Sequoia Elementary School

3333 Rosemont Drive • Sacramento, CA 95826 • 916.228.5850 • Grades K-6
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Sacramento City Unified School District
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School Description

Sequoia is located in the old part of Rosemont, with a predominantly working class/middle class population. We have a similar ethnic make up to Sacramento. Our students range from being identified Special Education-special needs to GATE-identified, but all teachers hold all students to high expectations regardless. We are the Sequoia Stars, and with School Site Council, we have rewritten our Mission staement to be the following:

S: Safe and caring environment
- A small stepping stone to a huge success
- Taking initiative to be considerate, conscientious, and thoughtful.
- A school environment based on kindness

T: Technology-seeking school
- Preparing 21st Century thinkers
- Crafting engineers of the future
- Skillful learning

A: Academic, Artistic, and Athletic
- Promoting well-rounded pursuits and interests
- Educating the "whole" child
- Feeding the creative and active spirit

R: Respectful and Responsible
- Captivating a conscience
- Creating a culture of community
- Devoted to truth and honor
- Treasuring friendships

S: Socially-Inclusive
- Promoting empathy and embracing differences in others
- Capturing a wider world view
- Holding others in high regard

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	66
Grade 1	69
Grade 2	59
Grade 3	51
Grade 4	65
Grade 5	64
Grade 6	82
Total Enrollment	456

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.1
American Indian or Alaska Native	0.7
Asian	7.7
Filipino	0.4
Hispanic or Latino	34.0
Native Hawaiian or Pacific Islander	1.1
White	25.9
Socioeconomically Disadvantaged	68.9
English Learners	9.0
Students with Disabilities	13.2
Foster Youth	1.1

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			
Sequoia Elementary School	16-17	17-18	18-19
With Full Credential	19	18	22
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Sacramento City Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	2007
Without Full Credential	♦	♦	116
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Sequoia Elementary School	16-17	17-18	18-19
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 2018-19)

The district instructional material evaluation committee, consisted of members representing teachers, administrators, other staff, students, parents/guardians, and community, ensures that the selected textbooks, technology-based materials and other educational materials effectively support the district's adopted courses of study and meet current curricular goals and California Content Standards. Teachers, students, parents/guardians and community members have the opportunity to review and provide input about the instructional materials being considered for adoption. Recommendations for the adoption and/or withdrawal of instructional materials by the instructional material evaluation committee are presented to the Board by the Superintendent or designee and include documentation supporting the recommendation. In some instances, the considered textbooks and/or instructional materials are piloted for a period of time before being recommended for adoption to the Board of Education.

Textbooks and Instructional Materials	
Year and month in which data were collected: February, 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Benchmark Advance Texts for English Language Development Kinder 2017 Adopted 2018 Benchmark Advance Texts for English Language Development 1st 2017 Adopted 2018 Benchmark Advance Texts for English Language Development 2nd 2017 Adopted 2018 Benchmark Advance Texts for English Language Development 3rd 2017 Adopted 2018 Benchmark Advance Texts for English Language Development 4th 2017 Adopted 2018 Benchmark Advance Texts for English Language Development 5th 2017 Adopted 2018 Benchmark Advance Texts for English Language Development 6th 2017 Adopted 2018 Benchmark Advance English Language Kinder 2017 Adopted 2018 Benchmark Advance English Language 1st 2017 Adopted 2018 Benchmark Advance English Language 2nd 2017 Adopted 2018 Benchmark Advance English Language 3rd 2017 Adopted 2018 Benchmark Advance English Language 4th 2017 Adopted 2018 Benchmark Advance English Language 5th 2017 Adopted 2018 Benchmark Advance English Language 6th 2017 Adopted 2018 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　　0%
Mathematics	EnVision Math Grade Kinder 2015 Adopted 2014 EnVision Math Grade 1 2015 Adopted 2014 EnVision Math Grade 2 2015 Adopted 2014 EnVision Math Grade 3 2015 Adopted 2014 EnVision Math Grade 4 2015 Adopted 2014 EnVision Math Grade 5 2015 Adopted 2014 EnVision Math Grade 6 2015 Adopted 2014 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　　0%
Science	Science Macmillan : Kinder 2008 Adopted 2008 Science Macmillan : 1 2008 Adopted 2008 Science Macmillan : 2 2008 Adopted 2008 Science Macmillan : 3 2008 Adopted 2008 Science Macmillan : 4 2008 Adopted 2008 Science Macmillan : 5 2008 Adopted 2008 Earth science: 6 2007 Adopted 2007 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　　0%
History-Social Science	We learn together : Kinder 2007 Adopted 2006 Family and friends : 1st 2007 Adopted 2006 People and places: 2 2007 Adopted 2006 California Communities: 3 2007 Adopted 2006 Our Golden State: 4 2007 Adopted 2006 Making a new nation: 5 2007 Adopted 2006 Ancient Civilizations: 6 2007 Adopted 2006 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　　0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Sequoia Elementary School, built in 1960, received Facility Inspection Tool (FIT) overall repair rating score of "good" from its most recent facility inspection in May 2018. The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe and functional. The district Operations Department takes great pride following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

The passage of Measure Q, the district's 2012 general obligation bond, provided facility upgrade funding to all district schools. The district performed Quick Strike projects during the summer of 2014, which allowed schools to pick from one of the following improvements: 1) marquees, 2) closed-circuit television (CCTV) surveillance, 3) exterior painting, or 4) seal coating and striping of parking lots or playgrounds. Fire alarms at all the district schools were upgraded. Additional 10 million dollars have been allocated for safety and security upgrades, which are expected to begin in 2019.

Funding from the federal government through Universal Service Administrative Company (USAC) provided for technology infrastructure improvements to the district's wireless connectivity. The improvements, which are expected to be completed by the end of 2019, will increase classroom internet access and digital voice communication.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 5/11/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Classroom 7: Stained ceiling tile - W.O. #124664. Classroom 10: Please clean/replace curtains - W.O. #124665; Need door sweep installed - W.O. #124666. Classroom 11: Need door sweep installed - W.O. #124667. Classroom 12: 3 stained ceiling tile - W.O. #124670; Need door sweep installed - W.O. #124669. Classroom 14: 20 stained ceiling tile - W.O. #124672; Roof has small leaks - W.O .#124674. Classroom 15: Water damaged ceiling tile - W.O. #124675; Small leak in roof. W.O. #124678. Classroom 29: Water damaged ceiling tile - W.O. #124684. Classroom 30: Water damaged ceiling tile - W.O. #124686.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Classroom 8: The pest prevention strip on front and back door has deteriorated - W.O. #107711. Classroom 9: The pest prevention strip on front and back door has deteriorated - W.O. #107712.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Kitchen: The pipes under sink are leaking - W.O.#124688.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 5/11/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Classroom 3: Weather strip on back door needs to be replaced - W.O. #124661. Classroom 17: Need new door sweep - W.O. #124681. Classroom 18: Need new door sweep - W.O. #124683.
Overall Rating	**Good**	All items in need of repair have had a work order submitted.

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

2017-18 CAASPP Results for All Students					
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)				
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	49.0	48.0	39.0	40.0	48.0	50.0
Math	39.0	42.0	31.0	32.0	37.0	38.0

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					
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)				
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.5	26.2	12.3

* 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.

School Year 2017-18 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	273	267	97.80	47.57
Male	132	130	98.48	42.31
Female	141	137	97.16	52.55
Black or African American	39	37	94.87	21.62
American Indian or Alaska Native	--	--	--	--

School Year 2017-18 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**
Asian	23	21	91.30	52.38
Filipino	--	--	--	--
Hispanic or Latino	92	91	98.91	49.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	79	98.75	59.49
Two or More Races	34	34	100.00	38.24
Socioeconomically Disadvantaged	188	184	97.87	40.76
English Learners	40	37	92.50	45.95
Students with Disabilities	45	45	100.00	24.44
Foster Youth	--	--	--	--

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 2017-18 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	273	269	98.53	42.38
Male	132	130	98.48	43.85
Female	141	139	98.58	41.01
Black or African American	39	37	94.87	18.92
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100	60.87
Filipino	--	--	--	--
Hispanic or Latino	92	90	97.83	44.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	80	100	45
Two or More Races	34	34	100	41.18
Socioeconomically Disadvantaged	188	186	98.94	40.86
English Learners	40	40	100	45
Students with Disabilities	45	44	97.78	15.91
Foster Youth	--	--	--	--

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 2018-19)
At Sequoia we have numerous organizations and committees that provide opportunities for parental leadership and involvement. We have a fabulous Parent Teacher Association, School Site Council, and English Learner Advisory Council; all of these groups are active and vital in the successful functioning of our school community.

For more information, contact the school at (916) 228-5850 for any of the following persons:

Cindy Hollander, Principal
Kristin Bader, PTA President
TBD, School Site Council
Marni Miura, English Learner Advisory Committee
Steve Clark, School Safety Committee

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
Sacramento City Unified School District
Comprehensive Safe School Plan 2018-2019

Section 1………… Crisis Communication Flow
Section 2………….Site Level Emergency Procedures:
(a) Lockdown Response
(b) Fire
(c) Bomb Threat, ATF Bomb Threat Checklist
(d) Active Shooter
(e) Chemical Accident
(f) Severe Weather / Loss of Power (City of Sacramento)
Section 3…………Earthquake Emergency Procedures
Section 4……. …..Site Level Use of Schools as a Community Shelter **
Section 5…………District Policies Related to Safety and Missing Student Protocol:
(a) Board Policy 5021: Custodial & Parent Rights
(b) Mandated Child Abuse Reporting
(c) Suicide Risk Assessment
(d) Missing Student Protocol
Section 6…………Bullying Policies and Procedures
Section 7…………Dangerous Student Notification / Email Notifications Made by IT Dept.
Section 8…………Wellness Plan
Section 9…………District Handbook
** To be determined by The American Red Cross and the Office of Emergency Services
Section 10……………Component I: Social Climate
Component II: Physical Climate/Campus
Section 11……………Site Level Incident Command System (ICS) roles and ICS Team
Section 12………… ...Site Level Communication Procedures
Section 12 (a) ……….Emergency Phone Tree
Section 13……………Before and After School Programs - Coordinators and Contact   Numbers / Days and Hours of Operation on Campus
Section 14……………Site Level Safe Ingress & Egress Procedures and Route Maps
Section 15… …………Site Level Family Reunification Plans
Section 15(a)……….. Reunification Logs
Section 16……………* Site Level Provisions for Students/Staff with Special Needs
Section 16(a)…………Site Evacuation for Persons With Special Needs
Section 17……………School Site Safety Committee Member List and Approval of CSSP
Section 18… …………Staff / School Handbook
Section 19……………Site Map (Please Label All Rooms)
Section 20……………OPTIONAL-Additional Site-Specific Safety Information

- Confidential

The Comprehensive Safe School Plans for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the 2018 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	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	2.7	2.6	3.1
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	5.8	6.3	6.2
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.45
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	23	18	20	2	3	3	4	5	5			
1	29	23	25				2	2	2			
2	27	24	24				2	2	2			
3	26	24	21			2	3	3	1			
4	32	31	33				2	2	1			1
5	30	32	29				3	2	2		1	
6	157	156	118				1		3	2	3	1

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

Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, 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 Literacy (including ELA Common Core Standards), English Language Learners, Differentiation of Instruction, Data Inquiry, Culturally and Linguistically Teaching and Learning, and Conceptual Understanding of Mathematics. 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.

Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$43,472	$47,903
Mid-Range Teacher Salary	$62,117	$74,481
Highest Teacher Salary	$93,765	$98,269
Average Principal Salary (ES)	$120,748	$123,495
Average Principal Salary (MS)	$127,364	$129,482
Average Principal Salary (HS)	$139,247	$142,414
Superintendent Salary	$290,000	$271,429
Percent of District Budget		
Teacher Salaries	31.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$6,481	$974	$5,507	$71,717
District	◆	◆	$6,048	$72,113
State	◆	◆	$7,125	$80,764
Percent Difference: School Site/District			-2.1	6.9
Percent Difference: School Site/ State			-10.4	-5.0

* Cells with ◆ 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

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities and English learners. Programs and services such as enrichment program, family engagement activities, supplemental instructional materials, and academic, social and emotional support programs help our students achieve grade level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness. Sequoia Elementary School and district supplemental programs and services include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books
- Extended Day/Year/ Summer school
- Enrichment programs
- Access to technology
- Parent Education/Family Nights
- Social Services (Integrated Social Services Social Worker)

- Student/Family Primary Language Support
- Translation for Home-School Communication
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- 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 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.