



# Rancho Mirage Elementary

42-985 Indian Trail Rd. • Rancho Mirage, CA 92270-4102 • 760-836-3680 • Grades K-5

Dr. La-Trice Johnson, Principal

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



### **Palm Springs Unified School District**

150 District Center Drive  
Palm Springs, CA 92264  
(760) 883-2700  
[www.psusd.us](http://www.psusd.us)

#### **District Governing Board**

John Gerardi, President

Karen Cornett, Clerk

Richard Clapp, Member

Madonna Gerrell, Member

Timothy S. Wood, Member

#### **District Administration**

Sandra Lyon, Ed.D  
**Superintendent**

Michael Swize, Ed.D  
**Assistant Superintendent,  
Educational Services**

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

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

### **School Description**

#### **Mission:**

As a professional learning community, we, at Rancho Mirage Elementary School, will work collectively to provide a safe school environment that embraces diversity, and ensure that all students meet/exceed the California State Standards, and exhibit their personal best as we prepare them to be college and career ready, as well as productive citizens of society.

#### **School Description:**

At Rancho Mirage Elementary School, the staff, students, and parents are a "Community of Learners". We work collaboratively to provide rigorous instruction aligned with the California State Standards. We provide a safe, student-centered learning environment. Students are supported academically, and socio-emotionally. Academically, the California Department of Education, in conjunction with the Palm Springs Unified School District provides instructional frameworks for each grade level and subject area. Rancho Mirage Elementary School is dedicated to providing a rich California Common Core State Standards-based curriculum with high expectations that ensures all student's learning needs are met. Students are supported to meet or exceed state standards. Benchmark assessments and progress monitoring are on an on-going basis for all students. In-school Tier 2 intervention, as well as before and after school intervention programs are implemented for students not yet meeting standards. Students are recognized for academic and behavioral achievement throughout the school year during monthly Flag Assemblies, Accelerated Reader Awards Assemblies, monthly Sight Word Award Assemblies (K-1), Trimester Awards Assemblies (Gr. 1-5). Areas of recognition include: ELA, Math, Academic Improvement, and Character based on Wooden's Pyramid of Success. Students receive Ram Pride Tickets for making positive choices. These tickets are entered into a prize drawing. An assembly is also held for those students making a year's growth on the ELA and Math state test.

Socio-emotionally, students have various opportunities to be recognized for positive choices, and interact through group programs. We are in partnership with McCallum Theatre. Students are exposed to artistic educational-aligned workshops in school, and performances at the theatre throughout the school year. Rancho Mirage Elementary students also have the opportunity to participate in music education, Red Hot Ballroom (ballroom dancing), Tools for Tomorrow (literacy-based drama), other district events (Spelling Bee; Science Fair), and school-wide performances (ex/ Winter Program; Talent Show) and peer interactions through classroom projects, growth mindset, and STEAM-based activities. These all aid in students' socio-emotional growth. We have a very dedicated Parent Teacher Group (PTG), which meets monthly and has diligently provided support for all students and staff.

## 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	58
Grade 1	75
Grade 2	82
Grade 3	84
Grade 4	64
Grade 5	75
<b>Total Enrollment</b>	<b>438</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.2
Asian	1.6
Filipino	2.5
Hispanic or Latino	63.5
Native Hawaiian or Pacific Islander	0.5
White	24.9
Two or More Races	2.1
Socioeconomically Disadvantaged	81.1
English Learners	29.5
Students with Disabilities	13.5
Foster Youth	0.2
Homeless	17.6

## 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 Rancho Mirage	17-18	18-19	19-20
With Full Credential	22	23	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Palm Springs Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1018
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	47

### Teacher Misassignments and Vacant Teacher Positions at Rancho Mirage Elementary

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)**

The Educational Services department assigns a committee to review state approved textbooks according to the cycles of curriculum frameworks. A recommendation is then made to the Board of Education and textbooks are approved before they are purchased. 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. This includes Bridges, Wonders Reading, Reflections Social Studies, and California Science. All textbooks are current. Wonders Language Arts is being used in grades 1-5. Supplemental materials are purchased to support the California standards with school funds.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 24, 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Wonders/McGraw-Hill Education 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Mathematics</b>	Bridges Math/ The Math Learning Institute 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Science</b>	California Science/Harcourt 2007-2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>History-Social Science</b>	Reflections/Harcourt 2006-2007 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)**

Nestled in the environmentally protected desert cove, Rancho Mirage School provides a safe, clean and effective environment for learning. The 39-year-old school was remodeled as a result of state funds provided by a 1995 bond issue. In the summer of 2001, five portable classrooms were replaced and a two-story six-classroom building was built. In the summer of 2004, three more portable classrooms were removed, replaced with another two-story building. Thirty classrooms are now available. The primary, kindergarten, and intermediate playground were renovated in the summer of 2013. Shade structures, shade trees, benches and additional drinking fountains have been provided by parents and the Parent Teacher Group. Parking lots for staff, parents and community are provided on either side of the school. A zone for parents to drop off and pick up students provides additional safety for all students not riding the bus or walking. Supervision of students is provided starting at 8:00 A.M. The ASES program provides after school tutorials, homework assistance, and after-school activities at no charge to approximately 100 students. All gates to the school are locked during the school day, with access available only through the office. All buildings are connected to a security system that has kept vandalism and theft to a minimum. Two full-time custodians are assigned to the school, one during the school day and one in the evening. Handicap access is available school wide. Visitors comment frequently on the beauty and cleanliness of the school, and we are proud of the magnificent setting of our campus.

**School Facility Good Repair Status (Most Recent Year)**

**Year and month in which data were collected: 11/27/19**

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	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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	55	56	40	42	50	50
Math	46	47	26	28	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	12.7	18.3	31.0

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	219	218	99.54	55.50
Male	98	97	98.98	58.76
Female	121	121	100.00	52.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	135	135	100.00	51.11
White	59	58	98.31	60.34
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	183	182	99.45	52.20
English Learners	87	87	100.00	45.98
Students with Disabilities	28	28	100.00	28.57
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	38	38	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	219	218	99.54	47.25
Male	98	97	98.98	50.52
Female	121	121	100.00	44.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	135	135	100.00	40.74
White	59	58	98.31	58.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	183	182	99.45	41.21
English Learners	87	87	100.00	37.93
Students with Disabilities	28	28	100.00	32.14
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	38	38	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 are always welcome at Rancho Mirage School, and play a vital role in the school family. All parents are encouraged to attend Back-to-School Night as well as two parent-teacher conferences during the school year. In addition, the school encourages parents to become volunteers in the classroom, library, or on the playground. We value parents who wish to assist with field trips and class activities. The Rancho Mirage Parent Engagement Policy is distributed to all parents at the beginning of each school year. Volunteer applications are approved at the District level after parents complete a short form, an online session, and background checks are completed. At Rancho Mirage Elementary School 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 Rancho Mirage Elementary School's parent engagement policy by attending School Site Council meetings and participating fully in all activities and events. Translation is offered for all meetings and in all information sent home.

Our Parent Teacher Group (P.T.G.) meets monthly and assists in providing enriched experiences for all Rancho Mirage students. P.T.G. members have managed fundraisers, provided refreshments and materials for events, planned and held Family Nights including the annual Ram Fest (formerly known as the Monster Ball), purchased books and school equipment, and funded field trips. The School Site Council meets several times a year to assist with decision-making at the school, and includes representatives from the English Language Advisory Council. Parents are elected to this council, though all parents may attend meetings. The members of the School Site Council plan and assist in implementing the school plan. A Rancho Mirage Elementary School Compact has been developed and approved by staff and parents for use. The signed Compacts are on file in the classrooms. Monthly newsletters highlight upcoming opportunities for parents to be involved in school activities and provide a monthly calendar of events. The principal's message addresses topics of concern to parents including safety issues, achievement data, and techniques designed to assist parents in helping their children at home. These are posted on our website. STEAM Lab and Science fair activities help to foster skills for their child's grade level standards, and are funded with a portion of the Title I funding used for parent involvement. Announcements of parenting classes in the district are provided as they are available. Announcements of school and community activities which involve parents and students are also provided to parents. Rancho Mirage Elementary School celebrates the support provided to a student when parents, the school, and the community work together to benefit our children.

**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**

Yearly, the school updates a Safe School Plan, assuring that safety stays a fundamental focus for all staff members. The school is designed for ease of supervision, and students are well-supervised at all times. The school staff examines its emergency preparedness plan each year and holds monthly fire drills or earthquake drills. Rancho Mirage Elementary is proud of its clean, safe learning environment. Our goals are: 1. Rancho Mirage Elementary School will provide an environment on the playground and in the classroom where students can demonstrate their personal best. 2. The school safety team will identify physical hazards on campus and contact the appropriate department to make improvements. 3. Rancho Mirage Elementary will plan for and implement playground activities that will encourage safe student interaction during play; reduce or eliminate incidents or poor behavior on the playground. The most recent update is December 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.2	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.5	7.1	6.2
Expulsions Rate	0.3	0.2	0.2

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)	.8
Other	.3

\* 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	1	3		17	4	1		14	4		
1	25		3		25		3		24		3	
2	19	3			25		3		24		3	
3	25		3		19	1	3		22	1	3	
4	31		2		25		3		21		3	
5	28		3		35			2	25		3	
Other**	8	2							8	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	4	12	15

Each year we have designed professional learning based on student achievement data, research of best practices and discussions with teachers and principals. The specific approaches vary by content area. For ELA, in 2017-18, the focus was on aligning instruction to Smarter Balanced Assessments, depth of knowledge, and deeper understanding of the Reading Targets in Claim 1. In 2018-19 the focus was on the gradual release model, and 2019-20 was an extension of the previous two years. The professional development in these areas was provided by the Schoolhouse Project. In 2018-19 the teachers began working with High Impact Math consultants. This professional development centers around building students' conceptual understanding. The training will take place over the course of three years. During Year 1 (2018-19) the focus was on developing strategies to support number sense by implementing mental math routines and highlight the landscape of learning in mathematics. During Year 2 (2019-20) the focus is on strengthening mental math routines, identifying the math goal of a lesson, and planning for and implementing a three-part lesson (Launch, Explore, Summarize). This professional development also supports teachers with the implementation of the district-adopted math program (Bridges in Mathematics and Number Corner).

The numbers in the chart above represent 4 days of ELA training in 2017-18. For both 2018-19 and 2019-20 there are 6 days per year of training for ELA. The remaining number of days in 2018-19 and 2019-20 are full days of professional learning for math.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,457	\$48,612
Mid-Range Teacher Salary	\$78,080	\$74,676
Highest Teacher Salary	\$108,422	\$99,791
Average Principal Salary (ES)	\$129,170	\$125,830
Average Principal Salary (MS)	\$135,731	\$131,167
Average Principal Salary (HS)	\$153,326	\$144,822
Superintendent Salary	\$259,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
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	\$13,445	\$3,575	\$9,870	\$92,406
District	N/A	N/A	9,940	\$87,928.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.7	8.8
School Site/ State	-14.5	13.2

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**

### **Title I**

Goal 1: Increase Academic Achievement- Read Naturally Live, Supplemental Materials (Accelerated Reader, STEAM, and Technology for Teacher & Student use), Professional Development, Substitutes for teacher collaboration time and release for professional development, Site TOSA and Extra Duty, Fine Arts, & Before and After School Intervention

Goal 2: Increase Parent and Community Partnerships- translating for parent conferences, materials and supplies for parent trainings and events

Goal 3: Students will respect themselves and others to create a safe learning environment-Professional Development conference to promote equity, school connectedness, and socio-emotional awareness (School culture & climate)

### **LCAP**

Goal 1: Increase Academic Achievement- Site TOSA and Extra Duty, Professional Development, Substitutes for teacher collaboration time and release for professional development, Senior Paraprofessional for the Reading Lab intervention instruction, Extra Duty for the Bilingual Aide, GATE Materials, Library open before school hours, & Before and After School Intervention

Goal 2: Increase Parent and Community Partnerships-Substitutes for specific meetings,

At Rancho Mirage Elementary School, several special education programs are available to students who qualify for these services: Resource Specialist Program, Speech and Hearing, Occupational Therapy, and Physical Therapy.

### **Homeless Education**

Homeless students will be served at Rancho Mirage Elementary School in the regular education program or through whatever special education services for which the child(ren) qualify. Assistance from the Child Welfare and Attendance department at the district level is invaluable in assisting the school to provide support services the family may need. Outside agencies may also provide uniforms and financial or housing support.

## **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.