



# John Green Elementary School

3300 Antone Way • Dublin, CA 94568 • (925) 833-4200 • Grades K-5

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Dublin Unified School District

7471 Larkdale Avenue  
Dublin, CA 94568  
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#### District Governing Board

Megan Rouse, President  
Amy Miller, Vice President  
Dan Cunningham, Trustee  
Joe Giannini, Trustee  
Dan Cherrier, Trustee

#### District Administration

Dr. Leslie Boozer  
Superintendent  
Beverly Heironimus  
Assistant Superintendent  
Business Services

#### Assistant Superintendent Educational Services

Mark McCoy  
Assistant Superintendent  
Human Resources

### School Description

John Green School philosophy is aligned with the District's Vision 2020 Strategic Plan:

- Student learning as our fundamental purpose
- Building a collaborative culture
- Monitoring results
- Maximizing instructional time
- Continuous improvement

We also follow these Critical Questions when we collaborate as a Professional Learning Community (PLC):

- What are our students learning?
- How do we know the students are learning?
- What is our systemic response when they don't learn?
- What is our response when they've already learned it?

Since the school's opening in 2007, the school community has come together to create a vision that truly supports a "commitment to the success of all students." Staff, students, and parents alike have been challenged to "Dream, Imagine, and Believe" the type of school they want John Green to be. This challenge has been successful in our school in creating a tightly knit school community where students feel at home, while simultaneously achieving at high academic levels.

#### School Vision Statement

To make a commitment to the success of all students. We shall provide every student with the opportunity for personal and academic growth, ensure that every member of our school team possesses the leadership skills and attributes necessary for student-centered collaboration and teamwork and we will create an educational environment for student that is challenging, positive and safe.

#### School Mission Statement

Green Elementary School will provide all students with the opportunity to persevere with real world problem solving skills. This is accomplished in a safe environment of trust and respect that fosters positive attitudes towards self, others, work and responsible citizenship while highlighting individual differences. Students, staff, parents and community members collaborate to continuously improve and empower lifelong learning.

We want our students to have a core academic foundation, value diversity, and to learn culture and the arts, teamwork, character development, and technology skills. We want our students to become compassionate, ethical, and inclusive leaders and to be problem solvers, creative thinkers, effective communicators, pursuers of knowledge, and global citizens. We will ensure that every member of our school team possesses the leadership skills and attributes to support the learning process of every student each and every day. Our team members have integrity, respect for others, and possess creativity; they are team players, effective managers of resources, leaders, global thinkers, effective communicators, ethical decision makers, divergent thinkers, problem solvers, risk takers, and visionaries; and they possess technical expertise, use technology to enhance performance, and demonstrate professional standards.

## 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 <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	126
Grade 1	131
Grade 2	164
Grade 3	155
Grade 4	148
Grade 5	167
<b>Total Enrollment</b>	<b>891</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.1
Asian	61.2
Filipino	5.8
Hispanic or Latino	5.4
Native Hawaiian or Pacific Islander	0.2
White	17.3
Two or More Races	8
Socioeconomically Disadvantaged	2.2
English Learners	11
Students with Disabilities	7.4
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			
John Green Elementary School	14-15	15-16	16-17
With Full Credential	43	45	40
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Dublin Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	522
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John Green Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 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	98.2	1.8
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	98.2	1.8

\* 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 2016-17)

We choose our textbooks from lists that have already been approved by the state education officials. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the test we give are based on these content standards, and we expect our teachers to be firmly focused on them.

All students have their own set of textbooks to use in class or at home.

The elementary, kindergarten to grade 5, English-Language Arts textbooks are from the 2002 adoption list not the most recent 2008 adoption list. During the current financial situation, districts have been given the flexibility to use State funds for textbooks for other needs as approved by the local School Board. This flexibility allows districts to continue to use materials from the previous adoption list and still meet the requirement of having the most recent state-approved materials. Therefore, while our materials for K-5 English-Language Arts are not from the most recent state-approved list, we are still compliant with State regulations.

Textbooks and Instructional Materials Year and month in which data were collected: 12/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading Adopted 2004  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Scott Foresman Envision Math Common Core Adopted 2014  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt California Science Adopted 2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman History/Social Studies Adopted 2008  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)

John Green School opened in August of 2007. Our state-of-the-art campus currently includes 30 regular classrooms, 6 relocatable classrooms, a multipurpose room (cafeteria, gym, and stage), a library/media center, a computer lab, and a flexible-space room used for small group instruction. The outside area includes a playground with basketball courts, tether ball circles, and four-squares. The kindergarten classes have their own dedicated playground. Each playground has age-appropriate climbing and slide structures for students to play on, with padded foam mats underneath for safety.

We have one day custodian and a district team cleans each classroom and the restrooms every evening. District staff maintains landscaping on a regular weekly schedule.

We have a spacious, well-stocked, inviting library with a growing collection of books available to all of our students. The library contains four student computer stations. The school's library collection is managed on the Follet/Destiny System and can be accessed through the school's website from the classroom and from home. Our media technician meets with every class each week, and teachers bring their classes to the library for presentation and research sessions. Students can visit the library during breaks, lunch, and before school when the media technician is present. Parent volunteers help our part-time librarian. We update our collection every year with funds from our annual book fair.

We have 9 mobile computer carts, also known as Computers on Wheels (COWs). Each COW is stocked with 36 chromebooks, and are strategically located throughout the campus. Every class has a scheduled time to use the COWs. In addition to the mobile computer carts, lockers containing additional chromebooks were installed into each classroom, maintaining a 2:1 ratio of devices in each classroom.

Kindergarten classrooms have at least four networked computer stations and a printer for student and teacher use. All teachers have a dedicated teacher tablet-PC with a docking station that allows them to access the internet, record grades, and correspond via email with parents and colleagues. Every classroom is also equipped with an interactive SMART board or large flat screen TV, doc camera, and video display. Each classroom also has a fully adjustable sound system with six mounted speakers and two microphones.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2013-14 school year, the District budgeted \$87,826 for the Deferred Maintenance Program. This represents 13% of the District's general fund budget.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/26/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			E4 carpet lifting. Work order entered
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Skunk smell near E wing. Working with Vector Control.
<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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	81	82	77	78	44	48
Math	85	87	69	73	34	36

\* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	91	94	88	83	87	83	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.7	22	38.4

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	165	163	98.8	88.3
Male	78	77	98.7	89.6
Female	87	86	98.9	87.2
Asian	101	101	100.0	90.1
White	32	30	93.8	86.7
Two or More Races	11	11	100.0	90.9
Students with Disabilities	15	14	93.3	57.1

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	3	160	158	98.8	82.9
	4	148	146	98.7	80.8
	5	165	163	98.8	81.6
Male	3	77	76	98.7	81.6
	4	79	78	98.7	79.5
	5	78	77	98.7	79.2
Female	3	83	82	98.8	84.2
	4	69	68	98.5	82.3
	5	87	86	98.8	83.7
Asian	3	100	100	100.0	84.0
	4	97	97	100.0	84.5
	5	101	101	100.0	90.1
Hispanic or Latino	3	11	11	100.0	54.5
White	3	23	21	91.3	85.7
	4	23	22	95.7	86.4
	5	32	30	93.8	70.0
Two or More Races	3	13	13	100.0	92.3
	4	11	10	90.9	60.0
	5	11	11	100.0	90.9
English Learners	3	17	17	100.0	52.9
	4	11	11	100.0	45.5
Students with Disabilities	3	17	15	88.2	33.3
	5	15	14	93.3	28.6

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded
All Students	3	160	158	98.8	92.4
	4	148	146	98.7	88.4
	5	165	163	98.8	79.8
Male	3	77	76	98.7	90.8
	4	79	78	98.7	88.5
	5	78	77	98.7	80.5
Female	3	83	82	98.8	93.9
	4	69	68	98.5	88.2
	5	87	86	98.8	79.1
Asian	3	100	100	100.0	92.0
	4	97	97	100.0	93.8
	5	101	101	100.0	87.1
Hispanic or Latino	3	11	11	100.0	81.8
White	3	23	21	91.3	95.2
	4	23	22	95.7	77.3
	5	32	30	93.8	66.7
Two or More Races	3	13	13	100.0	100.0
	4	11	10	90.9	80.0
	5	11	11	100.0	90.9
English Learners	3	17	17	100.0	64.7
	4	11	11	100.0	54.5
Students with Disabilities	3	17	15	88.2	53.3
	5	15	14	93.3	35.7

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)

At John Green School, collaboration between staff and parents is key to our success. Parents dedicate numerous hours to the school in a variety of ways. We routinely have over 100 regular (one or more times per week) classroom volunteers each year. In addition, our PFC has organized parents to volunteer for a variety of events and activities, including Art In Action, Junior Achievement, Copy Squad, a jog-a-thon (Gator Gallop), STEM/STEAM, Destination Imagination, science and books fairs, a Reading Breakfast Book Club, a Gator Garden club, and more. The PFC is a huge supporter of programs, activities, and instructional material for our students and works strategically with the School Site Council (SSC) to support schoolwide goals.

The SSC is composed of five parents and five staff, including the principal, who make budgetary recommendations/decisions that support the school's site plan. The ELAC is composed of interested parents of English Learners and English Language Development staff. Similarly the Gifted and Talented Education (GATE) committee is made up of interested parents whose children qualify for identification as GATE, and GATE certified staff representatives.

#### 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

John Green School is a closed campus with a perimeter fence. The Principal, Campus Supervisors and teachers monitor the school grounds throughout the school day. The Principal, Assistant Principal, 2 Campus Supervisors, and 3-4 noon supervisors monitor students at lunchtime. Teachers regularly review the rules for safe, responsible behavior in school and on the grounds. During school hours, visitors use the main entrance and sign in at the office. Regular volunteers are required to complete a volunteer clearance form and have their driver's license photocopied. Each volunteer is then checked against the Megan's Law database and given a clearance by the office staff before working in classrooms.

Our School Safety Plan is revised annually. The plan includes procedures for emergencies, locations of exit routes, and inventories of emergency supplies. It is available in the school office, and we share the plan with all staff during a school staff meeting. We practice fire drills monthly, earthquake drills annually, and hold training for staff on emergency preparedness.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty on September 1, 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.4	0.2	0.9
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.5	1.9	1.9
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.70
Social Worker	0
Nurse	0.15
Speech/Language/Hearing Specialist	1.20
Resource Specialist	1.00
Other	2
Average Number of Students per Staff Member	
Academic Counselor	

\* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	23	25	32				9	6	4			
1	25	25	26				6	6	5			
2	23	25	27				5	6	6			
3	26	32	26				6	3	6		1	
4	24	28	30	1			5	6	5			
5	29	25	28		1		5	6	6			

**Professional Development provided for Teachers**

At Green Elementary School, educators partake in the following professional development opportunities:

- Professional Learning Community (PLC) training to support student learning through collaboration and best practices (by Dr. Richard DuFour and Dr. Robert Eaker).
- 21 Grade Level PLC Collaborations per year to analyze data and best practices.
- 3 Grade Level Professional Development days, focus on ELA, Math, ELD, and Science.
- Monthly staff and leadership meetings to analyze school, grade level, and classroom data.
- Common Formative Assessment training (by Chris Jakicic).
- Silicon Valley Math Initiative training (by Alameda County Math Consortium).
- Crisis Prevention Institute (CPI) training.
- District staff development days that support the DUSD Vision 2020 Strategic Plan.
- Cultural Responsive training that provides teachers with strategies for increasing student engagement (by Dr. Sharroky Hollie).
- Capturing Kids' Hearts training (by the Flippin Group)
- Gifted and Talented Education (GATE) training in differentiated and targeted instruction (by Dr. John Delancher).
- Metacognitive Comprehension training for supporting students in the development of reading and thinking strategies that improve literacy (by Stephanie Harvey).
- Contra Costa County Collaborative for Learning and Instruction in Mathematics (ACCLAIM) training.
- Wednesday PLC collaboration meetings to analyze data and best practices.
- Tri-Valley Teacher Induction Project (TV/TIP) for new teachers.
- Technology training/coaching for a variety of software and hardware.
- Online Assessment Reporting System (OARS) training in analyzing student data.
- Rigor, Relevance, and Relationships training. (Linda Jordan and Marilyn Trow)

**FY 2014-15 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$58,490	\$43,821
<b>Mid-Range Teacher Salary</b>	\$84,565	\$69,131
<b>Highest Teacher Salary</b>	\$100,349	\$89,259
<b>Average Principal Salary (ES)</b>	\$122,773	\$108,566
<b>Average Principal Salary (MS)</b>	\$127,949	\$115,375
<b>Average Principal Salary (HS)</b>	\$141,815	\$125,650
<b>Superintendent Salary</b>	\$231,942	\$198,772
Percent of District Budget		
<b>Teacher Salaries</b>	46%	37%
<b>Administrative Salaries</b>	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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
<b>School Site</b>	\$4,945	\$267	\$4,678	\$96,253
<b>District</b>	◆	◆	\$8,720	\$80,132
<b>State</b>	◆	◆	\$5,677	\$71,517
<b>Percent Difference: School Site/District</b>			-46.4	20.1
<b>Percent Difference: School Site/ State</b>			-17.6	34.6

\* Cells with ◆ do not require data.

### **Types of Services Funded**

The PFC raises significant funds. Each year the PFC board meets to determine how their funds will be spent in support of school programs. The PFC has established the support of school wide goals, as a priority for funding, as written in the School Plan for Student Achievement (SPSA) as approved by the School Site Council (SSC) and School Board.

The SSC oversees the designated Intervention Budget. The designated Intervention Budget supports funding for teacher collaboration within and across grade levels in support of language arts, mathematics, science, and character development.

### **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 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.