



# Somis Union Elementary School

5268 North Street • Somis, CA 93066-9531 • (805) 386-5711 • Grades K-8  
Colleen Robertson, Ed.D, Principal  
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www.somisusd.org

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

### **Somis Union Elementary School District**

5268 North Street  
Somis, CA 93066  
(805) 386-8258  
www.somisusd.org

#### **District Governing Board**

Robert Fulkerson, President  
Scott Mier, Clerk  
Lizette Cuevas-Gonzalez, Member  
Michelle Quintero, Member

#### **District Administration**

Colleen Robertson, Ed.D  
**Superintendent**  
Marcella Klein Williams, Ed.D  
**Assistant Principal**

### **School Description**

The Somis Union School District was established in 1895 and moved to its present location in 1924. It is situated on over eight acres in the heart of the beautiful community of Somis which is located in Ventura County. The district currently operates one elementary school consisting of transitional kindergarten through eighth grade and a home school which serves grades kindergarten through eighth. Somis School has been serving the educational needs of the community for one hundred twenty-one years. At Somis School we believe that the combination of small school environment, high academic expectations, skilled and dedicated staff, and family involvement provides a unique place for children to thrive. Indeed, our mission at Somis School is to provide a world class education that challenges our students to use their minds to the fullest potential, and to be responsible stewards of the 21st century. In an effort to better meet the needs of our 21st century learners, Somis School is transitioning to a focus on Science, Technology, Engineering, Arts and Mathematics (STEAM). To further enhance the learning opportunities for our students, we are planning to build a new school that will serve our community for the next 100 years. From after-school athletics to community meetings, there are many groups that gather at our school and make up our school community. Opportunities for participation in the school and District are announced throughout the year in the monthly school newsletter, Somis website, classroom newsletters, the automated telephone system and communications from the Superintendent.

## 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	24
Grade 1	26
Grade 2	19
Grade 3	28
Grade 4	26
Grade 5	25
Grade 6	21
Grade 7	21
Grade 8	31
<b>Total Enrollment</b>	<b>221</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0.5
Hispanic or Latino	73.3
Native Hawaiian or Pacific Islander	0
White	22.2
Two or More Races	4.1
Socioeconomically Disadvantaged	76
English Learners	48.9
Students with Disabilities	13.1
Foster Youth	0

## 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			
Somis Union Elementary School	14-15	15-16	16-17
With Full Credential	13	13	14
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
Somis Union Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	14
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Somis Union Elementary School	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		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

\* 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)**

All textbooks are from State adoptions and are consistent with the content of curriculum frameworks adopted by the State Board of Education. Due to budget constraints, the California Department of Education has approved the continued use of the currently adopted Reading/Language Arts materials in grades K-8.

The district has affirmed that each student, including English Learners, has their own textbook to use in class and take home.

Textbooks and Instructional Materials Year and month in which data were collected: 9/4/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Houghton Mifflin Journeys 2016/17 Pilot Program (K, 4, 7)</p> <p>Houghton Mifflin California Collections 2016/17 Pilot Program (7-8)</p> <p>Hampton Brown Treasurers Reading (TK) Adopted September 2007</p> <p>Houghton Mifflin Reading California (K-5) Adopted September 2003</p> <p>Prentice Hall Timeless Voices, Timeless Themes (6-8) Adopted September 2002</p> <p>High Point Reading Intervention Program for EL (6-8 ELL) Adopted September 2002</p> <p>Hampton Brown Avenues for EL (K-5) Adopted January 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>Macmillan/McGraw-Hill CA Mathematics 2009 (K-5) Adopted March 2009</p> <p>Pearson Connected Mathematics 3 (6-8) Adopted August 2014</p> <p>Houghton Mifflin Math Expression 2016/17 Pilot Program (K-3)</p> <p>Houghton Mifflin Math Expression (4-5) Adopted June 2016</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>Delta Education - Edition 2007 Full Option Science Systems (FOSS) (K-5) Adopted February 2007</p> <p>American Legacy Publishing Studies Weekly - Science (3-6) Adopted September 2014</p> <p>Prentice Hall, Edition 2008 CA Science Explorer (6-8) Adopted February 2007</p> <p>Rice University STEMscopes 2016/17 (K-8)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 9/4/2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	Scott Foresman History/Social Studies for CA (K-5) Adopted April 2006  American Legacy Publishing Studies - Social Studies (3-6) Adopted September 2014  McDougal Littell California Social Studies (6-8) Adopted April 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The historical architecture of Somis School is reminiscent of the old California missions. Established in 1895 and moved to its present location in 1924 the school and buildings have seen many changes. Alumni often visit to marvel at the school plant and reminisce. In keeping with the needs of our 21st century learners, our campus is now wireless and each classroom is equipped with updated technology. The school library and computer lab can accommodate entire classes and are used by students throughout the school day and integrated into the after school program. Technology improvements include new iPads, Apple TV, 70" Monitors, Laptop Computers and individual chromebooks for every student in grades 3-8. Nutritious hot lunches are served daily. All facilities are kept, clean, safe and accessible to users.

Somis Elementary School is a closed campus. Students are supervised on the school grounds one half hour prior to the beginning of the school day. Those attending YMCA come on campus at 6:45am. During the day the school staff patrol the campus and maintain the grounds in a safe condition. Unsafe conditions are immediately reported to the maintenance staff who follow up with the report. All visitors must sign in and obtain and wear a visitor's badge while on campus. After school students are supervised by a campus supervisor until the bus leaves. Students also attend the on-site ASES program which runs until 6:00pm every school day, and YMCA which runs until 6:30pm.

The school is cleaned on a daily basis by the maintenance staff.. This staff also maintains the grounds.

During the winter, spring and summer breaks the maintenance staff undertakes the periodic cleaning of carpets, windows, walls and large landscaping projects. They are also responsible for the day-to-day repairs to ensure the safety of our school community.

Interior Lighting Retrofit Project completed 9/09. Funding was provided through the California Energy Commission, which will be repaid through energy rebates and reduction in costs.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 08/01/2016**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			Utilize Prop 39 dollars to upgrade
<b>Interior:</b> Interior Surfaces	X				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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	35	39	35	39	44	48
Math	25	38	25	38	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.

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	58	53	51	58	53	51	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	15.8	31.6	15.8
7	35.3	35.3	17.6

\* 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	58	57	98.3	50.9
Male	32	32	100.0	50.0
Female	26	25	96.2	52.0
Hispanic or Latino	41	41	100.0	46.3
White	16	15	93.8	66.7
Socioeconomically Disadvantaged	43	43	100.0	51.2
English Learners	21	21	100.0	28.6

\* 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
<b>All Students</b>	<b>3</b>	29	29	100.0	27.6
	<b>4</b>	27	27	100.0	25.9
	<b>5</b>	26	26	100.0	34.6
	<b>6</b>	21	21	100.0	33.3
	<b>7</b>	20	20	100.0	47.4
	<b>8</b>	32	31	96.9	64.5
<b>Male</b>	<b>3</b>	16	16	100.0	31.3
	<b>4</b>	16	16	100.0	18.8
	<b>5</b>	19	19	100.0	31.6
	<b>6</b>	11	11	100.0	36.4
	<b>8</b>	13	13	100.0	38.5
<b>Female</b>	<b>3</b>	13	13	100.0	23.1
	<b>4</b>	11	11	100.0	36.4
	<b>8</b>	19	18	94.7	83.3
<b>Hispanic or Latino</b>	<b>3</b>	21	21	100.0	23.8
	<b>4</b>	17	17	100.0	17.6
	<b>5</b>	19	19	100.0	26.3
	<b>6</b>	16	16	100.0	18.8
	<b>7</b>	16	16	100.0	46.7
	<b>8</b>	22	22	100.0	63.6
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	23	23	100.0	17.4
	<b>4</b>	19	19	100.0	10.5
	<b>5</b>	21	21	100.0	33.3
	<b>6</b>	18	18	100.0	22.2
	<b>7</b>	15	15	100.0	50.0
	<b>8</b>	22	22	100.0	63.6
<b>English Learners</b>	<b>3</b>	17	17	100.0	17.6
	<b>4</b>	11	11	100.0	
	<b>5</b>	12	12	100.0	16.7
	<b>6</b>	11	11	100.0	9.1

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
<b>All Students</b>	<b>3</b>	29	29	100.0	44.8
	<b>4</b>	27	27	100.0	37.0
	<b>5</b>	26	26	100.0	30.8
	<b>6</b>	21	21	100.0	19.1
	<b>7</b>	20	19	95.0	31.6
	<b>8</b>	20	19	95.0	31.6
<b>Male</b>	<b>3</b>	16	16	100.0	50.0
	<b>4</b>	16	16	100.0	37.5
	<b>5</b>	19	19	100.0	36.8
	<b>6</b>	11	11	100.0	18.2
<b>Female</b>	<b>3</b>	13	13	100.0	38.5
	<b>4</b>	11	11	100.0	36.4
<b>Hispanic or Latino</b>	<b>3</b>	21	21	100.0	42.9
	<b>4</b>	17	17	100.0	29.4
	<b>5</b>	19	19	100.0	26.3
	<b>6</b>	16	16	100.0	6.3
	<b>7</b>	16	15	93.8	33.3
	<b>8</b>	16	15	93.8	33.3
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	23	23	100.0	34.8
	<b>4</b>	19	19	100.0	31.6
	<b>5</b>	21	21	100.0	33.3
	<b>6</b>	18	18	100.0	5.6
	<b>7</b>	15	14	93.3	35.7
	<b>8</b>	15	14	93.3	35.7
<b>English Learners</b>	<b>3</b>	17	17	100.0	35.3
	<b>4</b>	11	11	100.0	18.2
	<b>5</b>	12	12	100.0	25.0
	<b>6</b>	11	11	100.0	9.1

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)**

Somis School encourages parents to be active in their child's education. There are many ways for parents to become involved as active partners at Somis School. Some opportunities to participate include:

- a. Parent Faculty Organization (PFO)
- b. School Site Council (SSC)
- c. Somis Education Foundation (SEF)
- d. English Learners Advisory Committee (ELAC)
- e. Bond Oversight Committee
- f. Student Wellness Committee
- g. Classroom volunteer
- h. Field trip chaperones
- i. Room Mothers/Fathers
- j. Fundraising events

For information on how to become involved, contact Colleen Robertson, Ed.D, Principal/Superintendent, at (805) 386-5711.

**State Priority: School Climate**

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

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

**School Safety Plan**

The School Safety Plan was last revised and updated in the 2014-15 school year. Each year the site principal reviews it. Any new guidelines or mandates are incorporated and staffing changes corrected. This plan is meant to be a working five-year plan and will be up for complete revision in the fall of 2017. Emergency evacuation drills are carried out at least monthly. The School Safety Plan is reviewed with staff at the beginning of each year.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in March 2015.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.4	0.0	0.4
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.4	0.0	0.4
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	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement	1	
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	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	0
Nurse	0.20
Speech/Language/Hearing Specialist	0.60
Resource Specialist	1.00
Other	0
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+		
	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	24	24	16	2	2	1						
1	19	26	23	1				1	1			
2	22	19	18		1	1	1					
3	31	28	24		1		1	1	1			
4	21	26	16			1	1	1				
5	17	25	21	1				1	1			
6	18	21	24	1				1	1			

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
English												
Mathematics	19	20	20	1	1	1						
Science												
Social Science												

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

### Professional Development provided for Teachers

Staff development currently focuses on the implementation of the Common Core Standards. All school staff is being trained on Measured Progress, technology based applications for student assessment and management of achievement data. Staff is also collaborating on strategies for improvement of curriculum/ instruction through onsite training with outside experts and teacher leaders. Somis Teachers joined a consortium of teachers from the other "small" districts of Briggs, Santa Clara, Mesa, and Mupu. This consortium of teachers attends two Professional Developments Days a year and is encouraged to meet more often to look at student work and to share best practices. Teachers also attend monthly "Triple T" Staff Development Sessions where emphasis is placed on teaching STEAM (Science, Technology, Engineering, Arts and Math) through hand-ons collaborative, learning opportunities.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,916	\$41,085
Mid-Range Teacher Salary	\$65,775	\$59,415
Highest Teacher Salary	\$78,014	\$75,998
Average Principal Salary (ES)		\$100,438
Average Principal Salary (MS)		\$101,868
Average Principal Salary (HS)		
Superintendent Salary	\$139,079	\$116,069
Percent of District Budget		
Teacher Salaries	33%	33%
Administrative Salaries	7%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,162	\$1,927	\$8,235	\$62,454
District	♦	♦	\$8,235	\$63,118
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			54.0	5.5

\* Cells with ♦ do not require data.

### **Types of Services Funded**

In hard economic times, it is imperative for schools to spend wisely. Somis School supports many programs and services in addition to the general educational program. Some of these are:

- Enrichment Class
- Music Education (Grades K-4)
- Instrumental Music Program (Grades 5-8)
- Speech and language specialist
- Resource Program
- A physical education specialist
- Library with support programs
- Accelerated Reading Program
- School psychologist
- After School Education & Enrichment Program
- Occupational therapist services
- Computer lab/iPads
- Kahn Academy/Google Docs
- Waterford Early Reading

### **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.