is to offer quality instruction in the core subject areas. Teague has a staff of highly qualified teachers who utilize a myriad of instructional strategies to help our students experience academic success. Through direct instruction, teachers are able to educate students by sharing their expertise. They effectively differentiate instruction to meet a broader range of the needs that students may have. This helps us obtain the primary goal of creating the optimal academic environment, which in turn allows Teague staff to build and teach the "whole child."

Central Unified School District has made a commitment to address the socio-emotional needs of students. The belief is that students at Teague and throughout the district, need support that expand beyond academics. We have incorporated a program called Second Step that serves to educate students on issues involving being a good citizen, building self-worth/self-esteem, and understanding resilience. The Second Step program is used within the classroom setting, but it's messages address concepts that will benefit students in their lives. Our students learn about empathy, perseverance, bullying prevention, and fair play.

The staff works to contribute to our students being well-rounded and able to compete, academically, on a level outside of their community. The interventions that are in place at Teague are geared towards assisting students that may have intense learning deficiencies and challenging those students who may be functioning at a higher academic level. The reading labs at Teague are staffed by qualified instructors who are well trained at assessing students and supporting them within the regular classroom setting as well as in a pullout program. Many of the teachers at Teague participate in tutorial programs that offer tutoring in core subject areas (Math, English Language Arts, etc.). Teague Elementary has a Reading Intervention Program that has been rebuilt to accommodate a three-tier program. Tier one of the program provides the opportunity for certificated teachers to support the reading instruction for students in the classroom by providing core instruction to all students. Tier two is based on F&P scores where students are identified for additional reading intervention. Students two years below grade level receive instruction in a small group setting based on their needs. Support is provided through our site literacy team that provides three reading teachers and several Teaching fellows. Each team will push into classrooms and support the tier two students. Students identified more than two years below reading levels will then be in tier three where students are pulled out into intensive groups of no more than 5 students at a time. Students will receive specialized instruction in reading and literacy skill development.

The commitment to address the needs of English Learners (EL) is evident. Teachers have a block of instructional time per day in which they work to help English learners acquire the skills necessary for them to be successful academically. Teague will continue to use the ELPAC test and other assessments to determine the learning needs of our EL learners. Teague is also looking to continue with parent classes designed to assist parents in English language acquisition as well.

Lastly, the caring and support that staff gives to students is an added bonus. Our staff, many of which are veterans, take great pride in our students. They have developed a positive rapport with families and have a sense of urgency regarding our students academic and social success. This is why our daily saying is to "Take pride in your school, in your education, and in yourselves."

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

## 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	77
Grade 2	98
Grade 3	103
Grade 4	89
Grade 5	122
Grade 6	100
<b>Total Enrollment</b>	<b>691</b>

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	13.6
American Indian or Alaska Native	1.3
Asian	10
Filipino	0.3
Hispanic or Latino	67.9
Native Hawaiian or Pacific Islander	0.1
White	5.1
Two or More Races	1.7
Socioeconomically Disadvantaged	94.4
English Learners	20.1
Students with Disabilities	8.8
Foster Youth	2
Homeless	0.3

## 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 for Teague Elementary	17-18	18-19	19-20
With Full Credential	28	34	31
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Central Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	711
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at Teague Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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 2019-20)**

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees reviews and adopt based on the recommendation of the district adoption committees and Educational Services.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>Pearson Envisions K-6 Adopted 2016-2017</p> <p>Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Science	<p>Discovery Education Science K-6 Adopted 2019-2020</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
History-Social Science	<p>Houghton-Mifflin Adopted 2006-2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Teague sits on 17 acres and 72,438 square feet. It contains 39 classrooms at 37,061 sq ft, and 14 restrooms at 1,920 sq ft. The oldest main building was built in 1938. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', work orders have been created and maintenance will be done before the end of the 2019-20 school year. Maintenance items will be prioritized so that student safety is not compromised. The overall rating for this school is 'fair'.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 5/21/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	CEILING TILE HAS A WATER STAIN WALLPAPER TORN CEILING TILE IS BROKEN CEILING TILE IS LOOSE CARPET IS WORN CARPET IS STAINED DRAWER IS BROKEN RUG CREATING TRIP HAZARD RUBBER TRIM MISSING FLOOR TILE BROKEN SOAP DISPENSERS BROKEN
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	ELECTRICAL COVER MISSING OUTLET IS BROKEN CONDUIT END CAP MISSING LIGHT DIFFUSER IS LOOSE CORDS CREATING TRIP HAZARDS
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	EVACUATION MAP NOT POSTED PAINT PEELING PLUG IN CANDLE WARMER IMPROPERLY STORED ITEMS FIRE EXTINGUISHER NOT MOUNTED
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Fair</b>	WORK ORDERS HAVE BEEN SUBMITTED TO ADDRESS NEEDED REPAIRS AND / OR CORRECTIVE ACTION

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	24	30	44	44	50	50
Math	18	26	31	33	38	39

Note: 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.

Note: ELA and 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.5	41.9	25.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	414	407	98.31	30.22
Male	204	201	98.53	28.36
Female	210	206	98.10	32.04
Black or African American	59	59	100.00	32.20
American Indian or Alaska Native	--	--	--	--
Asian	39	36	92.31	36.11
Filipino	--	--	--	--
Hispanic or Latino	278	274	98.56	28.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00	30.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	400	393	98.25	29.77
English Learners	108	104	96.30	25.96
Students with Disabilities	51	47	92.16	2.13
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	12	12	100.00	50.00
Homeless	--	--	--	--

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 2018-19 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	414	409	98.79	25.67
Male	204	201	98.53	26.37
Female	210	208	99.05	25.00
Black or African American	59	59	100.00	28.81
American Indian or Alaska Native	--	--	--	--
Asian	39	39	100.00	25.64
Filipino	--	--	--	--
Hispanic or Latino	278	273	98.20	26.01
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00	25.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	400	395	98.75	26.08
English Learners	108	106	98.15	30.19
Students with Disabilities	51	47	92.16	2.13
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	12	12	100.00	33.33
Homeless	--	--	--	--

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 school site

### Opportunities for Parental Involvement (School Year 2019-20)

Parents associated with Teague are active in the daily operations of our school. We have staff members who are also parents of Teague students who regularly volunteer their time and energy to supporting activities. Our parent group, known as the Parent Faculty Club (PFC), are very active. They raise funds and use those funds to contribute to student body, athletics, and teachers. Parents at Teague are also part of the community center and Central Community Church located across the street from the school. Parents bring resources from those stakeholders onto campus which translates to more success for our students. Parents are encouraged to join the School Site Council, ELAC, and various events geared towards making Teague a place where parents feel welcome and a part of what goes on. Translation and interpretation services are provided.

Parents continue to have opportunities to take parenting classes here at Teague. Classes are tentatively slated to begin at the beginning of the second semester of the 2019-2020 school year.

Contact Person Name: Dr. Brian Clark

Contact Person Phone Number: (559) 276-5260

**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**

Student safety at Teague Elementary School is paramount to the community. The information provided by our Annual School Safety Survey helps assess our safety practices and adjust as necessary. Supervision is provided from 7:30 am when the campus opens and concludes at 6:00 pm when the campus closes. Staff is strategically posted for duty throughout the day to ensure supervision and safety. Ongoing surveillance of the school via security cameras is a definite plus. These cameras are monitored by administrators. The perimeter of the campus and its entrance points are regularly monitored. All visitors check in at the office through a system called "Raptor" and receive a badge to designate to all site staff the person has registered in the office. The campus is equipped with an intercom system that reaches each classroom as well as the site phone system.

A school alarm system can be armed with ease and is used for emergency drills as well as fire drills, lockdowns, evacuation drills, etc. These drills are practiced monthly.

Teague's Site Emergency Response Plan entails management, planning, first aid, food/water/supplies, traffic, public information, search and accountability, student assembly/shelter and release, grounds and maintenance, bilingual translators. The Site Emergency Response Plan can be accessed in the front office upon request. The Site Emergency Response Plan was approved by the school site council president on December 17, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.5	7.9	4.9
Expulsions Rate	0.4	0.3	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	6.0	7.1
Expulsions Rate	0.4	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	691.0

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

\* 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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	4		18	5			26		4	
1	24		4		23		4		19	3	1	
2	25		4		24		4		25		4	
3	28		4		22		4		25		4	
4	31		3		31		4		29		3	
5	29		4		35			3	30		4	
6	28	1		3	29	1		3	27	1	3	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	19	20	21

The primary focus of staff development continues to be a focus on positive behavior intervention supports (PBIS) using a tiered system. Professional development (PD) meetings focus on various strategies geared to address the diverse needs of students at Teague Elementary School. A PBIS team was assembled and meets regularly to discuss school-wide progress in addressing the needs of at-risk students and the student population as a whole. Teachers also attend workshops and conferences outside of school giving them an opportunity to collaborate with other educators dealing with similar issues around school culture and climate. Also, during the 2019-2020 school year, all teachers are receiving training on using the Science curriculum and proper delivery of Next Generation Science Standards (NGSS). Teachers at Teague participate in CGI training regarding math strategies and have hosted training and provided opportunities for other educators to observe CGI strategies within the classroom setting at Teague.

Teachers at Teague are also provided professional development at the district level through district-wide grade-level collaboration that affords them opportunities to address information regarding assessments, BEST practices for effective instruction, differentiation, technology, professional learning communities, and planning. Teachers are supported with substitutes if PD is during the day. Most PD occurs on Wednesdays during principal days. Teachers are also provided with subs to meet with the principal for goal-setting meetings and data review meetings.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,520	\$51,374
Mid-Range Teacher Salary	\$68,110	\$80,151
Highest Teacher Salary	\$89,569	\$100,143
Average Principal Salary (ES)	\$109,417	\$126,896
Average Principal Salary (MS)	\$114,433	\$133,668
Average Principal Salary (HS)	\$121,149	\$143,746
Superintendent Salary	\$201,571	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	5%	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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,690.52	\$417.50	\$5,273.02	\$68,924.43
District	N/A	N/A	\$8,972.98	\$72,234.80
State	N/A	N/A	\$7,506.64	\$82,031.00

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-51.9	-4.7
School Site/ State	-82.0	-19.8

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

**Types of Services Funded**

The bulk of Teague's funding continues to be in support of providing highly qualified staff (HQ) for the instruction of our students. Student literacy and a commitment to instruction that is differentiated continue to be a primary focal point in 2019-2020. iSchool funding has been made available to teachers an opportunity to purchase various items above and beyond the regular classroom materials. This will allow them to have access to needed supplementary materials geared towards enhancing student's learning experiences. Also, other funding has been allotted to schools for the purpose of creating incentives for improving attendance as well as rewarding students for placing emphasis on their education.

Teague's budget indicates strident use of funds used for incentives geared toward celebrating positive behaviors. Funds are used to support educational field trips and to purchase "SWAG!" such as medals, certificates, etc.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.