George Washington Carver Elementary School

1401 West Santa Ana Blvd. • Santa Ana, CA 92703-3708 • (714) 564-2000 • Grades K-4
Kimberly Ahvari, Principal
kimberly.kempa@sausd.us
http://www.sausd.us/carver

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Santa Ana Unified School District
1601 East Chestnut Avenue
Santa Ana, CA 92701-6322
714-558-5501
www.sausd.us

District Governing Board

Rigo Rodriguez, Ph.D., President

Valerie Amezcua, Vice President

Alfonso Alvarez, Ed.D., Clerk

John Palacio, Member

Carolyn Torres, Member

District Administration

Jerry Almendarez
Superintendent

Alfonso Jimenez, Ed.D.
Deputy Superintendent, Educational Services

Thomas A. Stekol, Ed.D.
Deputy Superintendent, Administrative Services

Daniel Allen, Ed.D.
Assistant Superintendent, K-12 Teaching and Learning

Mayra Helguera, Ed.D.
Assistant Superintendent, Special Education/SELPA

Sonia R. Llamas, Ed.D., L.C.S.W.
Assistant Superintendent, K-12 School Performance and Culture

Hiacynth Martinez, Ed.D.
Assistant Superintendent, Human Resources

Manoj Roychowdhury
Assistant Superintendent, Business Services

Orin Williams
Assistant Superintendent, Facilities & Governmental Relations

School Description

George Washington Carver Elementary School (Carver Elementary) is located at the corner of West Santa Ana Boulevard and North Pacific Avenue. Carver Elementary opened in 1991 as a K-5 elementary school. In 1998, the school became a K-2 school and in July 1999, it was expanded an additional grade level to a TK-3 elementary school. This year, Carver Elementary School added a grade level and is TK-4th grade with plans of adding 5th grade for the 2020-2021 school year.

The school's instructional program is structured around Common Core state standards and district approved curriculum. Teachers use Benchmark Advance for English language arts and Math Expressions for mathematics. All English learners participate in a 60-minute period of instruction in English Language Development (ELD) - 30 minutes of which are directly interwoven within the language arts teaching block and 30 minutes at their designated ELD level. To assist with the individual growth of our students, Carver is one of the first elementary schools to implement 1:1 technology in every classroom. These devices assist teachers with blended learning and aid in personalized learning and small group instruction. As a school, we continue to focus on the individual growth of each student; taking every student at their own level and growing from there. Students who are not proficient in English Language Arts, Math, or English Language Development receive support during the school day, as well as before and after school. In addition, we believe that extracurricular activities in Visual and Performing arts are an essential component of teaching the whole child and developing a love for school. Every student on our campus receives weekly music instruction from a credentialed music teacher, as well as art instruction, and opportunities for on and off site music, theater and drama.

Carver Elementary is a welcoming and committed learning environment where all students are motivated to continue growing and learning. Our core values of respect, responsibility and safety are embedded into every school day. Teachers work collaboratively and have necessary resources to offer a clean and safe environment. Competent and caring staff welcome parent involvement. There is evidence of mutual trust and respect between district, community and school that all stakeholders' input is valued as an integral part of decision making. We offer our students and community a kindergarten readiness pre-school, after-school program, parenting classes, Zumba, onsite counseling and community worker, as well as before and after school tutoring services to assist in the overall development of their well-being. Carver has a licensed nurse one day a week that works collaboratively with our school team.

The mission of Carver Elementary School is to successfully educate all students through high expectations, a commitment to excellence, and equal access to a comprehensive program, emphasizing the belief that all students will learn and become responsible, literate, thinking and contributing members of society.

District Profile

Santa Ana Unified School District (SAUSD) is the tenth largest district in the state, currently serving nearly 51,482 students in grades K-12, residing in the city of Santa Ana. As of 2018-19, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 84% enrolled in the Free or Reduced Price Meal program, 34% qualifying for English language learner support, and approximately 13% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools, and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 20 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parent, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	95
Grade 2	103
Grade 3	96
Total Enrollment	386

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Hispanic or Latino	99
White	0.8
Socioeconomically Disadvantaged	90.4
English Learners	56.5
Students with Disabilities	14.5
Foster Youth	0.8
Homeless	7.3

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 for George Washington	17-18	18-19	19-20
With Full Credential	24	21	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Ana Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1946
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at George Washington Carver Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On September 10, 2019, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 19/20-3309 which certifies as required by Education Code §60119 that for the 2019-2020 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Textbooks and Instructional Materials
Year and month in which data were collected: September 10, 2019

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, *Expressions*	K-5
Language Arts		
2018	Benchmark Education Company, *Benchmark Advance*	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, *Benchmark Adelante*	TK-5
Science(s)		
2008	MacMillan/ McGraw Hill, *California Science*	K-5
Social Science		
2007	Scott- Foresman, *History-Social Science for California*	K-5

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian and principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/25/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	ROOM 11: Fan by sink is making noise -W/O #47588 ROOM 23: AC making noise by sink W/O #47588 ROOM K 1: Vent making noise -W/O #47588
Interior: Interior Surfaces	Good	CUSTODIAL ROOM: Vinyl flooring coming up -W/O #43142 KITCHEN: 4. Vinyl flooring coming up trippig haazard in 2 areas -W/O #43142
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	NORTH HALLWAY WOOD ROOF: Termite damage by room 26 by room 23 and by room 22 -W/O#47591 ROOM 22: Termites by the back windows on wood trim. -W/O #47591 ROOM 23: Termites by the back windows on wood trim -W/O #47591. ROOM 24: Termite damage on wood by back windows -W/O #47591 ROOM 27: Termites droppings on back windows -W/O #47591 SOUTH HALLWAY WOOD ROOF: Termite damage by room by room 11, 12, 13, 14, 15 and audtorium by green gate -W/O#47591 WEST HALLWAY ROOF WOOD: Termite damage on wood roof across kitchen -W/O#47591
Electrical: Electrical	Good	BOOK ROOM: Ballast is out -W/O #43133
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	GIRLS RESTROOM ACROSS RM 10: 8. Middle toilet leaking from bottom back when flushed -W/O #43137
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	EAST HALLWAY WOOD ROOF: Stucco has cracks when it rains it leaks by room 21 "light hole" -W/O #43143 GIRLS RESTROOM ACROSS RM 10: Top small panel leaks when it rains -W/O #47593 RAIN SPOUT: Broken rain spout by room 25 -W/O #47593 ROOM 22: (Outside) (Back on 5th St.) Clogged gutters & spouts -W/O #47593 ROOM 23: (Back on 5th St.) Clogged gutters & spouts -W/O #47593 ROOM 24: (Back on 5th St.) Clogged gutters & spouts -W/O #47593 SOUTH HALLWAY WOOD ROOF: Termite damage by room by room 11, 12, 13, 14, 15 and audtorium by green gate -W/O#47591 WEST HALLWAY ROOF WOOD: Termite damage on wood roof across kitchen -W/O#47591
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CUSTODIAL ROOM: Door lock is broken W/O #22854
Overall Rating	**Good**	

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	31	34	32	35	50	50
Math	37	41	26	28	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	93	93	100.00	34.41
Male	48	48	100.00	27.08
Female	45	45	100.00	42.22
Hispanic or Latino	93	93	100.00	34.41
Socioeconomically Disadvantaged	90	90	100.00	34.44
English Learners	83	83	100.00	32.53
Students with Disabilities	15	15	100.00	13.33
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	93	93	100.00	40.86
Male	48	48	100.00	43.75
Female	45	45	100.00	37.78
Hispanic or Latino	93	93	100.00	40.86
Socioeconomically Disadvantaged	90	90	100.00	41.11
English Learners	83	83	100.00	40.96
Students with Disabilities	15	15	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
Parent involvement is encouraged at Carver Elementary School. We promote a learning community by welcoming volunteering, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, and library and/or media center on special days. Parents are always invited to help chaperone field trips. Carver Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:
• Back to School Night/Open House
• Wellness Center
• Student performances
• Fundraisers/yard sales/carnival/jog-a-thon
• Volunteer Tea
• Music and/or theater performances
• Sports events/Field Days
• Promotion activities
• Student recognition assemblies
• Parent education training and/or workshops
• Grade level focus parent meetings
• Monthly General Parent Meetings

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:
• School Site Council (SSC)
• English Language Advisory Council (ELAC)
• Parent Teacher Organization (PTO)
• District English Language Advisory Council (DELAC)
• District Advisory Council (DAC)

Parents seeking more information about becoming an active member in the school community may contact the principal at (714) 564-2000.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:
• Blackboard Automated Phone Messaging System
• School web site
• Public Service Channel 31
• School and/or Class newsletters
• Flyers
• Letters
• School Marquee/Banners

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
The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness.   Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.2	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.1	3.2
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	2.0

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	2	5		26	1	4		19	2	3	
1	29		4		28		4		28		3	
2	28		5		26		4		25		4	
3	24		6		28		4		24	1	3	
Other**					7	1			10	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	9

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$57,963	$48,612
Mid-Range Teacher Salary	$88,515	$74,676
Highest Teacher Salary	$112,309	$99,791
Average Principal Salary (ES)	$134,678	$125,830
Average Principal Salary (MS)	$134,945	$131,167
Average Principal Salary (HS)	$148,184	$144,822
Superintendent Salary	$327,000	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8736	2096	6641	100252
District	N/A	N/A	$6,936	$94,982.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.9	-0.1
School Site/ State	-20.8	14.1

Note: Cells with N/A values 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

- 21st Century ASSETS
- After School Education and Safety (ASES)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Carl D Perkins Section 131 Career and Technical Education
- College Readiness Block Grant
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Educator Effectiveness
- Head Start
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Education
- NCLB: Title II, Part B, CA Mathematics and Science Partnerships (CaMSP)
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Positive School Climate Model
- Safe Haven
- Special Education
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title I, School Improvement Grant QEIA
- Title II-Part A Improving Teacher Quality
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program

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.