



# El Capitan Middle School

4443 W. Weldon Ave. • Fresno, CA 93722 • (559) 276-5270 • Grades 7-8

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Central Unified School District

4605 North Polk Ave.

Fresno, CA 93722

(559) 274-4700

[www.centralunified.org](http://www.centralunified.org)

### District Governing Board

Mr. Cesar Granda, Area 1

Mr. Ruben Coronado, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

Mr. Richard A. Solis, Area 5

Mrs. Terry Cox, Area 6

Mr. Rama Dawar, Area 7

### District Administration

Mr. Mark G. Sutton

**Superintendent**

Mr. Kelly Porterfield

**Assistant Superintendent, Chief  
Business Officer**

Mrs. Ketti Davis

**Assistant Superintendent,  
Educational Services**

Mr. Jack Kelejian

**Assistant Superintendent, Human  
Resources**

Mrs. Andrea Valadez

**Administrator, Special Education &  
Support Service**

Mr. Paul Birrell

**Director, 7-12 & Adult Education**

Dr. Tami Boatright

**Director, K-8 Education**

### School Description

El Capitan Middle School bears the name of the majestic El Capitan Peak in Yosemite National Park and it is the original middle school in Central Unified School District in the city of Fresno, CA. Located two miles west of highway 99, off of Blythe Avenue between Clinton and McKinley, it is in the heart of the fertile San Joaquin Valley.

El Capitan Middle School's student population receives differentiated programs for designated students which include the following: GATE, Special Education, Title I, and English Language Learners. The El Capitan After-School Program, contracted with the County Office of Education, provides a quality after-school program for approximately 290 students. Additionally, El Capitan has a School Site Council and English Learner Advisory Committee.

During the 2010-2011 school year, Central Unified School District adopted Guiding Principles. As an organization in Central Unified, El Capitan Middle School will use the Guiding Principles to direct our work. The statements within the Guiding Principles are as follows:

**Belief:** Every student can learn.

**Vision:** Every student is prepared for success in college, career and community.

**Mission:** Every student will engage in rigorous, relevant, standards-based instruction in every classroom, every day to ensure student learning.

**Core values:** Character, leadership, innovation, continuous improvement.

## 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	349
Grade 8	366
<b>Total Enrollment</b>	<b>715</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.3
American Indian or Alaska Native	0.3
Asian	13.8
Filipino	1.5
Hispanic or Latino	65.9
Native Hawaiian or Pacific Islander	0.8
White	8.8
Two or More Races	0.6
Socioeconomically Disadvantaged	79
English Learners	11.9
Students with Disabilities	10.6
Foster Youth	0.6

## 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			
El Capitan Middle School	15-16	16-17	17-18
<b>With Full Credential</b>	24	25	27
<b>Without Full Credential</b>	6	2	2
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Central Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	649
<b>Without Full Credential</b>	♦	♦	22
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
El Capitan Middle School	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

All textbooks are adopted from the most recent state-approved and local governing board approved list. The textbooks are consistent with the content and cycles of the curriculum frameworks which are adopted by the SBE. Every student, including English learners, has a textbook assigned to him/her for home use throughout the year. Classroom sets of books are available for classroom use so students are not required to carry books to and from school.

Textbooks are selected with input from all stakeholders during district-sponsored textbook selection committees.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Amplify (7-8) Adopted 2016-17</p> <p>ELD Hampton Brown Inside Language, Literature and Content Adopted 2010-11</p> <p>Houghton Mifflin Access, 6-8 Adopted 2004-05</p> <p>Pearson Unit Adopted 2016-17</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>Carnegie Learning Math Course 2 (Grade 7) Adopted 2014-2015</p> <p>Carnegie Learning Math Course 3 (Grade 8) Adopted 2014-2015</p> <p>Carnegie Learning - Integrated Math I Adopted 2015-2016</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Science	<p>Holt - Physical Science (Grade 8) Adopted 2007-2008</p> <p>Holt - Life Science (Grade 7) Adopted 2007-2008</p> <p>Houghton Mifflin: Access Science, Building Literacy Through Learning Adopted 2004/05</p> <p>Sexual Health Education, Supplementary Adopted 2016-17</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
History-Social Science	<p>Holt, Rinehart &amp; Winston: Medieval to Early Modern, (7) Adopted 2006-2007</p> <p>Holt, Rinehart &amp; Winston: Independence to 1914 (8) Adopted 2006-2007</p> <p>Houghton Mifflin Access History: Building Literacy Through Learning Adopted 2004-05</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	EMC Paradigm- Accion (Adopted 05-06) 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)

El Capitan sits on 16 acres and 74,794 square feet. It contains 38 classrooms at 48,520 sq ft, and 8 restrooms at 1,633 sq ft. The oldest main building was built in 1960. The current enrollment is 715.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/14/2017				
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	Wall pads are torn. Linoleum trim is missing and loose from wall. Ceiling tiles have stains. Rubber molding is torn.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Window screen was replaced.
<b>Electrical:</b> Electrical		X		Light ballasts are out. Only one light switch works. Light diffuser bar is loose.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Faucet loose at base.
<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			
<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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	33	28	39	40	48	48
Math	19	20	26	28	36	37

\* 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 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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	47	44	41	41	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	22.2	21.3	23.7

\* 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	333	321	96.4	43.6
Male	184	176	95.7	44.9
Female	149	145	97.3	42.1
Black or African American	32	31	96.9	35.5
Asian	44	44	100.0	50.0
Hispanic or Latino	221	214	96.8	41.6
White	28	26	92.9	61.5
Socioeconomically Disadvantaged	296	285	96.3	40.7
English Learners	39	36	92.3	11.1
Students with Disabilities	31	29	93.6	31.0

\* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	709	700	98.73	27.57
<b>Male</b>	365	359	98.36	21.17
<b>Female</b>	344	341	99.13	34.31
<b>Black or African American</b>	62	59	95.16	15.25
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	96	92	95.83	44.57
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	467	466	99.79	24.46
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	60	59	98.33	32.2
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	584	576	98.63	25.87
<b>English Learners</b>	155	150	96.77	11.33
<b>Students with Disabilities</b>	71	68	95.77	17.65
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 2016-17 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	709	705	99.44	20.43
Male	365	362	99.18	19.61
Female	344	343	99.71	21.28
Black or African American	62	59	95.16	11.86
American Indian or Alaska Native	--	--	--	--
Asian	96	96	100	33.33
Filipino	--	--	--	--
Hispanic or Latino	467	467	100	17.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	60	59	98.33	25.42
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	584	581	99.49	18.24
English Learners	155	155	100	7.1
Students with Disabilities	71	68	95.77	20.59
Students Receiving Migrant Education Services	--	--	--	--
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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

El Capitan Middle School provides a number of opportunities for parents and the community to become involved at our school. These activities and committees include the following: 1) Invite all parents to all parent meetings such as Parent Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC), and District ELAC; 2) Invite parents to students' performances and awards ceremonies, which include athletic, fine arts and academic achievement; 3) Invite all parents to visit the school anytime; 4) Provide home communication in primary language when possible; 5) Provide communication in a variety of forms: 2 formal opportunities to parent-teacher conference, agenda, phone dialers, web-site postings, digital calendar on the web-site, and communications from teachers; 6) Make personal phone calls for meeting reminders; 7) Provide translators at all school meetings, when needed; 8) Respond to suggestions from parents, addressed either orally or written, in a timely manner; 9) Invite parent attendance and/or participation during Back-to-School Night, Open House, History Day, and Portfolio Days.

Bi-Monthly ELAC, SSC, PTA meetings provide an opportunity for parents to discuss their ideas, receive information, maintain high expectations, and focus on a common vision for the school. We also offer Parent Education Classes through FCOE to help parents with areas such as technology, nutrition, and assisting their students academically. A Home-School Compact is reviewed every year. The compact, which is signed by the principal, teacher, student and parent, highlights the importance of the educational experience to each student and reviews the roles/responsibilities of teachers, students and parents. Our teachers communicate with parents regarding their child by email, telephone, weekly progress reports (when requested), positive post cards, use of agenda and parent-teacher conferences. Our EL, Special Education, and other support staff make personal phone contacts, hold many parents/teacher conferences, and home visits to provide parents with information in their primary language and to encourage their involvement by helping them understand how to access and become involved in our school. Additional input from parents and community members is also sought at monthly meetings held with parent outreach programs. Active committees provide a regular opportunity for input and exchange of information that can directly effect policy decisions. El Capitan also contracts with Fresno County Superintendent of Schools (FCSS) to provide parent education opportunities on campus.

#### 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

El Capitan's Site Emergency Response Plan contains school emergency procedures such as fire evacuation procedures, lock down procedures, earthquake and other emergency procedures. These drills are held on a regular monthly basis. Two-way radios have been provided to staff for communication. The Site Emergency Response Plan also contains four components that describe the physical school site, the school's population, school policies, and procedures. Prepared in compliance with Central Unified School District Governing Board Policy, the safety plan is devoted to the welfare and safety of the students of El Capitan during school hours and during after school activities. It includes a procedure whereby the school could be used, under disaster conditions, as a community resource for the care of people. In the event of a major emergency, El Capitan will activate their "Incident Command System" procedures. The components are reviewed and updated by the staff and Safe School Committee on a yearly basis. The school works closely with the district to address policy and procedural issues in relationship to the site and district plan.

A video camera surveillance system is an effective deterrent to crime and vandalism on the campus. El Capitan employs one full time liaison who works closely with students and staff to improve the safety of our campus. El Capitan has developed a very close relationship with the Fresno Police Department. Also, officers from the Graffiti Enforcement Department have had a major impact in ridding the school and community of graffiti.

School safety plan was reviewed with faculty on 8-8-2017 and 8-30-2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	16.2	15.8	8.3
Expulsions Rate	1.0	0.9	0.5
District	2014-15	2015-16	2016-17
Suspensions Rate	5.6	7.4	5.4
Expulsions Rate	0.3	0.4	0.4
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	50	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.60
Social Worker	0.00
Nurse	0.60
Speech/Language/Hearing Specialist	0.20
Resource Specialist	5.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	715

\* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	22	23	18	16	18	33	8	8	10	10	13	10
Mathematics	25	28	24	8	7	12	13	5	7	6	14	11
Science	29	29	27	3	4	6	10	5	8	10	15	10
Social Science	30	34	31	2		2	12	7	8	8	13	10

\* 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

Beginning teachers receive training and support through the Induction Program. Teacher evaluation is viewed as a way to improve the instructional competence of teachers and enhance the curriculum. Probationary teachers are evaluated twice each year; tenured teachers once every other year. The district conducts an extensive in-service program for all teachers. Training is conducted by the FCOE, CUSD Educational Services, staff leaders and the principal. Selected staff is sent to in-services and conferences in their specialized subject areas. All teachers participated in district collaborative training. Staff is encouraged to take college method and curriculum courses and to be active in subject area professional organizations and activities, conferences and evaluations as a means to help this staff member improve his/her teaching performance.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,046	\$48,522
Mid-Range Teacher Salary	\$63,583	\$75,065
Highest Teacher Salary	\$83,749	\$94,688
Average Principal Salary (ES)	\$99,912	\$119,876
Average Principal Salary (MS)	\$105,131	\$126,749
Average Principal Salary (HS)	\$113,096	\$135,830
Superintendent Salary	\$190,000	\$232,390
Percent of District Budget		
Teacher Salaries	33%	37%
Administrative Salaries	5%	5%

\* 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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,790.01	\$171.99	\$4,618.02	\$61,886.26
District	♦	♦	\$7,671.24	\$69,635
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-39.8	-11.1
Percent Difference: School Site/ State			-29.8	-20.5

\* Cells with ♦ do not require data.

### Types of Services Funded

All Title I students have access to consolidated program funds regardless of race, ethnicity, religion, gender or socioeconomic status.

Programs do not isolate or segregate students. Students may be temporarily assigned to a two-period English core based upon the results of the Language! Placement test, which is a comprehensive diagnostic test. Students may be temporarily assigned to a "Inside" reading intervention or math intervention class based on most recent SBAC scores, common assessments, and/or benchmark data. Students are enrolled in the regular classroom or an elective when the diagnosed need has been alleviated.

English Language learners are enrolled in core academies to assist them with improvement of the following needs: acquisition of English language proficiency; proficiency in context-embedded subject areas like science and social studies; and proficiency in mathematics and mastery of basic math skills.

Identified needs of English Language Learners will be met by the following:

- ELD and SDAIE classes will focus on accelerated acquisition of English and the implementation of SDAIE and instructional strategies (i.e. Specially Designed Activities in English that help students become proficient in English).
- ELD teachers and content area teachers will be provided professional development on how to meet the needs of EL student.
- EL teachers will meet by department at least monthly to review data (benchmark, common assessments, student work, etc) for each student.
- EL teachers will meet with content area teachers at least monthly to review data (benchmark, ROLA, Language!Live, etc) for each EL or re-designated students.
- Students who are struggling in targeted area will be recommended for targeted intervention (i.e.: after-school math tutorial, reading intervention, small-group instruction, one-on-one assistance, instructional technology, instructional aide.)
- Bilingual instructional aides will assist teachers in providing targeted instruction and assistance to English-Language Learners.

Accelerated-student needs (including Title I) include the following:

- Challenging advanced learners
- Motivating advanced learners to perform at ability level

GATE and advanced students are enrolled in accelerated English, History, Math and Science courses. Teachers of accelerated learners are provided district support in understanding the unique learning needs of the accelerated learner.

Identified RSP and SDC students are provided a special education case manager who oversees the goals and educational plans that have been written in each student's Individualized Education Plan (IEP). Special education instructional aides assist in provided leveled, differentiated and targeted instruction under the direction of a credentialed teacher.

### **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.