



El Camino Real Elementary School

911 El Camino Real Rd. • Arvin CA, 93203 • (661) 854-6661 • Grades P-6

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



Arvin Union Elementary School District

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www.arvinschools.com

District Governing Board

Toni Pichardo, President

Monica Franetovich

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District Administration

Georgia Rhett

Superintendent

Emma Pereida-Martinez

Assistant Superintendent

School Description

Located in the southern section of the City of Arvin, California, El Camino Real (ECR) is a TK-6 Title 1 school and is one of the four sites comprising the Arvin Union School District. The school site was established in 2007 and is the newest school in the district.

High academic standards are the focus of our school with a team effort from students, parents, and staff. Through professional collaboration focused on data, we continue to strive to support all students. Teachers and students use standards-aligned materials and access educational technology across the school to enhance instruction and practice. Each teacher has a laptop computer, and an interactive projector in the classroom as well as laptops for student use. Used together, these tools provide a dynamic learning environment. Working together with all stakeholders, El Camino Real School proudly builds upon the academic and social potential of every student as noted in our district mission and vision statement "All students will learn every day no matter what it takes" and "The Arvin Union School District focuses on the educational, environmental, and emotional needs of our community with a culture of unity and a dedication to student success. We provide equitable educational services to enhance all students' lives preparing for High School and beyond through a system of continuous improvement. We are accountable for financial stability, infrastructure maintenance, and developing staff capacity for the achievement of student goals with a common direction produced through Trust, Transparency, and Teamwork." The El Camino Real way reflects our dedication to the development of the whole child by setting high expectations, fostering a safe environment and committing to an atmosphere that will provide students the opportunity to be encouraged to strive for success and the desire to be life-long learners.

To delineate the mission statement further - we educate students daily in preparation for our global society and 21st century learning:

E: Educate using every available resource

C: Communicate with sincerity and kindness

R: Realize each individual's potential to impact the future.

Collectively, staff and teachers along with parents and students build this learning community to support the balance of physical, emotional, social and academic areas of our students. Being an AVID Elementary School, our students are supported with skill building to develop and maximize note-taking and annotation of text along with opportunities to communicate, think critically and problem solve - all of which will prepare students for future learning. The staff, teachers, and parents' ultimate goal is to grow students at the elementary level to be educated, productive citizens in the future with attributes to become independent workers and life-time learners.

With the goal of meeting or exceeding California State growth targets as well as Federal goals, the program offerings at El Camino continue to expand and promote learning for the 2019-2020 school year to include:

- AVID School wide strategies
- Gifted and Talented Education (GATE)
- Dual Immersion concentrated on English and Spanish bi-literacy
- English Language Development
- Intensive Intervention Programs for Language Arts and Math
- Clear academic school-wide focus on reading - through the Close Read strategies along with annotation of text, RACES strategy with an inquiry focus.
- IReady - Diagnostic assessment and prescriptive skill building to differentiate instruction for every student
- Arvin Advantage After school Program in conjunction with the Boys and Girls Club
- After School Educational Intervention Support
- Summer School
- Parent Education Classes/Workshops
- Attendance Education and Promotion of Excellent attendance

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
Kindergarten	143
Grade 1	120
Grade 2	119
Grade 3	124
Grade 4	110
Grade 5	138
Grade 6	108
Total Enrollment	862

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.1
Asian	0.2
Filipino	0.3
Hispanic or Latino	95.6
White	3.5
Two or More Races	0.1
Socioeconomically Disadvantaged	92.8
English Learners	67.2
Students with Disabilities	6.7
Foster Youth	0.1
Homeless	13.1

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 El Camino Real	17-18	18-19	19-20
With Full Credential	28	29	31
Without Full Credential	7	6	9
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Arvin Union	17-18	18-19	19-20
With Full Credential	♦	♦	123
Without Full Credential	♦	♦	30
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at El Camino Real Elementary 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)

Arvin Union School District held a Public Hearing on September 10, 2019 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are given their own individual standards-aligned textbooks to instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle. 100% of students had required textbooks as evidenced during the most recent August 2019 Williams review.

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	Benchmark ELD/ELA/2017, Read 180 Intervention Program/ 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin, Math Expressions / 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K-6 McMillian McGraw, Inspire / 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-6 Pearson Foresman/Prentice Hall/2018 California History Social Science My World Interactive 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 Camino Real Elementary School is comprised of 38 classrooms, 2 computer labs, a multipurpose room/cafeteria, library, staff lounge, two playgrounds and an administrative office. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available upon request from the district MOT office. The principal works closely with the Lead Maintenance person and custodians assigned to the site to develop cleaning schedules to ensure a clean and safe school. El Camino Real has one daytime custodian and one grounds person. In addition, there are two night custodians assigned to the site.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process is used to ensure efficient service and the emergency repairs are given the highest priority. A Solar Panel Project was completed in 2017 and is fully operational. Also, the elementary playground received the following updating: artificial turf was installed and an addition to the permanent playground structure was added in the fall of 2018. Two shade structures were added in 2019.

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**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	38	38	32	33	50	50
Math	32	31	23	21	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
5	16.2	19.1	37.5

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	479	477	99.58	38.16
Male	225	224	99.56	33.04
Female	254	253	99.61	42.69
Black or African American	--	--	--	--
Hispanic or Latino	458	457	99.78	38.29
White	19	18	94.74	38.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	449	447	99.55	37.14
English Learners	382	380	99.48	32.11
Students with Disabilities	34	34	100.00	17.65
Students Receiving Migrant Education Services	87	86	98.85	23.26
Homeless	47	47	100.00	0.00

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	480	479	99.79	30.69
Male	226	225	99.56	29.78
Female	254	254	100.00	31.50
Black or African American	--	--	--	--
Hispanic or Latino	459	459	100.00	30.28
White	19	18	94.74	44.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	450	449	99.78	29.18
English Learners	383	382	99.74	25.92
Students with Disabilities	34	34	100.00	14.71
Students Receiving Migrant Education Services	88	88	100.00	25.00
Homeless	47	47	100.00	0.00

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 staff at El Camino Real is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join teachers and administrators in the activities, programs, and organizations that support our students. Formal committees include School Site Council (SSC) and the English Language Advisory Council (ELAC). In addition, parents are invited to become a member of the Parent Teacher Association (PTA) and parents are also invited to contact their child's teacher in order to volunteer in classrooms. There are parent opportunities to participate in Parent Workshops, Parent Literacy classes, and also attend student performances or events including Coffee with the Principal. The site also has a Parent Center led by the Student Success Facilitator and the Categorical Clerk which is open daily with resources to assist families as they support their child's education.

Parents or community members who wish to participate on leadership teams, school committees, take part in school activities, or become a volunteer are encouraged to make contact through the El Camino Real Elementary office. Our contact phone number is 661-854-6661. Please ask to speak to Dr. Gray, the site principal.

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 Camino Real Elementary School's Comprehensive School Site Safety Plan was last revised by school administrators, staff representatives, parents and board approved on February 19, 2019. This revision was completed with the approval of our School Site Council and ensures planning for the protection of students and staff, maintaining the school and school property, and establishing a climate that is conducive to learning. All staff members and parents have access to the plan and are invited to participate in the annual review and revision of the school site safety policies. Key elements of the safety plan include: developing consistency in behavior expectations, site safety and maintenance, and training in disaster response.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held once a month while earthquake drills are held quarterly. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and emergency supplies are available.

Students are supervised throughout the day by certificated and classified employees. There is a designated area for supervised student drop-off and pick-up in front of the school and at the kindergarten, first grade, and back cafeteria gate. All visitors must check-in and register in the office using our Raptor monitoring system.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	1.2	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	1.6	1.2
Expulsions Rate	0.3	0.1	0.1

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*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

* 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 Level	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 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		6		23	1	5		24		6	
1	24		5		24		5		20	1	5	
2	19	1	5		20	1	5		24		5	
3	21	1	5		23		5		24		5	
4	25	1	4		26		5		23	1	4	
5	23	1	5		27		4		28		5	
6	30		4		25	1	4		27		4	
Other**					13	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	4

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year. The district offers four staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, methodologies, safety, and required policy reviews. Topics are selected based on student population needs (EL and SWD specifically), data reviews of local and Dashboard data focused on patterns and trends, instructional materials adoptions, and preventative safety measures/restorative practices.

2017-2018 Professional Development: Integrating writing with Thinking Maps using Write from the Beginning and Beyond, Signs of Suicide, mandatory policies, and BlueWater Curriculum (restorative practices)

2018-2019 Professional Development: ALICE active shooter training, Trauma Informed Care, and History Social Studies training for the new adoption and Professional Learning Community work for departments and grade levels focused on ELD, Internet Safety, mandatory policies, Read 180 for specific teachers, and data review at sites

2019-2020 Professional Development: Equity in Education with Patrick Briggs from AVID, Science adoption overviews for science teachers and Integrated ELD for single subject non-science teachers, I Love U Guys Foundation safety training for disaster management, mandatory policies, Internet safety, Read 180 for specific teachers on use of materials, and data review at sites

Each of the last 2 years has included I-Ready training for administrators. Additional days of training for the last 3 years included a Dual Immersion planning day and 2 days of training for new teachers focused on classroom management and instructional strategies. A day was dedicated in 2019-2020 to Special Education staff led by the Special Services District Director. Site-based professional development topics have included: data analysis of i-Ready, CAASPP and English Language Development, expectations for Professional Learning Communities, Positive Behavior Intervention Support (PBIS), and AVID strategies. Several teachers attended the AVID summer institute to be able to integrate writing, inquiry, collaboration, organization, and reading into teaching/lessons for all content areas.

Teachers are also expected to be knowledgeable with the educational computer programs to facilitate student learning through a different avenue. Students, parents, and teachers will be able to utilize Office 365 for many purposes.

Professional growth and participation in Professional Learning Communities is an ongoing focus as well as leading from the middle with support from InnovateEd. Increase in capacity leads to increase in student achievement. Team members work as a Leadership professional learning community to implement strategies and work toward attainment of the School Implementation Plan. Innovate Ed and Thoughtful Classroom focus areas guide site administration and leadership discussions and are focused on promoting and building strong instruction and leadership skills.

Professional development occurs internally, such as peer to peer, by the site coach and/or administration, or by the district support personnel; external sources such as consultants, company trainers, etc. Professional development is provided during the day (subs are provided for teachers), after school and during the summer (AVID). Staff development has been scheduled after school as well as during the school day once a month to include instructional assistants. BTSAs mentors and a dedicated TOSA are provided to new teachers assigned to school sites.

El Camino Staff development needs are determined by student data outcomes, IREADY Computer Program diagnostics, classroom walk-throughs, learning rounds, leadership collaborations and teacher requests. Site Professional Development is available throughout the year via Site and District coaches, Flexdays, Staff meetings, and designated Site Leadership Team meeting days. Topics include the following: AVID, Close Reading and Annotation of Text, student engagement strategies, writing genres and structures, English Language Development and Positive Behavior Interventions and Supports (PBIS). It also includes coaching and modeling of instructional strategies. Classified staff receive training specific to their job descriptions, site initiatives, as well as personalized support from program personnel. In addition, staff development has been scheduled after school as well as during the school day to support the growing needs of the instructional assistants.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,049	\$49,378
Mid-Range Teacher Salary	\$72,559	\$77,190
Highest Teacher Salary	\$88,228	\$96,607
Average Principal Salary (ES)	\$113,671	\$122,074
Average Principal Salary (MS)	\$109,348	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$171,593	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	36%
Administrative Salaries	5%	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	\$7048.87	\$1103.74	\$5945.13	\$72,683.77
District	N/A	N/A	\$10003.07	\$72,068.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-50.9	0.9
School Site/ State	-23.2	-6.6

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

Arvin Union School District funding consists of Title I, II and III dollars along with the Local Control Funding Formula (LCFF) funds. Supplemental and concentration funds, above and beyond base funding, provided monies for the district and sites to focus on expanding and improving instructional programs to support academic achievement, improving student attendance, training staff to support in building respectful and positive relationships, expanding intervention programs and wrap-around services, and facilities improvement for the most needy school sites. Funds specifically targeted to the school site included action steps for extended learning sessions, library books, intervention staff and intervention computer programs, nurses, student success facilitators, elementary PE teachers, social workers, district teachers on special assignment for teacher support, field trips to expand the horizons of our students, and professional development. These funds are in addition to federal funds, including Title 1 funds with set-asides for support personnel, extended learning and Parent Involvement. District and site based intervention programs and staff are also funded out of Title I. Support personnel include a Vice Principal, Academic Coach, Intervention teacher, instructional aides, and after school staff. Extended learning funds are allocated to each site and students are selected based by application and need. Parent Involvement funds allow us to continually build our outreach and training services for parents. Title II supports one additional teacher for class size reduction and Title III provides an aide specifically for our campus as well as support staff and Professional Development for teachers and instructional assistants. Special Education funds, supported with general funds, provide programs and transportation for students with special needs at our site including teachers and instructional assistants for special day class, resource specialist program and speech services. After-School grant funds allow us to serve a large number of students in our daily Arvin Advantage Program. State preschool funds provide both AM and PM classes at our site to support student readiness for school. First 5 monies fund Family Resource Center staff as well as a district preschool and summer session that our students may attend.

Each of these programs provides targeted or general services to students with all intents to ensure equity for all student groups.

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.