Woodbine Elementary School

2500 52nd Avenue • Sacramento, CA 95822 • 916.433.5358 • Grades K-6
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Sacramento City Unified School District
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Area Assistant Superintendent
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School Description

Woodbine Elementary School is a small school with a very big vision; to be one of the best schools in the district! Woodbine has been supported for years by a community of caring families who value education. We are also fortunate to have a staff of skilled and dedicated teachers who deliver quality instruction to students every day.

Our program is structured around high expectations of all staff and students. Through the implementation of the Common Core Standards, Woodbine provides targeted English-Language Arts and Math instruction to meet all students' needs. We are proud of our students and their families for their dedication to education!

The diversity of Woodbine's enrollment and community makes us a culturally rich learning environment for all students. Family activities are scheduled each month to foster a strong parent/school relationship. ELAC and School Site Council meetings are held monthly. Our parent advocate supports families helping with attendance, uniforms and referrals to community resources. Students also have a variety of opportunities. ASES provides after school care, homework assistance and enrichment opportunities including sports and the arts. Teachers provide tutoring for struggling students.

The Woodbine Wildcats are a family of students, staff, parents and members of the community on a mission to achieve excellence. Woodbine students continue to achieve and succeed!

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	30
Grade 1	41
Grade 2	39
Grade 3	47
Grade 4	50
Grade 5	51
Grade 6	59
Total Enrollment	317

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	17.4
American Indian or Alaska Native	1.6
Asian	20.5
Filipino	0.3
Hispanic or Latino	45.1
Native Hawaiian or Pacific Islander	3.8
White	6.6
Two or More Races	4.7
Socioeconomically Disadvantaged	91.8
English Learners	24.6
Students with Disabilities	20.2
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Woodbine Elementary School	**14-15**	**15-16**	**16-17**
With Full Credential	11	13	11
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sacramento City Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	1574
Without Full Credential	♦	♦	83
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
Woodbine Elementary School	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	91.7	8.3
Districtwide		
All Schools	83.9	16.1
High-Poverty Schools	83.1	16.9
Low-Poverty Schools	97.0	3.1

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Open Court Reading, SRA Arts Reading/Language 2002 **Percent of students lacking their own assigned textbook:** 0%
Mathematics	enVisionMATH California Common Core 2015-Pearson-K-6th Mathematics 2014 **Percent of students lacking their own assigned textbook:** 0%
Science	California Science, McMillian McGraw-Hill Science 2008 **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	California Vistas, McMillian McGraw-Hill History/Social Science 2007 **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Moving Into English, Harcourt English Language Development 2004 **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 1953. This school has 7 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 16 portables. 6 portables classrooms were constructed in 1997 and 3 in 1998 for class size reduction. During the 1999 modernization, renovations and upgrades were made in the following areas: health and safety, HVAC, portable buildings and miscellaneous upgrades.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/22/16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/22/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Rating	Exemplary	Good	Fair	Poor
	X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	12	16	35	39	44	48
Math	8	16	28	30	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	27	21	24	53	47	47	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	52	51	98.1	23.5
Male	29	29	100.0	31.0
Female	23	22	95.7	13.6
Black or African American	11	11	100.0	36.4
Hispanic or Latino	22	22	100.0	18.2
Socioeconomically Disadvantaged	48	47	97.9	25.5
English Learners	14	14	100.0	
Students with Disabilities	14	14	100.0	57.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	43	42	97.7	9.8
	4	54	51	94.4	3.9
	5	53	51	96.2	16.0
	6	59	56	94.9	30.4
Male	**3**	22	21	95.5	4.8
	4	26	25	96.2	8.0
	5	30	30	100.0	13.8
	6	37	35	94.6	31.4
Female	**3**	21	21	100.0	15.0
	4	28	26	92.9	
	5	23	21	91.3	19.1
	6	22	21	95.5	28.6
Black or African American	**5**	11	11	100.0	9.1
Asian	**4**	11	10	90.9	20.0
	6	13	12	92.3	41.7
Hispanic or Latino	**3**	20	20	100.0	
	4	30	29	96.7	
	5	23	22	95.7	4.8
	6	29	27	93.1	33.3
Socioeconomically Disadvantaged	**3**	37	36	97.3	11.4
	4	45	44	97.8	4.5
	5	49	48	98.0	17.0
	6	56	53	94.6	30.2

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	**3**	11	11	100.0	
	4	18	17	94.4	5.9
	5	15	15	100.0	
	6	16	15	93.8	6.7
Students with Disabilities	**3**	12	11	91.7	9.1
	4	20	20	100.0	
	5	14	14	100.0	14.3
	6	15	15	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	43	42	97.7	4.9
	4	54	52	96.3	7.7
	5	52	51	98.1	11.8
	6	59	57	96.6	36.8
Male	**3**	22	21	95.5	5.0
	4	26	25	96.2	12.0
	5	29	29	100.0	10.3
	6	37	36	97.3	30.6
Female	**3**	21	21	100.0	4.8
	4	28	27	96.4	3.7
	5	23	22	95.7	13.6
	6	22	21	95.5	47.6
Black or African American	**5**	11	11	100.0	
Asian	**4**	11	10	90.9	10.0
	6	13	13	100.0	53.9
Hispanic or Latino	**3**	20	20	100.0	
	4	30	30	100.0	10.0
	5	22	22	100.0	9.1
	6	29	27	93.1	40.7

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	**3**	37	36	97.3	2.9
	4	45	44	97.8	9.1
	5	48	47	97.9	12.8
	6	56	54	96.4	37.0
English Learners	**3**	11	11	100.0	
	4	18	17	94.4	11.8
	5	14	14	100.0	
	6	16	16	100.0	25.0
Students with Disabilities	**3**	12	11	91.7	
	4	20	20	100.0	
	5	14	14	100.0	14.3
	6	15	15	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)
School Site Council – Responsible for helping to write the school plan and the budget.

ELAC Committee – Responsible for programs to help our English Learners.

Parent Nights – An opportunity for students and parents to interact together with academic programs.

Classroom Volunteers – Parents can help teachers with supplies or tutoring.

Coffee Chats--Parents have an opportunity to chat with various community service members

ESL Classes-Every Wednesday

Parents as Partners Leadership classes

For more information, contact Michelle Haan, Parent Advisor, at (916) 433-5358.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
Sacramento City Unified School District
Comprehensive Safe School Plan 2016-2017

Section 1…… Crisis Communication Flow
Section 2……Emergency Plan: Site Level Drill and Emergency Procedures
(a) Lockdown Response
(b) Fire
(c) Bomb Threat, ATF Bomb Threat Checklist
(d) Active Shooter
(e) Chemical
Section 3……Emergency Plan: Earthquake Emergency Procedures
Section 4…….. Emergency Plan: Site Level Use of Schools as a Community Shelter **
Section 5……District Policies Related to Safety:
(a) Board Policy 5021: Custodial & Parent Rights
(b) Mandated Child Abuse Reporting
(c) Missing Student Protocol
(d) Suicide Risk Assessment
Section 6……Bullying Policies and Procedures
Section 7……Dangerous Student Notification
Section 8……Wellness Plan
Section 9……District Handbook
Section 10……Component I: Social Climate
Component II: Physical Climate/Campus
Section 11…… Emergency Plan: Site Level Incident Command System
Section 12…… Emergency Plan: Site Level Communication Procedures
Section 13……Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on campus
Section 14……Emergency Plan: Site Level Safe Ingress & Egress Procedures
Section 15... Emergency Plan: Site Level Family Reunification Procedures
Section 16……. Emergency Plan: Site Level Provisions for Students/Staff with Special Needs
Section 17……School Site Safety Committee Member List, Approval of CSSP
Section 18……Staff Handbook
Section 19……Site Specific Documents (option to add documents)
** Once designated by the Red Cross or Office of Emergency Services, the school sites will be notified and Documentation will be inserted in this section.

The Comprehensive Safe School Plans for the Sacramento City Unified School District were revised to ensure the contents of the plans were uniform and updated to address the components set forth in Section 32262 of the 2016 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.0	7.1	5.8
Expulsions Rate	2.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.9	6.1	5.8
Expulsions Rate	0.0	0.0	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		52
Percent of Schools Currently in Program Improvement		76.5

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0000
Counselor (Social/Behavioral or Career Development)	0.0000
Library Media Teacher (Librarian)	0.0000
Library Media Services Staff (Paraprofessional)	0.0000
Psychologist	0.2000
Social Worker	0.0000
Nurse	0.0000
Speech/Language/Hearing Specialist	1.0000
Resource Specialist	1.0000
Other	0.0000
Average Number of Students per Staff Member	
Academic Counselor	0.0

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
K	34	21	30		2	2	1	2	1	1		
1	33	29	20			2		1	1	1		
2	32	30	19			1	2	1	1			
3	30	30	23			1	1	2	1			
4	31	30	12			1	2	2	3			
5	29	24	17		1	1	1				1	2
6	25	64	19	1	2	1	2	2	2		1	2
Other	5			1								

Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college career and life, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on the ELA and math Common Core State Standards, the Next Generation Science Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are in addition to the required 18-hours of professional development designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

To that end, the district has crafted a high quality professional program that is focused on ELA Common Core State Standards, Math Common Core State Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

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FY 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$40,683	$45,092
Mid-Range Teacher Salary	$53,467	$71,627
Highest Teacher Salary	$87,749	$93,288
Average Principal Salary (ES)	$102,681	$115,631
Average Principal Salary (MS)	$104,918	$120,915
Average Principal Salary (HS)	$120,601	$132,029
Superintendent Salary	$290,000	$249,537
Percent of District Budget		
Teacher Salaries	31%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	6550.5	1696.2	4854.4	72761.34
District	♦	♦	$4,556	$67,009
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			6.5	10.8
Percent Difference: School Site/ State			-9.2	-0.3

* Cells with ♦ do not require data.

Types of Services Funded

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school. Services throughout the district include:

Class Size Reduction
Tutoring
Supplemental instructional materials and books in mathematics, reading/language arts and ELD
Extended Day/Tutoring
Enrichment programs
Access to technology
Parent Education
Social Services through the Connect Center
Student/Family Primary Language Support
Translation for Home-School Communication
Special Education
Professional Development
Support Staff, such as nurses, instructional assistants, parent advisors
Supplemental Education Services
School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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.