



John H. Eader Elementary School

9291 Banning Ave. • Huntington Beach, CA 92646 • (714) 962-2451 • Grades K-5

Deborah Randall, Principal

drandall@hbcasd.us

www.eadereagles.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Huntington Beach City School District

17011 Beach Blvd., Ste.560
Huntington Beach, CA 92647
(714) 964-8888
www.hbcasd.us

District Governing Board

Bridget Kaub
Shari Kowalke
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District Administration

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Superintendent
Jennifer Shepard
**Assistant Superintendent
Educational Services**

Patricia Hager
**Assistant Superintendent
Human Resources**

Jon M. Archibald
**Assistant Superintendent
Administrative Services**

School Description

Our mission as the Eader School Community is to provide a safe, creative, challenging learning environment for all students. We do this by working as a team, creatively using all of our resources available, and by modeling our expectations. Eader students will reach their full learning potentials and be assets to our society.

Eader Elementary School is a 2016 California Gold Ribbon School, and was the first elementary school in the state to earn the recognition of being a California Civic Learning School of Distinction for teaching democracy and global awareness! Our school program consists of one three-year-old and one four-year-old Preschool Academy class, two SDC (Special Day Class) preschool classes, and twenty general education classes. Programs are offered for GATE (Gifted and Talented Education) students, SAI (Specialized Academic Instruction) students and EL (English Learner) students supplementing the core curriculum, based on a traditional school calendar. Eader's staff implements Common Core standards-based education while responding to the individual needs of students. Student progress monitoring is reviewed regularly with district benchmarks, curriculum-based measures on a trimester basis, and annually with statewide exams. Programs unique to Eader are the MIND Research Institute's STMath, which is a spatial-temporal reasoning math program, K-5 Music Program, Science Works, Cognitively Guided Instruction (CGI), Thinking Maps, Write from the Beginning, and CATCH-PE which supplement our district-wide adoptions in English Language Arts, Math, Science, and Social Science. Teachers have been trained in DII, (Direct Interactive Instruction) for optimal delivery of instruction. Technology improvements have been made with a new computer lab for 4th and 5th grades, and new Smartboards were installed in our conference room and music classroom. There are Smartboards and document cameras in every classroom and our site has three computer labs and a computer cart for mobile technology accessibility. Our outstanding parent involvement extends student learning and community building activities such as the Family Fall Festival, Family Tile Night, field trips, assemblies, and Art Masters to name a few. Volunteers log in over 15,000 hours to programs such as Surf Tales, math centers, reading centers, organizing school and community fundraisers, and contributing to decision-making committees. Schoolwide goals for 2016-2017 are:

- 1) Improve student achievement in English Language Arts and Mathematics by improving instructional strategies, targeted interventions, and using data to guide instructional decisions.
- 2) Improve student achievement in science.
- 3) Improve student achievement for under-represented groups - English Learners, Hispanic, Students with Disabilities, and Socio-Economically Disadvantaged Students.
- 4) Build leadership capacity of staff members.
- 5) Promote a healthy workplace for students and staff members.

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	106
Grade 1	82
Grade 2	90
Grade 3	96
Grade 4	111
Grade 5	126
Total Enrollment	611

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0
Asian	4.7
Filipino	1.3
Hispanic or Latino	14.9
Native Hawaiian or Pacific Islander	0.2
White	72
Two or More Races	6.2
Socioeconomically Disadvantaged	12.9
English Learners	2.6
Students with Disabilities	10
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
John H. Eader Elementary School	14-15	15-16	16-17
With Full Credential	25	26	24.4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Huntington Beach City School District	14-15	15-16	16-17
With Full Credential	♦	♦	276.98
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
John H. Eader Elementary	14-15	15-16	16-17
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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2015-2016 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Textbooks and Instructional Materials Year and month in which data were collected: October 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin - A Legacy of Literacy Adoption Year 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McGraw Hill - My Math Adoption Year 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman - Scott Foresman California Science Adoption Year 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Pearson Scott Foresman - K-1 - History-Social Science of California Adoption Year 2007 Houghton Mifflin - History-Social Science Adoption Year 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Eader School, constructed in 1965, consists of nine separate buildings including an administration building with office and library, a multipurpose room, seven classroom buildings with twenty-four classrooms including three computer labs. The site has 8 portable classrooms added in the 1980's and a YMCA portable building used for before and after school child care.

This site has a solar array on the playground that provides shade for students. This site has been retrofit with energy efficient interior and LED exterior lighting.

Improvements completed during 2016 included interior painting of classrooms, replace door and windows at office entrance, a new kindergarten playground structure, a new middle ground play structure, fans installed in the kindergarten classrooms, new gutters as needed on portable classrooms, exterior doors painted, and all furnaces replaced in classrooms. Security cameras were installed throughout the campus in six locations.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 26, 2016

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				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	82	80	88	85	84	86	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	8.8	20.8	60

* 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 for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	66	75	71	74	44	48
Math	73	79	64	67	34	36

* 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	125	124	99.2	87.9
Male	56	55	98.2	87.3
Female	69	69	100.0	88.4
Hispanic or Latino	20	20	100.0	90.0
White	83	82	98.8	86.6
Two or More Races	14	14	100.0	85.7
Socioeconomically Disadvantaged	18	18	100.0	83.3
Students with Disabilities	14	13	92.9	84.6

* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	97	94	96.9	73.4
	4	110	106	96.4	69.8
	5	125	124	99.2	81.5
Male	3	44	42	95.5	64.3
	4	65	62	95.4	67.7
	5	56	55	98.2	74.5
Female	3	53	52	98.1	80.8
	4	45	44	97.8	72.7
	5	69	69	100.0	87.0
Hispanic or Latino	3	17	17	100.0	58.8
	4	16	15	93.8	53.3
	5	20	20	100.0	75.0
White	3	69	66	95.7	75.8
	4	80	78	97.5	74.4
	5	83	82	98.8	80.5
Two or More Races	5	14	14	100.0	85.7
Socioeconomically Disadvantaged	3	17	17	100.0	64.7
	4	14	13	92.9	69.2
	5	18	18	100.0	77.8
Students with Disabilities	3	12	10	83.3	20.0
	4	13	11	84.6	54.5
	5	14	13	92.9	61.5

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	97	94	96.9	83.0
	4	110	105	95.5	77.9
	5	125	124	99.2	75.6
Male	3	44	42	95.5	85.7
	4	65	62	95.4	80.3
	5	56	55	98.2	80.0
Female	3	53	52	98.1	80.8
	4	45	43	95.6	74.4
	5	69	69	100.0	72.1
Hispanic or Latino	3	17	17	100.0	76.5
	4	16	15	93.8	46.7
	5	20	20	100.0	65.0
White	3	69	66	95.7	84.8
	4	80	78	97.5	81.8
	5	83	82	98.8	75.3
Two or More Races	5	14	14	100.0	92.9
Socioeconomically Disadvantaged	3	17	17	100.0	64.7
	4	14	13	92.9	61.5
	5	18	18	100.0	52.9
Students with Disabilities	3	12	10	83.3	50.0
	4	13	11	84.6	63.6
	5	14	13	92.9	53.9

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

Parents and the community are very supportive of the educational programs at Eader Elementary School. The PTA and the Huntington Beach Education Foundation (HBEF) have made generous contributions of time and money to numerous programs and activities. PTA organizes many community events such as Family Movie Night, Skate Night, the Fall Festival, and they offer programs in art, music, and reading. They also enrich classroom learning experiences through donations which support assemblies and field trips, and/or purchase instructional supplies. Parents volunteer in classrooms, coordinate student events such as the 100 Mile Club and Ecology Recycling Club, and parents are invited to participate in school governance through School Site Council, as well as participate on district committees such as DELAC (District English Learners Advisory Committee) . PTA sponsors educational and social awareness opportunities for parents and the community, such as Traffic Safety, Common Core Standards, and other topics of interest as they arise from the community. Parent Education Nights are offered free of charge from Phoenix House Counseling, on pertinent topics such "Strengthening Families".

State Priority: School Climate

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

School Safety Plan

Eader's staff implements the Positive Behavior Intervention Support (PBIS) program to ensure a positive, welcoming, learning environment and a safe, orderly campus. Using assertive discipline and teaching expectations clearly and positively, greatly reduces the need for suspensions and/or expulsions. Our campus is very parent-friendly. Many parents volunteer in classrooms and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival to obtain a visitors badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, playground supervisors and teachers monitor students and school grounds, including the cafeteria and playgrounds. The Comprehensive Safety School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997.

Each school includes the following requirements of SB 187: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Safety procedures, including the School Safety Plan, are reviewed with school and district staff in the fall of each school year. The district progressively addresses structural needs at each school to ensure facilities are safe and in compliance with education codes and building and safety regulations.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.3	0.3	0.3
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.9	2.4	2.7
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.375
Psychologist	.8
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1.6
Resource Specialist	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	26	26	27				4	3	4			
1	30	27	27				3	3	3			
2	30	28	31				3	3	3			
3	30	30	32				4	4	3			
4	33	31	27				1	3	4	2	1	
5	32	24	31		1		2	3	4	2		
Other	8			1								

Professional Development provided for Teachers

District professional development consists of up to three district-wide days per year of varied instructional choices or planning in PLC's (Professional Learning Communities), and an additional fifteen days of teacher release time per site. Use of site trend analyses, and teacher input, guides the planning of professional development opportunities. Based on the most recent trend of multiple assessments, Eader is implementing staff development to improve our ELA (English Language Arts) instructional practices and learning. Teachers have been given release time for curriculum mapping Ela instruction, devising common writing prompts and corresponding standards-based lessons. Release time has been used for aligning (to standards) the writing rubrics and norming each others' student essays, observing each others' lessons (on lowest performance standards of benchmark data) and vertical collaboration, observing and analyzing grade levels below and above. Selected teachers are given additional release time to observe peers' classroom practices and instruction. Professional Development has also been incorporated into staff meetings, and early release days on Thursdays. Teachers have had the same observation and collaboration opportunities in the math content area, being facilitated by our site math coaches, and principal, as well.

Teachers new to the profession are supported by peer coaching and are encouraged to attend in-services offered by the West Orange County Consortium for Special Education or education consultants. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In-services for classified staff are geared to their specialty areas. SLIBG.(School library improvement block grant), district funding, site donations funds are used for professional development.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,038	\$44,573
Mid-Range Teacher Salary	\$81,044	\$72,868
Highest Teacher Salary	\$98,852	\$92,972
Average Principal Salary (ES)	\$119,970	\$116,229
Average Principal Salary (MS)	\$122,537	\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$206,525	\$201,784
Percent of District Budget		
Teacher Salaries	43%	39%
Administrative Salaries	6%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,491.53	\$1,033.32	\$4,458.21	\$81,067
District	♦	♦	\$1,917.62	\$84,118
State	♦	♦	\$5,677	\$75,137
Percent Difference: School Site/District			132.5	-3.6
Percent Difference: School Site/ State			-21.5	7.9

* Cells with ♦ do not require data.

Types of Services Funded

A significant portion of Eader School's categorical program budget is allocated for professional development to support improved instruction. The district continuously explores ways to increase extended learning opportunities and improve intervention with at-risk students. Teachers have been trained in Cognitively Guided Instruction (CGI), STMath, and Number Talks, for math, and Path to Proficiency, Thinking Maps, and Write from the Beginning, for language development, reading, and writing. The Kindergarten and 1st Grade teachers have also had training in Developmental Reading Awareness (DRA), to target specific areas of strength and weakness in early reading skills. (Intervention programs such as Read Naturally are used for intervention for students who are below proficient, and before school intervention classes are offered. After school homework tutors from the high school Honor Society assist targeted students three days per week and a Peer Tutoring program takes place during three recess sessions per week with Student Ambassadors from fifth grade tutoring students from kindergarten through third grade, free of charge.)

Each year a portion of Eader's School Library Improvement Block Grant (SLIBG) and LCFF EL funds are used to enable staff members to attend professional development opportunities to enhance instructional practice and expand their knowledge base. Teachers who are new to the profession are supported by peer coaching and are encouraged to attend in-services. Teachers who attend conferences, seminars, and other events are encouraged to share what they learn with other staff members. In 2014-2015, a portion of Eader's SLIBG funds were used to provide before-school and after-school intervention programs for students who were not proficient on state and district assessments; the program continues with the current 2015-2016 school year as well. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students. For experienced teachers, the district utilizes veteran teachers as "consultants" to assist with staff development district wide. Gifted and Talented Education (GATE) Program cluster classes are provided for grades 2-5 for GATE identified students. GATE teachers have been given the opportunity to attend a CAG (California Association of GATE educators) conference. All staff members are committed to creating and maintaining an environment in which students grow physically, emotionally, and intellectually into healthy, contributing citizens.

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.