

Gateway Elementary School

501 South Gateway • Ridgecrest CA, 93555 • (760) 499-1850 • Grades K-5

Lisa Decker, Principal

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

Sierra Sands Unified School District

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Ridgecrest CA, 93555
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District Governing Board

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Timothy Johnson, Member
Kurt Rockwell, Member
Michael Scott, Vice President

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Christina Giraldo
Assistant Superintendent, Business Services
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Assistant Superintendent, Curriculum and Instruction
Elaine Littleton
Executive Director of SELPA

Principal's Message

At Gateway Elementary School, we value learning as a lifelong, active process, where thinking and action are encouraged in order to create individuals who are academically literate. Our school climate serves as a magnet to draw students, parents, and staff together to work as partners to create the best environment for learning. We encourage each other to achieve our maximum potential, and we recognize that each member of the team has unique gifts and that all participants are valued for their contribution.

Exemplary educational practices based on the California Common Core Standards are very important to all of us. Ongoing teacher collaboration in professional learning communities among and across grade levels helps to ensure success for all students. At Gateway, we focus on accelerating academic achievement, developing positive behavior, and encouraging parent participation.

Lisa Decker, PRINCIPAL
School Vision and Mission

LEARNING, THINKING, DOING...BUILDING A GATEWAY TO THE FUTURE

AT GATEWAY SCHOOL WE PURSUE THIS VISION THROUGH THE FOLLOWING MISSION AREAS:

WE VALUE LEARNING: Learning is a lifelong, active process where thinking and action are encouraged and creates individuals who are academically literate...both culturally and scientifically.

WE SHARE A CONTAGIOUS EXCITEMENT ABOUT LEARNING: The climate serves as a magnet to draw students, parents and staff together as a team that works as partners to create the best climate for learning.

WE ARE A UNIFIED TEAM OF STUDENTS, PARENTS AND STAFF WHO ENCOURAGE ONE ANOTHER TO ACHIEVE OUR MAXIMUM POTENTIAL: We recognize each member of the team has unique gifts and all participants are valued for their contribution.

WE SUPPORT AN ENVIRONMENT IN WHICH ALL TEAM MEMBERS ARE SAFE: We are safe to play, work, discuss and take risks in thinking and sharing.

WE ARE PART OF MANY COMMUNITIES: We are an active, responsible participant of the school community, city, state, country and world communities and do our part in making each a better place.

TO CARRY OUT THIS MISSION, AT GATEWAY SCHOOL WE BELIEVE IN...

THE JOY OF LEARNING: We believe working and learning together is exciting, challenging and fun.

LIFE-LONG LEARNING: We are committed to continual improvement of ourselves. We teach students to value the pursuit of knowledge and to become life-long learners.

MUTUAL RESPECT: We respect each other, our students, parents and the community. We teach students to respect each other.

TEAMWORK: We work as a team. We teach students the importance and value of cooperation and collaboration. We encourage parents and the community to work in partnership with us.

EXCELLENCE AND INTEGRITY: We are professionals, dedicated to teaching and committed to innovation. We conduct ourselves in an honest, principled manner. We teach students the value of doing their best work and being their best “self”.

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 (760) 499-1850 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	62
Grade 1	59
Grade 2	54
Grade 3	70
Grade 4	74
Grade 5	73
Total Enrollment	392

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	2.6
Asian	5.1
Filipino	0.3
Hispanic or Latino	25.3
Native Hawaiian or Pacific Islander	0.5
White	57.1
Two or More Races	5.1
Socioeconomically Disadvantaged	52.8
English Learners	6.4
Students with Disabilities	12.2
Foster Youth	0.3

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			
Gateway Elementary School	13-14	14-15	15-16
With Full Credential	14	15	19
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
Sierra Sands Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	211
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Gateway Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* “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	93.7	6.3
High-Poverty Schools	94.9	5.1
Low-Poverty Schools	92.1	7.9

* 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)

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Textbooks and Instructional Materials Year and month in which data were collected: April 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Treasures (2008) Adopted in 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Go Math! Houghton Mifflin-2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science (2008) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History-Social Science for California (2006) Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health and fitness Adopted in 2005 Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	California Spotlight on Music Adopted in 2007 SRA Art Connections Adopted in 2007 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)

Buildings

Gateway Elementary opened in August 1992 and is in excellent condition. Our campus is comfortable and has adequate-sized classrooms. We have a grass field for baseball and soccer; areas for tetherball and basketball; and playground equipment in a sand area. We have three lunch breaks to alleviate crowding. There are two daytime custodians who keep our facilities clean. All classrooms and rest rooms are cleaned daily. District maintenance maintains landscaping once a week.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Library

Our library is the hub of our school. One wall of the library opens to expand into a multipurpose room. Our primary books are on rolling bookcases to maximize the usability of the room. We have over 10,000 volumes and continually weed through and update our collection. We add approximately 200 new books every year with funds from the Book Fair profits and the PTO. Our circulation is fully automated and students have access to two computers for Accelerated Reader testing, research, and looking for books.

Our library is staffed with a part-time library specialist, who provides standards-based instructional activities and weekly book checkout for all classes. The library is open to all students during the school day and remains open until 2:45 p.m. to allow parents and individual students the opportunity to check out books, do research, or take Accelerated Reader quizzes.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11-19-15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				No apparent problems
Interior: Interior Surfaces			X		Carpet seams separating, with bubbles in carpet in two, of 21 rooms. Sub-floor is sinking in NE corner in two classrooms. One classroom needs floor plate replaced. VTC joint expansion in two classrooms and some tiles cracking in one classroom. Work orders submitted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				No apparent problems
Electrical: Electrical	X				No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				No apparent problems
Safety: Fire Safety, Hazardous Materials	X				No apparent problems
Structural: Structural Damage, Roofs	X				Water stains on a few T-Bar panels in 10 rooms.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				No apparent problems
Overall Rating	Exemplary	Good	Fair	Poor	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
			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	44	50	44
Math	35	34	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	68	81	70	66	65	63	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	22.40	20.90	35.80

* 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	63
All Student at the School	70
Male	75
Female	64
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	73
White	69
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	64
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	71	67	94.4	30	28	21	21
	4	75	73	97.3	32	15	26	25
	5	73	71	97.3	41	18	34	6
Male	3	71	38	53.5	24	32	18	26
	4	75	38	50.7	32	18	26	18
	5	73	39	53.4	41	18	38	0
Female	3	71	29	40.8	38	24	24	14
	4	75	35	46.7	31	11	26	31
	5	73	32	43.8	41	19	28	13
Black or African American	3	71	1	1.4	--	--	--	--
	4	75	2	2.7	--	--	--	--
	5	73	2	2.7	--	--	--	--
American Indian or Alaska Native	3	71	2	2.8	--	--	--	--
	4	75	2	2.7	--	--	--	--
	5	73	1	1.4	--	--	--	--
Asian	3	71	3	4.2	--	--	--	--
	4	75	4	5.3	--	--	--	--
	5	73	4	5.5	--	--	--	--

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	71	15	21.1	33	20	27	20
	4	75	13	17.3	31	8	38	23
	5	73	21	28.8	29	19	52	0
Native Hawaiian or Pacific Islander	3	71	1	1.4	--	--	--	--
White	3	71	40	56.3	25	33	23	20
	4	75	49	65.3	33	16	24	22
	5	73	43	58.9	49	16	28	7
Two or More Races	3	71	5	7.0	--	--	--	--
	4	75	3	4.0	--	--	--	--
Socioeconomically Disadvantaged	3	71	33	46.5	33	21	27	18
	4	75	39	52.0	31	21	21	23
	5	73	37	50.7	49	24	24	0
Students with Disabilities	3	71	9	12.7	--	--	--	--
	4	75	12	16.0	83	0	0	0
	5	73	11	15.1	82	9	0	0
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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	71	68	95.8	26	34	29	10
	4	75	71	94.7	27	32	24	15
	5	73	71	97.3	38	35	17	8
Male	3	71	39	54.9	23	28	33	15
	4	75	36	48.0	31	33	17	17
	5	73	39	53.4	38	36	15	8
Female	3	71	29	40.8	31	41	24	3
	4	75	35	46.7	23	31	31	14
	5	73	32	43.8	38	34	19	9

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
Black or African American	3	71	1	1.4	--	--	--	--
	4	75	2	2.7	--	--	--	--
	5	73	2	2.7	--	--	--	--
American Indian or Alaska Native	3	71	2	2.8	--	--	--	--
	4	75	2	2.7	--	--	--	--
	5	73	1	1.4	--	--	--	--
Asian	3	71	3	4.2	--	--	--	--
	4	75	4	5.3	--	--	--	--
	5	73	4	5.5	--	--	--	--
Hispanic or Latino	3	71	15	21.1	27	40	27	7
	4	75	12	16.0	33	25	33	8
	5	73	21	28.8	29	29	29	10
Native Hawaiian or Pacific Islander	3	71	1	1.4	--	--	--	--
White	3	71	41	57.7	24	34	32	10
	4	75	48	64.0	27	35	23	13
	5	73	43	58.9	42	40	9	9
Two or More Races	3	71	5	7.0	--	--	--	--
	4	75	3	4.0	--	--	--	--
Socioeconomically Disadvantaged	3	71	34	47.9	24	35	32	9
	4	75	37	49.3	30	35	16	16
	5	73	37	50.7	51	30	14	3
Students with Disabilities	3	71	9	12.7	--	--	--	--
	4	75	10	13.3	--	--	--	--
	5	73	11	15.1	73	9	9	0
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Our school's annual plan and some budget approvals are made by our SSC, which aims to help improve student achievement and to support school activities. Our English Language Advisory Committee (ELAC) is an advocacy group for families of students learning English. Our active PTO provides educational assemblies and organizes our Gator Day program, an incentive program that encourages good behavior and school attendance. New members are always needed. Room parents organize parent volunteers to help with special projects in the classroom and chaperone on field trips. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. Any parent who wants to get more involved in school activities can email the principal at ldecker@ssusd.org or call Lisa Decker at (760) 499-1850.

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

Staff members monitor the school grounds 15 minutes before and after school as well as at morning and afternoon recesses. Paid recess monitors watch the children during all lunch periods beginning at 11:15 a.m. and ending at 1:20 p.m. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. Visitors must sign in at the office and wear a visitor's badge during their stay.

A comprehensive safety plan is in place. We coach students in safe practices throughout the year to ensure the security of all and practice disaster drills at regular intervals. We inspect our playgrounds and equipment regularly to ensure a safe environment. We update Gateway's safety plan and policies yearly to accommodate new staff members and address new concerns. The safety plan assures each student and staff member a safe physical environment and a respectful, accepting, and emotionally nurturing environment. The plan outlines procedures to effectively respond to disasters or dangerous situations. It also provides each student with resiliency skills.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.76	1.11	1.62
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	8.82	7.72	6.68
Expulsions Rate	0.45	0.22	0.15
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	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	42.9	

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	31	27	31				2	2	2			
1	29	32	28				3	2	2			
2	21	31	27	1			2	2	2			
3	24	25	27	1	1		3	3	2			
4	32	33	26			1	2	1	2		1	
5	30	31	18			3	2	2	1			1
Other		13			1							

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	10.8

Average Number of Students per Staff Member

Academic Counselor	0
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* 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	\$35,306	\$40,379
Mid-Range Teacher Salary	\$57,563	\$62,323
Highest Teacher Salary	\$77,941	\$81,127
Average Principal Salary (ES)	\$96,621	\$99,192
Average Principal Salary (MS)	\$98,475	\$91,287
Average Principal Salary (HS)	\$110,862	\$112,088
Superintendent Salary	\$142,368	\$159,821
Percent of District Budget		
Teacher Salaries	33%	36%
Administrative Salaries	5%	6%

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

Professional Development provided for Teachers

Sierra Sands Unified School District provides staff with a minimum of eighteen hours of mandated professional development throughout each school year. Professional development focuses on full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of instructional best practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the Single Plan for Student Achievement.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6390	2194	4196	62497
District	♦	♦	4935	\$59,420
State	♦	♦	\$5,348	\$65,267
Percent Difference: School Site/District			-15.0	5.1
Percent Difference: School Site/ State			-10.5	-0.9

* Cells with ♦ do not require data.

Types of Services Funded

The PTO allocates money annually to each teacher. Each year Kiwanis sponsors a walk-athon, and a portion of the money is given back to each classroom. Title I funding is used to provide additional learning experiences before, during, and after school hours to under-performing students. This additional instruction helps them to achieve mastery of state standards. Title I funding also provides a part time project teacher two and a half days per week and a part time computer paraprofessional four days a week for four hours. Based on assessment data these staff members provide intervention to students who are not mastering standards.

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.