

# Thousand Oaks Elementary School

840 Colusa Avenue • Berkeley, CA 94707 • (510) 644-6368 • Grades K-5

Jennifer Corn, Principal  
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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### **Berkeley Unified School District**

2020 Bonar Street  
Berkeley, CA 94702  
(510) 644-6206  
www.berkeleyschools.net

### **District Governing Board**

Beatriz Leyva-Cutler, President

Ty Alper, Vice President

Karen Hemphill, Clerk

Judy Appel

Josh Daniels

### **District Administration**

Donald Evans, Ed.D.

**Superintendent**

Donald Evans

**Superintendent**

Javetta Cleveland

**Deputy Superintendent**

Pasquale Scuderi

**Assistant Superintendent**

**Educational Services**

Delia Ruiz

**Assistant Superintendent**

**Human Resources**

### **Principal's Message**

We are proud to present our annual report for the 2015-2016 school year. We publish this report every year to share important facts about our school with the public we serve. It is our goal to present a clear picture of our students' academic achievements as well as the facts about our teachers and support staff who help make learning possible. In this report, you will find information about our teachers, students, test scores, resources, and finances. Many qualities contribute to making a public school successful, and no single report can fully describe them all. We've done our best to present a wide range of facts, and, when possible, we feature this data alongside data for other schools at the same grade level in the district and state. We believe that viewing the facts about our school compared to other schools in the district and state provides the most insight.

To provide insight into our school's learning environment, we share facts about our students, and the education and experience level of our teachers. You'll also find estimates of how well prepared our teachers are. At the end of the report, we shed some light on our district's spending— including how much we spend per student compared to other districts like ours in the state. Open communication between our school and our public is something we value highly, and it's a responsibility we take seriously. We hope this report will generate a dialogue between members of our community and school leadership. We invite you to join us in this discussion. To get involved at our school, please contact our school office.

Jennifer Corn,  
Principal

## 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 (510) 644-6368 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	62
Grade 1	80
Grade 2	67
Grade 3	69
Grade 4	82
Grade 5	92
<b>Total Enrollment</b>	<b>452</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.7
American Indian or Alaska Native	0.2
Asian	6.6
Filipino	0.7
Hispanic or Latino	38.5
White	32.3
Two or More Races	11.7
Socioeconomically Disadvantaged	44.5
English Learners	21.9
Students with Disabilities	5.8

## 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			
Thousand Oaks Elementary School	13-14	14-15	15-16
<b>With Full Credential</b>	21	26	22
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>			
Berkeley Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Thousand Oaks Elementary	13-14	14-15	15-16
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

\* "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	100.0	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)

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: January 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Teachers College Reading and Writing Project Adopted 2011 Lesson Study by Lucy Caulkins , 2014  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	A Story of Units (Eureka Math) Pilot 2013-14 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Science	Full Option Science System (FOSS) (Foss Delta Education) 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 (Scott Foresman) Adopted in 2006  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 district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: January 2016

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
<b>Interior:</b> Interior Surfaces	X			No apparent problems
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems
<b>Electrical:</b> Electrical	X			No apparent problems
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No apparent problems

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: January 2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Safety:</b> Fire Safety, Hazardous Materials	X				No apparent problems
<b>Structural:</b> Structural Damage, Roofs	X				No apparent problems
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				No apparent problems
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	8.80	60.40	18.70

\* 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 for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	51	57	44
<b>Math</b>	52	52	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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	66
<b>All Student at the School</b>	61
<b>Male</b>	56
<b>Female</b>	67
<b>Black or African American</b>	--
<b>American Indian or Alaska Native</b>	--
<b>Asian</b>	72
<b>Filipino</b>	--
<b>Hispanic or Latino</b>	40
<b>White</b>	92
<b>Two or More Races</b>	43
<b>Socioeconomically Disadvantaged</b>	--
<b>English Learners</b>	5
<b>Students with Disabilities</b>	38
<b>Foster Youth</b>	--

\* 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.

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
<b>Science</b>	62	67	61	65	66	66	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.

**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	70	98.6	30	24	21	24
	4	81	80	98.8	39	16	19	25
	5	94	92	97.9	22	16	39	23
Male	3		41	57.7	37	20	27	17
	4		43	53.1	47	21	9	23
	5		52	55.3	27	23	42	8
Female	3		29	40.8	21	31	14	34
	4		37	45.7	30	11	30	27
	5		40	42.6	15	8	35	43
Black or African American	3		6	8.5	--	--	--	--
	4		6	7.4	--	--	--	--
	5		8	8.5	--	--	--	--
American Indian or Alaska Native	5		1	1.1	--	--	--	--
Asian	3		6	8.5	--	--	--	--
	4		1	1.2	--	--	--	--
	5		11	11.7	9	9	55	27
Filipino	4		1	1.2	--	--	--	--
	5		1	1.1	--	--	--	--
Hispanic or Latino	3		26	36.6	42	23	27	8
	4		29	35.8	62	21	14	3
	5		27	28.7	44	19	26	11
White	3		24	33.8	13	21	21	46
	4		32	39.5	22	9	25	41
	5		28	29.8	4	4	50	43
Two or More Races	3		7	9.9	--	--	--	--
	4		11	13.6	9	27	18	45
	5		15	16.0	27	20	33	20
Socioeconomically Disadvantaged	3		34	47.9	44	32	15	9
	4		31	38.3	68	23	10	0
	5		41	43.6	37	20	34	10
English Learners	3		17	23.9	41	35	24	0
	4		16	19.8	75	13	13	0
	5		18	19.1	72	22	6	0
Students with Disabilities	3		5	7.0	--	--	--	--
	4		9	11.1	--	--	--	--
	5		7	7.4	--	--	--	--

**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
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	70	98.6	21	21	29	27
	4	81	80	98.8	18	35	25	20
	5	94	92	97.9	20	26	20	35
Male	3		41	57.7	17	24	34	22
	4		43	53.1	21	37	19	21
	5		52	55.3	23	23	21	33
Female	3		29	40.8	28	17	21	34
	4		37	45.7	14	32	32	19
	5		40	42.6	15	30	18	38
Black or African American	3		6	8.5	--	--	--	--
	4		6	7.4	--	--	--	--
	5		8	8.5	--	--	--	--
American Indian or Alaska Native	5		1	1.1	--	--	--	--
Asian	3		6	8.5	--	--	--	--
	4		1	1.2	--	--	--	--
	5		11	11.7	9	27	27	36
Filipino	4		1	1.2	--	--	--	--
	5		1	1.1	--	--	--	--
Hispanic or Latino	3		26	36.6	23	31	38	8
	4		29	35.8	31	52	14	0
	5		27	28.7	33	37	19	11
White	3		24	33.8	8	13	29	46
	4		32	39.5	6	28	31	31
	5		28	29.8	4	14	14	68

**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
Two or More Races	3		7	9.9	--	--	--	--
	4		11	13.6	0	18	36	45
	5		15	16.0	27	27	27	20
Socioeconomically Disadvantaged	3		34	47.9	35	32	29	3
	4		31	38.3	39	45	16	0
	5		41	43.6	34	39	17	10
English Learners	3		17	23.9	6	41	47	6
	4		16	19.8	38	56	0	0
	5		18	19.1	61	28	6	6
Students with Disabilities	3		5	7.0	--	--	--	--
	4		9	11.1	--	--	--	--
	5		7	7.4	--	--	--	--
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

Parents, families, and community members have multiple opportunities to volunteer their time at Thousand Oaks by helping in classrooms, tutoring students, assisting with yard supervision, chaperoning field trips, and helping out with special events. Parents also play an active role in our school committees and serve on our School Governance Council as well as our English Learner Advisory Committee. Another way that parents can be involved at Thousand Oaks is by joining the PTA. The PTA hosts numerous events throughout the year and helps to support both our academic and enrichment programs.

#### 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

The original Thousand Oaks Elementary School was comprised of four buildings: one two-story wood building with a partial basement, a wood frame annex, a double-wide portable, and four interconnected portables. The old building was demolished in the spring of 1998. The new buildings were opened in the fall of 2000. The school facilities cover 4.4 acres and are comprised of 21 permanent classrooms, one library, one staff room, a multi-purpose room, and a playground. The facility strongly supports teaching and learning through its ample classroom and playground space.

In order to have a safe and orderly environment, Thousand Oaks uses an integrated curriculum designed to:

- Provide appropriate structure and boundaries for students
- Nurture empathy and problem-solving skills
- Instill a strong anti-violence/anti-bullying environment at Thousand Oaks.

Positive Behavior Support, also known as PBS, serves as a broad framework for teaching school-wide rules and expectations for how students should behave in all common areas (the rules are included below and are posted around campus). This curriculum guides school-wide, classroom, and individual student interventions, as well as family collaboration. It offers a plan for supporting all students in school, including students with additional needs and the few students who need the most intensive supports. A key component of this approach is that behavioral expectations are explicitly taught to students, and reinforced throughout the school year. In addition PBS provides supports for students to learn pro-social skills, and has consequences when students make negative behavior choices. Good behavior is recognized and celebrated by teachers, staff, and administrators through "Golden Leaf Awards" and "Class Leaf Awards" which are presented to students and classes observed making good decisions and following the rules. When students earn a certain number of awards the result is a special school-wide activity or reward. By providing clear structure and recognition, this approach helps students be their best.

The structure provided by through Positive Behavior Support is complemented by the Second Step Violence Prevention curriculum, which focuses on teaching students empathy and problem-solving skills. Second Step helps students talk about their feelings related to common problem issues, such as bullying and other conflicts, by giving them a shared language and a safe place to discuss their concerns.

In addition, Thousand Oaks is using the Welcoming Schools curriculum, which focuses on teaching family diversity and anti-bullying behavior.

Together, these integrated curricula represent a proactive approach to ensuring a safe learning environment for all students by providing appropriate support and guidance to help children be successful.

All students are expected to follow the main rules: Be Safe, Be Respectful, and Be Responsible at all times while at school as well as at any school sponsored activities off campus.

By implementing Welcoming Schools, Positive Behavior Support, and Second Step we aim to make Thousand Oaks a safer and welcoming school for all students, staff and families.

In addition, during lunch, recesses, and before-and-after school, staff members, administrators, and noon supervisors supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drill are held monthly, and intruder drills are held at least once a year.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in Spring 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.30	0.00	1.05
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.93	3.02	2.93
Expulsions Rate	0.01	0.07	0.06
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
<b>English Language Arts</b>			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	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	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	75.0	



**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	21	20	21	1	3	1	2	1	2			
1	22	23	20	1	1	2	2	2	2			
2	18	23	19	4		3		3				
3	18	21	20	5	1	4		3				
4	27	23	27				3	3	3			
5	25	55	53				3	4	4		1	1

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	.33
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.25
Resource Specialist	0
Other	0

**Average Number of Students per Staff Member**

Academic Counselor	
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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.

**Professional Development provided for Teachers**

Administrators and teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the last three school-years, each school in the Berkeley Unified School District dedicated 3 days annually for teacher and administrator professional development. During 2014-15, 100% of all Berkeley K-5 teachers and site administrators who had not completed this training in 2014 participated in four-days of Common Core State Standards Professional Development for their K-5 classrooms. A site literacy coach provides ongoing support for teachers to improve literacy instruction to students. A math teacher-leader at the site participates in monthly District training's, and supports math professional development and collaboration at the site. New teachers participate in a rigorous District BTSA program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.

**FY 2013-14 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,051	\$42,315
Mid-Range Teacher Salary	\$67,093	\$66,451
Highest Teacher Salary	\$83,252	\$85,603
Average Principal Salary (ES)	\$114,002	\$105,079
Average Principal Salary (MS)	\$120,737	\$111,005
Average Principal Salary (HS)	\$145,832	\$121,310
Superintendent Salary	\$229,500	\$189,899
Percent of District Budget		
Teacher Salaries	36%	39%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,728	\$3,013	\$5,715	\$62,595
District	♦	♦	\$5,852	\$70,036
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-2.3	-8.2
Percent Difference: School Site/ State			21.9	-7.6

\* Cells with ♦ do not require data.

**Types of Services Funded**

The Berkeley Unified School District benefits from a local tax initiative called the Berkeley Schools Excellence Project (BSEP). We used BSEP funds, along with state and federal funds, to support improving student achievement, sending teachers to staff development, and purchasing instructional materials for classrooms.

Our PTA's fund-raising efforts support many activities and supplies, including field trips, assemblies, family nights, after-school enrichment scholarships, teachers' classroom requests, classroom library books, and more.

**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.