

General Shafter Elementary School

1825 Shafter Rd. • Bakersfield, CA 93313 • (661) 837-1931 • Grades K-8

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

General Shafter Elementary School District

1825 Shafter Rd.
Bakersfield, CA 93313
(661) 837-1931
www.generalshafter.org

District Governing Board

Paul Kaiser
Leane Melo
Matthew Woodfin

District Administration

Chris Salyards
Superintendent

School Description

Superintendent's Message

Welcome to General Shafter Elementary School! This report will provide you, parents, and community members, with information about our school's achievements, resources, students, and staff. Since home and school unity and cooperation are keys to school success, we hope that you will gain a better understanding of our school through the information provided. We encourage all community members to visit and become familiar with our unique school.

General Shafter Elementary School has a 100 year tradition of being an integral part of the surrounding community. We will continue to explore new educational ideas and trends to improve our effectiveness with children. We will continue to provide an academic program that strives for excellence.

Community & School Profile

General Shafter Elementary School District is rurally located to the south of Bakersfield, California. The General Shafter Elementary School District, a single-site district, serves students in Kindergarten through eighth grade on a traditional calendar system. The educational programs at General Shafter Elementary School are designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base. During the 2014-15 school year, 152 students were enrolled in grades Kindergarten through eight.

Mission Statement

General Shafter School's mission is to promote the academic, social, and physical development of our students in a safe, positive learning environment.

Beliefs

We believe in the worth of all individuals.

We believe that all students can and will learn.

We believe that all students deserve access to the same high quality curriculum.

We believe that student learning is our highest priority.

We believe that students learn from others: adults and other children alike and that cooperative learning is worthwhile.

We believe that students should value and enjoy learning.

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 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 at (661) 837-1931 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	24
Grade 1	19
Grade 2	11
Grade 3	20
Grade 4	12
Grade 5	15
Grade 6	21
Grade 7	17
Grade 8	14
Total Enrollment	153

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
Asian	1.3
Hispanic or Latino	79.7
White	17.6
Socioeconomically Disadvantaged	80.4
English Learners	46.4
Students with Disabilities	2

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			
General Shafter Elementary School	13-14	14-15	15-16
With Full Credential	8	8	8
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence			
General Shafter Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	8
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
General Shafter Elementary	13-14	14-15	15-16
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

2014-15 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	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

* 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 2015-16)

General Shafter Elementary School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program, as well as providing students with their own textbooks. General Shafter Elementary School District held a public hearing September 15, 2013 and determined that the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks in core subjects for use in the classroom and to take home. All textbooks and instructional materials are aligned with the Common Core State Standards.

The textbook adoption process begins with a teacher evaluation of the textbooks on the state adopted list, and may involve textbook publisher presentations. Teachers and administrators then discuss the effectiveness of the materials in regard to meeting educational standards established by the district. Surrounding districts may also be consulted to ensure continuity across the curriculum with feeder high schools. Parents are invited to preview proposed materials at the school office over a 30-day period prior to adoption. To conclude the process, the superintendent submits a recommendation to the Board of Trustees for final adoption. The table displays the textbooks used at General Shafter Elementary School.

Information is current as of September 2013.

Textbooks and Instructional Materials Year and month in which data were collected: September 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Adopted 2001 Prentice Hall Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin GO Math Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt Brace Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Prentice Hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	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)

The General Shafter Elementary School student body and all services were moved to a new site at 1825 Shafter Road in August 2006. The school now has ten relocatable classrooms, a library, a computer lab, and one restroom. There is also a permanent building that houses a ballroom and a janitor's storeroom. The cafeteria and administration building are also relocatables. All site infrastructure is completed to one day accommodate permanent structures and growth. In addition, the district owns additional adjoining property for a middle school site, transportation facility and a district office. The athletic field and play yard provide adequate facilities for multiple classes to use for physical education. The facility strongly supports teaching and learning through its ample classroom and playground space, and staff resource room.

The chart displays the results of the most recent school facilities inspection information collected (as of December 2013).

Cleaning Process & Schedule

The district governing board has adopted cleaning standards for General Shafter Elementary School. A team of three full-time custodians promptly addresses facility maintenance issues and cleans the campus on a daily basis. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

General Shafter Elementary School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time this report was published, 100% of restrooms on campus were in good working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides 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. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 2014				
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			
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	29	29	44
Math	35	35	33

* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	33	23	40	33	23	40	59	60	56

* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	6.20	43.80	18.80
7	28.60	35.70	7.10

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	40
All Student at the School	40
Male	--
Female	--
Black or African American	--
Hispanic or Latino	28

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	36
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	21	21	100.0	43	29	29	0
	4	12	12	100.0	50	33	8	8
	5	16	16	100.0	50	19	25	6
	6	22	21	95.5	29	52	14	5
	7	16	15	93.8	27	27	47	0
	8	16	14	87.5	21	43	36	0
Male	3		7	33.3	--	--	--	--
	4		8	66.7	--	--	--	--
	5		6	37.5	--	--	--	--
	6		13	59.1	31	54	15	0
	7		9	56.3	--	--	--	--
	8		8	50.0	--	--	--	--
Female	3		14	66.7	36	29	36	0
	4		4	33.3	--	--	--	--
	5		10	62.5	--	--	--	--
	6		8	36.4	--	--	--	--
	7		6	37.5	--	--	--	--
	8		6	37.5	--	--	--	--
Black or African American	6		1	4.5	--	--	--	--
	8		1	6.3	--	--	--	--
Asian	4		1	8.3	--	--	--	--
	6		1	4.5	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		18	85.7	44	22	33	0
	4		9	75.0	--	--	--	--
	5		14	87.5	50	21	21	7
	6		16	72.7	25	56	19	0
	7		10	62.5	--	--	--	--
	8		9	56.3	--	--	--	--
White	3		3	14.3	--	--	--	--
	4		2	16.7	--	--	--	--
	5		2	12.5	--	--	--	--
	6		3	13.6	--	--	--	--
	7		5	31.3	--	--	--	--
	8		4	25.0	--	--	--	--
Socioeconomically Disadvantaged	3		17	81.0	47	18	35	0
	4		9	75.0	--	--	--	--
	5		14	87.5	57	14	21	7
	6		14	63.6	29	57	14	0
	7		9	56.3	--	--	--	--
	8		11	68.8	27	36	36	0
English Learners	3		11	52.4	73	9	18	0
	4		5	41.7	--	--	--	--
	5		7	43.8	--	--	--	--
	6		9	40.9	--	--	--	--
	7		6	37.5	--	--	--	--
	8		1	6.3	--	--	--	--
Students with Disabilities	6		1	4.5	--	--	--	--
	7		1	6.3	--	--	--	--
	8		1	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	21	21	100.0	14	33	38	14
	4	12	12	100.0	17	33	17	33
	5	16	16	100.0	38	38	13	13
	6	22	21	95.5	33	43	19	5
	7	16	15	93.8	20	47	13	20
	8	16	14	87.5	29	43	21	7
Male	3		7	33.3	--	--	--	--
	4		8	66.7	--	--	--	--
	5		6	37.5	--	--	--	--
	6		13	59.1	31	46	23	0
	7		9	56.3	--	--	--	--
	8		8	50.0	--	--	--	--
Female	3		14	66.7	14	36	36	14
	4		4	33.3	--	--	--	--
	5		10	62.5	--	--	--	--
	6		8	36.4	--	--	--	--
	7		6	37.5	--	--	--	--
	8		6	37.5	--	--	--	--
Black or African American	6		1	4.5	--	--	--	--
	8		1	6.3	--	--	--	--
Asian	4		1	8.3	--	--	--	--
	6		1	4.5	--	--	--	--
Hispanic or Latino	3		18	85.7	17	28	39	17
	4		9	75.0	--	--	--	--
	5		14	87.5	36	36	14	14
	6		16	72.7	25	50	25	0
	7		10	62.5	--	--	--	--
	8		9	56.3	--	--	--	--
White	3		3	14.3	--	--	--	--
	4		2	16.7	--	--	--	--
	5		2	12.5	--	--	--	--
	6		3	13.6	--	--	--	--
	7		5	31.3	--	--	--	--
	8		4	25.0	--	--	--	--

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		17	81.0	12	29	41	18
	4		9	75.0	--	--	--	--
	5		14	87.5	43	29	14	14
	6		14	63.6	29	50	21	0
	7		9	56.3	--	--	--	--
	8		11	68.8	27	45	18	9
English Learners	3		11	52.4	27	36	27	9
	4		5	41.7	--	--	--	--
	5		7	43.8	--	--	--	--
	6		9	40.9	--	--	--	--
	7		6	37.5	--	--	--	--
	8		1	6.3	--	--	--	--
Students with Disabilities	6		1	4.5	--	--	--	--
	7		1	6.3	--	--	--	--
	8		1	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

General Shafter Elementary School has found that good discipline is a solid foundation on which to build an effective school; good discipline and school effectiveness have a strong correlation. General Shafter Elementary School has established a comprehensive approach to discipline that includes a partnership with parents. The goal of General Shafter Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. General Shafter Elementary School believes students who develop a sense of personal responsibility will mature both academically and emotionally. The administration practices a counseling approach to student discipline that reinforces students' accountability for their actions and teaches viable alternatives for handling difficult social and personal interactions. Parents and students are informed of discipline policies at the beginning of each school year through the School Handbook.

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

Safety of students and staff is a primary concern of General Shafter Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency/fire/earthquake/disaster drills are conducted four times a year. Assigned staff members monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the school's closed campus.

The Comprehensive Safety Plan was developed by the district in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include the following list.

- Child abuse reporting procedures
- Dress code policy
- Disaster response procedures
- Sexual harassment policy
- Teacher notification of dangerous pupil procedures
- Procedures for safe ingress and egress from school

General Shafter Elementary School reviews the plan annually and updates it as needed. The plan was last reviewed with school staff in August 2015.

An updated copy of the plan is in the process of being written.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	0	
Percent of Schools Currently in Program Improvement	.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	6	16	10	1	1	2						
1		9	19		1	1						
2	11			1								
3	13			1								
4	21	26	12			1	1	1				
5	17	18	15	1	1	1						
6	12	18	21	1	1				1			
Other	15	18	17	1	1	1			1			

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,697	\$39,948
Mid-Range Teacher Salary	\$59,606	\$57,401
Highest Teacher Salary	\$77,659	\$73,183
Average Principal Salary (ES)	\$96,591	\$94,578
Average Principal Salary (MS)		\$97,400
Average Principal Salary (HS)		
Superintendent Salary	\$96,774	\$112,657
Percent of District Budget		
Teacher Salaries	28%	35%
Administrative Salaries	3%	7%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$14,569	\$4,242	\$10,327	\$58,925
District	♦	♦	\$10,327	\$57,990
State	♦	♦	\$5,348	\$59,180
Percent Difference: School Site/District			0.0	1.6
Percent Difference: School Site/ State			93.1	-0.4

* Cells with ♦ do not require data.

Types of Services Funded

In addition to state funding, General Shafter Elementary School District receives funding for the following categorical, special education, and support programs:

- Peer Assistance and Review
- Home-to-School Transportation
- Class Size Reduction
- Basic Reading Act
- Instructional Materials

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, the county, and the state. 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.