Foster City Elementary School

461 Beach Park Blvd • Foster City, CA 94404 • (650) 312-7522 • Grades K-5
Patrick Hurley, Principal
phurley@smfcsd.net
http://foster-city.smfcsd.net

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

School Description

The Foster City School community of students, staff and parents work together to develop positive self-esteem, social responsibility and academic success for all students. Teachers have high expectations and believe all students can be successful in school through the use of standards-based instruction. Individuality is respected by making the curriculum accessible to all students through differentiated instruction. Foster City School students learn Life Skills in order to become responsible, caring members of the community. Working together, parents and staff will guide students on their journey as life-long learners.

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	166
Grade 1	148
Grade 2	184
Grade 3	132
Grade 4	113
Grade 5	123
Total Enrollment	866

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	54.5
Filipino	3.1
Hispanic or Latino	7.6
Native Hawaiian or Pacific Islander	0.2
White	23.2
Two or More Races	9.8
Socioeconomically Disadvantaged	4
English Learners	24
Students with Disabilities	5.8

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 Foster City Elementary	17-18	18-19	19-20
With Full Credential	39	38	45
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Mateo-Foster City	17-18	18-19	19-20
With Full Credential	♦	♦	623
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Foster City 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)
Quality, Currency, Availability of Textbooks and Instructional Materials

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Textbooks and Instructional Materials
Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	The following textbooks and materials were adopted in April 2017 or as indicated: Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011, English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017; Grades 6-8, SpringBoard, The College Board, California Edition, 2017; **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK Grades K-5, EnVision, Pearson, 2015 (SMFC Board Adopted 2016) College Preparatory Mathematics (CPM) - Core Connections, Course 1; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 6 College Preparatory Mathematics (CPM) - Core Connections, Course 2; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 7 College Preparatory Mathematics (CPM) - Core Connections, Course 3; Version 5.0 (2013) (SMFC Board Adopted, 2015) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Algebra; Version 5.0 (2013) (SMFC Board Adopted, 2016) Grade 8 College Preparatory Mathematics (CPM) - Core Connections, Geometry, Version 5.0 (2013) (SMFC Board Adopted, 2017) Grade 8 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	The following textbooks and materials were adopted as indicated below: Grades K-5, Delta Education-Full Option Science System (FOSS) (2007) (SMFC Board Adopted in 2007) Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	The following textbooks and materials were adopted in May 2007: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	The following textbooks and materials were adopted by the District in 2003 for Grades 6-8: Spanish, Glencoe/McGraw Hill, Como Te Va French, Glencoe/McGraw Hill, Bon Voyage **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	The following textbooks and materials were adopted by the District as indicated below: Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015) Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016) Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The San Mateo-Foster City School District makes great efforts to ensure that all schools are clean, safe and functional. To assist in these efforts, the District has developed and the Board of Trustees has approved, a District-wide Facilities Implementation Master Plan in order to bring each school site up to district facility standards for educational excellence. To support that effort, in 2008 the community passed a $175 million facilities bond to repair, renovate, upgrade and increase capacity at District schools. Bond funding has been used to upgrade facilities over the past 10 years. Foster City underwent a full modernization encompassing all classrooms. A new Multi-Purpose Room and administration building were constructed, age-appropriate play structures were added to the campus, student classroom furniture was replaced, exterior painting was completed and perimeter fencing was installed for school security.

In 2015, the community once again passed a $142 million bond (Measure X). Phase I is well underway, adding classrooms and a gym at Abbott and Borel and a gym at Bayside Academy, in addition to a new fourth elementary school in Foster City.

With the passing of the State Facilities Bond in November 2016, the District will seek any State Modernization matching funds on a percentage basis to assist with the expenditures for any major planned modernization work projects.

The District's Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the maintenance department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. The Principal, along with the maintenance staff, work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each schools facility. This evaluation is completed annually for each site. The following school site inspection was performed during the month of December 2019, to determine the school facility's good repair status.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/04/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Heater not working in the principal's office and will be repaired.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Restroom floors need to be scrubbed. Geese on play yard field. Squirrels present on lunch court yard.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Boys' restroom near room 39 is clogged and will be repaired.
Safety: Fire Safety, Hazardous Materials	Fair	Staff needs to keep clearance in front of all electrical panels on campus.
Structural: Structural Damage, Roofs	Good	The gate between annex and the playground is broken and will be repaired. Door in the office will be secured.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
Overall Rating	**Good**	

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	80	80	62	62	50	50
Math	83	84	55	56	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	4.0	33.9	49.2

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	367	362	98.64	79.83
Male	207	204	98.55	75.00
Female	160	158	98.75	86.08
Black or African American	--	--	--	--
Asian	191	188	98.43	83.51
Filipino	--	--	--	--
Hispanic or Latino	25	24	96.00	83.33
White	102	101	99.02	73.27
Two or More Races	35	35	100.00	77.14
Socioeconomically Disadvantaged	18	18	100.00	66.67
English Learners	103	98	95.15	70.41
Students with Disabilities	22	22	100.00	27.27

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	367	367	100.00	84.47
Male	207	207	100.00	85.02
Female	160	160	100.00	83.75
Black or African American	--	--	--	--
Asian	191	191	100.00	91.62
Filipino	--	--	--	--
Hispanic or Latino	25	25	100.00	72.00
White	102	102	100.00	72.55
Two or More Races	35	35	100.00	91.43
Socioeconomically Disadvantaged	18	18	100.00	66.67
English Learners	103	103	100.00	81.55
Students with Disabilities	22	22	100.00	36.36

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)
Parent Involvement Contact:
Name - Deepti Jain
Email - Deepti_26@hotmail.com
School Phone - 650-312-7522

Foster City School enjoys a high level of parental involvement. Nearly 10,000 hours of volunteer time are contributed annually. These efforts are centered on classroom activities as well as various PTA sponsored events such as Art-In-Action, Family Math and Science Night, Family Art Night and Teacher Appreciation Week. The PTA furthers education through activities such as the Scholastic Book Fair which raises funds for the library and classrooms. It also concentrates heavily on the safety of students by providing emergency supplies for students in the event of a disaster. Foster City School has developed a successful communication network through its PTA Website which advises parents of upcoming school events, principal's newsletter, various flyers, and a District newsletter. Foster City School also has an active English Learner Advisory Council (ELAC) and School Site Council (SSC). Foster City School has developed a creative and extensive network of support for the school through the supportive interactions of the PTA, School Site Council, community organizations, parents and the school staff.

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

The San Mateo-Foster City District Handbook, updated each school year, contains the "Guiding Principles for All SMFCSD School Communities" aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety and life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with State Education Code, policies of the San Mateo-Foster City School District Board of Trustees and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.1	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.2	1.6
Expulsions Rate	0.0	0.0	0.0

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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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	24		8		23		8		24	1	6	
1	24		6		25		7		24		6	
2	24		5		23		6		22	1	7	
3	24		6		25		5		24		6	
4	30		5		30		4		28		4	
5	22	1	5		30		5		31		4	
Other**					10	1						

*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	3	3	3

Professional Development

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, staff meetings, scheduled release times during the school year, on early release days and during the summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted materials for mathematics and English Language Arts/English Language development. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted ELA/ELD, Mathematics and NGSS Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Teachers engage in a variety of Professional Development structures including, site or department specific PD, teacher learning communities within and across sites and in departments or grade levels - both in large and small groups. Our district also coordinates district-level training with site-based professional development opportunities based on site data. Over the last year, district and site leaders developed professional learning opportunities by evaluating and adjusting our professional growth strategies, first by gathering immediate feedback (e.g., exit tickets and feedback surveys) from teacher and leader training and collaboration sessions. This data was then used to adjust and focus training and collaboration strategies during the year. We also evaluate and adjust professional growth strategies through on-going examination of student performance data (academic and wellness). District leadership meets quarterly with school leaders to review current student data, to identify the professional growth causes for student successes and challenges, to monitor the impact of key professional growth strategies and to plan forward. This work then informs the district's LCAP and each site's SPSA. In parallel with this work, site leaders lead the same process with teacher teams using more specific data (e.g. grade-level and classroom data), where they couple that data with teacher reflections on their professional learning and plan month-to-month adjustments in professional learning strategies and yearly adjustments in their SPSAs. District leaders also lead a similar process with SMFCSD teacher union representatives to elicit their feedback on the district professional growth strategies and to get their recommendations for strategy adjustments in the district LCAP. Additionally, starting this year, SMFCSD will gather once-a-year survey feedback from teachers on their professional learning needs and on their experience of current strategies which will inform yearly adjustments to LCAP and SPSA professional growth strategies.

Our beginning teachers also receive additional professional development provided by our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$54,964	$45,741
Mid-Range Teacher Salary	$81,282	$81,840
Highest Teacher Salary	$103,366	$102,065
Average Principal Salary (ES)	$150,938	$129,221
Average Principal Salary (MS)	$157,932	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$206,594	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	36%
Administrative Salaries	5%	5%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	$6,984	$768	$6,216	$98,654
District	N/A	N/A	$8,030	$82,872.00
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-25.5	17.4
School Site/ State	-18.8	17.6

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

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.

Types of Services Funded

Types of Services Funded

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists).

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.