Wiley Canyon Elementary

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

Newhall School District
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School Description

Wiley Canyon School is located in the city of Santa Clarita. The school was built in 1967 and staff has been educating students in the community for 50 years. In 2001, Wiley Canyon expanded its facilities to include a new core building which houses the library, multi-purpose room and school offices. Core building spaces moved from the classroom buildings and additional classrooms became available.

Staff consists of the principal, assistant principal, and 21 full-time classroom teaching positions including Special Education-Resource. Of the 21 positions, one of them is job shared. Seventy percent (70%) of our teachers have more than ten years of experience in the Newhall School District. Twenty-seven (27%) percent have between five and ten years, and 3 percent (3%) have less than five years of experience. Wiley Canyon has 2 full-time intervention teacher positions; 1 position is job shared. Part-time support staff includes a school psychologist, a speech teacher, 2 reading/math curriculum specialists, a science curriculum specialist, a support technician for technology services, a school counselor and 7 safety supervisors. The office staff consists of the office manager, 2 office assistants, a health assistant, a community liaison, a library media clerk and a production center coordinator, and a part-time English Learner Accountability Assistant. Wiley has one day and 2 night custodians. Cafeteria staff includes the manager and 2 part-time assistants. All staff members are committed to the mission of the school and work collaboratively to maintain a culture of excellence.

The school serves a residential population in the Newhall and Valencia communities and is proud of the diversity of its student body. The 2018-2019 student enrollment is 526 students. Housing in the community includes apartments, condominiums, single-family homes, mobile homes, and estates. Wiley Canyon's current demographic percentages are as follows: 10.16% of the student population is white, 83% of students are Hispanic and 6.78% of the students are identified as other ethnic groups including Asian and African-American. Wiley Canyon's English Language Learner (ELL) population represented 48% of the total student body. Wiley Canyon has been recognized as a California Business for Education Excellence Honor Roll awardee consistently from 2009-2016.

In order to meet all student needs, our school community has established:
- a shared philosophy and implementation of professional learning communities at each grade level.
- a rigorous CCSS-based educational program for all students.
- frequent and consistent monitoring of individual student learning on a timely basis through the use of common formative assessments.
- quality extension and enrichment learning experiences for the higher achiever.
- intensive classroom direct instruction in English Language Development for students whose primary language is not English and have not demonstrated proficiency in English.
- a school-wide physical education program promoting a healthy lifestyle.
- a fine arts instructional program including visual arts, choral and instrumental music.
- a comprehensive technology plan that supports student learning.
- an ongoing District professional development program to improve written language skills and incorporate standards across curriculum areas.
- careful application of state and federal funding to directly improve student achievement.

- a non-profit educational foundation supporting the maintenance and integration of technology in the classroom.
- parental support and active parental involvement in school programs.

During the 2018-2019 school year, Wiley Canyon will continue to function as a Professional Learning Community (PLC). Staff will be guided by a clear vision of what PLCs must become in order for students to master the Common Core State Standards (CCSS). We will continue to adhere to our school mantra, the 3Rs for Success: RESPECT…RESPONSIBLITY…RESULTS, where we remind students how to reach for success both academically and socially. Teachers will work collaboratively to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend learning when students have already mastered the intended outcomes. A minimum day on Fridays allows for grade level teachers to meet and work towards achieving this goal.

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	79
Grade 1	81
Grade 2	77
Grade 3	72
Grade 4	79
Grade 5	97
Grade 6	95
Total Enrollment	580

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.3
Asian	2.8
Filipino	1.0
Hispanic or Latino	81.0
Native Hawaiian or Pacific Islander	0.0
White	10.5
Socioeconomically Disadvantaged	77.2
English Learners	47.9
Students with Disabilities	10.7
Foster Youth	0.3

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			
Wiley Canyon Elementary	16-17	17-18	18-19
With Full Credential	25	22	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Newhall School District	16-17	17-18	18-19
With Full Credential	♦	♦	264
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Wiley Canyon Elementary	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)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Benchmark Advance, 2017, Benchmark Education Company **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Mathematics	Bridges, Math Learning Center (K-5), adopted May 2016 College Preparatory Math (6), adopted May 2016 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Science	Harcourt Science (K-2, and 6) and Prentice Hall Science Explorer (6), adopted Spring 2008 STEMscopes (TK-5), approved spring 2016 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
History-Social Science	Harcourt Brace Social Studies (K-6), adopted Spring 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)
The Newhall School District is very concerned about the safety of our students, staff, parents, and community members. The following outlines the various steps the Newhall School District takes to ensure we have clean, safe, and well maintained schools.

Cleanliness
The Newhall School District provides custodial staffing so that every classroom at every school can be cleaned daily. We also clean all Preschools and Kindergarten bathrooms and offices on a daily basis. Our Director of Facilities routinely inspects our schools to ensure they are kept in a clean, safe and orderly condition. Our custodial staff has been directed to notify the school Principal or Office Manager of any safety hazard or maintenance issue that requires immediate attention. The Office Manager will submit a work order via our net-based work order program where the Director of Facilities reviews and distributes work orders to maintenance staff. Safety related work orders are labeled number one priority!

Weekly School Visits / Inspections
The Director of Facilities visits and inspects two schools every week

Security
We ask that all parents and visitors check in with the main office at each school. To assist staff in communicating on site, two-way radios are used by administrative staff, office staff, and safety supervisors. Each school provides playground supervision to ensure our students are properly supervised during recess and identify any safety or security concerns to the school administrative team.

Risk Manager
The Newhall School District employs a Risk Manager. This employee routinely visits all of our schools and inspects each school regularly. Our Risk Manager is also a Certified Playground Inspector and inspects each school's playground equipment. The inspection includes making sure the equipment is safe, has sufficient fall material, and that there are no loose nuts/bolts and any other potential hazard. If there are any safety concerns regarding the playground equipment, we prohibit the use of the equipment and have the problem resolved immediately.

Age of Schools
The Newhall School District includes 10 schools. Our newest school was constructed in 2005-2006. Eight schools are either less than 13 years old or have been "modernized" with local and State bond funds. "Modernization" may include utility infrastructure replacement, new carpeting, new lights, new windows and doors, new locks, new interior and/or exterior wall paneling, fire alarms, communications systems, internet infrastructure to all classrooms, storage, roof replacement, interior/exterior painting, library renovation, and bathroom renovation.

The district successfully passed Measure E, a $60 million school construction and modernization bond, in 2011. Projects include the replacement of aging portable classrooms with permanent buildings, the renovation of Newhall Elementary School auditorium, upgrades to the district infrastructure including technology, energy management, communications and utility controls. A significant investment in classroom technology has been completed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/14/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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	56.0	53.0	69.0	71.0	48.0	50.0
Math	48.0	52.0	65.0	68.0	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	15.6	24.0	33.3

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	342	341	99.71	52.94
Male	170	169	99.41	46.75
Female	172	172	100.00	59.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	272	272	100.00	46.13
White	41	40	97.56	80.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	257	257	100.00	43.97
English Learners	207	207	100.00	37.86
Students with Disabilities	40	40	100.00	15.38
Foster Youth	--	--	--	--

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

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	342	341	99.71	51.61
Male	170	169	99.41	53.25
Female	172	172	100	50
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	272	272	100	47.06
White	41	40	97.56	67.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	257	257	100	44.75
English Learners	207	207	100	41.06
Students with Disabilities	40	40	100	22.5
Foster Youth	--	--	--	--

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

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
One of the Newhall School District's main goals is to build a partnership among all stakeholders in supporting student achievement. Parents are critical stakeholders as they are their child's first teachers. In the school years, parents are important partners in helping their child succeed. They attend school events, conference with teachers, ensure homework is completed and, overall, serve as the primary stewards of their children's education.

Our school welcomes this partnership and offers many ways (in addition to those listed above) parents can make a difference not only for their own child but also for the entire school. These include membership in our Wiley Canyon Parent-Teacher Association (PTA), Parent-Teacher Organization (PTO), school foundation, School Site Council, or our English Learner Advisory Committee. All of these entities have one thing in common: provide the best education to our students.

Our belief in strong parent involvement is backed by the District's Local Control Accountability Plan (LCAP**). Under Parent Involvement, the Plan calls for increased parent engagement (involvement in school programs/activities; feedback on school performance) through the following:

a) Track and increase parent volunteer hours
b) Track percentage of parent attendance at fall conferences and at Back-to- School Night
c) Track annual fundraising for each site
d) Implement new District/site website designs and a new messaging system
e) Provide each site a bilingual Community Liaison to maximize parent involvement in their child's education
f) Implement annual School Effectiveness surveys
g) Purchase and utilize transmitter/receivers for simultaneous translation

Our school staff and various parent committees seek input through parent education events, parent conferences, School Site Council and through other surveys. We keep parents well informed through newsletters, calendars and through frequent use of the Blackboard Connect messaging system.

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
Every school in the Newhall School District has a comprehensive safety plan that is reviewed and updated annually. For further information please contact Tim Palmer, District Safety Coordinator, at (661) 291-4196.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.0	1.1	1.5
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.8	1.2	1.1
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	NA
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	NA
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.4
Social Worker	NA
Nurse	0.25
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	1.0
Other	0.11
Average Number of Students per Staff Member	
Academic Counselor	NA

* 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	24	24	23				4	4	4			
1	23	24	24				3	3	2			
2	23	24	24				4	3	3			
3	22	24	24				5	3	3			
4	32	26	32				3	4	2			
5	28	32	28				3	3	4			
6	32	27	32				2	3	3	1		
Other		24	24					1	1			

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

Professional Development provided for Teachers

The Newhall School District provides professional development to staff in an effort to enable all students to become proficient or advanced in the Common Core California academic content standards as measured by the CAASPP test. Ongoing efforts in staff development focus on English Language Arts, English Language Development, Mathematics, Science, Guided Language Acquisition Design, Depth and Complexity Icons, Thinking Maps, and the NSD Coherent Writing Program.

Professional development in the core subjects is designed to support the instructional shifts in English Language Arts and Mathematics under the new California State Standards. The role of the classroom teacher shifts from an instructor to a facilitator of learning in this model. In this professional development, teachers are shown how to expect students to work collaboratively together to problem solve and communicate their learning based upon cited evidence and a deeper understanding of ideas. This instructional model demonstrates that student-to-student discourse is frequent and on-going throughout the arc of the lesson. Teachers engage in activities that illustrate how students must be given opportunities to explore and demonstrate their learning with manipulatives and other technology tools. Teachers engage in multiple professional development opportunities throughout the year and engage with Instructional Coaches to reinforce this work.

Guided Language Acquisition Design (GLAD) is an instructional model with clear, practical instructional strategies for developing metacognitive use of high level academic language and literacy skills. All new teachers to the district attend a total of 7 days of learning in this model. The structure, strategies, and classroom implications are invaluable in a multi-lingual setting. GLAD monthly meetings are held with the trainers and the trained teachers to celebrate successes and to discuss concerns and future plans.

Newhall School District's Coherent Writing Program (CWP) is another example of high quality and ongoing professional development provided to all teachers within the Newhall School District Implementing the CWP entails comprehensive professional development; teachers receive an initial presentation (by teacher-leaders from the CWP's Writing Professional Development Committee) on a given genre, teach the genre to students, return

for a follow-up session to score and analyze student work, and finally, administer a formative (benchmark) assessment, using the results to effect improved performance. All new teachers or teachers new to a grade level receive this training on three genres. After a full year of professional development, teachers attend "tune-up" sessions in subsequent years to learn/share new strategies through examination of their students' work. Overall, the intent is to increase teachers' sophistication in their pedagogy, year-to-year.

Thinking Maps, Tools for Learning is an additional high quality professional development opportunity for teachers within the Newhall School District. It is a powerful and distinctive thirty-hour hands-on course that provides teachers with a series of dynamic learning experiences in the 8 fundamental thinking processes. The course provides an intense study of visual-verbal learning maps, each based on a set of tools showing relationships. This course is carefully crafted, giving teachers the tools that enable them to promote continuous cognitive development. Thinking Maps can be used consistently across disciplines and grade levels to advance integrated thinking and interdisciplinary learning.

Depth and Complexity Icon Training is also offered through the district. This training gives teachers additional differentiation strategies to use. The strategies help students use high-level thinking skills to analyze text and write responses.

The Induction Program provides an effective transition into the teaching career for first¬ and second-year teachers. Each new teacher is paired with a support provider who provides intensive individualized support and assistance. An induction plan is in place for each participating beginning teacher and is based on an ongoing assessment of the development of the beginning teacher. This program ensures continuous improvement through ongoing research, development, and evaluation for the first two years of teacher service. Additionally, Newhall School District provides coaching opportunities before and during the school year to teachers new to the district (either beginning teachers or teachers coming from other districts). Administrators monitor and meet with new teachers over the course of the year, both individually and as a group, to provide an opportunity to ask questions, discuss needs, and clarify school goals and priorities.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,096	$50,084
Mid-Range Teacher Salary	$71,081	$80,256
Highest Teacher Salary	$92,976	$100,154
Average Principal Salary (ES)	$127,747	$125,899
Average Principal Salary (MS)	$0	$130,255
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$198,204	$222,447
Percent of District Budget		
Teacher Salaries	39.0	37.0
Administrative Salaries	6.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10340.13	2069.65	8270.48	98516.39
District	♦	♦	9658	$74,761
State	♦	♦	$7,125	$80,910
Percent Difference: School Site/District			-15.5	27.4
Percent Difference: School Site/ State			14.9	19.6

* 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

To ensure that all students have equal opportunity to learn, the school is flexible in the use of certain Federal and State funded resources. The school's goal is to:

- Expand and improve the educational opportunities for Special Education and Educationally
- Disadvantaged students to succeed in the regular program
- Develop each student's English fluency as effectively and rapidly as possible
- Provide intensive targeted assistance in English language arts and math
- Differentiate and enrich instruction for the Gifted and Talented learner.
- Based on previous year trimester assessments, beginning of the year standards-based diagnostic assessments and common formative assessments (CFA), students are identified to participate in a variety of intervention programs. The programs begin within the first month of school and continue throughout the year. Ongoing monitoring and analysis of assessments occur at designated Professional Learning Community (PLC) meetings to ensure appropriate student placement throughout the year. Communication of this data analysis is shared and discussed with support staff, including curriculum specialists in order to adjust and enhance programs that will meet students' needs.

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.