



# Glenwood Elementary School

25 West Castlewood Drive • San Rafael • 4154852430 • Grades

Jason Richardson, Principal

[jrichardson@srcs.org](mailto:jrichardson@srcs.org)

<http://gl.srcs.ca.schoolloop.com/>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### San Rafael City Schools

310 Nova Albion Way  
San Rafael, CA 94903  
415-492-3200  
<http://www.srcs.org>

#### District Governing Board

Greg Knell, President

Maika Llorens Gulati, Vice President

Linda Jackson, Board Member

Rachel Kertz, Board Member

Natu Tuatagaloa, Board Member

#### District Administration

Dr. Michael R. Watenpaugh  
Superintendent

Dr. Mayra Perez  
Deputy Superintendent

### Our Vision

Glenwood Elementary School is a place where you will find dedicated educators, committed families, and engaged students working collaboratively to create a positive and rigorous 21st century learning environment. Students and teachers have mutual respect and high expectations for one another in order to foster college and career readiness skills.

### Mission Statement

The purpose of the Glenwood School Community is to provide each student with a challenging educational program which develops and nurtures self-esteem, intellectual curiosity, independent thinking, and in the process, creates a happy and productive citizen.

### Description

Glenwood Elementary School (a public K – 5 school) is perfectly situated in a clean, friendly neighborhood on the San Francisco Bay. There are lush, beautiful hillsides, a saltwater marsh, and the Bay in walking proximity. We work closely with neighborhood residents to maintain the rich natural environment that the Glenwood area provides for our students and families. The school serves a community composed primarily of single-family homes in east San Rafael, and also luckily includes intra-district transfer students from other areas of San Rafael.

At Glenwood, we listen and respond carefully to the wishes of our community to achieve a program of educational excellence. Our academic core subjects program is thematically integrated and differentiated to meet the needs of all of our learners. There is an emphasis on basic skills instruction that stresses grade level mastery in math and language arts. We believe that all persons on our campus are learners and thus have created a culture of constant professional development and collegial collaboration for staff in order to create and lead rigorous, differentiated instruction for all students.

During the 2018-2019 school year, Glenwood Elementary School will serve 383 students. Student enrollment ethnicity is 72% White, 18% Hispanic or Latino, 9% Asian, and 1% African American. 12% of our students are English Learners. Our Special Education Program provides Individualized Education Plans for 7% of our population. 19% of our students are Socioeconomically Disadvantaged.

Glenwood has more than two hundred parent and community volunteers that support the work and vision of the school in everything from classroom volunteers and field trip drivers to community building activities.

There are currently twenty classrooms, a technology lab, an art studio, science lab, and a multi-purpose room on campus. In order to support our working parents, there is an efficient on-site daycare center for school-age children and interest based classes run by the City of San Rafael.

Forty-four staff members are united in their commitment to provide education for the 383 students that are enrolled. On site we have: one principal, seventeen credentialed classroom teachers, two resource specialists and four RSP instructional assistants, one speech and language specialist, two part-time general education instructional assistants, one part-time psychologist, one part-time counselor, one part-time library clerk, five Encore consultants (they teach music, art, technology, science, and PE), one administrative assistant and one part-time secretary, one part-time community liaison, two custodians, one part-time food service staff person, one part-time occupational therapist, one part-time nurse and community health outreach employee, and one part-time instructional coach.

Glenwood values the strength in diversity and recognizes the strongest community is one comprised of fully developed individuals. The 2018-19 SPSA is based on available formative and summative student data, input from our School Site Council (SSC), Instructional Leadership Team (ILT), and the participation of all stakeholders in our learning community. While we recognize that achievement in all curricular areas is our goal, the SPSA emphasizes English-Language Arts and Mathematics as our primary focus areas.

### 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	67
Grade 1	67
Grade 2	84
Grade 3	71
Grade 4	66
Grade 5	62
<b>Total Enrollment</b>	<b>417</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	1.2
Asian	6.2
Filipino	0.7
Hispanic or Latino	20.9
Native Hawaiian or Pacific Islander	0.5
White	66.2
Socioeconomically Disadvantaged	18.2
English Learners	13.7
Students with Disabilities	9.1
Foster Youth	0.0

### 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			
Glenwood Elementary School	16-17	17-18	18-19
With Full Credential	21	19	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Rafael City Schools	16-17	17-18	18-19
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Glenwood 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)

Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on instructional materials.

The California Department of Education has determined textbook selection and adoption schedules. The district follows the state schedule for these adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas.

The Elementary School District Curriculum Advisory Council reviews curriculum recommendations and revisions materials utilized in the support of the instructional program. The Curriculum Council recommendations are forwarded to the Board of Education for final approval. This is an ongoing process, assuring that all textbooks and instructional materials are systematically reviewed, updated, and supplemented.

This table shows some of the textbooks used with grade K-5 students. A comprehensive list of all textbooks is available at the district office.

Textbooks and Instructional Materials Year and month in which data were collected: 2018, September	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt– California Journeys Hampton Brow- Into English Pearson- Language Central McGraw Hill Education-StudySync  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Wright Group/McGraw Hill- Everyday Mathematics <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Harcourt School Publishers-California Science <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Scott Foresman- History-Social Science Program for California <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

At Glenwood School, the campus is orderly and students feel safe at school. The school ensures that on-site supervision is provided for programs that take place during and after school. Teachers, day care personnel, and people who run the after-school programs supervise students both before and after school. A city run day care facility is on campus after school on a fee basis.

District and school policy require that during the school day all guests to the campus check in at the school office and obtain a "visitor pass" to identify them for security personnel and all staff and students.

Glenwood Elementary School was originally built in 1964 and with voter-approved school bond funds and state modernization funds, has been modernized in phases from 2002 to 2004. Improvements to Glenwood included modernization of existing classrooms and the multipurpose building, an addition of a new classroom wing to replace portable classrooms, expansion of the library/computer lab and student services area, and an addition of a new science classroom/lab. The school has a total of 20 classrooms - 19 permanent and one portable classroom with new exterior paint and carpeting that was installed during the summer of 2007 to accommodate an increase in student enrollment. Thanks to the good work of the PTA and other school supporters, a new sunshade was installed over the courtyard area in 2006-2007.

The district strives to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online maintenance order request process is used to ensure efficient service and that emergency repairs are given the highest priority.

The state's School Deferred Maintenance Program, which provided state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components, became inoperative effective July 1, 2013. However, the district continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects.

San Rafael voters approved Measure A in November 2015 to fund capital facilities projects to improve our school facilities. Measure A provides \$108 million to update the district's elementary and middle school facilities.

SRCS' bond program is providing much needed capital improvements to our facilities to create safe, innovative learning environments and to provide instructional technology to support 21st century learning. Additional classrooms, labs and equipment are being built and improved to reduce overcrowding in our schools and to better meet the growing demand for hands-on science, technology, engineering, arts and math (STEAM) classes. Site Design Teams and architects, led by the District's Capital Facilities Team, have contributed greatly to shape the plans for these improvements, and the construction work is ongoing throughout the district.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 2018 July		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Bldg 5-8 Drinking Fountain Exterior: fountain on left has low flow W.O#11872
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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	76.0	74.0	43.0	43.0	48.0	50.0
Math	73.0	68.0	39.0	37.0	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	3.2	14.3	82.5

\* 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	200	199	99.50	74.24
Male	96	96	100.00	68.75
Female	104	103	99.04	79.41
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.00	68.42
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.00	41.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	129	128	99.22	86.72
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.00	38.89
English Learners	29	29	100.00	28.57
Students with Disabilities	28	28	100.00	10.71

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	200	198	99	68.18
Male	96	96	100	68.75
Female	104	102	98.08	67.65
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100	68.42
Filipino	--	--	--	--
Hispanic or Latino	40	39	97.5	35.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	129	128	99.22	80.47
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	36	97.3	33.33
English Learners	29	28	96.55	28.57
Students with Disabilities	28	28	100	10.71

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)

Parent involvement is a vital component of the educational program at Glenwood Elementary School. San Rafael City Schools would not be what it is today without the contributions of countless parents and guardians who give their time and expertise as volunteers and who share their financial resources to support the goals and aspirations of San Rafael City Schools.

Parents and guardians have the opportunity to play an active role in their child's academic experience through a number of activities. Opportunities for active parent involvement include participation on the School Site Council (SSC), Glenwood's English Language Advisory Council (ELAC), district and site subcommittees that address specific program needs, and the Glenwood School Foundation (GSF). The Glenwood School Foundation raises funds and sponsors activities, special events, and vital programs that support the school.

Glenwood has a robust parent volunteer program. The administration, GSF, and teaching staff work with parents to help train, schedule, and coordinate their participation in classroom and school activities. The parent volunteer program serves a comprehensive model of support and includes parents, senior citizens, community members, and local businesses.

Parents are also made to feel welcome through various informational and community-building events, including back-to-school nights, a parent speaker series, concerts, and other artistic and academic performances.

**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**

Date reviewed and Updated: November 30, 2018

Date discussed with school faculty: 10/31/2018

Glenwood Elementary School has a comprehensive school safety plan covering all aspects of planning for emergency response and student safety. This plan is based on and coordinated with the district and county emergency preparedness plans. The plan is reviewed with school staff at the start of the school year. The plan is updated annually to increase preparedness for any emergency, including storms, fire, earthquake, or intruders on campus. The school has staff members who are trained in cardiopulmonary resuscitation (CPR) and first aid. Disaster drills are held once a semester throughout the year. Fire drills are held once a month and lock down drills are held twice a year. The school also participates in an annual county-wide disaster preparedness drill. There are disaster supplies both in the classroom and in a storage area in the Multi-Purpose Room.

Key elements included in the school safety plan include: disaster procedures, parent and staff phone trees, bus driver disaster procedures, county emergency phone numbers, procedures for safe ingress and egress of pupils, and staff emergency teams broken down by specific jobs for each teacher in the case of an emergency. We also have a student safety and wellness committee made up of parents and teachers. They created plans of action for any issues of student safety that could arise throughout the year. We have a unified approach for the management of allergies on Glenwood's campus that provides all children with a safe and consistent learning environment.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate			
Expulsions Rate			
District	2015-16	2016-17	2017-18
Suspensions Rate			
Expulsions Rate			
State	2015-16	2016-17	2017-18
Suspensions Rate			
Expulsions Rate			

**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)	0.5
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	0
Other	0.5
Average Number of Students per Staff Member	
Academic Counselor	

\* 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	22	22				4	3	3			
1	23	22	22				3	4	3			
2	23	19	21		4	1	4		3			
3	25	25	24				3	3	3			
4	22	27	27				3	2	2			
5	26	27	25				2	3	3			

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

### Professional Development provided for Teachers

Elementary School District number of dedicated negotiated staff development days:

2016-2017 – 3

2017-2018 – 3

2018-2019 – 3

District professional development during the 2018-2019 school year will focus on focus on math district wide during differentiated professional development offerings and buy back days. Additionally, teachers at three schools will be participating in a robust year-long professional development on writing workshop including a Beginning Summer Writing Workshop Institute, lab sites and more. With coach support, teachers will continue using assessments to inform differentiated reading instruction through small groups and conferencing. Finally, all teachers are also able to choose from a wide range of differentiated professional development opportunities such as “Math Talks” and “Next Generation Science Standards: Key Instructional Shifts,” among others. These topics were chosen based on teacher surveys, student learning data and district foci. Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate. District wide, we are also in our fifth year of professional development for all PK-3 teachers in SEAL to support our English Learners. Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate.

In 2018-19, training topics included: California Common Core Standards, Balanced Literacy and Guided Reading, Strategies and Curriculum Planning for ELD, Fountas and Pinnell Benchmark Assessments, EL Achieve Designated ELD (Grades 4 and 5), use of data for differentiated instruction, and instructional strategies to meet the needs of English language learners. These topics were selected based on CELDT scores, fluency scores, district benchmark data, and other student data.

Teachers and other key school staff members have opportunities for participation in professional development activities through district, school, categorical, grant, foundation, and parent-teacher organization funds. Professional development is focused to support the mission and goals of the district and each school site plan and may include site and district training, county offerings, state and national conferences, and workshops as appropriate.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,987	\$48,064
Mid-Range Teacher Salary	\$75,916	\$75,417
Highest Teacher Salary	\$97,291	\$94,006
Average Principal Salary (ES)	\$128,506	\$119,037
Average Principal Salary (MS)	\$154,350	\$123,140
Average Principal Salary (HS)	\$161,478	\$135,974
Superintendent Salary	\$256,050	\$183,692
Percent of District Budget		
Teacher Salaries	36.0	36.0
Administrative Salaries	7.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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	6417	1790	5299	75321
District	◆	◆	5700	\$73,392
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-7.3	
Percent Difference: School Site/ State			-21.5	1.5

\* 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**

Glenwood School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources.

These programs and services included the following:

- Supplementary educational programs/consultants such as art, music, PE, science, computers, library, and student support
- Curriculum-aligned field trips
- Staff development
- Parent education
- ELD support and materials
- Intervention support and materials
- Teachers and supplies
- Teacher conferences/professional development and substitutes
- Materials for classroom use
- School counseling and character education

### **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.