

San Martin Gwinn Environmental Science Academy

13745 Llagas Ave. • San Martin, CA, 95046 • 408-201-6480 • Grades K-8

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

Morgan Hill Unified School District

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School Description

San Martin/Gwinn School is a unique place that began in 1895 as a small country school in the southern end of the Coyote Valley. The plaza oak trees remind students, parents, and staff that no matter how many faces come through our school, the goal remains the same: to teach our children skills and strategies that will help them develop critical thinking and problem solving skills, prepare them for college or career, and keep them safe.

On 2014, our school became an Environmental Science Academy, and we are proud of our Monarch Butterflies habitat and two students grown organic vegetable garden. During the last three years, our students have been working on supporting and improving our environment by student lead recycling programs, rain barrel projects to support the drought, as well as creating compost in the school's garden.

Our goal is to close the achievement gap in 21st century skills reading, writing, science, and math between the widely diverse student groups that come to SMG while simultaneously raising the academic performance of every student at our school.

We believe that all of our students have the ability and right to learn and that students learn best in an emotionally and physically safe environment where each child is respected, valued, and included. We believe that all children can learn if we, their teachers and school staff, identify what students know and use that knowledge as the basis for planning instruction. Our goal is to prepare each child for success in secondary and postsecondary academic institutes both in the classroom and in their interpersonal relationships, so they can grow academically and socially into productive members of our society.

SMG is included in the After School Education and Safety (A.S.E.S.) Program which partners our school and the local Y.M.C.A. to provide literacy, academic enrichment, and safe after school alternatives for our students. Each year, 84 students attend our after-school YMCA program which includes an early dinner, homework assistance, academic enrichment lessons and physical exercise, and games. The program starts right after school, until 6:00 p.m. each day and is free of charge to the families. Students at SMG also benefit from our ASPIRE (After School Program for Intervention and Enrichment), that focuses on reading intervention and enrichment activities such as:

- Competitive soccer
- Robotics
- Drama
- Arts, theater and music
- Athletics
- Structured Games
- Culture and Globalization

The core curriculum is differentiated and based on Common Core Standards. Teachers receive regular Professional Development utilizing research-based strategies to enhance program delivery. The San Martin/Gwinn staff is also trained in interactive strategies from Guided Language Acquisition Design, systematic ELD, Constructing Meaning, TCI science curriculum, Project-Based Learning, Guided Reading, Learning Disabilities, Mental Health, Six Pillars of Character, Positive Behavior reinforcement system (PBIS), and CCSS teaching strategies. Services are an integral part of the school day and may be augmented by a pullout program for special activities (reading interventions with Read 180/System 44, Leveled Literacy Intervention), afterschool enrichment (ASPIRE), push in support for ELD and reading intervention from our Bilingual Instructors, or independent study projects. All students work weekly in our environmental science labs, where they conduct research, projects, and science experiments. K-2 students reading below grade level receive additional daily reading services through an onsite teacher trained in reading interventions. Students 3rd-8th grade reading below grade level attend Read 180/System 44 interventions on a daily basis for 90 minutes. Our bilingual instructors do push in and pull out reading services to student reading below grade levels in grades Kinder through Third grade.

Students who excel academically in kindergarten through grade two are served within the classroom program, even though they are not formally identified as G.A.T.E. until the fourth grade. Teachers work with the GATE site coordinator to offer resources for advanced-level work and extensions to the core curriculum in 4th through 8th grades. Our GATE students meet once a month for 3 hours to work with our coordinator on specific assignments and field trips (i.e. technology, visit high tech industries-Microsoft, Google, and Intel-produce school videos).

Our teachers with the support of our bilingual aides provide focused English Language Development (ELD) instruction for all English learners 40 minutes four days a week. All teachers at San Martin/Gwinn are certified to teach English learners and are either in the process of completing or have completed Cross-cultural, Language, and Academic Development (CLAD) training and are trained in Guided English Language Acquisition.

San Martin/Gwinn offers K-7 students a unique opportunity to participate in Dual Immersion Instruction through the DIME Program. One additional grade level will be added next year to complete the K-8 Dual Immersion strand within the San Martin/Gwinn Program.

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	93
Grade 1	78
Grade 2	78
Grade 3	80
Grade 4	88
Grade 5	87
Grade 6	69
Grade 7	47
Grade 8	1
Total Enrollment	621

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	1.0
Filipino	1.1
Hispanic or Latino	81.2
Native Hawaiian or Pacific Islander	0.0
White	12.9
Socioeconomically Disadvantaged	64.6
English Learners	45.4
Students with Disabilities	9.5
Foster Youth	0.0

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			
San Martin Gwinn Environmental Science	16-17	17-18	18-19
With Full Credential	27	26	28
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	2	1	0
Morgan Hill Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	388
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
San Martin Gwinn	16-17	17-18	18-19
Teachers of English Learners	2	2	2
Total Teacher Misassignments	2	2	2
Vacant Teacher Positions	1	0	2

* 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	McGraw Hill Education Wonders, Gr K-5, McGraw Hill Education StudySync, Gr 6-7, Dual Immersion: McGraw Hill Education Maravillas, Gr K-5 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson Investigations with Envision supplement Gr K-5, College Preparatory Mathematics Core Connections I, Core Connections II, Gr 6-7 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillian-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series Gr K-5, Glencoe/McGraw Hill Science Series Gr 6-7 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA Gr K-5 (half year), Pearson My World K-5 (half year), TCI History Alive Gr 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

San Martin/Gwinn Elementary School has seen a huge transformation of the last few years both with Measure G funds and also Capital Facilities. The interior and exterior of the campus was painted, two classrooms were turned into science labs, both student and staff restrooms on the Gwinn side have been remodeled, a new shade structure was installed in between the two Gwinn buildings. Two outdoor learning classrooms with shade structures were installed and what used to be the old library along with two classrooms was transformed into the new administration office off of Llagas Avenue.

Seven new Gen 7 classrooms and one restroom building were installed to accommodate for the addition of 6th, 7th and 8th grade classes on the campus.

San Martin/Gwinn also received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new phone system and a new public address system including new clock and speakers throughout the campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: Jul/Aug 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	10 new HVAC units were installed in 2015.
Interior: Interior Surfaces	Good	Classrooms were painted and wall covering were done in 2014.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms on the Gwinn side were remodeled 2014.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof replacement on Gwinn 2016.
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	23.0	26.0	52.0	52.0	48.0	50.0
Math	21.0	20.0	42.0	43.0	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	18.4	14.9	24.1
7	13.0	17.4	17.4

* 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.

**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	370	368	99.46	26.36
Male	184	184	100.00	19.02
Female	186	184	98.92	33.70
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	305	305	100.00	22.62
White	42	41	97.62	53.66
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	247	245	99.19	15.92
English Learners	218	216	99.08	18.98
Students with Disabilities	56	55	98.21	5.45
Students Receiving Migrant Education Services	41	41	100.00	17.07
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	370	368	99.46	19.57
Male	184	184	100	17.39
Female	186	184	98.92	21.74
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	305	305	100	15.74
White	42	41	97.62	48.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	247	245	99.19	10.2
English Learners	218	216	99.08	12.96
Students with Disabilities	56	55	98.21	7.27
Students Receiving Migrant Education Services	41	41	100	9.76
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)

We have a variety of ways for parents to participate at school. They can join our School Site Council, English Language Advisory Council (ELAC), DIME participation group, Home and School Club boards, and CABE-English Language-Technology parent classes. All of these organizations work cooperatively with the principal and staff on program oversight, staff support, and the general functioning of the school. Our parents volunteer on field trips, in the classroom, and during class instruction, supporting the programs design and reinforcing cultural diversity.

Our Home and School Club this year supports our Athletic Program for our Middle School. We are diligently working to increase the number of parent volunteers and the opportunities we have for them as well. Home and School Club as well as Title I funds are utilized to support our parents as they are fingerprinted in order for them to participate as volunteers at our site. This year, H&SC and school and district/school funds sponsored over 20 parents with their fingerprinting fees. We fund three six-hour bilingual instructional aide, one MTSS paraprofessional, and a six-hour bilingual liaison to help us communicate more efficiently with our Spanish-speaking population, work with small groups of children, and administer the annual CELDT, ELPAC, LAS link, and Logramos assessments. Our school-based monies are used mainly for instructional supplies and materials.

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

Students are monitored on campus from 7:30 a.m. to 2:20 p.m. Teachers serve as yard supervisors before and after school and morning recesses. Six to seven yard supervisors are on duty during all of the recesses and lunch periods. Yard supervisors have been trained in using the school wide programs. Teachers regularly review the rules for safe, responsible behavior in school and on the playground using our student behavior expectations. Our campus has the PBIS (Positive Behavior Intervention and Support System) expectations banners in specific high traffic areas of the school as well. Visitors must enter the school through the main door and sign in at the office. We have a closed campus, and all visitors need to sign in our main office and use our LobbyGuard system to ensure all personnel on campus don't pose a threat to our students.

SMG revises our School Safety Plan annually with School Site Council and staff; it is currently last revised, and it will be finalized and shared with staff and parents during our ELAC, SSC, and HSC meetings. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan with all staff during school wide staff meetings. We practice fire and earthquake drills regularly throughout the school year and hold trainings for staff on emergency preparedness in late April. The Santa Clara County Sheriff's Department works with our staff as needed to train staff on Code Red procedures. A code red drill was implemented in which six officers from the sheriff department came to monitor the safety of our students and gave instructional feedback to improve our system and procedures.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.9	5.0	8.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	4.2	4.9
Expulsions Rate	0.1	0.1	0.1
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	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3
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+		
	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	26	24	23				3	4	4			
1	25	25	26				3	3	3			
2	23	25	24				4	3	3			
3	28	24	28				3	4	2			
4	28	27	30				2	3	4			
5	29	25	27				3	3	3			
6	22	23	26	1	1	1	2	2	1			
Other	4			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

San Martin/Gwinn teachers continue to focus on common core literacy and mathematics for staff development. We also spend time looking for ways to improve our ELD instruction. Systematic ELD, Constructing Meaning, and interactive GLAD strategies are infused throughout the day making learning fun for all students. Additionally, teachers were trained in the Aeries Data Management System, Gradebook, and Robotics. This is the second year our staff has implemented NWEA assessments to track students' progress. This data is used to analyze student performance on quarterly Benchmarks in order to guide instruction.

In addition, teachers meet weekly to collaborate during PLC (Professional Learning Communities). Weekly PLC include discussions focused on current instructional strategies and best practices for reading. K-3 teachers received training in Fountas and Pinnell reading assessment, LLI (Leveled Literacy Intervention), and Mondo (guided reading). In order to meet the early literacy skills of kinder thru third grade students. Teachers at San Martin Gwinn are encouraged to try new instructional models and find solid examples of research-based practice to help us close our achievement gap. San Martin/Gwinn staff receives continuous training on NGSS by SCCOE and Dr. Bert Bower, from TCI, in order for to ensure that our teachers receive support in teaching and fostering the goal or our environmental science academy. SMG staff was also trained in EEI (Education and Environmental Initiative) social studies curriculum that they integrate with our environmental science lessons. Our 4th through 8th grade teachers have been trained in the implementation of a supplemental math program, Study Islands, that allows students to received differentiated math instruction and practice. This program is utilized for 20 minutes every day and as an after school support system for students who are underperforming.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,713	\$47,547
Mid-Range Teacher Salary	\$79,027	\$74,775
Highest Teacher Salary	\$99,994	\$93,651
Average Principal Salary (ES)	\$118,409	\$116,377
Average Principal Salary (MS)	\$124,347	\$122,978
Average Principal Salary (HS)	\$134,968	\$135,565
Superintendent Salary	\$255,234	\$222,853
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	6.0

* 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	5648.85	355.89	5292.95	80983
District	◆	◆	8061.40	\$75,780
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-41.5	6.6
Percent Difference: School Site/ State			-29.5	5.7

* 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

San Martin/Gwinn received \$222,084 in Title I funds. These dollars go directly to the School Improvement Plan for all students, and the Economic Impact and Limited English Program to fund our second-language students. San Martin/Gwinn is identified as a school wide Title I school since 60 percent of our population qualifies for the Free and Reduced Lunch Program. These funds helped pay for participation in reading intervention programs for students, extra-duty contracts for teachers, bilingual instructors, and other stipends that support the various student programs at our school. We also received \$62,088 in LCFF-EL and F&R, \$83,487 from State lottery, and \$28,575 from a Live Oak grant. All these funds go directly to ensuring that standards-based instructional materials are available for every student, that staff has ongoing professional development, and that parents have opportunities to engage in the learning process with their students. During this year, Title 1 funds have been used to pay for our part-time Reading TOSA, so that we can address the needs of students reading significantly below grade level. This TOSA works with students in grades 4th-8th. Our LCFF funds from the district fund a part time reading TOSA for our Dual Immersion students.

Our Home and School Club parents support extracurricular activities through small fund-raising efforts such as music, theater, Mariachi after school program, middle school sports, assemblies, and field trips.

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.