



Landau Elementary School

30310 Landau Blvd. • Cathedral City, CA 92234-5200 • 760-770-8600 • Grades K-5

Wendy Meka, Principal

wmeka@psusd.us

www.psusd.us/laes

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

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School Description

Landau Elementary School is located in Cathedral City, a community adjacent to Palm Springs. As one of sixteen elementary schools in the Palm Springs Unified School District, Landau serves approximately 760 students in grades preschool through five, in regular education and special education settings. Landau opened its doors in September 1988. There is a strong focus and great pride with providing 21st century learning opportunities by integrating technology for students and teachers into teaching and learning each day.

The School Plan for Student Achievement is updated annually by the Landau School Site Council. Our school will evaluate the effectiveness of our School Plan shortly after SBAC Test scores are released, and our School Site Council and other leadership groups have had the opportunity to review and analyze all student achievement data. Monitoring comments will be added to our School Plan throughout the year. Revisions to our School Plan, and subsequent Board approval, will occur if there are substantial budget and/or material changes during the school year.

Vision Statement

It is Landau Elementary's vision to prepare our students for the rapidly changing world, while implementing innovative practices within a positive and engaging atmosphere.

Mission Statement:

The Mission at Landau Elementary is to build a strong school community by developing partnerships with families. We provide rigorous academic learning and utilize progressive technology to promote critical thinking and problem solving skills. Our collaborative teaching practices are both reflective and responsive, while maintaining enthusiasm about the teaching and learning process. We have a personal commitment to each student to create and maintain a safe learning environment by fostering positive social-emotional growth to ensure that each student has the opportunity to pursue their life goals.

Landau Elementary School, Palm Springs Unified School District, and the California Department of Education have a shared responsibility for the education of all students, that is supported by each entity through academic standards, accountability measures at the site, district, and state level, monitoring of programs for all students, including English Language Learners and those with special needs at all levels, funding support and established budget processes, and personnel support.

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	117
Grade 2	115
Grade 3	139
Grade 4	120
Grade 5	134
Total Enrollment	741

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
Asian	0.7
Filipino	3.4
Hispanic or Latino	84.8
Native Hawaiian or Pacific Islander	0.3
White	8
Two or More Races	2.3
Socioeconomically Disadvantaged	90.7
English Learners	41.7
Students with Disabilities	10.8
Foster Youth	0.4
Homeless	21.5

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 Landau Elementary	17-18	18-19	19-20
With Full Credential	35	35	33
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 Landau 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)

The instructional materials at Landau, including textbooks and instructional kits, are in good condition. There is an adequate supply of instructional materials to meet the needs of the students and staff. English Language Arts, Mathematics, Social Studies and Science textbooks and instructional materials are adopted according to state requirements. Currently, in grades Transitional Kindergarten through fifth grade use Wonders for ELA. Supplemental programs are utilized in grades K-5 to provide reinforcement, practice and structured review for the English Language Arts standards. A new math adoption took place this year. All students TK-5 are taught through the Bridges curriculum.

Preschool through grade five students are provided with the district's instructional materials. All students, including English learners have access to textbooks. The district coordinates a selection process for instructional materials that includes teachers, administrators, and the community to select materials for adoption.

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
Reading/Language Arts	Wonders/ McGraw Hill 16/17 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges /The Math Learning Center 17/18 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science/Harcourt 07/08 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections/Harcourt 06/07 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)

Landau Elementary School has excellent facilities, including classrooms, other buildings, and play spaces. There are 40 classrooms, of which 12 are portable classrooms. There are classrooms dedicated to music and P.E instruction. There are also classrooms for resources and small or whole-class instruction, technology, and after school use. The library is large and has space for students to work at tables or sit on the carpet. The Multipurpose Room is utilized for breakfasts and lunches, during inclement weather, for assemblies and programs, as well as for the after-school program sponsored by YMCA. There are four smaller rooms which house Special Education pull-out services, the school psychologist and/or counselor, and are used for small group assessment or intervention groups.

The playing fields include a regulation soccer field, smaller soccer field, two diamonds, four basketball courts, volleyball court, six handball walls, blacktop area for ball games or relay races, and a sand area with three climbers and two swing sets. Three shade structures provide sun relief, and tables are provided under the largest shade structure. Tables for meals are also situated under overhangs and a shade structure near the Multipurpose Room. The preschool and Kindergarten playground includes a shade structure, swings, basketball, and a climbing structure, with grassy and hard cape areas, as well as a route for riding equipment. Tables and benches are also situated on the playground. Two gates and a fence provide security.

The school was opened in 1988. Regular maintenance and special projects have kept Landau in excellent overall condition. Work orders are entered using the district's set system, and prompt attention is given to requests, with special attention to safety issues.

All areas have wireless access as of 2007, the school's exterior was painted in 2017, and all inside cafeteria tables were replaced. A full-time day custodian and a full-time and one half-time night custodian ensure that all needs for cleanliness and response to facility emergencies are handled in a timely and appropriate manner.

Landau Elementary is a closed campus all hours of the day. Safety for students before school is monitored by supervision aides. There is a crossing guard provided by Cathedral City Police Department, as well as a school supervisor for the parking lot crosswalk with two additional staff members visible in the front drop off area as students arrive to school. Students are welcomed to the playground 30 minutes before school begins, and supervisors monitor the entrance gates and then the playground. During school all entrance is through the school office where appropriate measures are taken to ensure that anyone requesting access to a classroom or a student has the proper identification and/or justification for the request. After school teachers and the administrator are stationed at doors and near the parking lot, and the crossing guard also provides crossing. Approximately 20 minutes after the bell all remaining students are brought to the school office. Students must then be signed out by the parent or an approved person. Kindergarten entrance and exit are supervised in a similar manner by one of the supervision aides. Six supervision aides supervise lunch and play. Teachers are also assigned recess duty. Landau employs a Behavior Paraprofessional to support students and assist with the supervision of students.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/05/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Work order(s) on file in M&O office
Electrical: Electrical	Good	Work order(s) on file in M&O office
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Work order(s) on file in M&O office
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	40	43	40	42	50	50
Math	24	36	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	22.8	20.5	31.5

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	390	386	98.97	43.26
Male	193	191	98.96	37.70
Female	197	195	98.98	48.72
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	15	15	100.00	40.00
Hispanic or Latino	339	335	98.82	42.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.00	56.52
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	352	348	98.86	42.24
English Learners	207	203	98.07	39.41
Students with Disabilities	62	62	100.00	6.45
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	82	80	97.56	2.44

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	389	386	99.23	35.75
Male	193	192	99.48	36.46
Female	196	194	98.98	35.05
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	15	15	100.00	46.67
Hispanic or Latino	338	335	99.11	34.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.00	39.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	352	350	99.43	34.29
English Learners	206	203	98.54	33.99
Students with Disabilities	62	62	100.00	4.84
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	82	82	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)

Contact Person Name: Wendy Meka Contact Person Phone Number: (760) 770-8600

Landau School provides evening and daytime events for parent involvement: Back-to-School Night, Oktober Fest, Crafts Night and Book fairs with family activities. Informational presentations include Kindergarten parent orientation, parent conferences, grade level curriculum events, ELAC meetings, School Site Council meetings, Title I meetings, technology information meetings or showcases, District Parent Center offerings on campus, and Science Nights. Parents are invited to be involved in P.T.G., School Site Council, district committees, English Learner Advisory Council, and to attend parent education events, in order to be part of the planning and implementation of actions of the school plan.

The active Parent-Teacher Group sponsors and supports activities that involve parents and families. Parent volunteers participate in many classrooms, and volunteers are honored at a June Awards Assemblies. Parents are invited to trimester student award assemblies that highlight academic, social and attendance successes. Families are contacted by the teacher when their child receives an award. Newsletters and fliers are sent home and put on Peach Jar to keep parents informed of upcoming events and topics of interest and are translated into Spanish. Translators are available at family events, and at conferences and other meetings.

Title I funds for parent involvement are used for parent education pamphlets, materials for family education events, and translators for better parent communication.

Landau Elementary School provides accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students, and in the development of the Landau parent engagement policy by ensuring that they are given a current copy of the Landau Parent Engagement Policy during Back to School Night and in the student/parent handbook, and are asked for their input on modifying the plan. In addition, modifications are made for all parents to access the policy and provide feedback on possible revisions.

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

Based on the data reviewed the established goal of the year's School Safety Plan is to:

- Educate Landau students in character education, support mental health, and encourage students to be safe, responsible, and respectful.

The activities that were identified by the School Safety Committee to accomplish this goal is as follows:

- Provide adequate supervision for students during the morning and lunch to ensure student safety.
- Provide students with additional academic and social-emotional support by funding a Behavior Paraprofessional. This person works within the guidelines of our social-emotional curriculum (Second Step) by provide in individual and group support. This can look like in class support so students don't miss instruction and support during recesses to prevent behaviors.
- Provide positive incentives for students with good behaviors that mirror the Pyramid of Success, attendance, and academic and personal achievement.

Date School Safety Plan last reviewed: October 21, 2019

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	1.7	0.2
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)	1.0
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		6		20	1	6		19	5	1	
1	26		5		23		5		23		5	
2	23	1	4		23		6		23		5	
3	21	2	4		20	1	5		20	1	6	
4	23	1	4		30		4		24	1	4	
5	24	1	4		22	1	4		27	1	4	
Other**												

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	24	22

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, as well as an addition of training around Claim 2 (Writing). The professional development in these areas was provided by the Schoolhouse Project. In 2018-19 the teachers also 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 highlighting 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 12 full days of ELA training in 2017-18, 6 full days in 2018-19 and 4 full days in 2019-20. The remaining 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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,885	\$3,497	\$9,388	\$87,431
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	-5.7	4.7
School Site/ State	-24.0	9.1

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

Supplemental services at Landau School include bilingual aides to support English Language Learners in classrooms during the school's daily Language Block. The school's Academic Coach along with the bilingual aides provides interventions in English-Language Arts for students in grades K-5. We also, provide two days of counseling to provide support for students who are in crisis. All students in grades K-5 have access to a technology device all day, every day. Grades TK and K utilize tablets while students in grades 1-5 use chrome books. Teachers integrate their daily lessons into Google Classroom. Students in grades 1-5 create word processing documents, and all K-5 students complete digital projects, and participate in an online reading comprehension program. The free ASES program serves approximately 100 students in partnership with the District and YMCA.

All students in grades K-5 attend music and all students in grades 1-5 attend P.E. Physical Education classes taught by certificated teachers for two 50-minute periods per week. All students in grades K-5 attend the school library. Kindergartners attend two 50 minute periods and Grades 1-5 attend one 25 minute block.

Students with special needs are served by a Resource Specialist, Special Day Class teachers, speech-language therapist, district nurse, classroom teachers, health aides, and paraprofessionals. The Student Study Team process, 504 Plan meetings, and IEP meetings are utilized to ensure student success.

The Gifted and Talented Education Program serves students who are identified as gifted using ability and achievement assessments and district-defined criteria. Most students are clustered in specific classrooms, and they receive instruction appropriate to their needs.

Services to homeless students are provided through District community outreach aides, connecting families with community and district resources through Child Welfare personnel and site personnel, and maintaining communication with the family.

Funding is provided through centralized services in the following areas: professional development, supplemental educational services, homeless education programs, childcare programs, program improvement services, Title I program services, curriculum and instructional support, local testing services, ELL services, standards and assessment support, and accounting services.

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.