



Westborough Middle School

2570 Westborough Blvd. • South San Francisco, CA 94080-5115 • 650.877.8848 • Grades 6-8

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



South San Francisco Unified School District

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District Governing Board

Patricia A. Murray
Eddie Flores
Daina R. Lujan
John C. Baker
Mina A. Richardson

District Administration

Shawnterra Moore, Ed.D.
Superintendent

Keith B. Irish
Assistant Superintendent, Educational Services and Categorical Programs

Jay Spaulding, Ed.D.
Assistant Superintendent Human Resources and Student Services

Ted O
Assistant Superintendent, Business Services

Karla Groth, Ed.D
Director English Learner Programs, Categorical Programs and Special Projects

Jason Brockmeyer
Director of Innovation, Community Outreach and Special Projects

Valerie Garrett, Ed.D.
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Ryan Sebers
Director of Student Services

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Director, Pupil Personnel Services and Special Education

Joseph Siam
Director of Technology

Ronald Vose
Director of Facilities and Safety

Fran Debost, MS, RDN
Director of Nutrition Services and Distribution

School Description

Welcome to Westborough, home of the blue and gold Wildcats.

Our mission at Westborough Middle School is to provide a healthy, safe, and positive learning environment, where we can focus on the development of academic excellence, social well-being, and personal growth that will help our students become productive members of society (Approved 10/9/18). The staff at Westborough is dedicated to providing all students with engaging collaborative learning environments driven by student data and creating the foundation for a lifetime of critical thinking (Approved 12/11/18).

Middle school is a unique and exciting time in the life of an adolescent, and we are dedicated to providing the best education and all-around middle school experience for our students. Our staff is highly qualified and dedicated to providing a safe, challenging, and nurturing environment in which all students can succeed. We have a blend of experienced and new teachers. Our goal is to prepare students for high school and to support them to become life-long learners.

We provide our students with a rich, challenging, Common Core standards-based academic program. All students begin daily with homeroom and take language arts, math, science, social studies, PE, and an elective. Classes are 83 minutes in length. We have an 8-period block schedule with 4 classes meeting on "A" days and 4 classes meeting on "B" days. "A" and "B" days alternate daily. Students take language arts and math each day plus either social studies/science and either PE/elective. Our electives offer variety to round out a student's program. These electives include band, jazz band, choir, music appreciation, computers, technology (coding/robotics), leadership, cardio, and art. Three levels of mild to moderate special education classes (academic support, academic instruction, and community-based instruction) enable all of our students to access to our academic program. Our after school academic center operates three days a week to target English learners and any student who needs extra support or just a quiet place to complete work. We also operate a math specific room in our academic center. Our counselors provide guidance, academic assistance, and monitoring to help ensure student success. Student achievement is celebrated and honored regularly with honor roll assemblies.

In addition to an outstanding academic program, Westborough has numerous clubs and activities for our students. Clubs can vary from year to year. Some examples include, Anime Club, Chess Club, Gardening Club, Wecyclers, Harry Potter Club, Knitting Club, Planeteers Club, Terracycling and Compost Clubs, SAGA (Straight and Gay Alliance) Club, Science Trivia Club, Stock Market Club, Volleyball Club, Wrestling Club and Yoga Club. Additional clubs are added as needed based on student interest and staff availability. We participated in tri-school basketball, volleyball, and soccer. Intramurals are offered daily at lunch for all students and include soccer, kickball, flag football, and volleyball. Further, we have a very active ASB. Anti-bullying activities include assemblies, "Mix it Up For Lunch Day", and blue shirt days. A month-long campaign against bullying occurs every October. Our turkey trot races are held each Thanksgiving season and are an important tradition at the school. Each spring we have Mini-Course Day. Students enjoy an annual opportunity to choose from a variety of mini-courses they can attend on campus or field trips, depending on availability and resources.

We are dedicated to providing a positive and challenging experience for our students. We support the whole child and his/her family and are committed to providing a welcoming, understanding, and dynamic educational setting and program for each student. We are here to serve our young people and look forward to our three years together. Feel free to contact any staff member at any time or make an appointment to stop by and visit in person. Together, we can provide a wonderful educational opportunity for your child.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	191
Grade 7	228
Grade 8	192
Total Enrollment	611

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.5
Asian	20.6
Filipino	38.5
Hispanic or Latino	23.1
Native Hawaiian or Pacific Islander	1
White	6.7
Two or More Races	8.2
Socioeconomically Disadvantaged	28.5
English Learners	11.3
Students with Disabilities	9.7
Foster Youth	0.5
Homeless	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Westborough Middle	17-18	18-19	19-20
With Full Credential	30	27	29
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South San Francisco	17-18	18-19	19-20
With Full Credential	♦	♦	427
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Westborough Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Study Sync/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Digits/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Focus on Science/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill Impact California Social Studies Grades 6 - 8/2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Glencoe/McGraw-Hill-Teen Health / Gr 6-8 / 1999-2000 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)

Westborough Middle School was built in 1968-1973. The school has 31 teaching stations, MUR, Library, Locker Rooms and Administration Offices providing education for grades 6-8. The District takes great effort to ensure that all schools are clean, safe and functional. All bathrooms, classrooms, and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Monitored closely
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	Some minor patch work to a few roofs in 2018
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Newly installed internal fencing

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	61	67	50	52	50	50
Math	65	61	43	44	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	18.6	23.5	39.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	606	599	98.84	67.45
Male	333	329	98.80	60.18
Female	273	270	98.90	76.30
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	125	125	100.00	82.40
Filipino	213	212	99.53	73.58
Hispanic or Latino	134	132	98.51	49.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	41	97.62	60.98
Two or More Races	73	71	97.26	71.83
Socioeconomically Disadvantaged	205	201	98.05	54.73
English Learners	117	116	99.15	47.41
Students with Disabilities	61	60	98.36	28.33
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	606	599	98.84	61.37
Male	333	329	98.80	57.01
Female	273	270	98.90	66.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	125	125	100.00	84.80
Filipino	213	212	99.53	63.21
Hispanic or Latino	134	132	98.51	39.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	41	97.62	63.41
Two or More Races	73	71	97.26	64.79
Socioeconomically Disadvantaged	205	201	98.05	43.00
English Learners	117	116	99.15	45.69
Students with Disabilities	61	60	98.36	25.42
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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.

We have several different types of opportunities for Parental Involvement at Westborough.

For example, Westborough is supported by an active PTSA which meets the second Wednesday of the month at 6:30 PM. Parents are welcome to join at any time. The PTSA supports the school with financial contributions. The organization also sponsors volunteer activities and community events. We also thread a parent education series through our PTSA meetings.

Parent involvement through chaperoning and fundraising helps to support various school programs (Music program, Administrative Student Body, and Leadership program)

Parents are invited to attend our School Site Council/ELAC committee which meets the Wednesday before the PTSA meeting from 3:20-4:30 PM.

Parents also chaperone field trips and special events throughout the year.

Parents attend our annual fall Parent Conference Week in which they have an opportunity to review their child's first-quarter progress with teachers. "Back-to-School Night" is well attended each September and provides an opportunity for parents to learn about the school's programs and meet their children's teachers. Parents attend our science fair in the winter. Honor roll assemblies each semester, and the annual EL re-designation ceremony are well attended by our families. Parents offer their expertise at Career Lunches throughout the year and Career Day in the spring. Coffee with the Principal and Tea and Cookies with the Principal events draw parents who want to meet with the principal in an open forum setting. During these meetings, concerns can be voiced and plans made to address community needs.

Parental involvement also occurs during our annual Mini-Course Day.

Parents are always welcome at Westborough!

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The School Safety Plan includes an overview of the school's current comprehensive safe schools programs and initiatives, as well as, specific procedures and contacts in dealing with all major emergency situations. The plan identifies members of the school's emergency response team, their roles and responsibilities, and their lines of communications with the district's emergency response team. Emergency policies and procedures, location and inventory of first aid/emergency supplies, and community contact information are all outlined in the plan. The plan is modified and reviewed with the staff annually. Every year we practice our various drill (earthquake, fire lockdown procedures, etc.) with the staff and student body. As a part of San Mateo County, we follow the Big 5 protocols.

The Westborough School Safety Committee, members of PTSA, and SSC review and updated school safety plan annually. Our safety plan is reviewed by the SSFUSD Director of Studnet Services and members of the SSFPD.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.5	6.1	7.5
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	5.6	5.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	244.4

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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 (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	27	3	10	4	22	8	8	5	22	7	7	6
Mathematics	27	3	8	6	25	4	3	7	30	1	10	3
Science	32		9	5	31		6	7	29	1	5	8
Social Science	32		9	5	31		7	6	28	3	9	4

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The focus for staff development, during this the 2019-20 school year, continues to be around School Culture and Climate, including school and student safety. An emphasis has been placed on team development and learning Trauma Informed practices. The staff retreat at the beginning of the year, a couple of the Wednesday early release days, and time at staff meetings have been or will be dedicated to this work.

We are also moving forward with supporting the District's vision for developing a culture of data-driven Professional Learning Communities (PLC), as well as established priority standards in ELA, Math, and Soc. St. District early release days, the PD day in November and, some Wednesday early release days have been reserved to support the development of these District goals.

In terms of addressing current student need, PD time is used to reflect on performance data and to support struggling students through our RtI process. Half of the Wednesday early release days are focused on monitoring student progress. Additionally, optional workshops on Ed. Tech applications such as Google classroom, etc. are offered to teachers, after school. Overall, Implementation of a common vision and common practices are supported through various meeting platforms. For example, Whole staff meetings, Leadership Team meetings, as well as department chair and lead teacher-facilitated meetings with subject alike or grade level alike colleagues. Common protocols, assessments, and unit or lesson sharing are also used to support the implementation of a common vision and practices.

During the 18-19 school year, we set the groundwork for much of what we are working on this year. One major difference in focus was on our missioning and visioning process. As a newly formed team, we needed to revisit what Westborough stands for, what we believe our students should experience while they are here, and how we can best prepare them to be highly functional citizens. Our school brochure, revised mission statement, and newly-minted vision statement are proof of our collaborative efforts.

During the 2017-18 school year, we focused our staff meeting and collaboration time on meeting the academic needs of all our students. At our first staff meeting, we shared with staff the district vision, communication and leadership goals from the Needs Assessment, discussed the worker's comp forms/process, processes to avoid sexual misconduct, annual notifications, safety and security including emergency procedures, and opening days/week procedures. To support the academic goals for our students, we worked by the department on supporting priority literacy standards. With the goal of

reducing suspensions and increasing a focus on positive school-wide expectations, we rolled out our PBIS initiatives with a behavior matrix. We created homeroom lessons so that all students would be directly taught the same expectations. We also rolled out a new referral process. We've used staff meeting and collaboration time to reconfigure meeting structures to maximize staff efficacy, dive into data, support the PLC process of inquiry, discuss Special Education referrals and supports. We've met as a staff to detail plans for mini-course day, update the student dress code, learn about student emotional support, harm reduction, and suicide prevention strategies. We have plans to discuss how to align grading practices to priority standards, strategies to support our English Learners, and communicate district priorities, and help our students transition from one grade and level to the next. To continue and support our district PLC process, we've budgeted to send the leadership team to a PLC conference. Counselors have attended several workshops to support our students' emotional well-being and academic success.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,377	\$49,084
Mid-Range Teacher Salary	\$78,483	\$76,091
Highest Teacher Salary	\$99,437	\$95,728
Average Principal Salary (ES)	\$125,146	\$118,990
Average Principal Salary (MS)	\$133,004	\$125,674
Average Principal Salary (HS)	\$160,171	\$137,589
Superintendent Salary	\$212,203	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	6%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5,839.70	5,599.16	240.54	\$80,994
District	N/A	N/A	869.18	\$75,089.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-113.3	0.0
School Site/ State	-186.9	5.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

General funds or site allocations, At Risk funds, Special Education, Art and Music Block Grant, library funds, custodial funds all examples of funding sources. We use a combination of At Risk funding and local grant to fund an Academic Center 3 days a week after school. We have a robust music, art, and technology program. Our special education program serves students in the Academic Support, Academic Instruction, and Community Based Instruction classes. The funding for our school allows for honor roll assemblies, intramurals, RtI meetings, anti-bullying assemblies, math night and math day hands-on activities, and science fair. Our PBIS training and program, as well as continuous professional development opportunities for teachers, is made possible through At Risk funds. We buy books and media through our library funds. Our site allocations allow us to fund supplies and materials schoolwide. Thanks to gift funds, we also have an awards program and opportunities to support a positive staff climate.

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.