James K. Polk Elementary School

2195 N. Polk Ave. • Fresno, CA 93722 • (559) 274-9780 • Grades K-6
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Central Unified School District

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School Description

Welcome to James K. Polk Elementary School, Home of the Pioneers! Polk Elementary was named for President James K. Polk. As the home of the Pioneers, it is unique as the first Fresno County school to be themed on California history and the Westward Movement. We emphasize the courage and bravery of the early pioneers who settled the West and hope to transmit these values to our students. A TK-6 elementary school, Polk is situated on twenty acres in a Fresno County rural area that is rapidly transitioning to a suburban setting. Polk Elementary was founded on August 11, 2004 with an enrollment of 360. Currently Polk has a diverse enrollment of 805 students.

We work together at Polk to develop a community of learners. Our teachers and students work hard to master the rigorous curricula tied to the Common Core State Standards, and supported with the use technology that prepares our students with the 21st century skills needed for success in the future. Our strong focus on literacy is based on our recognition that reading is the gateway skill you must master to access the wide array of learning in virtually every other subject area. In addition to first best teaching our Accelerated Reader and Lexia Reading Programs helps our students to advance their reading level. Math is another essential curricula area at our school. We offer the Spatial Temporal Math program at Polk. All TK/Kindergarten, 1st, and 2nd grade students at our school participate in classroom music. In addition, 3rd graders receive flute instruction and 4th - 6th graders are eligible to join band, choir, ballet, and participate in after-school strings, and our Robotics team. Polk Elementary has been recognized with the Silver Level Superintendent's Model Arts School Award, and the Bronze Level of recognition by the Alliance for a Healthier Generation. As a three time Positive Behavior Intervention and Support (PBIS), Gold Level Model School and a multiple Bonner Character Award recipient, Polk Elementary prides itself on being a Response to Intervention (RTI) school for academics and behavior. We strive to build a collaborative environment as we work diligently every day to ensure we are doing all that we can for "Every Student, in Every Classroom, Every day."

Polk offers a full athletic program including tackle football, basketball, volleyball, cross-country, track & field, wrestling, softball, and baseball. We also offer opportunities to be part of our spirit squad, competition cheer team, a yearly theater production, Science Fair, History Day, Young Authors' Fair, Peach Blossom, student council, peer mediation, and character education. We also service 100 students in our after school program called Camp Polk which provides academic support and extension/enrichment activities. Partnering with our students and their families provides a positive connection to school and establishes an environment for student success.

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
Kindergarten	137
Grade 1	112
Grade 2	110
Grade 3	111
Grade 4	110
Grade 5	118
Grade 6	136
Total Enrollment	834

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	0.4
Asian	21
Filipino	1.2
Hispanic or Latino	57.1
Native Hawaiian or Pacific Islander	0.2
White	11.6
Two or More Races	1.2
Socioeconomically Disadvantaged	63.8
English Learners	11.3
Students with Disabilities	8
Foster Youth	1.2

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			
James K. Polk Elementary School	15-16	16-17	17-18
With Full Credential	30	30	30
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	649
Without Full Credential	♦	♦	22
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
James K. Polk Elementary School	15-16	16-17	17-18
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.

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

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education (SBE). All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks. Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administrators, and any parents who wish to review the materials. The Central Unified Board of Trustees reviews and adopts based on the recommendation of the district adoption committees and Educational Services.

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	McGraw Hill Wonders, TK-6 Adopted 2016-2017 McGraw Hill Wonders, ELD Adopted 2016-17 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Scott Foresman: Science California Adopted 2007-2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007 **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)

Polk sits on 20 acres and 54,503 square feet. It contains 31 classrooms at 29,420 sq feet, and 12 restrooms at 2,770 sq ft. The oldest main building was built in 2004. Current enrollment is 838. Received two portables from Rio Vista 2013. Received two portables in 2014.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/17/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Pencil sharpener cover is missing. Damaged & stained ceiling tiles replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/17/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Rating	Exemplary	Good	Fair	Poor	
		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	50	49	39	40	48	48
Math	43	40	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	38	36	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
5	19.5	25.4	11.9

* 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	136	133	97.8	36.1
Male	69	68	98.6	35.3
Female	67	65	97.0	36.9
Asian	20	20	100.0	55.0
Hispanic or Latino	93	90	96.8	33.3
Socioeconomically Disadvantaged	112	109	97.3	33.9
Students with Disabilities	13	13	100.0	92.3

*   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				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	473	471	99.58	49.47
Male	241	239	99.17	42.68
Female	232	232	100	56.47
Black or African American	38	38	100	26.32
American Indian or Alaska Native	--	--	--	--
Asian	93	92	98.92	59.78
Filipino	--	--	--	--
Hispanic or Latino	273	272	99.63	47.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	56	100	53.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	325	325	100	43.69
English Learners	90	89	98.89	41.57
Students with Disabilities	42	41	97.62	56.1
Students Receiving Migrant Education Services	--	--	--	--
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 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	473	472	99.79	40.47
Male	241	240	99.59	42.5
Female	232	232	100	38.36
Black or African American	38	38	100	23.68
American Indian or Alaska Native	--	--	--	--
Asian	93	93	100	55.91
Filipino	--	--	--	--
Hispanic or Latino	273	272	99.63	35.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	56	100	48.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	325	325	100	36.92
English Learners	90	90	100	42.22
Students with Disabilities	42	41	97.62	58.54
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)
There are many opportunities for our parents and community to be involved in Polk Elementary. The community is invited to parent meetings which include the Parent-Teacher Association Club (PTA), the School Site Council (SSC), and the English Learner Advisory Committee (ELAC). Other opportunities for involvement include: Parent Conferences, Coffee with the Principal, Back-To-School Night, Student Performances, Title I Parent Meetings, Family Night(s), and Open House. There are other opportunities during the year that provide parents the training and tools that equip them to support their students at home the best that they can.

The school provides communication in the primary language when possible. Student agendas are completed daily at Polk in grades 1-6, providing daily home-school communication. In addition, communication with parents occurs through various other forms such as phone contact and email.

Other forms of written communication include: Weekly and/or monthly newsletters from classroom teachers, The Grapevine (Published quarterly in the Fresno Bee), the Polk Website, the marquee sign in the front of the school and Blackboard Connect messages that go home weekly on our automated phone system. Our website is also updated with the latest calendar and event information.

PTA supported events include fund-raising (annual fundraisers, as well as Polk nights at various local restaurants). In addition PTA provides our community with Breakfast with Santa, Muffins with Mom, Donuts with Dad, Grandparent Celebration, A Daddy/Daughter and Mother/Son dance, Family Art Night and our annual Jog-A-Thon.

Our library provides opportunities through its book fair for families to add to their home library, and provide students with literature of high interest. Polk Elementary recognizes student achievement with academic and sports awards ceremonies throughout the year. Also recognized are students with perfect attendance, and students who make choices that exhibit the character traits, and what it means to Strive for 5 at Polk.

We encourage all parents and community members to be informed and involved in their child's education and school.

Contact Person Name: Geoff Garratt
Contact Person Phone Number: (559)274-9780

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
Our school Site Emergency Response Plan is completely revised at the beginning of each school year. On September 25, 2017 Polk's principal met with our School Site Council and Leadership team to review and approve our Site Emergency Response Plan. All classrooms receive a Crisis Plan handbook which describes emergency protocols and an emergency backpack with a first aid kit, school map, flashlights and water. During site preparedness drills teachers display a red or green card indicating whether all students are accounted for.The Site Emergency Response Plan also includes primary secondary evacuation locations and emergency task force roles and responsibilities that our staff is trained in every year. Annually, a safety walk is conducted with District Office staff to assess and review safety features on campus. Drills are performed over the course of the year (Fire Dill - Monthly; Earthquake - twice per semester; Lock Down - once per semester), as well as a site evacuation drill. Two-way radios and surveillance cameras have been provided.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
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	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		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)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	0

*   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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	31	29	29				4	4	4	1		
1	29	28	28				4	4	4			
2	31	28	28				4	4	4			
3	30	29	29				3	4	4	1		
4	33	29	29				1	4	4	3		
5	33	32	32					2	2	3	2	2
6	35	35	35				1			3	3	3
Other			5	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

Polk Elementary teachers in their first or second year of teaching are actively participating in the Beginning Teacher Induction program, and have a mentor who meets regularly with the teacher. Induction program teachers are given the opportunity to observe exemplary teachers in the District as well as receive district training and attend professional workshops and seminars.

Over the past three years components of our professional development have evolved to meet the instructional needs of our students. This began with the primary focus area for Polk's staff development being the continued development of our grade level Professional Learning Communities(PLCs). During the 2015-2016 school year we refined our primary focus to ensure that students continue to receive intentional literacy support based on their academic need, combined with providing instructional support in literacy for all grades TK-6 within the classroom. This professional development focus helps continued the process of building the systems and expertise in our staff to provide the best literacy support on a daily basis through small group instruction.

During the 2016-2017 school year we continued as in past years with the refinement of our ongoing literacy support program. We have also focused on what the characteristics of a learner to assist in our student observations, and guide our reflective questions. We have also focused on the English Learner Framework, the EL Standards, and tools that can assist in strengthening our English learner instruction across all content areas. Effective feedback was a focal point as well. Enhancing the feedback we provide our students to assist them in effectively being able to identify areas of strength in their work, as well as the areas that need attention or correction. The addition of data from the Smarter Balanced Assessment in conjunction with Founts and Pinnell benchmark assessments, provide our staff with the necessary information to best flexibly group students for small group instruction. The writing process and the feedback students receive in their writing across all content areas is also an ongoing component of our professional development. Writing for a specific purpose, and for various audiences has continued to become an area of increased focus and students demonstrate their proficiency in the Common Core State Standards.

As we progress through the 2017-2018 school year we continue to adapt our literacy support system to meet our students need. We continue the opportunities for staff for opportunities to strengthen their capacity in the areas of reading and reading assessments. Professional Development has focused on the articulation and implementation of Learning Goals and Success Criteria in conjunction with Effective Feedback. Utilizing writing as the starting point for this development allows an opportunity for each of those focus areas to have an impactful role on student performance. We have continued to focus on our EL students and strategies that benefit all students in their reading development. Becoming familiar with the new ELA adoption and enhancing our ability to break down the text to ensure an understanding for all of our students has been threaded throughout our PD timeline for the school year.

In addition to PLC development, other professional development offerings includes English Learner Professional Development with an emphasis on good first teaching specifically on research based instructional best practices which include posting an appropriate learning objective (measurable) and intentionally teaching the learning objective and referencing it throughout the lesson. The use of SBE-adopted, local Board approved core curriculum and providing closure which intentionally provides the students with the opportunity to link their learning to the learning objective. Utilizing both a three-phase/direct instruction lesson model ("I do, we do, you do"), and inquiry based lesson design to provide students in rigorous, relevant, standards-based instruction provides a framework for learning in an engaging, applicable, and meaningful way. Using a variety of engagement strategies with opportunities to justify their thinking in collaborative groupings and checking for understanding is a system which provides for equitable distribution of response opportunities. A variety of response methods and providing differentiated support throughout each stage of instruction and finally using academic vocabulary throughout the lesson, ensures that all of our students receive first best instruction. Through the use of inquiry, students are provided the opportunity to work through tasks and authentic assessments to show how they can apply their knowledge to problem solve.

Professional development training is delivered on site and at the District Office by principals, District Office administrators or other educational professionals. Teachers are supported in training to practice by site administrators and our Instructional Support Coach. Supports include co-lesson planing, co-teaching and follow up debrief sessions, as well as educational rounds focusing on student learning. Training to practice implementation support is provided in grade levels, by individual teacher or all staff professional development based on specific support need. Student learning data always drives the need for professional development. PLCs meet at least twice a week focusing on specific content areas, and to analyze student learning data which in turn drives instructional planning, lesson design, and supports in the classroom. Professional Development is ongoing throughout the school year in addition to weekly PLC's.

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/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$4,236.39	$219.88	$4,016.51	$62,454.83
District	♦	♦	$7,671.24	$69,635
State	♦	♦	$6,574	$77,824
Percent Difference: School Site/District			-47.6	-10.3
Percent Difference: School Site/ State			-38.9	-19.7

* Cells with ♦ do not require data.

Types of Services Funded
Types of services funded from categorical funds include academic intervention supports for students who are identified using DIBELS and Fountas and Pinnell, score below proficiency on ELA/Math Benchmarks, and other school assessments. These students will be provided strategic and intensive targeted intervention supports to improve their proficiency in literacy. Ongoing targeted support outside of the school day, provides students with additional Reading Fluency and Reading Comprehension supports as measured by Fountus and Pinnell reading assessments, in addition to math support. Categorical funding provides additional language development support for our English Learner students through a Primary Language Tutor (PLT). Meeting with EL students daily provides additional small group language development support to our students in the most need of language development.
ST Math (The Mind Institute),a web based Math program and Lexia, a web based literacy program is also funded from categorical funds. These funds also provide 100% student access to the technology by providing computers in a fully equipped computer lab as well as providing computers and technological support in the classroom.

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.