



Pacific Elementary School

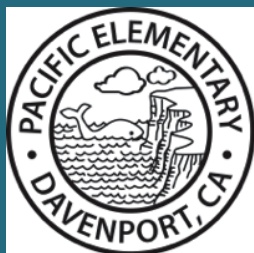
50 Ocean St. • Davenport, CA 95017 • 831.425.7002 • Grades P-6

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



Pacific Elementary School District

50 Ocean St.

Davenport, CA 95017-1007

831.425.7002

<http://www.pacificesd.org/>

District Governing Board

Gwyan Rhabyt

President

Don Croll

Trustee

Cari Napoles

Trustee

District Administration

Eric Gross

Superintendent

Eric Gross

Principal

School Description

Mission Statement

Pacific School's mission is to prepare children for life through experiential learning that addresses the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, a positive self-image, and cross-cultural understanding.

School Profile

Pacific School offers children, parents, and staff the unique opportunity to work together in a small, harmonious environment, giving individual attention and individualized instruction. The School Plan focuses on an integrated curriculum that allows learning to take on greater meaning and connection to the world and to students' lives.

The staff intends to provide a school environment that nourishes each child's emotional, physical, and social development while stimulating curiosity and creativity. The staff endeavors to generate a love of learning, which will sustain children as they grow and develop. Classrooms and materials are well cared for, creating beautiful, stimulating environments. Pride in the school is demonstrated in the care that the children show the materials, buildings, and garden.

During the 2019-20 school year, the school served about 116 students in grades kindergarten through six.

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	18
Grade 1	18
Grade 2	17
Grade 3	18
Grade 4	14
Grade 5	14
Grade 6	18
Total Enrollment	117

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.9
Hispanic or Latino	33.3
White	57.3
Two or More Races	4.3
Socioeconomically Disadvantaged	44.4
English Learners	15.4
Students with Disabilities	12
Homeless	17.1

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 Pacific Elementary	17-18	18-19	19-20
With Full Credential	7	7	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Pacific Elementary	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 Pacific 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)

Pacific School District endeavors to provide sufficient and current textbooks and materials to support instructional programs. Pacific School District held a Public Hearing on September 18, 2018, and determined that the school has sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: 1/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS Adopted in 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Alive Adopted in 2006 Scott Foresman Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The physical environment of Pacific School is continually maintained to the best of our ability. Classrooms and grounds are kept free of litter and graffiti. Students are expected to participate in daily cleanup. The playground, classrooms, fire extinguishers, and emergency exit lights are formally inspected at least monthly. Repairs to damage are made as quickly as possible. The principal conducts at least two comprehensive inspections a year, in the fall and spring, using the inspection checklist from the State Office of Public School Construction. The inspection covers the school site, including office, classrooms, kitchen, and playground safety.

School Facility Good Repair Status (Most Recent Year)**Year and month in which data were collected: 4/16/19**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The old furnaces were replaced on 10/18/17 with new, highly efficient models. The stove in the kitchen was replaced on 8/21/19. A broken part that connects the property's sewer to the municipal sewer was replaced on 8/29/18.
Interior: Interior Surfaces	Good	Several rooms had damaged ceiling tiles that were replaced 8/18.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Playground and play structure: Blacktop was repaved in 4/16. Lawn was top-dressed and re-seeded 8/18. A contractor treats for gophers 2x/mo and rodents 1x/mo.
Electrical: Electrical	Good	New energy-efficient lighting was installed in entire campus in spring 2016. Solar panels were installed on MU roof 8/18.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Low flow plumbing fixtures were installed in all bathrooms in spring 2017. Drinking fountain was repaired 12/17. A stainless steel back splash was installed in 12/19.
Safety: Fire Safety, Hazardous Materials	Good	A limited number of cleaning chemicals are stored in the custodial closet.
Structural: Structural Damage, Roofs	Good	Roof leak around skylight in hallway and room #3 was repaired 8x in 2017-18. Leaks in room #5 was repaired on 12/19.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Windows in dining rooms were sealed 7/16. A missing segment of the perimeter fence was completed on 4/18. New wood chips were added to playgrounds on 11/14/18 and tilled in 11/19.
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	66	60	66	60	50	50
Math	60	58	60	58	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.

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	64	59	92.19	60.34
Male	43	38	88.37	54.05
Female	21	21	100.00	71.43
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	19	18	94.74	22.22
White	39	37	94.87	77.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	25	86.21	32.00
English Learners	--	--	--	--
Students with Disabilities	14	12	85.71	45.45
Students Receiving Migrant Education Services	--	--	--	--
Homeless	12	11	91.67	8.33

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.

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			

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.

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	64	59	92.19	57.63
Male	43	38	88.37	57.89
Female	21	21	100.00	57.14
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	19	18	94.74	22.22
White	39	37	94.87	72.97
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	25	86.21	36.00
English Learners	--	--	--	--
Students with Disabilities	14	12	85.71	25.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	12	11	91.67	8.33

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)

Pacific Elementary School values parents as an integral part of the educational process. To that end, the following is a summary of our three major areas for parental involvement: volunteering in the classroom, chaperoning on field trips and during events; supporting the Pacific School Foundation/Pacific School Parents' Club; and serving in governance capacities such as the School Site Council or Board of Trustees.

Parents are vitally important to Pacific School and the school actively encourages their participation. Parents overwhelmingly say they feel welcome and included when surveyed each year. Parents contact their child's teacher if they are interested in volunteering in the classroom on a regular basis. Classroom volunteer needs are discussed each year at Back-to-School Night. In our Independent Studies Program, which is a hybrid of homeschooling and a traditional school program, parents are the teachers of their own and each others' children. Field trips are frequent and parents are crucial to their smooth functioning. Some field trips, for the older students, involve multi-day excursions and depend upon actively involved parents to make them possible.

The Pacific School Foundation (PSF)/Pacific School Parents' Club (PSPC) is an important volunteer organization that meets at least monthly. PSF/PSPC is responsible for coordinating several large fundraisers, managing donations, organizing family/community events such as Potato Night and Bingo Night. PSF/PSPC is always eager to recruit new members to maintain and invigorate a culture of active support.

The School Site Council (SSC) is made up of five parent/community members and five staff members. The Site Council is responsible for revising and recommending several important plans that provide direction for the school in key areas. The SSC reviews the Local Control Accountability Plan (LCAP), the Comprehensive School Safety Plan, the Wellness Plan, and the Technology Plan. They also act as an advisory committee to the school board. The Site Council is also responsible for surveying parents to determine concerns and program needs. In this capacity, parent members serve as a link between parents, staff, and the governing board. When there is an empty seat available on the Site Council, all parents are encouraged to participate in the election of a new member. All meetings are open to the public. The School Board is composed of three elected members. Their job is to set policy for the school district and to direct the Superintendent/Principal in implementing those policies.

Parents who have special skills are encouraged to share their expertise with the children as demonstrations and lessons during school hours. Also, parents sometimes seek the opportunity to give classes to students after school. The school is happy to provide support for these classes when scheduling and spaces are available. In the past, parents have given lessons in art, dance, sewing, knitting, Spanish, music, and drama. Parents are also actively involved in helping to meet needs in the school library, Life Lab garden, landscaping, and maintenance. Indeed, our school community would be notably deficient without their continued generosity.

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

Pacific School District has developed a comprehensive School Safety Plan that addresses the emotional safety as well as the physical safety of all members of the school community. The School Safety Plan was developed by the Safety Committee in conjunction with the Pacific School Site Council, which is made up of parents and staff members. The Plan is reviewed and revised annually by both the Site Council and the School Board. It is then submitted to the County Office of Education. The School Safety Plan is available for viewing in the school's office.

The following is the table of contents for the School Safety Plan:

Purpose of the Comprehensive School Safety Plan (CSSP).....	4
Plan Development and Approval.....	5
Current Status of School Crime.....	6
School Safety Strategies and Programs.....	7
Child Abuse Reporting Procedures.....	8
Emergency/Disaster Preparedness Training Schedule.....	9
Procedures for Emergency Use by Public Agency – BP 3516.....	9
Suspension/Expulsion Policies – BP 5144.1.....	9
Procedures to Notify Teachers of Dangerous Pupils – BP 5148.....	9
Nondiscrimination/Harassment Policy – BP 5145.3.....	9
Dress Code – BP 5132.....	10
Rules and Procedures for School Discipline – BP 5144.....	10
Consultation, Cooperation and Coordination with other School Site Councils or School Safety Plan Committees.....	10
Bullying Prevention – BP 5131.2.....	10
Positive School Climate – BP 5137.....	11
Uniform Complaint Procedure – BP 1312.3.....	11
Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act.....	11
Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school.....	12
Appendix.....	12
Board Policy 5141.4 Child Abuse Prevention and Reporting.....	12
Board Policy 3516 Emergencies and Disaster Preparedness.....	12
Board Policy 5144.1 Suspension and Expulsion/Due Process.....	12
Board Policy 5148 Employee Security/Teacher Notification.....	12
Board Policy 5145.3 Nondiscrimination/Harassment.....	12
Board Policy 5132 Dress and Grooming.....	12
Board Policy 5144 Discipline.....	12
Board Policy 5131.2 Bullying Prevention.....	12
Board Policy 5137 Positive School Climate.....	12
Board Policy 1312.3 Uniform Complaint Procedure.....	12

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.8
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)	.9
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	6	3			8	3			6	3		
1	10	2			8	2			9	2		
2	8	2			8	2			9	2		
3	7	2			8	2			9	2		
4	10	2			7	2			7	2		
5	7	2			9	2			7	2		
6	3	2			9	2			9	2		
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	3	3	3

Pacific School professional development activities are designed by staff, in conjunction with the other three single-school districts in the county, to be pertinent to their needs and enhance student learning. A variety of staff development opportunities are provided to increase interest and expertise, acquire new ideas and materials, and develop teaching, organization, and classroom management skills.

Pacific School's staff meets throughout the year, in various settings, to both plan and deliver the training in a reciprocal fashion. First, the needs are identified during the previous year. Second, the teachers and the principal meet monthly to discuss needs, review research and share best practices. Any new opportunities are discussed at that time. Third, the subcommittees of teachers meet to work on various aspects of improving our practice. The work of these groups is then brought to the entire faculty for implementation. Assessments of student progress and staff strengths and competencies are considered when professional development is planned.

Recommendations from the School Board and the School Site Council are considered when planning activities. Staff members are encouraged to participate in professional development programs offered by the Santa Cruz County Office of Education. Special Education staff and aides have taken advantage of several workshops offered through the county SELPA. Pacific School staff members collaborate with the other three small school districts in the county for at least one professional development day per year. Whenever possible, the principal takes part in professional development programs along with staff members.

Teachers are provided with release time to attend special workshops and classes, and time is allowed at staff meetings and in-service days for staff members to share information they have gained that will benefit other staff members. Mentor teachers provide expertise in areas of strength and the school's Technology Coordinator provides technical assistance and staff technology training on a frequent basis.

Since the 2011-12 school year, two professional development days are scheduled in coordination with the three other small school districts to collaborate and share best practices. The staff continues to assess needs and either take advantage of minimum days every Wednesday or take individual staff development opportunities to attend workshops. The staff has focused on math, writing, science (including the Life Lab garden curriculum), English Language Development, and differentiating instruction to meet the needs of gifted students. Other staff development topics include Step Up To Writing, the Common Core Standards implementation, Environmental Education, Next Generation Science Standards, and the Visual And Performing Arts (VAPA) standards.

During the 2018-19 and 2019-20 school years, Pacific contracted with a private consultant (Rebecca Setziol) to provide professional development in mathematics instruction. Specifically, Ms. Setziol coached teachers in Teaching Through Problem Solving, using a gradual release of responsibility model.

A restructured weekly schedule with four longer days and a shorter day on Wednesdays provides time for weekly meetings and collaboration, as well as the development of curriculum and materials in each classroom.

The school participates in the state-sponsored Beginning Teachers Support and Assessment Program (BTSA), as appropriate. The goals of the BTSA program are to help new teachers succeed, foster increased retention of quality teachers within the teaching profession, and improve instruction for students.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,000	\$45,252
Mid-Range Teacher Salary	\$56,000	\$65,210
Highest Teacher Salary	\$70,000	\$84,472
Average Principal Salary (ES)	\$	\$107,614
Average Principal Salary (MS)	\$	\$112,242
Average Principal Salary (HS)	\$	\$
Superintendent Salary	\$110,188	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	31%
Administrative Salaries	7%	7%

* 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	11,207	2,998	8,209	64,967
District	N/A	N/A	8,796	
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.9	0.0
School Site/ State	8.9	0.0

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 Local Control Funding Formula (LCFF) and federal categorical grants (Title II-A, Title III, and REAP) provide the following services at Pacific Elementary School:

Technology/Media Literacy
Art & Music instruction
Gifted and Talented Education (GATE)
Instructional Materials
Classroom Aide support
Teacher Professional Development
Response to Intervention Services (RTI)
Physical Education materials
Educational Field Trips
Food Lab
Life Lab

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.