Lindbergh Elementary School

3300 Cedar Street. • Lynwood, CA 90262 • (310) 603-1521 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Lynwood Unified School District
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Assistant Superintendent Educational Services

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Assistant Superintendent Human Resources

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Chief Business Official

District Vision and Mission Statement

LUSD Mission Statement

The mission of Lynwood Unified School District, the cultivator of innovative thinkers, is to ensure each student fearlessly achieves his or her highest academic and personal aspirations while contributing to the greater society through a unique system distinguished by:

- People of great character who inspire and lead by example
- The instilling of courage to be creative
- The transformative uses of technology
- Safe and clean environments
- The honoring of all voices of our community

Principal- Arturo Navar

Supporting the mission of the LUSD are the following objectives:

- All students graduate college ready to achieve their highest academic and personal aspirations
- All students possess noble character
- Each student fulfills his/her vision of personal and professional success
- Each student actualizes his/her true identity through leading a purposeful life
- All students exceed grade level achievement and college content readiness assessments

School Vision and Mission Statement

Charles Lindbergh Mission Statement

Charles A. Lindbergh School is committed to providing a nurturing environment committed to achieving excellence by implementing a comprehensive educational program that promotes high standards in a risk free environment while developing self-esteem, responsibility, respect and wellness. All students are challenged to reach their maximum potential by learning at their functional level to provide a solid foundation of skills, knowledge and values to pursue lifelong learning and become constructive members of society. We are committed to providing a quality-learning environment so that each student can maximize his or her individual potential through a balanced curriculum, which emphasizes academic, social and physical growth. Possession of these skills and abilities will enable our students to be successful and productive in the 21st century.

We believe that all learners must become:

- Effective Communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information.
- Inspired Learners who are accountable for demonstrating, assessing, and directing their present and life-long intellectual growth.
- Productive Workers who perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility.
- Responsible Citizens who have a global and multi-cultural perspective, and who take the initiative for improving the quality of life for self and others.
- Resourceful Thinkers who independently and creatively strive to solve complex problems through reflection, taking risks, and thinking critically.

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	116
Grade 1	90
Grade 2	97
Grade 3	101
Grade 4	93
Grade 5	93
Grade 6	109
Total Enrollment	699

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	0.1
Asian	0.4
Hispanic or Latino	90.6
Native Hawaiian or Pacific Islander	0.9
White	0.6
Two or More Races	0.1
Socioeconomically Disadvantaged	95.7
English Learners	36.8
Students with Disabilities	8.2
Foster Youth	0.9
Homeless	5.2

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 Lindbergh Elementary	17-18	18-19	19-20
With Full Credential	32	31	28
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

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

Teacher Misassignments and Vacant Teacher Positions at Lindbergh Elementary School

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

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials
Year and month in which data were collected: 10/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt Big Day for Pre-K Teaching Guide, 2015 Houghton Mifflin Harcourt Journeys CA Student Edition Set K, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Set Grade 1, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 2, Volume 1 & 2, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 3, Volume 1 & 2, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 4 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 5 SRA McGraw Hill StudySync Student Edition Grade 6 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Houghton Mifflin Harcourt California Go Math, 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	MacMillan McGraw Hill CA Science Science 2008 (K-6) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Scott Foresman History-Social Science for CA Social Studies 2006 Gr K-5 Holt, Rinehart & Winston World History-Ancient Civilizations Social Studies, 2006 Gr 6 **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)

Originally built in 1928, Lindbergh Elementary throughout the years has been remodeled and expanded to meet the needs of the student population. The most recent expansion was completed on September 2, 2004. The expansion included the addition of a new building with 3 classrooms and a computer lab. All classrooms and offices are all kept in fair operating condition through the daily maintenance of our custodial staff and the District Service Center that makes repairs to the school facilities when needed.

The school grounds, classrooms and restrooms are cleaned on a daily basis by our custodial staff. All staff supervise students throughout the day to assure that the entire campus is kept clean and free from litter.

For the 2011-2012 school year, the district upgraded the first through sixth grade playground. This included the removal of playground equipment that did not meet current safety standard. This playground was also resurfaced to make the playground accessible to all students, including those with disabilities.

For the 2012-2013 school year, Lindbergh was repainted. Grass was planted in the play area. Trees were planted to provide students with more shade. The playground asphalt was completely removed and replaced to repair all cracks. These repairs were paid for through Measure A Funds.

For the 2013-2014 school year, Lindbergh received new asphalt throughout campus. These repairs were made possible through Measure K Funds. Additional paving replacement of the remaining of campus were completed in December 2015. Additional fencing installation and repairs completed in 2015. Entire school facility under Proposition 39 the lighting system were replaced with state of the art lighting and controls and new energy management system installed for energy savings of all HVAC system. Additional repairs and improvements are scheduled during 2016 to enhance play surface at Kindergarten area, basketball courts and field irrigation improvements.

For the 2017-2018 school year, Lindbergh received new 6' perimeter fencing. These repairs were made possible through Measure K funds. Three bungalows were removed and consolidated to create a much needed 24 space staff parking lot. Three classrooms received new carpeting in bungalows with severely dilapidated carpet. New asphalt replacement between K-1 hallway. New Asphalt (phase II) between K-1 & Office and 2nd Grade for better drainage.

For the 2018-2019 school year, Lindbergh received new slurry on front parking lot with new striping. Two buildings received new updated fresh paint. Grounds keeping updating irrigation system, seeding field and grading. Updated Parent center with new technology: 2 65" televisions, chrome cart, carpet, cabinetry for meetings and student collaboration. 11 HVAC units were replaced by district office in an effort to update/upgrade A/C units. Mural was painted on Playground wall to enhance and beautify school. Mural was completed in collaboration with community, parents, district and students.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/14/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No gas leaks reported, 11 HVAC units replaced, sewers cleared.
Interior: Interior Surfaces	Fair	Ceiling tiles stained, plaster and paint damage in room 43. Ceiling tiles replaced and wall repairs completed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School cleanliness is good, grounds maintained. Pest/Vermin inspections up to date.
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Updated and cleaned regularly
Safety: Fire Safety, Hazardous Materials	Good	Updated and maintained regularly
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Awaiting new playground apparatus. Grounds good condition. Windows/Doors/Gates/Fences in good condition
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	28	37	35	38	50	50
Math	21	26	24	26	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	23.3	18.6	4.7

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	377	372	98.67	37.37
Male	190	187	98.42	30.48
Female	187	185	98.93	44.32
Black or African American	21	21	100.00	33.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	349	344	98.57	37.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	361	356	98.61	36.52
English Learners	204	200	98.04	26.50
Students with Disabilities	27	27	100.00	18.52
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	22	22	100.00	0.00

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	377	374	99.20	25.67
Male	190	188	98.95	21.81
Female	187	186	99.47	29.57
Black or African American	21	21	100.00	14.29
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	349	346	99.14	26.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	361	358	99.17	26.26
English Learners	204	202	99.02	21.29
Students with Disabilities	27	26	96.30	3.85
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	22	22	100.00	0.00

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 and the community are very supportive of the educational programs at Lindbergh Elementary. The Lindbergh Elementary PTO and parent volunteers assist with field trips, various monthly recognition/ celebration programs and organizing the school festivals held each Winter and Spring as well as fundraising and overall support for our students. Parent involvement is also instituted through our School Site Council, School Advisory Council and English Learners Advisory Committee. These parent organizations and councils conduct monthly meetings that are open to the school community. All parents are encouraged and welcome to attend. Our parent involvement efforts are coordinated by our Instructional Lead, Assistant Principal, and Principal. Parents are also invited monthly to "Coffee with the Principal" to open dialogue, provide support and build relationships with the community in an effort to provide opportunities of communication and understanding.

Numerous programs and activities are enriched by the generous contributions made by the following organizations: Target Stores, Lindbergh Parent-Teacher Organization, and Studio 1 photos.

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
Safety of students and staff is a primary concern at Lindbergh Elementary. Administrators and teachers and staff regularly monitor the campus. Students are supervised at all times, with campus monitors overseeing safety during lunch, recess, before and after school. After school, teachers escort their classes to designated pick-up gates for dismissal. Kindergarteners are released only to their parents or caregivers. The school welcomes parents and community members to visit the campus. However, as part of our closed campus policy, any visitors wishing to be on school grounds during operating hours must sign in at the school office and obtain a visitor's pass or wear identification badges throughout the duration of their stay.

The school safety plan is revised every year in January by a Safe School Committee, comprised of an assortment of staff members. Revisions are shared immediately with all members of the staff and parents. The key elements outlined within the plan include: 1) child abuse reporting procedures; 2) teacher notification of dangerous pupils procedures; 3) disaster response procedures; 4) procedures for safe entrance and exit from school; 5) sexual harassment policy: 6) suspension and expulsion policies; 7) dress code; and, 8) discipline policies. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during disasters. Fire and disaster drills are conducted on a monthly basis throughout the school year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	1.0	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.5	3.3	3.1
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	1.2

* 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	20	5	1		28		4		23	1	4	
1	21	2	3		26		4		22		4	
2	24		4		26		4		22	1	3	
3	20	1	4		23		4		22	1	4	
4	32		4		29		3		30		3	
5	30		4		30		4		29		3	
6	23	1	4		26	1	4		27		4	
Other**					6	1			9	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			

During the Summer vacations teachers have been given the opportunity to participate in staff developments that are called Summer Institutes. These institutes are 3 days in length. The topics have included Math, Language Arts, Writing, English Language Development and student engagement. These staff developments have been selected based on surveys that have been given to all stakeholders. In addition, Math and Language Arts are the subject areas that are tested at the end of the year in state tests.

Teachers are supported with after school workshops and Saturday trainings throughout the year. School district coaches have been hired to assist teachers in implementing district-wide initiatives.

Lindbergh is also implementing the district's multi-year professional development plan. This plan provides training for all coaches, administrators, and teachers and includes:

- Curriculum Alignment Institutes
- Researched based professional development that supports students' needs and based on student data
- Instructional Coach Training
- Site Administrative Training and Coaching
- Summer Strategies Training and Practicum (with ELD/Academic Language Development for English Learners) outlined throughout the year
- Professional development for teachers & administrators on instruction in Standard English for African American students which includes follow up work with teachers and students

The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff. The monitoring system includes follow up sessions and site visits from district professional development facilitators.

Currently, Lindbergh teachers are being trained in Culture Proficiency by the Dr. Howard group based out of UCLA. The goal of this training is have a better understanding of different cultures and how culture plays a role in a child's education within a school setting.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,555	$51,374
Mid-Range Teacher Salary	$81,123	$80,151
Highest Teacher Salary	$94,480	$100,143
Average Principal Salary (ES)	$114,587	$126,896
Average Principal Salary (MS)	$116,221	$133,668
Average Principal Salary (HS)	$129,242	$143,746
Superintendent Salary	$225,000	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	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	5964	730	5234	83323.65
District	N/A	N/A	5413	$79,588.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.4	6.6
School Site/ State	-22.7	6.8

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

The Lynwood Unified School District is committed to academic excellence by providing the best possible learning opportunities for all students. Our district provides a wide variety of academic programs and socio-emotional services for students to reach their academic goals. Some of the programs and services provided for students in Lynwood Unified School District include:

- Title I
- Migrant Education
- SES Tutoring
- Title III - Interventions
- LCAP
- English Language Proficiency Assessments for California (ELPAC)
- AVID
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens
- Positive Behavior Interventions and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Fieldtrips

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.