



River Bluff Elementary School

6150 W. Palo Alto • Fresno, CA 93722 • (559) 276-6001 • Grades K-6

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



Central Unified School District

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School Description

At River Bluff, we believe every student can read, lead, and succeed! Our mission is to provide a strong, educational foundation for all children by focusing on being effective learners in effective classrooms. We are able to do this by connecting, engaging, & providing opportunities that promote excitement for learning through challenging experiences.

Our instruction is academically rigorous and is provided in a socially engaging school environment which facilitates personal growth and challenges each of our students to reach for new heights. Through closing the experience gap with a 1:1 technology ratio, every single student has access to the latest educational technology to be utilized in the classroom. We are committed to maximizing student achievement, by connecting, engaging, improving communication, promoting good character, and ensuring a safe school environment.

777 students in grades Transitional-Kindergarten through grade six. 49% of our student population is socio-economically disadvantaged. 7.3% of our population are English Language Learners. We are equipped with technology and facilities to enhance the educational performance of the student population. Students in grades TK-6 utilize Chrome books in the classroom. We offer the Mind+Music program of Mind Research at River Bluff. Students in grades TK-3 are able to master the spatial math concepts based on the grade-level standards set forth by the State of California using the ST Math software program. All transitional-kindergartners and kindergartners participate in a general music program, 1st, and 2nd grade students at our school participate in keyboard piano lab to further develop their spatial math concepts. In addition, 3rd graders receive flute recorder instruction and 4th - 6th graders are able to experience band, beginning strings, dance, and/or choir.

We offer a full athletic program including tackle football, basketball, volleyball, cross-country, track & field, wrestling, softball, and baseball. In addition, our TK-K students perform in a winter program. Students in grades TK-6 are able to compete in Science Fair, Young Author's Fair, Peach Blossom, character education and Coding. Students in grades 4-6 are able to participate in robotics, student council, and safety patrol. The school library is used by the student body on a weekly basis, where all students are able to check out a variety of books, and magazines. Our librarian also houses professional development resources for our teachers, parenting resources for our families as well as offering books in multiple languages.

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	131
Grade 1	114
Grade 2	105
Grade 3	113
Grade 4	107
Grade 5	105
Grade 6	138
Total Enrollment	813

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8
American Indian or Alaska Native	0.5
Asian	15.7
Filipino	0.9
Hispanic or Latino	47.4
White	25.2
Two or More Races	2.3
Socioeconomically Disadvantaged	51.7
English Learners	12.5
Students with Disabilities	6.9
Foster Youth	0.7
Homeless	0.1

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 River Bluff Elementary	17-18	18-19	19-20
With Full Credential	31	33	31
Without Full Credential	0	0	1
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 River Bluff 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	McGraw Hill Wonders, TK-6 Adopted 2016-2017 McGraw Hill Wonders, ELD Adopted 2016-17 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Discovery Education Science K-6 Adopted 2019-2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton-Mifflin Adopted 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)

River Bluff sits on 15 acres and 60,903 square feet. It contains 40 classrooms at 38,131 sq ft, and 12 restrooms at 2,748 sq ft. The oldest main building was built in 2001. 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 'good'.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/26/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	WALLPAPER TORN FLOORING REPAIRS NEEDED CEILING TILE IS BROKEN FLOORING STAINED FLOORING WORN CEILING TILE HAS A WATER STAIN PENCIL SHARPENER COVER IS MISSING TOWEL DISPENSER LOOSE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	OUTLET IN LOBBY HAS NO POWER ACCESS BLOCKED TO ELECTRICAL PANELS LIGHT FIXTURE OUT LIGHT BULBS OUT LIGHT DIFFUSER MISSING LIGHT DIFFUSER BROKEN ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER OUTLET COVER MISSING CORDS CREATING TRIP HAZARD
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	PLUG-IN AIR FRESHENER IMPROPERLY STORED SUPPLIES PAINT PEELING PESTICIDES PRESENT FIRE EXTINGUISHER ACCESS BLOCKED
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	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	62	59	44	44	50	50
Math	53	53	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	15.4	28.8	30.8

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	453	451	99.56	59.11
Male	219	219	100.00	56.62
Female	234	232	99.15	61.47
Black or African American	41	41	100.00	42.50
American Indian or Alaska Native	--	--	--	--
Asian	57	57	100.00	61.40
Filipino	--	--	--	--
Hispanic or Latino	212	212	100.00	53.77
White	131	129	98.47	72.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	259	258	99.61	51.75
English Learners	67	66	98.51	46.97
Students with Disabilities	32	32	100.00	9.38
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
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	452	450	99.56	53.33
Male	218	217	99.54	58.06
Female	234	233	99.57	48.93
Black or African American	40	39	97.50	46.15
American Indian or Alaska Native	--	--	--	--
Asian	57	57	100.00	57.89
Filipino	--	--	--	--
Hispanic or Latino	212	212	100.00	48.11
White	131	130	99.24	62.31
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	258	256	99.22	45.31
English Learners	67	67	100.00	46.27
Students with Disabilities	32	32	100.00	3.13
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
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)

River Bluff is blessed to have actively involved parents in school events and students' learning. Parents and community members participate in the School Site Committee, the English Learner Advisory Committee (ELAC), and Parent-Teacher Association (PTA). Other opportunities include Fall and Spring Conferences, classroom volunteers, coaching, Back to School Night, Open House, student performances, family events, such as Movie Night and eating at a local establishment, youth soccer (held at River Bluff), service clubs, Jog-a-Jon, volunteer luncheon, annual talent show, and in addition to various clubs. Parents also serve on district committees including, The Foundation for Central Schools, District English Learner Advisory Committee, District Advisory Committee, Superintendent's Advisory Committee, etc. Additional parent involvement comes via written communication which includes: Weekly updates from our office, newsletters from the classroom teachers, teacher websites, the River Bluff Website, the marquee sign in the front of the school and Parent Square messages that go home weekly through text messages and/or email. Interpretation and translation services are provided.

Contact Person Name: Michelle Bergmann

Contact Person Phone Number: (559) 276-6001

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

River Bluff's Site Emergency Response Plan is prepared in compliance with Central Unified School District's Governing Board and California Administrative Code, which requires all public schools, kindergarten through community college, to have written emergency response plans. Our Site Emergency Response Plan is updated at the beginning of each school year. On October 10, 2019, the River Bluff administration presented the school safety plan to the school site council for review and approval. All classrooms contain a yellow safety binder which describes/contains emergency protocols. Each binder also contains a school-wide roster. During site preparedness drills, teachers display a red or green card indicating whether all students are accounted for. In addition, classroom numbers are painted on the blacktop to facilitate the efficient evacuation of the school building. The Site Emergency Response Plan also includes primary and secondary evacuation locations and emergency task force roles and responsibilities that our staff is trained in every year. Fire drills are conducted monthly, lockdown drills are conducted twice a semester, and earthquake-duck and cover drills are conducted quarterly. Annually, a site Safety Walk is conducted by our district representative, Kevin Torosian (Supervisor of Student Support Services). His findings are reviewed with Administration and then shared with the staff at the following staff meeting in addition to the School Site Council during the next quarterly School Site Council meeting. Two-way radios and surveillance cameras have been provided.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.1	1.3	1.9
Expulsions Rate	0.0	0.0	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*	.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	1.0
Social Worker	
Nurse	1.0
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		5		27		5		26		5	
1	26		4		26		4		28		4	
2	28		4		24		4		26		4	
3	27		4		27		4		27		4	
4	34		1	3	35			3	35			3
5	37			3	33		2	2	35			3
6	32		3	1	24	1	4		34			4
Other**					5	1			9	2		

*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	20	19	19

River Bluff Elementary teachers in their first or second year of teaching are actively participating in the Teacher Induction program and have a mentor who meets regularly with the teacher. Teacher Induction program teachers are given the opportunity to observe exemplary teachers in the District as well as receive district training and attend professional workshops and seminars.

Every other week on a Principal Day, every teacher participates in staff development focusing on conferring with students to improve classroom performance as well as participating in a book study focusing on structured independent reading. Professional development training is delivered on-site and at the District Office by site administration, our reading intervention teacher, and other educational professionals. All teachers received training in the newly adopted science curriculum and training to practice by site administrators and district Instructional Support Coaches with the integration of ELA and science. The supports can include co-lesson planning, co-teaching and follow up debrief sessions. Training to practice implementation support is provided in grade levels, by an individual teacher or all staff professional development based on specific support needs. Student learning data drives the need for professional development. Grade level Professional Learning Communities (PLC) meet at least twice a week to analyze student learning (data), pedagogy, and common core, which in turn drives instructional adjustments and supports in the classroom. Our primary focuses this year for staff development are literacy in K-2, data analysis for grades 3-6, providing students with success criteria that supports them into becoming effective learners, creating effective learning environments, and using technology to connect, engage, and provide opportunities for our 21st century learners. The Principal and the Guidance Instructional Advisor conduct weekly informal drop-in observations through the classrooms leaving constructive and reflective feedback.

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/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,016.63	\$196.68	\$4,819.95	\$74,890.86
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	-60.2	3.6
School Site/ State	-86.9	-13.5

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

Types of Services Funded

At-Risk Students are identified as early as the fall before parent conferences in October each year and progress monitored throughout the school year (including English Learners). Students who are below grade level, Tier One (strategic) are provided with small group, instruction, and re-teaching by the teacher. Tier Two students, participate in our after-school tutoring program. Students who are far below grade level, Tier Three (intensive) are provided with small group support with a Reading Intervention teacher during the school day, in addition to having the option of participating in our after-school tutoring program as well.

English Language Learners: Teachers have been trained on how to use supplemental materials for ELD and attended training both here on-site and full-day training from the county on ELD strategies to move students up from their current EL level. Teachers have set aside a specific time each day to provide English Language Development (ELD) for those students who are in levels 1-3 on the ELPAC testing annually. These supports are categorically funded.

Special Education Students: Our teachers are using the inclusion model for students who have individual education plans. Students receive Specialized Academic Instruction in a pull-out and push-in program for mainstreaming in the general education classroom.

Gifted Students are clustered in one classroom per grade level in grades 2-6 as identified by GATE criteria and assessment each year. GATE teachers earn certification by participating in a 2-year GATE Teacher Certification program with on-going support to help them provide enrichment and extension activities to challenge our GATE students. In addition, a district GATE instructor provides pull-out enrichment instruction weekly as well as annual field trips.

ST Math (The Mind Institute), a web-based Math program is funded from categorical funds. These funds also provide 100% student access to technology in the classroom.

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.